

Beaumaris Primary School



Student Engagement & Inclusion Policy

**Produced in consultation
with the school community**

*To be read in conjunction with
'Effective Schools are Engaging Schools'
Student Engagement Policy Guidelines*

Reviewed September 2016

Principal: Ms Sheryl Skewes

School Council President: Mr Tony Falkingham

1. SCHOOL PROFILE STATEMENT

Beaumaris Primary School is set in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. Our school is set against a backdrop of beautiful gums, a well maintained oval and gardens of natives and indigenous plants, enjoyed by 533 students and their families, Principal, Assistant Principal, 34 teachers and 6 Education Support Staff.

We enjoy a high level of involvement and support from parents and the home/school partnership is highly valued.

We are committed to the implementation of contemporary research based teaching and learning practices of the Walker Learning Approach. Our shared purpose is “Learning Together.” We provide quality learning experiences that offer our students both support and challenge that enable them to develop knowledge skills and attitudes that are transferrable and adaptable to whatever their future holds. To achieve this we have a shared understanding of effective learning and teaching and our school values of respect, resilience, responsibility and relationships underpin a culture of inclusivity, connectedness and a sense of belonging. Our programs adhere to the prescribed curriculum for all government schools. Teachers differentiate the curriculum and personalize learning to meet the learning needs of our students.

We blend strong everlasting traditions and beliefs with innovative and contemporary practice. We enjoy a very strong collaborative relationship with our local network of schools and host tours by local, state and interstate colleagues to share our professional knowledge, practices and resources across the broader education community.

Specialist programs are offered in Physical Education, Visual and Performing Arts and Japanese, as well as ICT and Sustainability programs in a range of indoor and outdoor learning environments. A range of extra curricula activities is offered to accommodate the diverse interests, passions and talents evident in our students. We provide positive, dynamic learning experiences and opportunities to engage, challenge, inspire and honor our students, our future.

Beaumaris Primary adheres to the Statement of Commitment to Child Safety and the Child Safety Code Conduct - **Education and Training Reform Act 2006 Child Safe Standards – Managing the Risk Of Child Abuse in Schools, Ministerial Order No.870**

2. BEAUMARIS PRIMARY SCHOOL CULTURE STATEMENT

Our vision statement: ‘Learning Together’ – Our purpose is to empower our students to become adults who are self-responsible, think critically who will thrive and make a positive contribution to the world in which they will live.

Our school community has a commitment to the understanding that today’s children are tomorrow’s adults. Our focus is to develop the teaching practices and learning environment that reflect this understanding. We use a model of professional learning that supports and develops these effective practices. The model has at its core the essential elements for learning: explicit teaching, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support. Relationships in the school community develop as a result of achieving a balance between the two elements of challenge and support. It is those relationships that underpin everything and enable us to build a community of continuous learners. With this model in place the teachers have been enabled to implement and enrich the many aspects of the Victorian Curriculum.

At Beaumaris Primary School we are committed to providing a supportive and stimulating environment where children feel safe and included. The basis of this culture is driven by our four school values.

These values are central to our school and how we operate. This means we believe in:

Respect Valuing all staff, students, parents and community members

Resilience Being optimistic, developing perseverance and self-management skills

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| Responsibility | Being accountable for one's own actions, resolving difficulties in a constructive and peaceful way, taking care of the environment |
| Relationships | Teamwork and respect between all school members |

3. RIGHTS AND RESPONSIBILITIES

The Charter of Human Rights and Responsibilities Act (2006) outline 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 them when making decisions and delivering services. Beaumaris Primary School's Anti-Bullying Policy has developed Rights and Responsibilities in consultation with the community and is reviewed and ratified by School Council annually. Comments from parent workshops at parent information sessions, open evenings, and classroom surveys have influenced the development of our school community norms and values with the expectation that they are adhered to and upheld by all members of our school community.

