

# BEECHWORTH PRIMARY SCHOOL



No. 1560

Believe - Persist - Succeed

## Beechworth Primary School

### Student Engagement and Inclusion policy

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#### **School Profile Statement**

Beechworth is an historic gold mining town in North-East Victoria. The preservation of heritage buildings, a beautiful natural environment and vibrant arts community has combined to create an environment in which tourism is a major industry. Beechworth Primary School was built in 1875 and consists of a central heritage building classified by the National Trust. In 2012 a new 21<sup>st</sup> Century learning environment was built. This is the first permanent building built on the site since 1875.

Beechworth Primary School is set in five acres of spacious and attractive grounds that feature a stand of sequoias more than 100 years old. The setting offers a stimulating physical environment that enhances formal education.

Beechworth Primary School believes that mutually supportive home-school partnerships are essential in order to promote positive student engagement and well-being. We purposefully aim for high expectations from all members of our community and celebrate the display of positive behaviours.

**Motto:** Believe, Persist and Succeed!

**Vision:** For all members of our community to value and embrace the educational opportunities for every child.

**Mission:** We aim for excellence in all we do, our decisions and choices are guided by our core values; respect, pride, safety, inclusiveness and trust. The celebration and promotion of personal best is at the forefront in all we do. Through this we build productive and positive relationships with all members of our school community.

Beechworth Primary School is committed to child safety.

We want children to be safe, happy and empowered. We support and respect all children.

We are committed to the safety, participation and empowerment of all children.

Beechworth Primary School is a child safe environment. Our school actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards.

# **Whole School Prevention Statement**

## **Background**

Beechworth Primary School believes that mutually supportive home-school partnerships are essential in order to promote positive student engagement and inclusion. We purposefully aim for high expectations from all members of our community and celebrate the display of positive behaviours.

## **Whole school engagement**

Beechworth Primary School adopts the following foundations and associated values which permeate everything we do. They are:

**Inclusion:** we strive to create a positive environment so that everyone feels welcome and included creating a sense of belonging to our school community.

**Learn:** we have a responsibility to make the most of our learning opportunities so that we can continue to improve as learners.

**Respect:** we strive to create a positive environment where students and adults are treated with dignity and respect.

**Safety:** we have the responsibility to keep ourselves and others safe.

In order to ensure that student engagement and inclusion are attained at Beechworth Primary School, we have implemented various **strategies**.

1. We make note that corporal punishment is not permitted in the School under any circumstances.
2. Kids Matter is a whole-school approach involving the members of the school community – school staff, parents and carers, students and the broader community– building and refining a thriving positive culture where everyone feels a sense of belonging. This means our school is committed to addressing the needs of the school community. It involves looking at what the school teaches in relation to social and emotional learning, ensuring that teaching is interactive and inclusive, building partnerships with families and the broader community that are inclusive and respectful, and reflecting the diversity of the school community in the development of policies and procedures. It is widely recognised that effective and sustainable interventions in schools occur when a whole school approach is implemented. Beechworth Primary School is committed to this whole school approach and is working toward being a Kids Matter accredited school.
3. Our whole-school approach is particularly important when it comes to addressing children’s mental health and wellbeing because of the significant influences of the family, community, staff and peers on children’s mental health wellbeing. Children’s mental health and wellbeing is promoted and supported when the key people in their lives come together to work in partnership in the best interests of students.
4. At Beechworth Primary School we believe that healthy students learn better. Children who feel included and supported in the school community become more engaged. Supporting children’s physical health, social and emotional development, in addition to their academic learning, gives them the foundations to grow up healthy, resilient and achieve their full potential.

5. Schools can influence student and staff health and wellbeing through a whole-school approach. This involves planning, delivering health education, creating a culture that complements the health messages in the curriculum, and engaging students, staff, families and the community.
6. The Healthy Together Achievement Program is an overarching framework that gives support to improve health and wellbeing. Beechworth Primary School is working toward a 'Healthy School' – and has achieved recognition in Sun Protection, Healthy Eating & Oral Health as well as Sexual Health & Wellbeing. As a Kids Matter school we are also acknowledged as supporting and improving Mental Health & Wellbeing.

