

Policy Name:	Student Inclusion and Engagement
Date Adopted:	28 th January 2014
Review Date:	21 st December 2016
Referred Documents:	

Wedge Park Primary School explicitly prohibits any form of Corporal Punishment

SCHOOL PROFILE STATEMENT

Wedge Park Primary School was opened in 1982. The school population is low in ESL with the majority having an English speaking background. The school has grown steadily during its years of operation to the current enrolment of 690. 'Learning with Pride' is the school motto and Wedge Park strives to make all members of the school community proud to be associated with a school that pursues excellence in education.

At Wedge Park we expect that our students will:

- Develop an enjoyment and understanding of learning and thereby enrich the quality of their lives.
- Have access to and achieve success in a comprehensive, challenging and meaningful curriculum.
- Grow and develop in a caring environment which promotes an awareness of their rights, their responsibilities and their obligation to the rights of others.

A broad curriculum supports our expectations for students. The major focus is the development of English and Mathematics while nurturing creative thinking through Specialist Programs and problem solving. The curriculum is planned and delivered through Inquiry Based Learning. All students participate in a positive behaviour program each week called You Can Do It. Assessment and Reporting procedures are in line with DEECD guidelines, Integration and Reading Recovery form part of the curriculum. A camping and excursion program supports the curriculum. A comprehensive Multimedia program underpins all curriculums.

A highly skilled and professional staff, committed to improving their teaching and the learning outcomes for students, assist and motivate students to achieve academic and personal success. Wedge Park adopts a whole-school positive behaviour approach through which students learn self-discipline, while developing skills in social responsibility. A program to promote positive behaviours operates throughout the school overseen by the Assistant Principal. Positive approaches to student behaviour are emphasised.

The school has outstanding school facilities with 16 permanent classrooms, 12 renovated Mod 5's, 2 astro-turf fields, a watered oval, a traffic school education facility and the new Performing Art Centre that incorporates a new library and renovated gymnasium that was recently completed. The grounds are well maintained and are a feature of the school. A school farm and vegetable garden also operates.

Wedge Park has a strong alliance with the school community and values its connection with the wider community. They actively seek involvement of parents in school programs through the expanded use of the staff server and in facilities development. The School Council supports the vision and values of Wedge Park Primary School and there is an active Family and Friends group.

WHOLE SCHOOL PREVENTION STATEMENT:

“We have many programs in place which support our students to attend school, participate in class and enjoy learning.”

At Wedge Park we aim to:

- Develop a school where students can feel successful and happy, where they do not disrupt their own or other student’s learning or interfere with the rights of other persons in the school.
- Ensure that a happy, cooperative working atmosphere prevails in the school community.
- Provide structures and approaches that facilitate the success of all students.
- Implement and encourage high attendance and “It’s Not OK to Be Away” Strategies.
- Maintain a high You Can Do It attitude and morale by the use of positive behaviours.
- Develop self-discipline and individual responsibility for behaviour.
- Develop a respect for the rights of others in society.
- Understand that cooperative behaviour will promote the aims of the school and of society.
- Raise awareness among staff, students and parents about bullying.
- Actively counter bullying at the school.
- Provide strategies to resolve conflict and respect differences.
- Ensure the School You Can Do It is taught within classrooms P-6.
- You Can Do It.

BASIC ASSUMPTIONS:

- Every student **can** learn and behave responsibly in school.
- That all students enrolled in government schools must attend on a full-time basis unless absent with the authority of the school.
- Teachers cannot teach and students cannot learn, in a school environment where unacceptable student behaviour occurs.
- Parents have a right to expect that their child can learn and play at school, free from disruptive behaviour.
- Discipline requires skills, procedures and techniques that all teachers and parents can develop together and use effectively for the students’ benefit.

RIGHT AND RESPONSIBILITIES:

RIGHTS:

Everyone at Wedge Park has the right to:

- Be treated equally.
- Feel safe and secure.
- Experience success.
- Have access to all activities.