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| All Members of the Beaumaris Primary School community have a right to: |
| <ul style="list-style-type: none">• fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion• be treated with respect and dignity• feel valued, safe and supported in an environment that encourages freedom of thought and expression |
| All Members of the Beaumaris Primary School community have a responsibility to: |
| <ul style="list-style-type: none">• acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i>, <i>Disability Discrimination Act 1992</i>, <i>Disability Standards for Education 2005</i> and the <i>Education and Training Reform Act 2006</i> and communicate these obligations to all members of the school community• participate and contribute to a learning environment that supports the learning of self and others• ensure their actions and views do not impact on the health and wellbeing of other members of the school community |

| All students have a right to: | All staff have a right to: | All parents/carers have a right to: |
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| <ul style="list-style-type: none"> • Learn and socialise without interference or intimidation in a safe and secure environment • Be treated with respect and fairness as individuals • Expect a learning program that meets their individual needs | <ul style="list-style-type: none"> • Expect to be able to work in an atmosphere of order and cooperation • Use discretion in the application of rules and consequences • Receive respect and support from all members of the school community • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning for that student | <ul style="list-style-type: none"> • Know that their children are in a safe and secure, happy learning environment where they are treated fairly and with respect. • Expect a positive and supportive approach to their child's learning • Expect communication and participation in their child's education and learning |
| All students have a responsibility to: | All staff have a responsibility to: | All parents/carers have a responsibility to: |
| <ul style="list-style-type: none"> • Be prepared to learn • Explore their full potential • Respect the rights of others • Participate fully in the school's curriculum and to attend regularly • Display positive behaviours that demonstrate respect for themselves and all members of the school community | <ul style="list-style-type: none"> • Build positive relationships with students as basis for engagement and learning • Use and manage the resources of the school to create stimulating, safe and meaningful learning • Treat all members of the school community with respect, fairness and dignity • Use a range of teaching strategies and resources to engage students in effective learning • Plan and assess for effective learning • Adhere to the Victorian Institute of Teaching Charter | <ul style="list-style-type: none"> • Build positive relationships with members of the school community • Ensure students attend school and have the appropriate learning materials • Promote respectful relationships • Promote positive educational outcomes by taking an active interest in their child's educational progress and by modelling positive behaviours |

4. ENGAGEMENT STRATEGIES

BPS Wellbeing Team in conjunction with staff, parents and students work hard to develop an inclusive culture, promoting valuable learning, reinforcing affirmative and lifelong social and emotional core competencies and facilitating continuous improvement in improvement and school retention. We have an expectation that all members of our school community will promote positive and supportive environments in which respectful relationships are modelled and built.

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure are provided with meaningful opportunities to contribute to the school and have every opportunity to meet their personal and educational potential.

The BPS School Council and leadership team regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in Junior School Council (JSC) and the formulation of classroom *Norms* and *Values* associated with behavioural expectations, various student forums such as class meetings and working in circles. Students have various opportunities to input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. Beaumaris Primary School continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

4. ENGAGEMENT STRATEGIES CONT.

Regular Attendance

Beaumaris Primary School understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. Every Day Counts, Engagement and Inclusion strategies are incorporated in our school philosophy. See Appendix 1 for Attendance expectations.

Inclusion, Wellbeing & Transitions

At Beaumaris Primary School a Transition Program, supported by the Student Wellbeing Team has been established to investigate current practice and make recommendations for improvement of transitions at every year level of the school.

An effective Student Buddy Program has been in place for a number of years and supports our belief in the importance of student mentors.

A close relationship has been established with a number of support agencies including the Bayside Youth Services, Family Life, Alfred CYMHS, On Psych and Student Support Service Officers (SSSO) who actively contribute as members of the school community.

Relationships with local schools, kindergartens and preschools continue to strengthen to support the smooth transition of student between learning environments.

Professional Learning

Teacher Professional Learning is given high priority at Beaumaris Primary School to ensure that learning and teaching approaches are based on deep level pedagogical understanding and reflective of best practice. Modelling and team teaching are opportunities for teachers to learn from and on the behalf of each other. Improvement to learning and teaching is supported by modelling of best practice underpinned by current research facilitated by consultants David Anderson, Julie Shepherd (Literacy) and Sue Fine (Numeracy) and Kathy Walker (Walker Learning Approach). Ongoing professional learning in DET initiatives and school based priorities will continue to be a focus at BPS every year.

How we support positive behaviour and relationships

Beaumaris Primary School encourages the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through reports, newsletters, educational forums, parent-teacher interviews, three way interviews, social media, school website, community events, parent helper programs and ongoing communication.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events which occur that compromise this ideal. When this occurs Beaumaris Primary School will use a Restorative Justice approach to repair damaged relationships between individuals and groups. Where appropriate Beaumaris Primary School will inform and involve parents in these processes through a Student Support Group. The following restorative approach will be used - See Appendix 2 Restorative Approach table.

