

SANDRINGHAM EAST PRIMARY SCHOOL

Student Engagement & Inclusion Policy

Rationale:

At Sandringham East Primary School we value the importance of the home/school partnership, and actively contribute in parent and community participation. We utilise expertise explicitly to benefit and guide the students in a variety of ways within and outside the classroom. The school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Aims:

- To provide a safe, secure and stimulating learning environment for all students.
- To commit to preventing and addressing bullying, including cyberbullying.
- To commit to acknowledging and building Respectful Relationships within the school and community.

Implementation:

- 1. Information and tools identify students in need of extra support** will incorporate the following strategies:
 - Collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
 - Develop curriculum to include pro-social values and behaviour expectations to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
 - Promote active student participation and provide students with a sense of ownership and pride in their environment.
 - Support families to engage in their child's learning and build their capacity as active learners.
 - Promote active 'student participation' as an avenue for improving student outcomes and facilitating school change.
 - Establish social/emotional and educational welfare support for vulnerable students and monitor and evaluate progress.

- Ensure processes are in place to identify and respond to individual students who require additional assistance and support.
- Develop curriculum and promote student participation and awareness of Respectful Relationships.
- Build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

2.Engagement

- To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to develop and flourish at our school. We will put in place strategies to identify these students and provide them with the support and care they need.
- The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment.
- The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined further in our linked document

3. Identifying students in need of extra support

Our school will utilise a wide variety of information, tools and curriculum to identify students in need of extra support using the strategies outlined in our linked document.

4.Shared behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff at Sandringham East are enhanced through:

- Bully Stoppers Program in conjunction with Cluster schools.
- Embracing the three principles:
 - a) Is it Safe?
 - b) Is it Fair?
 - c) Does it show you care?
- Engagement (participation in the classroom and other school activities).
- Respectful Relationships program taught explicitly by the approved curriculum.

- Attendance (It's not ok to be away).
- Modelling our school core values.
- Implementing Care Plans.
- Communicating with Parents/Carers regarding their child's circumstances and to cooperate with the school in the enforcement of strategies to address individual needs and ensure their child attends school regularly.
- Principals/Teachers and Staff complying with their duty of care obligations with a responsibility to provide an educational environment that engages every child.

5.School actions

- Responding to challenging behaviour. Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance.
- In accordance with the DET requirements, parents of all students who are formally marked absent by 9.30 am on an approved school day, will be notified via a text message from Compass.
- 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.

6. Engaging with families

- The school values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.
- The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.
- The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.
- The school will create successful partnerships with parents/carers and families using a variety of strategies as outlined in the linked document.

- 7. Data collection and analysis** - Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches. Please note that this data is classed and treated as Confidential in all matters and that the Privacy Policy is adhered to.

Evaluation:

- This policy will be reviewed as part of the school's review cycle every 3-4 years and should be read in conjunction with the more detailed document Student Engagement & Inclusion Program linked to this policy.

Approved and ratified by School Council May 2018

