Student Engagement, Behaviour and Inclusion

POLICY

Policy Statement

Traralgon College is committed to providing a safe, secure and stimulating learning environment for all students. 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.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning.

This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs. Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Our heterogeneous profile means that in any given class a range of student ability exists, in some cases spanning five years. Within this diversity, our school aims to challenge all students to become adaptable, confident, successful learners and citizens. Our work is based on the belief that;

- Everyone is capable of learning; and
- Learning is a collaborative effort between students, teachers and parents/guardians.

At Traralgon College we value learning and achievement through;

- **Respect-** for self, others and our environment
- **Responsibility-** to strive for success
- **Resilience-** to take on new challenges

Our College will:

• Focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.

• Collaboratively develop and implement a fair and respectful whole-school behaviour management approach.

• Encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children

• Have curriculum that include pro-social values and behaviour 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 of their environment.

• Support families to engage in their child's learning and build their capacity as active learners.
• Establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
• Have processes in place to identify and respond to individual students who require additional assistance and support.
 • 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.
 • Protect the health and safety of students, staff and visitors, the school will take all necessary measures to ensure there is no violation of law or school rules. If condemned necessary, the right precautions will be taken, whether it be confiscation of impractical items or protections of student belongings.

Implementation:
Program
The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:
• accommodating different learning profiles and rates of learning
• intervening early to identify and respond to individual student needs
The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

To improve educational outcomes for students with disabilities, the following key strategies are in place:
• providing parents/carers with a learning program that best suits their child's needs
• involving students and parents in programming and planning decisions
• supporting students access to programs that let them pursue achievable pathways
• ensuring the expertise of teachers working in our school is maintained and developed

Our school will implement a whole-school behaviour management approach that is based on prosocial values, social competencies, incentives and positive peer relationships. The key focus will be on prevention and early intervention strategies that:

• define and teach school-wide and classroom expectations
• establish consistent school-wide and classroom consequences for problem behaviour
• establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
• provide school-wide and classroom processes for ongoing collection and use of data for decision-making
• empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
   • provide a physical environment conducive to positive behaviours and effective engagement in learning
   • utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behavior

Involvement in our school by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, parent-teacher interviews,

volunteering and staying up to date with news about what is happening in education via our newsletter.

The school's strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. The Victorian Curriculum encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In the context of the Victorian Curriculum, the school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. There are five dimensions to student participation:
1. student involvement in school and community development
2. students as researchers and co-enquirers
3. student feedback on teaching and learning
4. students as peer-tutors
5. student involvement as a manifestation of inclusion principles

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through student council or in focus groups associated with school strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

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 ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will create successful partnerships with parents/carers and families by:
• ensuring all parents/carers are aware of the school's policies
• conducting effective school-to-home and home-to-school communications
• providing volunteer opportunities to enable parents/carers and students to contribute
• involving families with homework and other curriculum-related activities
• involving families as participants in school decision-making
• coordinating resources and services from the community for families, students and the school
    • providing opportunities to enhance parenting knowledge and skills

Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare Policy at our school. Prevention and early intervention strategies the school will deploy include:
• defining and teaching school-wide and classroom expectations
• establishing consistent school-wide and classroom consequences for problem behaviour
• establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
• providing school-wide and classroom processes for the ongoing collection and use of data for decision-making

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• empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
• providing a physical environment conducive to positive behaviours and effective engagement in learning
• utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

The school will promote and maintain high levels of student attendance and participation through:
 • articulating high expectations to all members of the school community
• adopting consistent, rigorous procedures to monitor and record student absences
• following up student absences promptly and consistently
 • implementing data-driven attendance improvement strategies
 • creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
• providing early identification of, and supportive intervention for, students at risk of nonattendance • linking with local community groups and agencies to maximise program and individual support
• providing a staged response to respond to individual students who require additional assistance and support.

The school will provide the following support structures:
• monitoring of, and responding to, protracted student absences
• trauma management plan
• protocol for mandatory reporting
• Student Support Group's for children in need
• bullying survey of students and school environment

Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches. Some sources of data are:
• the Attitudes to School Survey data
• school level report data
• parent survey data
• data from case management work with students

The Student Mapping Tool (previously known as the Students at Risk Mapping Tool) allows our school to easily identify students who have characteristics that are known to increase disengagement at school.
Risk Factors explored by the Student Mapping Tool include:
• poor attendance
• low literacy
• low numeracy
• problematic school behaviour and relationships through the number of suspensions and the number of days suspended
• low income or unemployed family background - the occupation code of parents
• Koorie or Torres Strait Islander background
• refugee or ESL status
• presence of a physical disability
• presence of learning disorders leading to integration support
• receipt of Youth Allowance
• restricted access arrangements as a result of parent separation

• presence of a risk alert
• experience of significant health issues

The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:
• psychologist for psychological and academic assessment
• mentors – providing support for 'at risk' children
• Department of Human Services case managers and support workers
• social workers to provide services such as counselling, social skills and anger management programs
• youth agencies
• local parent support groups
• relevant DET support staff
• C.A.S.A. [Centre Against Sexual Assault]
• School Focused Youth Service (SFYS)

The protection of students, staff and visitors
• Confiscation of dangerous materials and possessions
• Where a teacher has cause for concern, a student will be instructed to empty pockets and or bag for inspection.
• Students are aware that lockers and desks may be searched at any time
• Personal items are to be left in bags and lockers at all times.