PREVENTION PROGRAMS

At Beaumaris Primary School we work together as a whole school community to ensure a preventative school culture by providing programs and practices including Student Wellbeing Support Team, Restorative practice, buddy programs, Year 6 transition programs, Prep Transition Programs, additional Literacy and Numeracy support, student led assemblies, house captains, a range of student leaders, student wellbeing support plan, kitchen garden program, sustainability programs, student and teacher led lunchtime activities, whole school friendship lunches, Bully Stoppers program, Friendship ambassadors and a resilience project.

Bullying

At Beaumaris Primary School we have a strong commitment to prevent bullying and put-downs in the school. We are committed to the use of a combination of many approaches as we believe there is no one simple strategy to achieve a safe and harmonious environment. As part of this commitment we are working with neighbouring schools in the Bully Stoppers program. Guidelines for students, teachers and parents on what to do in bullying situations can be found in our Bullying policy on the school website.

Cyber Bullying

The Beaumaris Primary School community recognises the need for students to be safe and be responsible users of digital technologies. We believe that explicitly teaching students about safe and responsible online behaviours is essential. This is best achieved with a home school partnership. Guidelines for students, teachers and parents on what to do in cyber bullying situations can be found in our Cyber Bullying policy on the school website.

SHARED EXPECTATIONS

Beaumaris Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. This process is undertaken at the beginning of each year. The expectations are intended to be positive and set out the appropriate behaviours for our School community. Our shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities and experiences.

The Beaumaris Primary School learning community works together to create an environment in which the following qualities are valued and developed. These 'norms' have been co-created to foster an effective learning community. See Appendix 3 BPS Norms table

5. BEHAVIOURAL EXPECTATIONS AND CONSEQUENCES

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

Actions and consequences should have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning should be avoided where possible.

The school actions and consequences are framed in a positive way to encourage students to accept responsibility for their actions, to make things right so the people involved can move on and so they can learn from the incident. The actions and consequences fit within our Student Wellbeing Support Framework and are encompassed by our school values (see Appendix 4).

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments where students develop a shared understanding of expected behaviours and consequences
- ensuring student participation in the development of classroom norms based on our school values
- providing personalised learning for students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
 - ensuring a clear understanding of expectations by both students and teachers
 - providing consistent school and classroom environments
 - scaffolding the student's learning program.
- Broader support strategies will include:
 - involving and supporting the parents/carers
 - involving the student wellbeing coordinator, managed individual pathways or careers coordinators
 - tutoring/peer tutoring
 - mentoring and/or counselling
 - convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
 - developing individualised flexible learning, behaviour or attendance plans
 - providing broader educational programs, for example experiential learning, camps/outdoor education/creative arts
 - involving community support agencies

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

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.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

6. EVALUATION

Data collection and analysis

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

- Some sources of data used are:
- Attitudes to school survey data
- Parent survey data
- Data extracted from software such as Compass (Student attendance).

References

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| Effective Schools are Engaging Schools - Student Engagement Policy Guidelines | http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm |
| School Accountability and Improvement Framework | http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm |
| Effective Schools are Engaging Schools | http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf |
| Disability Standards for Education | http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm |
| Safe Schools | http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm |
| Charter of Human Rights | http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrra2006433/ |
| Equal Opportunity Act | http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm |
| Education and Training Reform Act 2006 | http://www.education.vic.gov.au/about/directions/reviewleg.htm |
| VIT Teacher Code of Conduct | http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf |

APPENDIX 1 Attendance Expectations

APPENDIX 2 Restorative Approach

A restorative practice question approach is built upon the following key questions:

| When things go wrong | When someone has been hurt |
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| <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right? | <ul style="list-style-type: none"> • What did you think when you realised what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right? |

APPENDIX 3 Beaumaris Primary School Norms

Relationships

- Get to know the people you work with
- Be positive and supportive
- Accept and celebrate differences
- Communicate effectively at all levels
- Be present

Honesty

- Be open minded
- Everyone has a voice
- Important information discussed with all staff
- Learn to give and take feedback respectfully

Valuing

- Acknowledge effort and ideas
- Value and act upon school consultative and collaborative processes in place