RESPONSIBILITIES AND OBLIGATIONS:

Everyone at Wedge Park has the responsibility to:

- Maintain the rights of all students and adults.
- Treat others with respect and consideration.
- Respect their own property and the property of others.

- Accept and obey Wedge Park rules.
- Uphold the Values of the school.

SHARED EXPECTATIONS:

The following expectations are employed at Wedge Park Primary School:

- Provide opportunities for EVERY CHILD.
- Encourage students to take risks in their learning.
- Developing a sense of pride in the school.
- Provide well balanced programs that are proactive.
- Parents, teachers and students working together in the discipline process to ensure the benefit of all students.
- A whole school approach to assertive discipline, incorporating negotiated classroom and yard plans, which ensures fairness and consistency.
- Encouraging organised and responsible play in the playground.
- A strong focus on appropriate patterns of behaviour to develop self discipline leading to positive self esteem.

The Principal will:

- Provide leadership, not only to school staff but to students as well.
- Ensure staff, students and the wider school community understand their expectations.
- Make sure staff and students have the resources and equipment to assist them in the process of teaching and learning.
- Verify the curriculum of the school takes into account the needs of specific students where practicable (such as students with disabilities, ESL, dyslexia etc).
- Encourages the participation of parents.
- Provide positive reinforcement to all students in the yard, during grade visits and assemblies.
- When necessary, support Assistant Principal in dealing with welfare/discipline concerns, including contact with parents.
- Liaise with Assistant Principal, Leading Teachers and Team Leaders regarding whole school discipline.
- Promote positive behaviour programs in the years P-6.
- Support and promote happy, healthy relationship activities for the whole school.
- Work with parents on behaviour modification programs.
- Identify Student Absence trends in the Annual General Report.

The Assistant Principal will:

- Provide leadership to school staff and students.
- Ensure staff, students and the wider school community understand their expectations.
- Provide positive reinforcement to all students.
- Encourage class teachers to provide positive reinforcement to parents via personal letters home about their students.
- Assist Team Leaders and Leading Teachers in providing support to severe problems that occur.
- Contact parents and organise counselling for difficult students.
- Implement specific welfare programs for students who have social, behavioural or anger problems in the classroom or the playground.
- Document Sexual Harassment issues and other incidents.
- Inform all staff of school behaviour trends and school hotspots so that staff can focus on these.
- Promote positive behaviour programs in the years P-6.
- Support and promote happy, healthy relationship activities for the whole school.

The Student Wellbeing Officer will:

- Provide Support Programs for nominated students- E.g. Bystander Program, Peer Mediation Training, Seasons etc.
- Be available for staff discussions (individual or group).
- Work with parents on behaviour modification programs.
- Develop and implement proactive programs for the school.
- Promote welfare PD (Professional Development).
- Attend welfare network meetings.
- Keep comprehensive records of events that occur. i.e. detentions, suspensions etc.
- Use a monthly absence summary report to highlight the names of students who have been late or did not attend school for four or more days during the month without reason.
- Send computer generated notes to parents of students who have had 4 or more unexplained absences for the month, a note will also be sent home for those students who are late 4 or more times during the month.

Leading Teachers and Team Leaders will:

- Provide counselling and support to disruptive students in their grade area.
- Inform parents of student behavioural concerns.
- Inform Assistant Principal of behavioural concerns.
- Provide reliable and consistent support for each teacher's classroom discipline plan. (A copy of each teacher's plan will be kept by the team leader).
- Maintain comprehensive records of disruptive events. i.e. detentions etc.
- Provide positive feedback to the team.

