

# Student Engagement and Inclusion Policy

Monmia Primary School



MONMIA PRIMARY SCHOOL  
- Learn and Achieve -

This policy was last ratified by School Council in: September 2014  
School Council President: Mary Papaioannou

This policy reflects the DEECD Student Engagement and Inclusion Guidance and was produced in consultation with the school community.

## Rationale

Monmia Primary School is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian Government schools. Students can reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning. Student wellbeing and student learning outcomes are inextricably linked and schools should aim to promote an understanding of this link in both the wider school environment and in the immediate classroom.

## Aim

The Student Engagement and Wellbeing Policy describes the school community's shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and expectations of every member of the school community to engage in and promote a safe and inclusive educational environment. The policy also supports the school's capacity to respond to individual student circumstances, when a child begins to disengage from his/her learning, when regular attendance is not consistent or positive behaviours are not demonstrated. The policy outlines a series of processes, actions and consequences developed in consultation with the school community.

## Implementation

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### **Introduction:**

### **Definition**

Student Engagement can be defined as three interrelated components: cognitive, emotional and behavioural.

- Cognitive Engagement relates to students' investment in learning and their intrinsic motivation and self-regulation.
- Emotional Engagement encompasses students' emotional reactions in the classroom and in the school and measures a student's sense of belonging or connectedness to the school.
- Behavioural Engagement refers to students' participation in education, including the academic, social and extracurricular activities of the school.

Student Wellbeing can be defined as a sustainable emotional condition characterised by:

- establishing positive relationships at school
- displaying predominantly positive feelings and attitudes
- demonstrating resilience
- having trust that students can achieve and make the most of their strengths
- displaying high levels of satisfaction with learning experiences

### **Engagement with Families**

The school will support families to engage in their child's learning and build their capacity as active learners. The school will develop an environment that welcomes all parents/guardians and is responsive to them as partners in learning. The school will create successful partnerships with parents/guardians and families by:

- ensuring all parents/guardians are aware of the school's Student Engagement and Inclusion Policy
- conducting effective school to home communications
- involve families in many different ways in school activities
- involving families as participants in school decision making
- coordinating resources and services from the community for families, students and the school
- involve families in student support groups

### **School Profile Statement**

The Monmia Primary School community is committed to providing innovative programs that stimulate and challenge each student to develop lifelong learning skills and strategies. Monmia Primary School provides a safe, nurturing environment where teachers, students and families work in an effective partnership. Important relationships are fostered between the home and school and reflect the school values of acceptance, caring, friendliness, honesty and respect.

Monmia Primary School is a P-6 campus and has approximately 415 students and is located in Keilor Downs. The school embraces and celebrates diversity and the student population is represented by approximately 31 different nationalities. The school is part of a network of schools in the Keilor and St Albans area who are working towards the goals of the South Western Region's: Victoria A Learning Community.

Monmia has made a strong commitment to professional learning to develop teaching strategies and improve student learning particularly in the areas of literacy and numeracy. Professional Learning Communities are a strong feature of the school where data is used to focus ongoing professional discussions. The school has embraced the flexibility of the Collaborative Learning Spaces in order to enrich the learning opportunities for students and staff. In addition the school implements Hattie's Visible Learning research and ensures that resources are placed in areas that make a significant difference to student learning.

To promote an orderly environment, students are welcomed into the learning spaces at 8.45am where they get ready for the school day by organising their belongings and consolidating literacy and numeracy skills. Parents/Guardians are welcome during this time to see their child's teacher briefly or make an appointment to meet with the teacher at an

alternate time.

The school's involvement in the KidsMatter initiative has had a positive impact on building community connectedness and community spirit within the school. KidsMatter is an Australian Primary Schools Mental Health Initiative. The initiative aims to improve the mental health and wellbeing of primary school students, reduce mental health problems among students and achieve greater support for students experiencing mental health problems. The BounceBack resilience and wellbeing program is research based and implemented throughout the school by classroom teachers to promote resilience and wellbeing.

In addition the school implements the CAMHS and Schools Early Action Program (CASEA) Program which complements the BounceBack Program and the Bucket Filling Philosophy which fosters healthy relationships.

Most recently the school has commenced implementing Restorative Practices to build and repair relationships in order to build a positive school community.