STAFF INVOLVED IN PREVENTION AND INTERVENTION PROGRAMS
While all staff are part of our preventative approach as outlined above; we have a dedicated welfare team who are responsible for the programs and projects mentioned above.
Traralgon College's welfare team is comprised of:
- Student Welfare Coordinator Junior Campus
- Student Welfare Coordinator Senior Campus
- A College Chaplain (cross campus)
- A school nurse (cross campus)
- PSD program coordinator Senior Campus and a team of aides
- PSD program coordinator Junior Campus and a team of aides
- The principal team (5)
- The Hands On Learning team
- Koorie Liaison teacher
- The team of student managers and year level leaders across all year levels
- STAs and sub school aides
- Leading Teachers with the responsibility for: Curriculum, student wellbeing and engagement across the college.

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. College School Community has also developed a set of expected behaviours that all members of the school community are expected to follow. The six sections of this Code of Conduct are; Honesty, Responsibility, Acceptance, Trust, Respect and Pride.

All Members of the Traralgon College community have a right to -
- Be accepted in an environment free of discriminatory behaviour regardless of race, gender, disability, culture and religion.   - Be treated with respect at all times.   - Trust that they will be safe and supported in an environment that encourages freedom of thought and expression

All Members of the Traralgon College community have the responsibility to -
- Acknowledge their obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community.   - Think about safety of self and others to ensure their actions and views do not impact on the health and wellbeing of other members of the College community   - Respect the school buildings and school environment   - Live up to expectations of the PBS expected behaviours as outlined in the PBS matrix

All students have the right to –	*All staff have the right to –*	*All parents have the right to –*
- 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	- 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 the school community	- Know that their children are in a safe, 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

All students have a responsibility to –	All staff have a responsibility to –	All parents have a responsibility to –
		learning
• Abide by the Traralgon College Code of Conduct • be ready to learn • have pride in themselves and their school • respect the rights that others have different ideas and opinions • be honest with themselves and others	• Abide by the Traralgon College Code of Conduct • 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 college community with respect, fairness and dignity	• Abide by the Traralgon College Code of Conduct • Build positive relationships with members of the school community • Ensure students attend school and have the appropriate uniform and learning materials • Promote respectful relationships

Actions and Consequences

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

Appropriate Behaviour

Traralgon College acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below. This is to be implemented using the restorative approach and summarised as following:

The restorative approach is used to address student behaviour in various settings and levels to:
• re-establish significant relationships;
• ensure consequences for misbehaviour are relevant and meaningful;
• foster and develop individual responsibility and empathy

LOGICAL CONSEQUENCES

Appropriate Behaviour	Inappropriate Behaviour

Appropriate behaviour will be recognised by:
• Recognition at assemblies
• Certificates
• Reports
• References
• Newsletters
• Leadership opportunities
• Scholarships
• Positive feedback both verbal and notes in student planners
• The right to represent the school.
• Awards night
	• Discussing appropriate behaviours in the school with the use of the Expected behaviours matrix
	• Contact with parents
	• Making changes to the student's learning program to better equip him/her to behave positively
	• Implement restorative practices
	• Conference and action to make it right agreed to. May include;
	  o Apology
	  o Payment for damage
	  o Clean up mess
	  o Replacement of damaged goods, etc
	• Ask the student to undertake tasks that involve some trust to better equip him/her to behave positively in the future
	• Restricted area in the yard for a period of time
	• Counselling
	• Referral to appropriate programs to help teach the correct behaviours
	• Withdraw privileges
	• Withdraw student temporarily from class
	• Hold Student Support Group meetings
	• Arrange time for the student to make up for class time missed
	• Give the student detention where they complete school work or do a task related to the behaviour
	• Negotiate alternative pathways or settings for student; or
	• as a matter of last resort, suspension or expulsion.

Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns; as part of staged response a range of strategies will be used. These include notifying parents and may also include:

Discussing the behaviour problems and reaching an agreement for future behaviour

Explicit Teaching of appropriate behaviours.

Monitoring and **providing feedback** (eg. Monitoring Sheet in Student planner)

Time Out allowing students a "Cooling Off" period

Withdrawal. A student may be withdrawn from activities, classes, camps or excursions due to inappropriate behaviour and provided with an alternative educational setting within the school.

Referral to outside agencies for ongoing counselling for individuals in order to modify inappropriate behaviour

Discipline/Student Support Group Meeting involving parents/caregivers and/or relevant DET support staff, Outside Agencies to assist with modifying behaviour

Suspension & Expulsion: When considering suspension or expulsion, the College follows the Department of Early Childhood and Development's procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

Appendix A: Student Expected Behaviours Matrix
Appendix B: Staff expected Behaviours Matrix

<u>**Evaluation:**</u>

This policy will be reviewed as part of the school's three-year review cycle or earlier as required.

This policy was last ratified by School Council in November **2016**	Review Date **November 2018**