Respect

- Use professionalism when attending meetings ie: be punctual, show active listening, positive body language
- To value all opinions
- Accept others may have a different opinion
- Maintain confidentiality when required or expressed

Support/Empathy

- Promote a culture where by people feel encouraged to take part in different ventures/activities
- Equal support for all
- To recognise when support is needed and act upon it

Collaboration

- The sharing and listening of ideas
- Willingness to have reciprocal relationships
- Valuing equal input

Trust

- Being reliable
- to be able to speak without being judged
- Being open and transparent

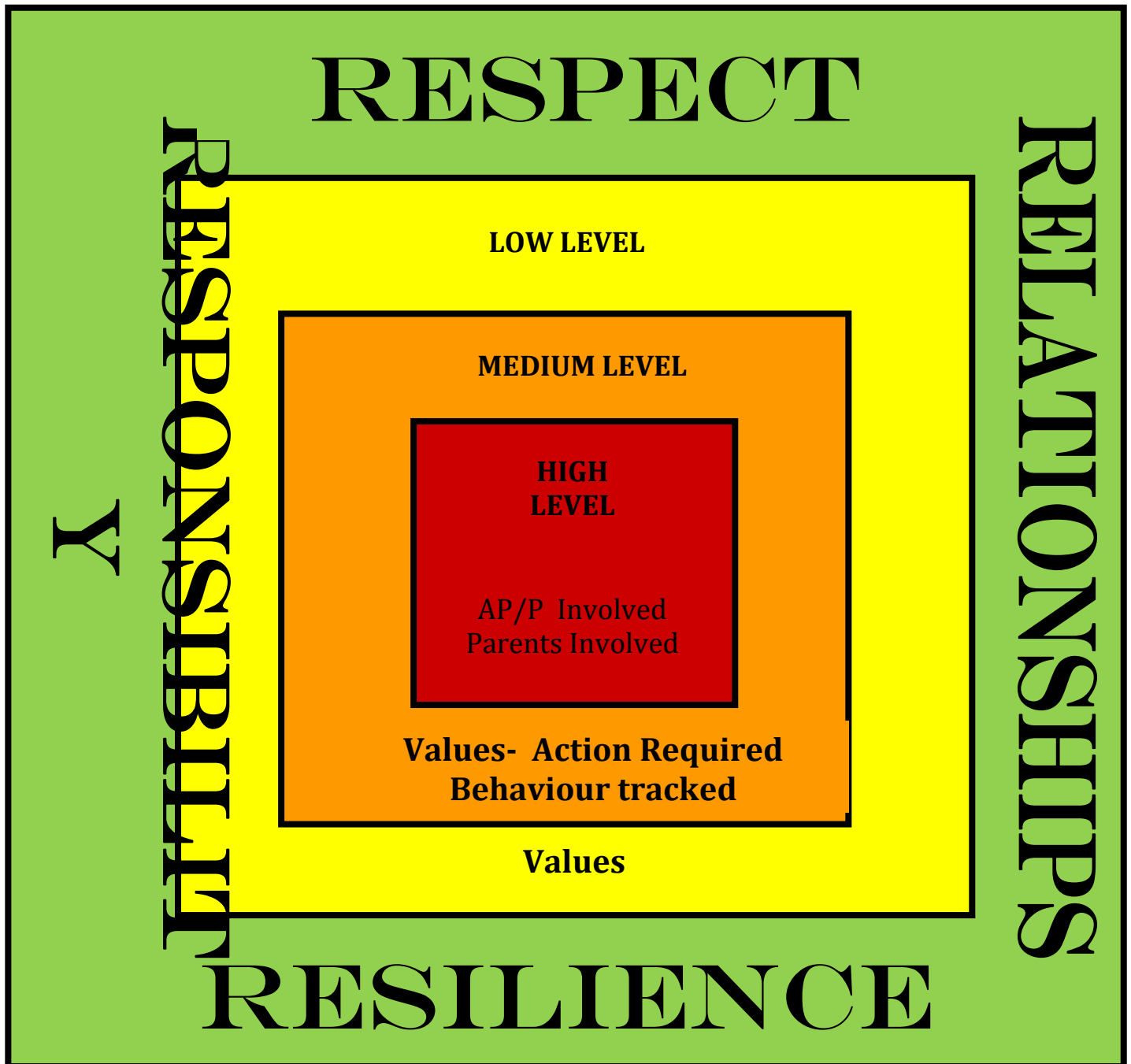
In practice our norms and values ensures that:

- The classroom is a place where we actively participate and strive for personal best
- The way we behave shows we are proud of our school, ourselves and our family
- We strive for excellence and try our personal best in everything we do
- We treat others as we would like to be treated
- We work, learn and play in an environment of mutual respect
- We value individual and collective diversity
- We play and work safely at all times
- We take responsibility for our own behaviour understand the logical consequences that follow
- We are responsible for our learning and the learning of others TEAM RESPONSIBILITIES
- We will endeavour to be self-motivated learners
- We take care of our own and others personal property and space

APPENDIX 4

BEAUMARIS PRIMARY – LEARNING TOGETHER

STUDENT WELLBEING SUPPORT PLAN



BEAUMARIS EXPECTED BEHAVIOURS

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| <p>RESPECT</p> <ul style="list-style-type: none">• Use people's names• Use manners• Celebrate differences• Work cooperatively with everyone | <p>RESPONSIBILITY</p> <ul style="list-style-type: none">• Carry my own bag• Remember my hat• Help clean up the yard• Care for the environment• Be responsible for my actions |
| <p>RELATIONSHIPS</p> <ul style="list-style-type: none">• We include others• Share• Consider other's feelings• Explain clearly the rules of the game | <p>RESILIENCE</p> <ul style="list-style-type: none">• Be optimistic- things will get better, I will get another turn• Persist• Manage my anger |

Teachers work with students to develop the shared understanding of our values.

Action and Level of Behaviours at Beaumaris Primary School

| Low Level | Medium Level | High Level |
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| <ul style="list-style-type: none"> • Yard/class teacher to deal with low level issues • Talk through consequences that have resulted from behaviour • Discuss impact on others and relate back to school value | <ul style="list-style-type: none"> • Yard/class teacher to deal with where incident occurred (e.g. Classroom or Yard) • Talk through consequences that have resulted from behaviour • Discuss impact on others and relate back to school value • Ask student "How can we make this right?" • Work through action that needs to be taken (e.g. Time out in yard duty area, referral to Student Wellbeing Team), • Inform classroom teacher. CT to contact parents at their discretion • Yard/Class teacher responsible to record behaviour on Student Wellbeing database and can identify repeat behaviours | <ul style="list-style-type: none"> • AP/P follow up • Student completes a think paper based on the Restorative Practice model • Relevant teachers informed and documentation copied • Incident recorded on intranet by AP • Parents involved • Student Support Services referral if appropriate |

| Low Level | Medium Level | High Level |
|--|--|---|
| <ul style="list-style-type: none"> • Eating not in the designated place (e.g. Not under shade cloth) • Making noise in the corridor during class time • Not returning sports equipment • Not wearing correct uniform e.g. jewellery, coloured headbands • Mobile phones at school without permission • Using offensive language e.g. swearing in general speech • Playing ball games in wrong area - no soccer, cricket or football on asphalt • Tackling in games on oval • Lack of manners • Pushing other students in line • Climbing trees • Playing in toilets • Wetting hair and hat when hot • No hat – not being in designated area • Playing out of bounds e.g. classrooms, behind back shed, beyond the yellow lines • Drawing all over self and others | <ul style="list-style-type: none"> • Verbal fighting, teasing, put downs spitting at each other • Not respecting school property e.g. climbing over walls in toilets • Not being responsible and respectful of our environment e.g. wasting water, dropping rubbish • Not following teacher instructions • Deliberately undermining teachers • Deliberately manipulating others e.g. stopping cars to pick up a ball, lying to get someone else in trouble • Appears to be isolated from peers • Repeated offence moves to next level | <ul style="list-style-type: none"> • Throwing objects with the intent to harm others • Physically assaulting someone (e.g. hitting, kicking etc) • Vandalising property (toilets, school or others) • Leaving school grounds (running away) • Verbally abusing other students or teachers (swearing at) • Stealing others' property • Damaging the school reputation when outside the school eg. interschool sport, excursions, camps • Physically and/or verbally intimidating or bullying others eg. big kids playing inappropriate games with Preps, disrespectful body language • Cyber bullying • Self harming |

- Prefers to work or plays on own
- **Repeated offence moves to next level**