### **Whole School Prevention Statement**

Monmia Primary School will provide an educational environment that ensures all students are valued and cared for and feel a sense of connectedness with the school. Teachers will ensure that the curriculum is differentiated for students in order for them to engage effectively in their learning and most importantly experience success. The school's pro-social values underpin how students, staff, parents and guardians will interact with one another.

- Acceptance
- Caring
- Friendliness
- Honesty
- Respect

### **KidsMatter Initiative**

KidsMatter promotes mental health within a whole school positive behaviour framework. The initiative is focussed on promoting positive social and emotional learning as well as engaging with parents and the wider school community. Through KidsMatter, Monmia Primary School promotes:

- a positive school community where everybody belongs: *every face has a place*.
- social and emotional learning for students: *knowing me, knowing you and getting along too*.
- parenting support and education: *schools and families caring for kids*.
- early intervention for students experiencing difficulties: *getting help is cool*.

### **BounceBack, Resilience and Wellbeing Program**

As part of KidsMatter's component two, the school implements the BounceBack, Resilience and Wellbeing Program. All classroom teachers protect one hour each week to deliver BounceBack that develops positive social and emotional learning and builds resilience.

The program focuses on:

- core values of honesty, fairness, responsibility, support, cooperation, acceptance of differences, respect, friendliness and inclusion
- being resilient
- being courageous
- looking on the bright side
- understanding and responding to emotions
- developing respectful relationships
- using humour
- understanding Bullying and knowing how to respond to it
- developing goals in order to experience success

### **CASEA Program**

CAMHS and Schools Early Action Program (CASEA) Program was developed by the Royal Children's Hospital, funded by the Mental Health branch of the Department of Education and Early Childhood Development. The program aims to strengthen community understanding of challenging behaviours and increase the skill of staff and parent's guardians to improve managing challenging behaviours. The program is implemented over a term at three levels: the whole school, a small group of students and their parents/guardians. To program builds on student's ability to:

- recognise and manage emotions
- identify calming down strategies and calming down spaces to avoid emotions erupting
- using STOP, THINK and DO to solve problems
- using the COOL, rather than the WEAK or AGGRO way to respond to situations

In 2014 the school community commenced implementing a Restorative Practice approach. It is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the offended.

Monmia Primary School is committed to providing a challenging[LV1] and motivating learning environment to engage all students. To ensure this commitment is successful the school community has established structures, programs and processes to address student engagement and wellbeing, attendance and connectedness.

<b><u>Whole School Structures</u></b>
Implementing the KidsMatter Initiative and exploring the four components: <ul style="list-style-type: none"><li>● A Positive school community where everybody belongs</li><li>● Social and Emotional Learning for students</li><li>● Parenting support and education for families</li><li>● Early intervention for students experiencing difficulties</li></ul>
Appointing a Student Engagement and Wellbeing Assistant Principal
Implementing the Primary Welfare Officer Initiative
Allocating Welfare Managers for each Professional Learning Community
Establishing the Student[LV1] [LV2] Engagement and Wellbeing Key Improvement Team
Establishing a Community Room
Scheduling regular Student Support Group (SSG) meetings each term
Identifying a Family and Friends Liaison contact person for families
Including weekly newsletter items
Developing Professional Learning Community overviews at the start of each term
Establishing a KidsMatter Action Team
Promoting School Values
Scheduling weekly assemblies
Adopting an Open Door Policy for the community
Implementing various groupings in the classroom: whole class, small group, partner and individual
Employing Education Support staff for students with special needs
Differentiating the curriculum for students
Supervising playground areas with teachers on yard duty before school from 8.45am to 9.00am and after school from 3.30pm to 3.45pm. Playgrounds are supervised during recess and lunchtimes.
Implementing a Restorative Practice approach in building productive relationships.

### **Whole School Programs**

The school community implements the following programs:

AusParenting

BounceBack - Resilience and Wellbeing Program

Bucket Filling Philosophy - Social and Emotional Wellbeing Program

Prep and Year 5 Buddy Program

CASEA Program

Learning to Learn Program

Student Leadership Program which includes:

- School Captains and Vice Captains
- Junior School Council
- Peer Mediators
- House Captains and Vice Captains

Classroom Helpers Program and a Thank You Morning Tea

Annual English as an Additional Language Afternoon Tea

Annual Multicultural Lunch

Biennial Whole School Concert

Annual Art Show

Year 3-6 House Athletics

Twilight picnic or afternoon tea

Japanese Week

P-6 Camping Program which includes:

- Prep Barbeque
- 1-2 Sleepover - overnight
- 3-4 Camp – 2/3 days
- 5-6 Camp – 3/5 days

Peaceful Play Program during lunchtimes

Out of School Hours Care Program run by Camp Australia

Promotes State Education through celebrating Education, Literacy, Numeracy and Science Weeks each year

### **Whole School Processes**

Implementing Student Pathways and Transitions Processes:

- Transition Policy
- Kinder to Prep Transition
- Three Prep Orientation sessions
- Year 6 to Year 7 Orientation Day
- Three step up sessions
- Meet the teacher and classmates session
- Select a learning buddy for the following school year process

Implementing Restorative Practices throughout the school

Implementing the whole school Behaviour Management Process

Recording and monitoring student behaviour in the playground

Supervising Time Out sessions during lunchtimes

Implementing Play Plans and Safe Plans at recess and lunchtimes for identified students

Implementing Behaviour Management Plans for identified students within the classroom

Awarding a Student of the Week certificate to a student in each classroom and specialist area

Developing Individual Learning Plans for identified students

Promoting regular school attendance and punctuality by:

- Implementing an Attendance Policy
- Monitoring attendance and punctuality
- Implementing 'It's not OK to be Away' [EP1] and Everyday Counts initiatives
- Using electronic roll marking
- Awarding 100% Attendance Certificates each term

Timetabling referral meetings between the Student Engagement and Wellbeing Assistant Principal and the Student Support Services Officer

Singing the school song at the weekly whole school assembly

Wearing of the school uniform

Administering and analysing the Attitudes to School Survey on a yearly basis

### **Rights and Responsibilities**

Monmia Primary School believes that every member has a right to fully participate in an educational environment that is safe, supportive and inclusive. In addition it should be free from all forms of harassment and discrimination and provide equal opportunity for all. The school community acknowledges its responsibility to embrace and celebrate diversity and ensure that everyone is treated with respect and dignity.

<b>Right</b>	Something to which everyone is entitled and which should not be taken from them.
<b>Responsibility</b>	Something one should do without being asked to preserve their right and the rights of others.

In developing a set of rights and responsibilities the school community follows its legal responsibilities under the following relevant legislations:

#### **Equal Opportunity Act 1995**

The Equal Opportunity Act 1995 sets out the types of grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men, women and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

#### **Charter of Human Rights and Responsibilities Act 2006**

The Charter sets out a list of 20 rights that reflect the following four basic principles:

1. Freedom
2. Respect
3. Equality
4. Dignity

The Charter outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

#### **Disability Discrimination Act 1992**

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, harassment and victimisation.

The Monmia Primary School Community is committed to ensuring for its students a bullying-

free and harassment-free environment. The school has a Bullying and Harassment Prevention Policy and Procedures specifically for this purpose. This policy addresses bullying, cyber-bullying and harassment.

The Department of Education and Early Childhood Development's definition of bullying is: 'Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons'.

Bullying can take many forms:

1. **Direct physical bullying**
  - a. hitting, tripping, pushing someone
  - b. hiding or damaging someone's property
  - c. forcing someone to hand over their belongings
2. **Direct verbal bullying**
  - a. name calling, insults, 'put down' comments
  - b. making discriminatory remarks
  - c. disguising an insult by saying "It was only a joke"
3. **Indirect bullying** - This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
  - a. lying and spreading rumours
  - b. playing nasty jokes to embarrass and humiliate
  - c. mimicking, encouraging others to socially exclude someone
  - d. damaging someone's social reputation and social acceptance
  - e. cyber-bullying, which involves the use of electronic means to humiliate and distress
4. **Cyber-bullying**, which involves the use of technologies such as email, text messages, chat rooms and any form of Social Media which can be used to humiliate and distress a person. It can be verbal (over the telephone or mobile phone), or written (threats, racial comments) or graphic (sending photos, attaching images to statements).

The Department of Education and Early Childhood Development's definition of harassment is: 'Harassment is any verbal, physical or sexual conduct, including gestures which are uninvited, unwelcome or offensive to a person'.