The Classroom Teacher will:

- Create an engaging lesson.
- Provide classroom programs that are both stimulating and attuned to the students in their care.
- Make sure every student has an equal opportunity to participate.
- Teach the You Can Do It program.
- Ask for student input into the curriculum and class environment.
- Listen to students and value their contribution.
- Understand the needs of students and accommodate those needs.
- Listen to parents insights into their children's learning.
- Provide a wide range of resources to engage students.
- Provide positive reinforcement to all students.
- Follow their discipline plan as presented to Team Leader and Assistant Principal.
- Maintain a diary of behaviours of the students in their classroom.
- Include a 'positive chart' on display in the classroom.
- Inform parents 'early' if there are any concerns with student behaviour.
- Supervise any consequences given.
- Actively teach and praise the use of positive social skills i.e. listening to others, sharing time, using manners etc.
- Will accurately mark rolls twice daily using either the school's proforma or eCases and keep records (notes) of all absences, including lateness. Both the roll and notes are legal documents.
- Teachers to encourage students to bring notes to school explaining absences.
- Contact parents/guardians after 3 days of concurrent absence.

The Specialist Teacher will:

- Follow their discipline plan as presented to Grade Manager, Team Leader and Assistant Principal to provide positive reinforcement to all students.
- Provide classroom programs that are both stimulating and attuned to the students in their care.
- Record daily disruptions on the Behaviour Tracking Sheet.
- Inform parents 'early' if there are any concerns with student behaviour.
- Supervise any consequences given.
- Liaise with class teacher regarding student behaviour.
- Actively teach and praise the use of positive social skills i.e. sharing time, using manners etc.

The Parents will:

- Cooperate with requests from the school.
- Promote positive educational outcomes for their children.
- Communicate clearly with the school about the needs of their children.
- Bring their children to school each day.
- Inform the school of the reason for a student's absence. Parents also need to be aware of the processes used by the school in following up of student absences by phoning the school.
- Parents will be encouraged to notify the school by phone or in writing of any absence, where practicable. Where there is any doubt about the whereabouts of a student, prompt communication will occur with the parents/guardians/caregivers.
- Parents of students will ring the school notifying that their child will be absent that day (8.30 – 8.45am).
- Be aware of the school policy requiring 85% attendance to go to camps and excursions.
- Follow the Parent Concerns Policy for any grievances.

The Students will:

- Participate in positive manner.
- Ask for help/ask questions.
- Enjoy being in class.
- Treat classmates/teachers with respect and dignity.
- Value school resources.
- Regularly attend school.
- Support classmates/teachers.

SCHOOLS ACTIONS AND CONSEQUENCES.**Prevention Programs**

1. **Curriculum** - Excellent use of Inquiry Based curriculum involving the students input, the community and real life activities.
2. **Multimedia** - 1:2 Laptop Program, Developmental Curriculum, Individual Conferencing and Feedback.
3. **Cyber safety** - Ways to protect yourself against internet dangers.
4. **Peer Support** - Aims at developing positive relationships and open communication across the school. (Prep-Grade 6)
5. **Transition** - Helps with transition for the Preps and Grade 6 students.
6. **Secret Garden Sessions** - Socialisation skills to run during lunch times.
7. **Socially Speaking** - Small group activities to develop social skills; teach students how to express their feelings, make friends, be confident, increase self-esteem etc.

8. **Yard Duty Activities** - Lunch time activities focussing on team building and individual interest.

Restorative Justice Practices - *Key skills*: include active listening, facilitating dialogue and problem-solving, listening to and expressing emotion and empowering others to take ownership of problems.

9. **Values Education** - Manual of ideas and strategies for teaching values education in schools.
10. **Coping with Success** - *LDSuccess* is an evidence-based program that assists Grade 6 students to increase their sense of control over their ability to cope with the problems that occur in their lives.
11. **It's Not OK To Be Away** - Encouraging high attendance through developing awareness and yearly certificates.

You Can Do It! Education's main purpose is to support communities, schools and homes in a collective effort to optimise the social, emotional, and academic outcomes of all young people. Its unique contribution is in identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school, experience wellbeing, and have positive relationships including making contributions to others and the community (good citizenship).

YCDI's mission is to realise, through the following beliefs and actions:

- The building of social, emotional, and motivational capacity of young people rather than on their problems and deficits.
- The encouragement of prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.
- The development of a strength-building approach, where YCDI seeks to build the capabilities of adults (community, school, home) associated with positive outcomes in young people.

STANDARDS FOR THE MANAGEMENT OF STUDENT BEHAVIOUR:

We have the right to feel safe; therefore the following forms of behaviour are seen as intimidating or dangerous and are therefore unacceptable in the Wedge Park Primary School Community:

- Fighting, sexual harassment, bullying or any other form of aggressive behaviour.
- Sexist, racist or any discriminatory behaviour.
- Stealing.
- Leaving the school ground without permission.
- Leaving the classroom without permission.
- Riding bikes/scooters in the school grounds and riding bikes/scooters without helmets.
- Other activities which may be a danger to themselves or others. eg. Skating, Roller blading.
- Being in the school grounds or classrooms without teacher supervision.
- Throwing stones or other objects.
- Defiance of reasonable teacher requests.
- Abuse of equipment.
- Swearing at adults or other students.
- Non-attendance at school without parent knowledge or consent.
- Possession of dangerous substances. E.g. Cigarettes & alcohol.
- Inappropriate social behaviour. E.g. Urinating in playground, taking clothes off.
- Cyber bullying using school equipment.
-

DEVELOPMENTAL BEHAVIOUR MANAGEMENT:

Ramon Lewis created the developmental behaviour management program in response to the need for a consistent and fair way to deal with challenging behaviours within classrooms and throughout schools. The program focuses on developing student responsibility for their own behaviour, and to assist students to take more responsibility for what is happening around them.

Within this program there are **four student behaviour types**:

A behaviours – Managed by normal curriculum

These students manage themselves through their motivation to learn.

B behaviours – Managed within the class

These students are occasionally distracted or disruptive, but do not have to be isolated or referred to others.

C behaviours – Managed out of class

These students cannot be managed as part of a group and need to be isolated, sent out or referred to others.

D behaviours – Not managed

These students generally seem unmanageable no matter what is tried.

STUDENT MISBEHAVIOUR:

The key to dealing with any student misbehaviour is to first develop a working relationship with students. This involves learning about your students' lives and showing an interest in their needs. Students also need to develop responsibility and an understanding of the rights of others. There are **two basic rights** that encompass all the rules you or your students could ever come up with:

1. Everyone has the right to do as much work as possible
2. Everyone has the right to feel safe and comfortable

There are also **two types of responsibility**:

1. Personal Responsibility – students behave appropriately because it is the right thing to do.
2. Communal Responsibility – students encourage others to behave appropriately because it's the right thing to do.

All students need to be treated as those who display A behaviours, even if this is not always the case. Depending on the level of misbehaviour a student is displaying the following should be used:

- Hint (verbal and / or non-verbal)
- "The Script" (see below)
- "The Modified Script"
- Move within the room
- Time Out – reflection on behaviour
- Visit another room – take work to complete, not to be spoken to by other teacher
- Follow up if sent out of room – during lunch
- Team Manager
- Principal Class

THE SCRIPT:

To ensure students are aware of which of their behaviours is inappropriate, and that they are aware of the appropriate way to act, the script needs to be used. Be aware of the tone of voice you use, it needs to be friendly but firm.

1. Students name (wait for recognition – look at you, verbal response)
2. Indicate the inappropriate behaviour
3. Indicate why the behaviour is inappropriate (bring back to three rights)
4. Indicate appropriate behaviour

The Modified Script includes a punishment if the inappropriate behaviour continues in step 4. For example: You need to read silently. If you cannot do this you will move to another spot in the room.

SETTING UP RIGHTS AND RESPONSIBILITIES FOR THE NEW SCHOOL YEAR:

- Discuss / explain the difference between rules and rights.
- Discuss with students the three rights that everybody has at Wedge Park Primary School. Do they know what they mean? Why do we have only three, and these specifically?
- Introduce the two types of responsibility – Personal and Communal
- Brainstorm Personal Responsibilities in relation to each of the school rights
- Brainstorm Communal Responsibilities in relation to each of the school rights
- Display rights and responsibilities in the classroom in a prominent position. Leave some spaces blank for each responsibility type so students remember that there are other ways they can also display responsible behaviour in these situations.
- Go through the consequences for student misbehaviour and how each step is encouraging students to display responsible behaviour.
- Refer back to the rights and responsibilities at every opportunity.

RECORD KEEPING:

Record keeping must be kept of **ongoing unacceptable behaviour via the tracking book**, anecdotal records etc. This is needed for accurate discussions with parents, Team Leaders, Leading Teachers, Assistant Principal, Principal, etc

INDIVIDUAL DISCIPLINE PLAN:

If a student goes through the Discipline Hierarchy three times, it is time to increase the severity of the consequences or to work out an individual discipline program for that child. Changes to Discipline Plan will be renegotiated with parents, class teacher, student and member of the Leadership Team.

If you see a child break a school or classroom rule ask the following:

Rather than immediately confronting the student about his/her behaviour, the teacher should use the “Stop, Think Do’ Process:

- Don’t React; Look and Listen
- Clarify problem with the child - *“I feel.....because (problem)”*
- Consider solutions- *“What could we try?”*
- Evaluate consequences- *“What might happen then?”*
- Choose best solution- *“Let’s do it!”*

COMMUNICATE YOUR CLASSROOM DISCIPLINE PLAN TO PARENTS:

The plan will be communicated to parents through a letter home. Include your rules, positive rewards and negative consequences, a statement of your need for parental support and a tear-off portion that parents must sign and return to you.

THE DISCIPLINE PLAN IN THE SCHOOL YARD:

Yard Rules - these are to be reinforced by each classroom teacher at the beginning of each term.

- Walk around rooms and on white concrete areas inside the fenced area.
- Play in an acceptable manner and use appropriate language.
- Follow directions the first time they are given.
- Keep the school clean and tidy.
- Do not litter, damage school property or eat on oval or astro turf.
- Play safely, sensibly and fairly in the correct areas.
- Wear full school uniform; no hat no play (Term 1 & Term 4).
- Line up quietly and promptly.

STUDENTS MUST NOT:

- Run inside or around the school buildings.
- Ride bicycles, scooters, skateboards or roller blades in the school grounds.
- Ride a scooter or bike, to and from school without a helmet.
- Wear runners with skates in the heels.
- Play in the toilets.
- Leave the school grounds without permission.
- Throw anything but a ball in appropriate areas (netball court, oval and astro turf).
- Climb trees or any part of the school building.
- Bring dangerous things or illegal substances to school.
- Enter or remain in classrooms unless a teacher is present.
- Engage in fighting, harassment or other forms of aggressive behaviour e.g. Bullying – physical, non physical or non verbal.
- Interfere with the games or activities of other students.

YARD PROCEDURES:

Minor offences are to be dealt with by yard duty teacher - (e.g.:sit in certain spot where teacher can see child, pick up papers, follow teacher - don't send students to office. No Time Out area under pergola.

Each teacher will have his or her own Yard Behaviour Folder and first aid bag. The teacher on yard duty will carry the above and it is essential that all be recorded, so that a behaviour record is maintained.

Folders will contain:

- Sick bay passes,
- Detention notes,
- Yard consequences,
- Health alert students
- Yard Duty Tracking sheet to document incidents. (Teachers will need to leave sheets in the Lorraine Kelly's pigeonhole at the end of each fortnight).

If a child's name appears in the folders consistently for the same offence, the Student Wellbeing Officer and the Team Leader will:

- Decide upon action- (Counselling, Time-out, detention or suspension.)

The Student Wellbeing Officer will also collate data about Yard Behaviour from YD tracking sheet and school hotspots and select appropriate measures to deal with the situation.

Positive Responses in the Yard

- Praise from teachers, Assistant Principal, Principal

Behaviour Management Procedures:

In the event of a student disobeying the school rules, based on documentation, the following procedures may be followed:

- Discussion concerning the breach of the specific rule.
- Consequences accompanying the rule.
- Use of the Yard Behaviour Book.
- "Time out" areas.
- Detention with reflection sheet.
- Discussion with parents. (This needs to be documented) **Parents must be phoned for ALL Afterschool Detentions - in addition to the signed note.**

- Individual Behaviour Plans.
- Communication Books.
- Loss of rights (strike out clause) to excursions/school camps / special events. (refer to policy).
- Use of suspension procedures and inquiry processes when required.

DETENTIONS/SUSPENSIONS and EXPULSIONS

1. Suspension

When a student has been suspended, the right to attend camp and excursions has been forfeited. A meeting is to be convened. Principal, grade manager, class teacher, parent and student to discuss and determine possible reinstatement of camp/excursion. Behaviour Management program is to be negotiated between all parties present.

2. Detention

Four after-school detentions will result in loss of privilege to attend camp/excursions. The number of after-school detentions received to be recorded on detention letter. At the Principal's discretion, if a child receives 10 after school detentions they can be suspended. A meeting is to be convened. Team Leader, class teacher, parent and student to attend. To assist the child a behaviour management program is to be negotiated between all parties with possible reinstatement if successful.

3. Expulsions

The school will follow the DET's policy for student expulsions.

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

SEVERE BEHAVIOUR:

Pending a thorough investigation, cases of severe behaviour may result in suspension and the right to attend camps/excursions.

This is a school based decision made by the Principal and/or Assistant Principal.

SCHOOLS ACTIONS/CONSEQUENCES ATTENDANCE

The following steps are to be followed if no reason is given for the Absence

1. Contact with parents /guardian within 3 days of absence. (Phone or personal contact is acceptable.)
2. If the student's absence remains unresolved after the initial contact, the school will convene a meeting with parents/guardians and student (if appropriate).

The purpose of the meeting is to:

- Ensure parents are aware of absence and its implications.
- Examine the reasons for non-attendance.
- Identify whether further assistance will be needed.

Grade teacher and Team leader will be involved.

3. If communication with parents/guardians has not been possible or a meeting does not sufficiently resolve the attendance problem, a school plan will be developed to support the student's attendance.

Normally this will involve a formal meeting convened by the principal or nominee and attended by the parents/guardians, student (if appropriate) and a relevant teacher. The school may also seek support from regional student service support staff, community or other government agencies.

The school plan should result in the establishment of an ongoing attendance support process to develop and monitor an appropriate program of assistance and support for the student, drawing upon any special skills and resources needed, for example from external support personnel.

The plan could involve such action as:

- Modification of the curriculum
- Increased supervision of the student
- Personal support and counseling for the student
- Referral to other support agencies.

It is important that wherever possible, the plan is developed in consultation with the parents/guardians and the student to ensure their active cooperation. The plan should be documented to confirm arrangements to assist the student.

Where the action taken through the school plan does not lead to a resumption of satisfactory attendance, the principal should determine if it is necessary to convene an attendance conference in the interest of the education of the student.

4. The Attendance Conference

The purpose of the attendance conference is to:

- Review strategies initiated to support the attendance of the student.
- Examine why resolution of the non-attendance has not been possible.
- Make recommendations to the school and parents/guardians on further action.

The attendance conference has no disciplinary connotations but rather aims at effectively retaining the student at school. Action considered at the attendance conference can include:

- The use of wider resources and expertise available in the Department of Education and elsewhere.
- Transfer to another educational setting.

The attendance conference should be convened by the principal or nominee. Participants should include:

- Principal or nominee.
- Parents/guardians.
- The student (if appropriate).
- Parent advocate (if required by the parent).
- Appropriate staff member.
- Consultants as required.