## **Responsibilities**

At Beechworth Primary School, we believe that **regular attendance** is critical for positive student inclusion and engagement. We therefore:

- Use the "It's Not Okay To Be Away" program.
- Articulate the benefits of regular attendance to parents in School Talks.
- Use the student management program Compass, as a Staff to monitor student attendance and promptly speak with families when we notice absences. We then devise attendance strategies to help students when there are issues to overcome.
- Identify the reasons for absenteeism and classroom strategies are devised as needed to ensure that students understand the necessity of regular school attendance.

At Beechworth Primary School, we believe that **curricular engagement** is a paramount factor in student inclusion and engagement. We therefore:

- Promote on-task behaviours in class.
- Ensure students have adequate start-up behaviours to designated classroom tasks.
- Promote inclusive practices for all students.
- Devise an Individual Learning Plan for students who are identified as 'at risk' of disengagement to ensure that their individual learning needs are being met.
- Give regular feedback to all learners.
- Acknowledge curriculum efforts and achievements. Report to parents and students.
- Encourage all children to persist with their curricular activities.
- Provide regular professional development for teachers to ensure effective learning models are being adopted in classes.

At Beechworth Primary School we believe that **effective teaching** is essential to ensure that student well-being and engagement are attained through a meaningful and stimulating curriculum. We therefore:

- Provide a warm and engaging work environment.
- Use the Victorian Curriculum Standards, and regularly audit, plan, allocate required times and incorporate capabilities.
- Incorporate thinking skills in every unit of work to cater for different learning styles.
- Allow opportunities for students to apply their new knowledge.
- Review and celebrate new learning.
- Where possible, explore ethical dimensions of curriculum.
- Provide teachers with combined planning time to develop curriculum programs and units of work, assessment and review executed work.

At Beechworth Primary School, we believe that **student voice** is critical in our school community. We therefore:

- Provide opportunities for students to contribute to whole school and wider community activities.
- Operate a Student Representative Council to assist with whole school activities and initiatives.
- Include opportunities for students to assess their learning and provide input into future lessons.
- Participate in the Indigo Junior Shire Council to facilitate and partake in wider community activities.
- Participate in a wide range of community events.
- Encourage all children to participate in student-teacher-parent interviews.

At Beechworth Primary School, we promote effective and reciprocal parent-school **communication**. We therefore:

- Use student communication diaries, home reading journals, weekly School Talks, parent-teacher-student interviews, parent helper programs, curriculum nights, social gatherings, working bees, encourage involvement in sporting and community events, to ensure that communication is consistently effective and open.

At Beechworth Primary School, we believe that effective **pre-referral processes** are crucial in ensuring that students with additional learning needs are adequately catered for in an inclusive environment. We therefore:

- Ensure students with additional learning needs are referred to relevant professional as required. These include psychologists, occupational therapists, doctors, paediatricians, audiologists, chiropractors, physiotherapists, behavioural optometrists, social workers and the like.
- Deliver Social Emotional Learning (SEL) programs such as Seasons for Growth, Friends for Life, Rock & Water, No Worries are offered to children with specific needs.
- Ensure that Bounce Back & Catching on Early are facilitated in the curriculum as a whole school approach.

- Identify those students who would benefit from the support of Individual Learning Plans and ensure that their specific needs are catered for at school.
- Ensure the provision of Student Services Support Officer (SSSO) Staff within the DET are utilised as needed.
- Ensure Student Support Groups (SSG) are established to investigate, review and set goals for students with additional needs.
- Ensure assessments are undertaken on a consistent basis to ensure learning is occurring at a rate which is reflective of the student's abilities.

***Beechworth Primary School recognises the inherent need for student inclusion and engagement and caters for these areas in both our Strategic Plan (2014-2018) and our Annual Implementation Plan.***

## **Procedures**

### **RIGHTS & RESPONSIBILITIES**

<b>Students have a right to:</b>		<b>Students have a responsibility to:</b>
Inclusion	Be included and include others, and be happy at school.	Interact with others in a positive way. Participate in all school activities to the best of their ability. Regularly attend school.
Learn	Learn.	Strive to always achieve their best. Demonstrate getting along, persistence, organisation, confidence, resilience, respect and honesty in their actions for their own and others' learning. Participate in the setting of shared future goals to improve learning outcomes. Be involved with parent-teacher-student interviews where possible.
Individuality	Be valued for their individuality.	Demonstrate tolerance to the differences of others.
Safe	Feel and be safe at school.	Not engage in behaviour that endangers others physically or mentally. Be responsible for their actions.
Opinion	Express an opinion and have it heard.	Listen and value others' opinions. Speak in a polite manner.
Respect	Be treated with respect.	Be polite and courteous to all.

		Accept others for who they are and what they bring to the learning environment.
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<b>Staff (Principal, Teachers, Education Support Officers) have a right to:</b>		<b>Staff (Principal, Teachers, Education Support Officers) have a responsibility to:</b>
Inclusion	Feel as though they are valued personally and professionally.	<p>Provide positive and affirming support and comments to others in the community.</p> <p>Recognise and celebrate the achievements of all members of our community.</p> <p>Ensure that diversity is managed in a positive and inclusive manner.</p> <p>Celebrate diversity and cater for inclusive classroom activities for all children.</p> <p>Differentiate curriculum to suit the varying needs of every learner.</p> <p>Ensure that documentation is accurate and caters for inclusive practices.</p> <p>Encourage parental and wider community involvement in school related activities.</p>
Learn	Learn.	<p>Recognise and understand that all people learn in different ways.</p> <p>Use a range of teaching and learning and thinking skills strategies in classroom practice.</p> <p>Execute professional development opportunities which both enhance current practice and build on future professional needs.</p> <p>Ensure that each child has an Individual Learning Plan which clearly articulates the educational needs of the learner.</p> <p>Encourage and celebrate consistent attendance rates.</p> <p>Maintain well-kept records of classroom activities, assessment schedules and student work samples.</p>
Individuality	Be valued for their individuality.	Demonstrate tolerance of the differences of others.
Safe	Be safe and secure in the school environment. This includes physical and psychological well-being.	<p>Contribute to and maintain a supportive and safe work environment.</p> <p>Be familiar with all school OH&amp;S policies, procedures and practices.</p> <p>Alert the Principal or OH&amp;S Representative of any potential OH&amp;S risk.</p> <p>Maintain safe teaching and learning practices.</p> <p>Know, adhere to and implement school policies relating to student and staff safety.</p>
Opinion	Express an opinion and be heard.	<p>Welcome families to help in classroom and community activities.</p> <p>Keep confidential issues restricted.</p> <p>Read all emails, newsletters and attend all staff meetings.</p> <p>Execute continuous positive home-school communication.</p> <p>Promote positive and professional practices and dialogue with members of the wider community.</p> <p>Be adequately informed of community and school events.</p>

Respect	Be treated with respect.	Treat others in a respectful manner.
<b>Parents/Carers have a right to:</b>		<b>Parents/Carers have a responsibility to:</b>
Inclusion	Feel supported and encouraged in all aspects of their child/ren's education.	Support their child/ren and encourage participation in all school and community activities.  Support and encourage community involvement and participation between the school and various organisations.  Model positive and pro-social behaviours.
Learn	Be informed of their child/ren's progress and be aware of developments within the school.	Attend meetings with the school as required in order to be kept informed on child/ren's progress.  Write a note to the child's teacher for every absent day, detailing the reason for the absence.  Ensure that if child/ren are well, they attend school.  Follow all school policies and procedures.  Read all <i>School Talks</i> and notes that are sent home from the school.
Individuality	Be valued for their individuality.	Know that their child/ren are being taught in an individualised manner by adept teaching professionals who are aware of contemporary research and education initiatives.
Safe	Expect that their child/ren attend a safe and welcoming school environment.	Support the school in order to maintain a safe, respectful and stimulating learning environment.  Report any safety concerns to the Principal.  Encourage child/ren to play in a safe and respectful manner.  Promote the safe use of ICT at home and report any concerns of cyber-bullying to the school immediately.
Opinion	Express an opinion and be heard.	Approach the school in a conciliatory manner to discuss any problems or concerns.
Respect	Be treated with respect.	Communicate in a constructive and positive manner with the school.  Ensure that all staff members are treated in a fair, equitable and respectful manner.

## SHARED EXPECTATIONS

Beechworth Primary School values reciprocally supportive home-school partnerships and believes this is an essential element in establishing and maintaining well-being and engagement at school. Open communication is essential in the prevention and early identification of problems. Our Student Code of Conduct aims to be fair, consistent and reasonable. We link actions with logical consequences for all stakeholders in our school. In everything we do, we believe that positive relationships are the most important factor in defining behaviour.

## STUDENT CODE OF CONDUCT

Expected Student Behaviour	Positive Responses (good choices)	Negative Responses (inappropriate choices)
<p><b>Respect</b>  <b>We:</b>  <i>Do not use abusive or inappropriate language at school.</i></p> <p><i>Tell the truth.</i></p> <p><i>Follow teacher instructions.</i></p> <p><i>Take care of our belongings and do not touch other people's belongings without their permission.</i></p> <p><i>Use school equipment with care.</i></p>	<p>Verbal praise and recognition.            Positive reward e.g. sticker, note.            Student of the Week Award or Gotcha Award, or other award.            Choice activity.            Contact with parent/s or guardian.            Consideration for leadership role/s within the school.</p>	<p>Verbal warning.</p> <p>Follow procedures of Whole school Behaviour Management System.</p>
<p><b>Safety</b>  <b>We:</b>  <i>Stay in the school grounds at all times.</i></p> <p><i>Ask the teacher if we wish to leave the classroom.</i></p> <p><i>Do not throw sticks, pinecones or stones when playing in the yard.</i></p> <p><i>Do not act aggressively or harming others.</i></p>	<p>Verbal praise and recognition.            Positive reward e.g. sticker, note.            Student of the Week Award or Gotcha Award, or other award.            Choice activity.            Contact with parent/s or guardian.            Consideration for leadership role/s within the school.</p>	<p>Verbal warning.</p> <p>Follow procedures of Whole school Behaviour Management System.</p>
<p><b>Inclusiveness</b>  <b>We:</b>  <i>Wear our school uniform whilst at school.</i>  <i>Where possible, including others in our play and activities.</i></p> <p><i>Use kind words and kind actions.</i></p>	<p>Verbal praise and recognition.            Positive reward e.g. sticker, note.            School Attendance Award,            Student of the Week Award or Gotcha Award, or other award.            Choice activity.            Contact with parent/s or guardian.            Consideration for leadership role/s within the school.</p>	<p>Verbal warning.</p> <p>Follow procedures of Whole school Behaviour Management System.</p>
<p><b>Learn</b>  <b>We:</b>  <i>Follow classroom rules, which we as a class agreed to at the beginning of the year.</i></p> <p><i>Attempt to complete all activities the teacher has given us.</i></p> <p><i>Do not continually cause disruptions during our learning time.</i></p>	<p>Verbal praise and recognition.            Positive reward e.g. sticker, note.            School Attendance Award,            Student of the Week Award or Gotcha Award, or other award.            Choice activity.            Contact with parent/s or guardian.            Consideration for leadership role/s within the school.</p>	<p>Verbal warning.</p> <p>Follow procedures of Whole school Behaviour Management System.</p>

## **SCHOOL ACTIONS & CONSEQUENCES**

### **Classroom/Playground/Out of School Activities**

Positive Behaviours Framework clearly sets out the expectations and behaviours for all students who attend Beechworth Primary School.

The framework provides a greater level of clarity and consistency when handling behavioural issues at school, so that the entire school community is aware of our processes.

A set of behaviours relating directly to the school's values, these being Respect, Learn, Inclusiveness and Safety have been developed. Values mini posters displaying these positive behaviours have been published and are placed around the school for both students and staff to refer to. Breaches of these, which contravene the school's code of behaviour, may result in the issue of a Behaviour Alert Warning Card.

A sound behaviour management framework is essential for all who attend school so that students feel safe, knowing boundaries for behaviour are in place, allowing them to learn and function to their full ability. It allows teachers to carry out their duties so that the main focus is on instruction rather than discipline during learning time. It also offers parents assurance, knowing that their children are in a safe environment and are given the best opportunity to reach their full potential.

The outline below provides a framework as to the experiences of any student who breaches the school values, within the classroom environment, the school playground and on excursions and camps.

### **Beechworth Primary Behaviour Management System Card 1**

- Student removed from immediate learning space and completes a "Reflection Sheet"
- Student meets with teacher to come to an agreement regarding their behaviour and strategies to avoid this in future. Teacher explains the process that will be followed if further red cards are issued.
- Teacher contacts parents and sends home Self Reflection sheet to be signed and returned by parents.



### **Card 2**

- Student removed from immediate learning space and completes a second "Reflection Sheet".
- Student meets with teacher to discuss their behaviour and alternate strategies to assist in future.
- Student is placed on an Individual Student Engagement Record (White) for 2 days.
- Teacher contacts parent/guardian and sends home Reflection Sheets
- Individual Student Engagement Plan (White Plan) sent home for parents to sign and return to school.



### **Card 3**

- Student removed from immediate learning space and completes a third "Reflection Sheet".
- Student is placed on Individual Student Engagement Record (Yellow) for 3 days.
- Teacher contacts parents about Yellow Card Implementation.
- Parent/teacher meeting at the end of the 3 days to review Yellow Engagement Plan. An Individual Behaviour Plan is developed during meeting with parents.
- Student plays in agreed restricted area for duration of Student Engagement Plan.



### **Card 4**

- Student sent to Principal's Office.
- Formation of Student Support Group comprising of Principal, teacher, parents, student and student welfare officer. Meeting to take place prior to Green Record.
- Individual Behaviour Plan reviewed and implemented.
- Student is placed on Student Engagement Record (Green) for 5 days.
- Student walks with duty teacher for duration of Green Engagement Record.
- Referral to specialist made.

- Follow Up meeting at the completion of Engagement Plan with clear explanation to parents and student that a formal suspension will be implemented if further incidents occur.



### Card 5

- Student sent to Principal's Office.
- Student Support Group reconvenes (student, parents, teacher and Principal.)
- Formal Suspension enacted.

## Whole School

At Beechworth Primary School, we believe that proactive steps need to be implemented to promote positive behaviour and to reduce the instances of negative behaviour in our community.

When children exhibit inappropriate behaviours, or have any form of vulnerability (socio-economic, academic, social, physical, psychological, medical) Beechworth Primary School will follow a staged response to address the issues. These include:

- Provide structure in classrooms and in learning experiences
- Use positive and negative stimulation/reinforcement models
- Consult with students on how to help them
- Create and maintain meaningful partnerships with parents
- Ensure that any medications are administered (only if prescribed)
- Use a mentor/buddy for the student
- Provide professional development opportunities for staff to meet the needs of particular students
- Use “wrap-around” techniques – no shame/no blame; don't focus on past misbehaviour; have a clear future direction; focus on solutions
- Use self-regulation techniques
- Use consistent and positive behaviour support strategies

When children are suspected of having learning, social, emotional, psychological, educational difficulties, Beechworth Primary School will follow pre-referral protocols, as prescribed by DET.

This will include:

- Executing testing which is relevant and informative to use as a basis for classroom delivery and future testing procedures.
- Seek the assistance of SSSO personnel within the DET.
- Hold Parent Support Meetings to formulate strategies to assist the student in question.
- Devise, implement and evaluate Individual Learning Plans for the student which cater for the problem in question.
- Use a variety of teaching and learning and/or behaviour management strategies to assist the student.
- Refer children to external agencies where required.
- Use the application for funding guidelines as stipulated by the DET and using Assessment Australia in order to gain financial support for highly vulnerable students.

## **STAGED RESPONSE – SCHOOL ATTENDANCE**

***It is a legal requirement in the State of Victoria for all children under the age of sixteen to be enrolled in a registered school or be registered for home-schooling.***

***Attendance at school is a legal obligation of parents and carers, with schools supporting children in attendance and retention.***

**Beechworth Primary School has developed strategies and the following staged response to encourage, monitor and record student attendance.**

**PREVENTION** -Whole school (80%)

- Allocate roles and jobs to students
- Include articles on school attendance in the weekly *School Talk* on a systematic basis
- Liaise with parents on student absences

**EARLY INTERVENTION** – Some students (10%-15%)

- Monitoring through our online Student Management System - *Compass*
- Teacher/Parent Meetings
- Support from SSSO Staff and outside agencies
- A goal in the Individual Learning Plan
- Monitoring of unexplained absences and contacting parents to establish

**INTERVENTION** – A few students (5%)

- Parent/Student/Teacher/Principal meeting to develop an attendance plan
- Written communication
- Daily monitoring
- DEECD involvement, with SSSO support
- Attendance reports completed every week

The Department of Education & Training offers advice to schools and assistance with re-engagement of students through the [Student Attendance Guidelines](#) on the Department website.

## **Relevant accountability documents**

[Engagement Strategies for Individual Students](#)

## **Related school policies**

- Sexual Health & Wellbeing Policy
- Sun Protection Policy
- Child Safety Policy
- Camps and Excursions Policy

## **Monitoring and review**

This policy will be reviewed with student, parent and community input as part of the school's three year review process.

**Endorsed by school council:**

**Date: 18<sup>th</sup> October 2018**

**Next review date: October 2020**