Students' Rights	Students' Responsibilities
<ul style="list-style-type: none"> <li>● To learn in a positive, supportive and safe environment</li> <li>● To access a range of ongoing learning experiences</li> <li>● To fully participate in educational programs</li> <li>● To be supported with additional support and student services as required</li> <li>● To have success acknowledged in various ways</li> <li>● To be treated with respect</li> <li>● To work and play without intimidation, bullying or harassment</li> <li>● To be heard and to express opinions</li> <li>● To know what is expected behaviour and the consequences of unacceptable behaviour</li> <li>● To be given a fair hearing and develop skills in conflict resolution</li> <li>● To be actively involved in decision making</li> <li>● To be valued for their individuality including that of race, gender, cultural,</li> </ul>	<ul style="list-style-type: none"> <li>● To model and support school values and code of conduct</li> <li>● To attend school regularly when well</li> <li>● To follow the set processes for late arrival or absenteeism</li> <li>● To value others for their individual differences</li> <li>● To treat others with courtesy, kindness and respect</li> <li>● To report inappropriate treatment of others, including bullying to a teacher</li> <li>● To follow the school's uniform guidelines</li> <li>● To respect the rights of individuals to hold differing beliefs and opinions</li> <li>● To behave in a safe and responsible manner</li> <li>● To give others a fair hearing and develop skills in conflict resolution</li> <li>● To accept decisions and consequences resulting from their own behaviour</li> <li>● To take increasing responsibility for their own learning</li> <li>● To sign and adhere to the <a href="#">Monmia</a></li> </ul>

<p>intellectual and physical diversity</p> <ul style="list-style-type: none"> <li>• To use a range of information communication technologies respectfully</li> </ul>	<p><a href="#"><u>Primary School Acceptable Use Agreement</u></a></p> <ul style="list-style-type: none"> <li>• To alert teachers to inappropriate sites or information</li> </ul>
<b>Staff Rights</b>	<b>Staff Responsibilities</b>
<ul style="list-style-type: none"> <li>• To teach in an atmosphere of cooperation and order</li> <li>• To be accepted as an individual by colleagues, parents, guardians and students</li> <li>• To receive support and recognition from peers and leaders</li> <li>• To be treated with consideration and respect</li> <li>• To be actively involved in decision making</li> <li>• To access professional learning to develop additional knowledge and skills</li> <li>• To have confidentiality maintained</li> <li>• To be involved in a recognition and appraisal process that involves receiving feedback from peers and leadership</li> <li>• To expect the involvement and participation of parents in their child's learning</li> <li>• To expect students to be at school regularly, arriving prior to the start of the school day</li> </ul>	<ul style="list-style-type: none"> <li>• To support student learning through a safe, stimulating and challenging learning environment</li> <li>• To implement all school and Department of Education and Early Childhood Development policies consistently</li> <li>• To constantly assess teaching performance as reflected in student outcomes and feedback</li> <li>• To treat colleagues, parents, guardians and students with respect and dignity</li> <li>• To know their students to cater for individual student differences by planning a variety of teaching and learning strategies and programs</li> <li>• To implement student management processes in accordance with the school's Behaviour Management Process</li> <li>• To develop positive parent, guardian and school partnerships</li> <li>• To model appropriate computer usage in accordance with the Monmia Primary School Acceptable Use Agreement</li> <li>• To implement the Student Engagement and Inclusion Policy fairly and consistently</li> <li>• To monitor student punctuality and attendance and respond to concerns through parent contact</li> <li>• To inform leadership of consistent attendance or punctuality concerns</li> <li>• To encourage and celebrate consistent attendance and punctuality</li> </ul>
<b>Parents and Guardians' Rights</b>	<b>Parents and Guardians' Responsibilities</b>
<ul style="list-style-type: none"> <li>• To expect that their child will attend a school that provides a safe learning environment both within the classroom and in the schoolyard</li> <li>• To expect their child to be safe and happy at school</li> <li>• To expect a consistent management approach to implementing the Student Engagement and Wellbeing Policy</li> <li>• To expect differentiated learning programs that reflect individual needs</li> <li>• To expect that their child will learn to their potential</li> <li>• To be informed of their child's academic and social development</li> <li>• To expect that their child will be a participant in the decision making process</li> <li>• To expect the school to be open for learning at all expected times</li> <li>• To be informed of their child's unexplained absence</li> </ul>	<ul style="list-style-type: none"> <li>• To model positive behaviours in line with the school's values</li> <li>• To support the efforts of the school community in providing a quality education</li> <li>• To encourage and support their child in their endeavours</li> <li>• To monitor their child's learning and behaviour</li> <li>• To follow school procedures</li> <li>• To inform the school of information that may influence their child's educational progress or behaviour</li> <li>• To attend relevant meetings including student led conferences</li> <li>• To support their child in the completion of homework</li> <li>• To be actively involved in their child's education</li> <li>• To ensure their child attends school if well and provide explanations for their child's absence</li> </ul>



<ul style="list-style-type: none"> <li>• To be invited to school and class events as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• To promote learning in positive ways</li> <li>• To keep informed of school events and information by reading the school newsletter and notices sent home</li> <li>• To respect the confidentiality of all students</li> <li>• To adhere to speed and parking restrictions and use correct gates when entering and leaving the school</li> <li>• To promote and maintain safe ICT usage in the home</li> <li>• To report any concerns to the school promptly</li> </ul>
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### **Shared Expectations**

Effective schools set high expectations for the whole school community. These expectations are:

- Negotiated
- owned and implemented by all members of the school community
- clear and concise
- focused on prevention and early intervention
- supported by relevant procedures
- linked to actions and consequences
- consistent, fair and reasonable

### **School Values**

The Monmia Primary School Community embraces the following core values:

#### Acceptance

- Acceptance is an understanding that everyone is different.
- Acceptance is valuing someone or something for whom or what they are.

#### Caring

- Caring shows thoughtfulness and concern towards another.
- Caring is showing respect and understanding how others feel.

#### Friendliness

- Friendliness is being kind and welcoming to others.
- Friendliness involves including others.

#### Honesty

- Honesty is telling the truth, even when something goes wrong.
- Honesty builds trust, respect and friendship with others.

#### Respect

- Respect is caring and treating each other with dignity.
- Respect is looking after oneself, others, property and the environment.
- Self-respect is when you like, accept and protect yourself.

### **Vision Statement**

The school community has engaged all stakeholders to develop a vision statement which embodies what Monmia community expects to achieve:

*Loving to Learn  
Learning to Live  
Being the Best!*

### **Mission Statement**

The Monmia mission statement embraces high expectations for all community members. It states:

*At Monmia we learn and achieve with excellence. The community works together to develop creative learners who will think, act and contribute positively to the world now and in the future.*

### **Monmia Philosophy**

In 2014 the school launched the Monmia Philosophy after community consultation. It states:

#### **We Believe**

*We are a community of dedicated and passionate learners working in a dynamic and collaborative environment.*

<b>Students will:</b>	<b>Staff will:</b>	<b>Parents/Guardians will:</b>
Set high learning goals and work hard to reach them	Have high expectations of their own and student learning	Share their enthusiasm for learning
Be risk takers, learning from their mistakes	Know all students and how best to motivate their learning	Be involved in the work of the school community
Follow the code of cooperation	Be risk takers, learning from their mistakes	
Be active listeners	Know what they need to teach and be prepared	
Celebrate their own achievements and others' achievements	Cooperate with others and work together in learning communities	

*We are focused on social, emotional and academic growth so that our students demonstrate resilience, responsibility and make informed choices*

<b>Students will:</b>	<b>Staff will:</b>	<b>Parents/Guardians will:</b>
Know and show the school values	Know and model school values	Build trusting relationships with the school
Make wise choices about friendships and relationships	Build trusting relationships with all students, staff and families	Know and model school values
Stand up for themselves and others	Use restorative practices to help students in finding solution	Have regular, positive conversations with their child
Be engaged in their learning	Will give feedback on learning and personal behaviours	Guide children with making wise choices
	Keep themselves and others safe	

*We serve our students so they will all learn and achieve at high levels.*

<b>Students will:</b>	<b>Staff will:</b>	<b>Parents/Guardians will:</b>
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Know where they are in their learning	Develop Learning Intentions and Success Criteria to direct the learning	Reinforce that mistakes are learning opportunities
Know how they are going, and where to next	Set goals for students so they know what they need to work on	Make positive comments about learning
Make smart choices about their learning and others	Give timely and specific feedback	Encourage their children to do and show their best
See mistakes as a learning opportunity	Deliver an exciting, rich curriculum	Establish morning routines that help their children to get to school every day on time
Will attend school regularly and punctually	Provide learning opportunities for students to work individually and together	Help their children at home with their learning
	Adjust the learning experiences according to individual needs	Ask teacher for what they can do at home to help them achieve

*We are committed to building strong relationships with our families, embracing equality and diversity.*

<b>Students will:</b>	<b>Staff will:</b>	<b>Parents/Guardians will:</b>
Include one another so that everyone belongs	Welcome and connect with families	Take an interest and be involved in the school community
Treat others kindly and play fairly	Model positive and fair behaviour	Communicate positively with the school
Be a 'bucket filler'	Have a genuine interest in every child	Follow school processes when raising concerns
	Be a 'bucket filler'	Model positive behaviours with their children and all members of the school community
		Provide feedback to the right person, in the right place, at the right time
		Be a 'bucket filler'

*We employ staff who are quality educators, committed to their own and student learning, taking collective responsibility for all our students. The staff members work in a collaborative culture in high performing teams ensuring all students achieve their individual goals, in a positive and safe learning environment. Our students are happy and engaged, taking active responsibility for their learning. We acknowledge and celebrate individual and whole school success.*

### **School Actions and Consequences**

At Monmia Primary School, student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole school strategies supported by targeted and individualised support when required.

Students will understand that for every action there are consequences and that consequences are a direct result of behaviour. The school is focused on implementing preventative strategies to promote positive behaviours but also needs to implement negative consequences, depending on the nature of the behaviour. The school will ensure that

consequences are fair, predictable and logically related to behaviours.

Whole school practices will address student engagement, regular school attendance and positive behaviours. The Behaviour Management Policy will guide decision making when applying appropriate consequences. The school community has a range of strategies and processes to acknowledge and reinforce students' positive behaviours. The school community will implement Restorative Practices that:

- develop a positive learning community by promoting an environment of safety, trust and connectedness
- promote awareness of others, responsibility and empathy
- empower active participation of those affected by the misbehaviour in its resolution
- promote relationship rebuilding rather than behaviour management
- focuses on building and repairing relationships

### **Prevention**

Monmia Primary School Community strives to promote student engagement, regular attendance and positive behaviours through whole school practices that include:

- communicating the importance of attendance, punctuality and school finishing time through the newsletter, notices and at assemblies.
- liaising with families considered 'at risk' for poor attendance to understand reasons for this
- modelling the school values and appropriate behaviours by all adults
- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing a differentiated learning program for students with special needs
- acknowledging all student's achievements consistently
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision making
- implementing Restorative Practices to develop, rebuild and restore relationships
- providing physical environments conducive to developing positive behaviours and effective engagement in learning
- using learning intentions and success criteria to make learning explicit
- developing a culture of giving and receiving effective feedback
- acknowledging actively the achievements and strengths of others through the use of the Bucket Filling Philosophy.

Monmia Primary School Community will implement its well-established programs and processes that include:

- Students and teachers working together through the Learning to Learn program in the:
  - development of a Code of Cooperation for each class
  - development of classroom expectations and routines
  - setting of individual goals relating to academic and personal learning
- Providing student leadership opportunities including:
  - Junior School Council
  - School Captains and Vice Captains
  - House Captains and Vice Captains
  - Prep-Year 5 Buddies
  - Peer Mediators
- Establishing yard duty timetables where teachers supervise and encourage organised and responsible play
- Collecting and responding to data related to student behaviour in the yard

- Developing and promoting safe and supportive learning environments
- Collecting attendance and punctuality data and monitoring it through consistent processes
- Following up on families with poor attendance by telephone calls
- Including regular newsletter items that communicate clear expectations about:
  - attendance
  - focuses on the BounceBack and CASEA social and emotional learning program
- Highlighting students' positive achievements in many ways and filling 'drops' for student's buckets
- Strengthening transition processes through all levels of the school and at various times in the year
- Providing a physical environment conducive to developing positive behaviours and effective engagement in learning
- Implementing the weekly, one hour BounceBack or CASEA session delivered by the classroom teacher that develops positive social and emotional learning and builds resilience.

### **Early Intervention**

The school recognises that despite its preventative behaviour management strategies and positive reinforcement of desired behaviour, a range of inappropriate behaviours may present in any given student at any given time.

The following processes will outline how the school will systematically address such inappropriate or concerning behaviour. The school will:

- implement the whole school Behaviour Management Policy consistently
- implement the Restorative Practices approach to promote wellbeing when investigating incidents
- respond to inappropriate behaviours consistently
- monitor student attendance, late arrivals and early departures
- respond to incidents of irregular attendance, frequent late arrivals or early departures by making contact with parents or guardians by telephone or letter to discuss importance to attendance and implement strategies to improve attendance
- liaise with the Student Support Services Officers for support in addressing attendance concerns
- develop individual behaviour management plans for the classroom or play plans for the playground
- develop safe plans for the classroom and for the playground
- establish student support groups to set and reflect on goals and to communicate regularly
- use the referral process when liaising with the Keilor/St.Albans Student Support Services Officers to gain additional support
- provide school based one to one counselling and support as required
- implement additional small group social skills programs offered by staff and external personnel
- develop shared expectations for student behaviour
- maintain comprehensive data on student behaviour throughout the school

### **Consequences and Staged Response**

#### **Discipline Procedures**

To manage student behaviour the school will:

- implement the Behaviour Management Policy and Procedures and apply consequences for those students with poor behaviour
- implement the Bullying and Harassment Prevention Policy and Procedures and respond to the three level scale

- implement the Attendance Policy and respond to chronic absenteeism
- contact parents or guardians in a timely manner regarding student absence, late arrivals or early departures
- implement the Time Out system for failure to follow rules in the yard as outlined in the *Behaviour Management Policy and Procedures*
- record details of class and playground incidents on the school based central system
- inform parents or guardians via school letters if a student is removed from the classroom or during a specialist session or in Time Out

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. More specific disciplinary measures that may be applied include:

- Restorative Approach to rebuild the relationship
- Withdrawal of privileges
- Withdrawal from the class for a specified period and asked to attend another room to complete a reflection
- Withdrawal from a camp or excursion
- Time out of the yard during lunchtime
- In school and out of school Suspension
- Suspension

#### **Discipline Procedures - Suspension and Expulsion**

When considering suspension or expulsion, Monmia Primary School will follow the procedures listed in section 4.3 of the DEECD guidelines: '[Effective Schools are Engaging Schools – Student Engagement Policy Guidelines](#)'.

The school will only consider excluding a student from school in accordance with the '*Grounds for Suspension/Expulsion*' as listed within Section 4.3 of the Guidelines and only when all other options have been implemented without success.

The school will refer to Appendices 12 to 18 of the Guidelines which provide flowcharts and proformas for use in suspension and expulsion procedures.

Department of Education and Early Childhood Development states that Under Ministerial Order 625, a student can be suspended for;

1. Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
2. Causing significant damage to or destruction of property
3. Committing or attempting to commit or is knowingly involved in the theft of property;
4. Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons
5. Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
6. Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
7. Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Procedures and processes established for suspension will include:

- involving and supporting parents and guardians
- involving the Student Engagement and Wellbeing Assistant Principal

- implementing a Student Support Group meeting
- developing Individual Learning Plans to focus on learning, behaviour and or attendance
- ensuring KidsMatter support materials and parent/guardian tip sheets are readily available
- utilising the Student Support Service Officers from the Keilor/St. Albans network or
- external support agencies to assist in the management of the student
- organising a re-engagement process following suspension

Department of Education and Early Childhood Development states that Under Ministerial Order 625, a student can be expelled for;

1. Breaching a reason for suspension (see above) person to possess, use or sell illicit substances or weapons.
2. The student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

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

#### **References:**

This policy is to be read in conjunction with ' [Effective Schools are Engaging Schools – Student Engagement Policy Guidelines](#)'

This policy is to be read in conjunction with the following additional policies and procedures:

- Acceptable Use Agreements
  - Anaphylaxis
  - Asthma
  - Attendance
  - Bullying and Harassment Prevention Policy and Procedures
  - Code of Conduct
  - First Aid
  - Homework
  - Medication
  - Parent Complaints and Concerns
  - Program for Students with Disabilities
  - SunSmart
  - Transition
  - Uniform
- 
- [Effective Schools are Engaging Schools – Student Engagement Policy Guidelines](#)
  - [School Accountability and Improvement Framework](#)
  - Effective Schools are Engaging Schools
  - [Disability Standards for Education](#)
  - Safe Schools
  - [Charter of Human Rights and Responsibilities Act 2006](#)
  - Equal Opportunity Act
  - [Education and Training Reform Act 2006](#)
  - [VIT Teacher Code of Conduct](#)

## **Evaluation**

This policy will be reviewed as part of the School Council cyclic review or earlier if required.

**Review Year**

2017