



**STUDENT ENGAGEMENT
AND INCLUSION
POLICY AND
PROCEDURES**

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1. School Profile

Our school was established in 1869 and is located in the Yarra Valley. In 2018 school enrolments are at 22.6 students. We have 7 school staff including 3 teaching staff, 2 integration aides, a business manager, and a volunteer grandparent. We have the MARC Van visit once a week for Library sessions and employ a Japanese teacher for 2 hours per week.

Our school has had an SFO (student family occupation) of approximately 6 – 6.5 over the past few years.

2. School Philosophy, Values and Vision

At Yering Primary School we provide a small school setting with a large community feel for students to be enrolled. We are able to deliver a program unique to each child so their unique needs can be accommodated. We provide a safe, nurturing and stimulating environment where students can grow emotionally, intellectually, and socially.

Tolerance of all students is encouraged and programs are in place to make sure that all students feel safe and take appropriate risks.

The school also believes in having high expectations for all students and a commitment to hard work.

At Yering Primary School we nurture student learning and encourage the whole school community to produce valuable contributions to the lives of others.

WE ARE HERE FOR THE KIDS OF TODAY TO MAKE THE WORLD A GREAT PLACE TOMORROW!

Yering Primary School vision, mission and values:

Yering Primary School's vision is to provide high quality education and develop values, attitudes, knowledge and skills to enable its students to become lifelong learners and to become contributors to the local and global communities. We also seek to build positive relationships between home and school.

Yering Primary School's mission is developing independent, confident and creative learners in an individualised learning environment.

The school values

- Respect, (for themselves, others, property and Yering Primary school)
- Responsibility, (for their actions)
- Independence, (actively participating in their own learning) and
- Teamwork (getting along with others).

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

3. Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active student participation to support improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

4. Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/guardians to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

This may include Student Support Groups, social groups run by the Student welfare officer, individual plans, gain access to outside agencies and SSSO network.

5. Identifying students in need of extra support

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- School Entry Questionnaire
- Personal information gathered upon enrolment
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers

- Engagement with student families

6. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**.

7. School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see **Appendix 4**).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class/yard activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available at: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

8. Engaging with families

The School values parent /guardian input into its operations and curriculum offerings and seeks feedback through the Parent Opinion Survey, and from parent representatives on

School Council. The School Council provides financial assistance and encouragement in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/guardians and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/guardians are aware of the school's Student Engagement Policy
- promoting and conducting effective home/school communication
- providing volunteer opportunities to enable parents/guardians and students to contribute
- involving families with homework and other curriculum-related activities
- involving families in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Parent's responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values.

9. Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS