



# McKinnon Primary School

## Student Engagement & Inclusion Policy

### 1. Rationale:

- 1.1. Students can only 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.
- 1.2. A positive school culture that is fair and respectful to all is a fundamental element in promoting student engagement. Quality student-centred teaching and learning programs engage students, enabling them to learn and develop positive attitudes to themselves and their learning.
- 1.3. Students who attend school regularly have the greatest opportunities to learn and to develop a positive attitude to learning. Student engagement is a key factor in promoting student attendance.
- 1.4. This policy sets out the school's position on student engagement, student attendance and student behaviour.

### 2. Guiding principles:

- 2.1. The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- 2.2. The school's curriculum will 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.
- 2.3. The school will promote active student participation and provide students with a sense of ownership of their environment.
- 2.4. The school will support families to engage in their child's learning and build their capacity as active learners.
- 2.5. The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- 2.6. The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- 2.7. The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- 2.8. The school will 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.
- 2.9. [Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.](#)

### 3. Definitions:

Student engagement can be defined as three interrelated components:

- 3.1. **Behavioural engagement** refers to students' participation in education, fostering behaviours more conducive to learning, including the academic, social and extracurricular activities of the school.
- 3.2. **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.
- 3.3. **Cognitive engagement** relates to a student's investment in learning and their intrinsic motivation and self-regulation.

### 4. Aims:

McKinnon Primary School aims to:

- 4.1. Engage all students in learning.
- 4.2. Meet the developmental needs of all students.
- 4.3. Foster a positive school culture based on healthy relationships between all members of the school community.
- 4.4. Provide students with a safe learning environment, where the risk of harm is minimised and students feel physically and emotionally secure.
- 4.5. Foster high standards of behaviour based on respect, cooperation, mutual responsibility and self-discipline.
- 4.6. Have each student attend school every day, except in cases of illness or other exceptional circumstances.
- 4.7. Provide support for individuals who are at risk of disengaging, not attending or developing inappropriate behaviours.
- 4.8. Provide support for students who are adversely affected by the inappropriate behaviour of other students.



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- 4.9 Embed positive behaviour management approaches that stress prevention, support and the avoidance of confrontation and focus more on the development of values, relationships and skills enabling positive student behaviour rather than on punishment for student misbehaviour.

### 5. Engagement strategies:

- 5.1. 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 flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.
- 5.2. The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values – PYP Learner Profiles & Attitudes, 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 of the self and others.

### 6. Strategies to promote positive student engagement and attendance:

- 6.1. Uphold the right of every child to receive an education.
- 6.2. Monitor and follow up on absences in compliance with Department of Education & Training (DET) procedures.
- 6.3. Intervene early to identify and respond to student needs for social, emotional, and learning support.
- 6.4. Where resources allow, provide specialist support to assist teachers to meet the social, emotional and learning needs of students at risk.
- 6.5. Recognise and respond to students' needs through the *Program for Students with Disabilities* (PSD), language support programs and other DET initiatives.
- 6.6. Provide all staff, including pre-service and casual relief teachers and volunteers with information, professional learning and support regarding student wellbeing issues.
- 6.7. Provide opportunities for students to participate in developing a positive school culture (E.g. student led celebration of learning assemblies, student leadership, buddy programs F&6 1&5).
- 6.8. Provide opportunities for families and the wider community to participate in school activities (e.g. School Council and sub-committee meetings, classroom and reading volunteers, Parents' Club, camps and excursions).
- 6.9. Communicate the school's expectations and support parents/carers to:
- 6.9.1 Ensure that children attend school as required by law.
- 6.9.2 Advise the school as soon as possible when a child is late or absent.
- 6.9.3 Ensure that student enrolment details are correct.
- 6.9.4 Provide all relevant information to the school.
- 6.9.5 Attend parent-teacher meetings and participate in 3 – way student conferences and student led conferences.
- 6.9.6 Read and respond to school communications in a timely manner.
- 6.9.7 Seek advice from the school if desiring to remove children for extended periods (e.g. holidays).
- 6.10. Develop positive relationships between teachers and students that promote engagement, wellbeing and learning, for example; Circle Time, Restorative chats, Restorative conferences, 3 Way Conferences, Building a Learning Community, Transition programs.
- 6.11. Deliver teaching and learning experiences and services that are inclusive and responsive to student needs, and that reflect the diversity of the school community.
- 6.12. Use evidence - based and flexible pedagogical styles to cater for different learners and to engage all students in meaningful learning experiences.
- 6.13. Teach and assess students using current pedagogical knowledge aimed at challenging and extending student learning.
- 6.14. Promote pro-social behaviours using a range of resources and strategies (e.g. BME Strategies, Circle Time, Restorative practices, teacher coaching or mentoring).
- 6.15. Communicate concerns about student wellbeing to parents/carers in a timely manner.
- 6.16. Adhere to the 5 Core Interactive behaviour management processes developed by Jenny Mackay our mentor and consultant. **(Appendix 6)**



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### 7. Strategies to promote positive student behaviour:

- 7.1. Promote a respectful and inclusive school community culture.
- 7.2. Communicate high expectations (regarding student behaviour) with students and their families.
- 7.3. Use the Student Engagement and Inclusion Policy as a basis for negotiating class-based shared expectations with students at the beginning of each school year and develop a classroom Essential Agreement and revisit this regularly throughout the year.
- 7.4. Through professional learning, build staff capacity to promote positive student behaviours (including specific behaviour management strategies and teaching about social skills) promote a team approach to behaviour management.
- 7.5. Provide support for students with behavioural issues (e.g. student-support groups, Positive Parenting – Jenny Mackay, Parenting courses – Child First and online parenting courses [www.parenting.org](http://www.parenting.org))
- 7.6. Monitor student behaviour and the effectiveness of implemented strategies.
- 7.7. Work with parents/carers to promote understanding about how they can support positive student behaviours.

### 8. Behavioural expectations

- 8.1. Shared behaviour expectations for students, parents/carers and school staff are detailed in the Statement of Rights & Responsibilities and the school's Values Statement located on the school's website. **(See appendix 3)**

### 9. School actions: Responding to challenging behaviour

- 9.1. 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.

### 10. Discipline

- 10.1. 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.

Disciplinary measures that may be applied include:

- 10.1.1 Restorative approach (e.g. repairing damage caused)
- 10.1.2 Withdrawal to another learning space or privileges
- 10.1.3 Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- 10.1.4 Withdrawal from playground
- 10.1.5 Suspension (in-school and out of school)
- 10.1.6 Expulsion
- 10.1.7 Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.
- 10.1.8 Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.
- 10.1.9 Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.
- 10.1.10 Information on grounds and processes for suspension and expulsion that our school will follow are available here:  
<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

### 11. Engaging with families

- 11.1. The School values parent / carer input and feedback into a range of student related and curriculum offerings and seeks feedback through the Parent Opinion survey, and through other feedback forums such as parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Club in our efforts to build a sense of community.



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- 11.2. 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 the learning.
- 11.3. The school will create successful partnerships with parents/carers and families by:
  - 11.3.1. Ensuring all parents/carers are aware of the school's Student Engagement & Inclusion Policy.
  - 11.3.2. Conducting effective school-to-home and home-to-school communications
  - 11.3.3. Providing volunteer opportunities to enable parents/carers and students to contribute
  - 11.3.4. Involving families with homework and other curriculum-related activities
  - 11.3.5. Involving families as participants in school decision-making
  - 11.3.6. Coordinating resources and services from the community for families, students and the school
  - 11.3.7. Involving families in Student Support Groups

Parent's responsibilities for supporting their child's attendance and engagement are outlined in Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our **Statement of Values** on the school's website.

### 12. Evaluation: Data collection and analysis

- 12.1. 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.
- 12.2. Some of sources of data used are:
  - 12.2.1. The Attitudes to School Survey data
  - 12.2.2. School level report data
  - 12.2.3. Parent survey data
  - 12.2.4. Data from case management work with students
  - 12.2.5. Data extracted from software such as CASES21 or SOCS

### 13. Additional Support for Students

Our school utilises a range of information and tools to identify students in need of extra support. These can include the following:

- 13.1 Personal information gathered upon enrolment
- 13.2 Attendance rates
- 13.3 Academic performance, particularly in literacy and numeracy assessments
- 13.4 Behaviour observed by classroom teachers
- 13.5 Engagement with students' families
- 13.6 Referral to the school Psychologist, Speech Pathologist and other paraprofessionals where needed.

### 14. Appendices and Related Policies

- Appendix 1: School Profile
- Appendix 2: School Values, Philosophy & Vision
- Appendix 3: Statement of Rights and Responsibilities
- Appendix 4: Student Engagement Strategies
- Appendix 5: Shared Behaviour Expectations
- Appendix 6: Process for responding to breaches of Behaviour Expectations
- Appendix 7: Staged response to behaviour issues
- Appendix 8: Staged response checklist for student behaviour issues
- Appendix 9: Statement of Values

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Related policies:

- Acceptable ICT Use Policy
- Bullying & Harassment Policy



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### 15. Evaluation

- 15.1. This policy will be reviewed as part of the school's three-year review cycle.  
Review Date: 2020

This policy was last ratified by School Council in: August 2017



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### **Appendix 1: School Profile**

McKinnon Primary School serves the educational needs of families living in the residential area of Ormond and some adjoining suburbs. A strict neighborhood boundary predetermines enrolment eligibility. Originally known as Ormond East Primary in 1930, it's now situated across two school sites and is one of the largest primary schools in the Stonington and Glen Eira Network of schools in the South Eastern Victorian Region. The McKinnon Primary School community is diverse and culturally rich. Students come from families who are both progressive and committed to ensuring their children receive the best education available. In 2017 the school has a total enrolment of 813 students.

Our fundamental purpose is to provide a dynamic learning climate that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation towards society and the environment. At McKinnon Primary School our focus is on the development of the whole child which includes academic, physical, emotional, social, intercultural and creative growth. We challenge our students to achieve and optimize their potential with supportive staff, parents/carers whose enthusiastic efforts continue to ensure the provision of the best possible outcomes and learning environment for all.

As an International Baccalaureate – Primary Years Programme authorised and most recently evaluated school, we aim to provide educational experiences which promote internationalism and develop our students as global learners. Further, there is a strong focus on fostering intercultural awareness and understanding throughout the whole school community. The Primary Years Programme is a concept based curriculum that enables our students to inquire and develop transdisciplinary skills needed for the 21<sup>st</sup> century. Students at McKinnon are provided with experiences that promote internationalism and interculturalism within the formal and informal curriculum and work towards global citizenship and learning for all the school community.

The school has made a commitment to the philosophy of the Primary Years Programme, which our staff (teaching and administration) of over 60 embrace and deliver with passionate conviction.



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### Appendix 2: School Values, Philosophy & Vision

Our school 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.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our ***Student Bullying and Harassment Policy*** for more information.

#### 2.1 Our philosophy:

*Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.*

#### 2.2 Our Mission:

*The teaching and learning culture at McKinnon Primary School inspires learners to inquire, reflect and understand in an inclusive and safe environment. An ongoing partnership between home and school is established and nurtured for every child to foster their social, emotional, physical, intercultural and academic development. Each child is supported to reach their full potential. Students are motivated to become active life-long learners who develop respect, compassion, caring and understanding for their role as global citizens.*

#### 2.3 Our vision:

*“McKinnon Primary School is committed to developing internationally minded learners in a safe and nurturing environment, where students are empowered to develop 21st century skills and attitudes.”*

#### 2.3 Our values:

*McKinnon Primary School aims to imbue each child with the IB Attitudes of appreciation, confidence, cooperation, curiosity, creativity, commitment, empathy, independence, integrity, tolerance, respect and enthusiasm which are the values that underpin the School’s vision. Through the Learner Profile we become an inquirer, knowledgeable, a thinker, a communicator, principled, open-minded, caring, risk takers, balanced and reflective, ultimately assisting our students to develop international mindedness, recognising their common humanity and shared guardianship of the planet, preparing them to take action in creating a better and more peaceful world. Our students learn, take action and demonstrate the skills to be responsible and global citizens.*

The school’s motto is to **Inquire. Think. Learn.** All staff plan together using an Inquiry Learning approach to facilitate authentic and relevant learning opportunities for our students, developing them into life-long learners, who are confident, responsible citizens with a strong sense of connectedness locally and globally.

Our School Strategic Plan (SSP) and associated Annual Implementation Plans (AIP) have student wellbeing as a priority area; school goals and targets are closely aligned with the importance of this as integral to learning. Extensive Professional Learning that has been committed and undertaken by staff in relation to wellbeing depicts our genuine commitment to not only continual school improvement and raising student learning outcomes, but the promotion of student engagement, self-esteem /self -worth, confidence and emotional stability and support which is paramount to learning.



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### **Appendix 3: Statement of Rights and Responsibilities**

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying and Harassment Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement & Inclusion Policy.

All members have an obligation to ensure school property is appropriately used and maintained.



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### Appendix 4: Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> <li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and the needs of our students</li> <li>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> <li>• All students will have the opportunity to participate in a social and emotional learning curriculum programs through the personal and social capabilities embedded in the Victorian Curriculum and through the PYP -Units of Inquiry.</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Focus Groups, Student Representative Council and other more informal mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will provide a safe and engaging orderly learning environment</li> <li>• Teachers will monitor attendance rates</li> <li>• All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment</li> <li>• All staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</li> <li>• Relevant teaching staff will apply a trauma-informed approach (using <a href="#">Calmer Classrooms: A Guide to Working with Traumatized Children</a>, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.</li> </ul>	<p>Strategies to support attendance and engagement of individual students include:</p> <ul style="list-style-type: none"> <li>• Students can set personal and academic learning goals each term and reflect/celebrate their progress against the goals set</li> <li>• All students performing above or below their expected level are placed on Individual Learning Plans.</li> <li>• Behaviour Support Plans/Contracts are put in place for students whose behaviours are affecting their learning.</li> <li>• Parents are referred to Community Code of Conduct/Statement of Values on a needs basis.</li> <li>• Parents are encouraged to discuss any behaviours relating to the Community Code of Conduct/Statement of Values with relevant staff.</li> <li>• Meet with student and their parent/carer to talk about how best to help the student engage with school</li> <li>• Establish a Student Support Group.</li> <li>• Seek extra resources under the Program for Students with Disabilities for eligible students</li> <li>• Develop a Behaviour Support Plan and/or Individual Learning Plan.</li> <li>• Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>• Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services</li> <li>• Refer to external support services including ChildFirst, Local Government Youth Services, and Community Agencies such as Alfred CYHMS or Headspace.</li> </ul>



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### Appendix 5: Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
<b>Engagement (participation in the classroom and other school activities)</b>	Demonstrate: <ul style="list-style-type: none"> <li>• <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b> to work cooperatively and respectfully with other students, valuing them, their contributions and appreciation of each other's differences</li> <li>• <b>high expectations</b> to learn and master new skills</li> <li>• <b>reflection</b> to reflect on their own learning and be motivated to learn new skills</li> <li>• <b>develop</b> the PYP Attitudes and attributes of the Learner Profile.</li> </ul> <p><b>See appendix 10</b></p>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> <li>• Parents/carers are encouraged to build a positive relationship with the school</li> <li>• Parents/carers provide all relevant information to the school to assist the school to provide student-centered responses and learning environment.</li> <li>• Parents/carers are encouraged to actively participate in supporting their students learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</li> <li>• Uphold the right of every child to receive an education.</li> <li>• Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.</li> <li>• Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs.</li> <li>• Develop flexible pedagogical styles to engage different learners.</li> <li>• Deliver curriculum and assessment that challenges and extends students learning.</li> <li>• Develop positive relationships with students that promote engagement, wellbeing and learning.</li> <li>• Provide opportunities for a student voice in developing a positive school culture.</li> </ul>



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		<ul style="list-style-type: none"> <li>Parents/carers will actively engage in their students learning by responding to communications as requested and attending parent-teacher meetings and 3-way conference reporting meetings with their student.</li> <li>In the home environment parents/carers are expected to support the school's efforts to educate students to live in a diverse world by encouraging an understanding and appreciation of diversity found in the community.</li> </ul>	
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>be prepared to participate fully in lessons</li> <li>bring a note from their parents/carers explaining an absence/lateness</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>ensure that their child's enrolment details are correct</li> <li>ensure their child attends regularly</li> <li>advise the school as soon as possible when a child is absent</li> <li>account for all student absences</li> <li>keep family holidays within scheduled school holidays</li> <li>Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> <li>Proactively promote regular attendance</li> <li>mark rolls accurately each session</li> </ul> <p>Staff will also:</p> <ul style="list-style-type: none"> <li>follow up on any unexplained absences promptly and consistently</li> <li>Identify trends via data analysis</li> <li>Report attendance data in the school's Annual Report</li> <li>Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> <li>Encourage students to attend school every day and regularly discuss the importance of regular attendance.</li> <li>Investigate any possible school based reason for non-attendance</li> </ul>
<b>Behaviour</b>	<p>Students are expected to:</p>	<p>Parents/Carers are expected to :</p>	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p>



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	<ul style="list-style-type: none"> <li>• Play safely and learn cooperatively</li> <li>• Treat and speak to others with respect and courtesy</li> <li>• Resolve problems and disagreements calmly, sensibly and fairly</li> <li>• Move around all areas of the school in a responsible manner</li> <li>• Take care of the school environment and school property and respect the property of others</li> <li>• model the schools core values</li> <li>• always treat others with respect.</li> <li>• never physically or verbally abuse others.</li> <li>• take responsibility for their behaviour and its impact on others</li> <li>• obey all reasonable requests of staff</li> <li>• respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Follow the classroom "Essential Agreement"</li> <li>• Follow the School's Values Statement</li> <li>• Follow the school wide - Student Code of Conduct – to be developed in consultation with SRC &amp; Class Mentors</li> </ul>	<ul style="list-style-type: none"> <li>• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</li> <li>• Communicate with the school regarding their child's circumstances</li> <li>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> <li>• Parents/Carers need to promote behaviour at all times that is consistent with school expectations.</li> <li>• Parents/Carers need to provide a consistent approach that supports their child's learning and engagement in and out of school.</li> </ul>	<p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply this policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>
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### Appendix 6: Process for responding to breaches of Behaviour Expectations

At McKinnon Primary School we use the following behaviour management strategies to address breaches of behavioural expectations.

61. Restorative Practices

6.2 Positive Behaviour Management Strategies – 5 Core Interactive

6.3 Circle Time

Behaviour Expectations	Classroom Teacher Responsibility
<p><b>Overall Behaviour</b></p> <ul style="list-style-type: none"> <li>• Students must obey all reasonable requests of staff.</li> <li>• Students must always treat others with respect.</li> <li>• Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Students must respect the property of others.</li> <li>• Students must bring correct equipment to all classes</li> <li>• Students must work to the best of their ability.</li> </ul>	<p><i>Remain calm seeking to refocus student on learning in the following ways. Remember behaviour is a message to us:</i></p> <ul style="list-style-type: none"> <li>• State what you would like to student to do, in short simple statement following up with a thank you.</li> <li>• Utilise your “pockets” of strategies for a range of circumstances.</li> <li>• Refer the student to the Essential Agreement or their own Behaviour Management Plan if activated.</li> <li>• For persistent behaviours seek support from Team Leader and colleagues.</li> <li>• Refer to Assistant Principals or Principal for all serious matters.</li> <li>• Inform parents at all times, do not allow behaviours to persist and impact on other students.</li> </ul> <p>It is important to note that any behaviour difficulties are followed up with restorative discussions with individual students. Students may be requested to complete work or follow up restorative conversations with supervision provided by the teacher concerned.</p>
<p><b>Attendance and Punctuality</b></p> <ul style="list-style-type: none"> <li>• Students must be on time.</li> <li>• Students who are late must report to the front office with their parent to be signed in and to collect a late pass.</li> <li>• Students who leave school early must be signed out at the office by a parent.</li> <li>• Students absent from school must ensure reasons for the absence have been communicated with the school.</li> <li>• Notification from home (i.e.: signed note or medical certificate) must accompany all absences.</li> </ul>	<ul style="list-style-type: none"> <li>• Check late pass. Adjust entry on COMPASS.</li> <li>• Continue to monitor student wellbeing. Call parents to ascertain any support that might be needed.</li> <li>• Report any ongoing absence of 3 days or more to the Assistant Principal or Principal.</li> </ul>



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<ul style="list-style-type: none"> <li>Students must not leave the school grounds without permission.</li> </ul>	
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>Students must adhere to the school uniform requirements.</li> <li>It is compulsory for all students to wear appropriate footwear.</li> </ul> <p>Please refer to the School Uniform Policy -2016</p>	<ul style="list-style-type: none"> <li>Staff to monitor each student's uniform and bring any issue to the attention of the student/parent.</li> <li>Report persistent breach of policy to the attention of the Principal and Assistant Principals.</li> </ul>
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li> <li>Bullying is defined as <b>repeated</b> verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies</li> </ul>	<ul style="list-style-type: none"> <li>Report to Principal or Assistant Principal.</li> <li>Contact parents.</li> <li>Refer to schools Digital Technology Acceptable Use Agreement.</li> <li>Use resources from Bully stoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection.</li> <li>Refer to our school's Bullying Prevention Policy. Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</li> <li>Some cases may warrant immediate suspension. This decision must be made by the Principal.</li> <li>Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</li> </ul>
<p><b>Property &amp; Security</b></p> <ul style="list-style-type: none"> <li>Students are to respect all school property and the property of others.</li> <li>Students to adhere to appropriate 'out of bounds' areas unless supervised (e.g. inside during recess or lunch)</li> <li>Electronic and digital devices must be switched off as soon as students enter school grounds. They must stay in students' school bags all day.</li> <li>Students must bin all rubbish.</li> <li>Students must return borrowed school material.</li> <li>School will not be responsible for loss of valuables.</li> </ul>	<ul style="list-style-type: none"> <li>Challenge behaviours around rights and responsibilities and negotiate appropriate restorative actions (e.g. clean up duties after graffiti).</li> <li>For repeated offences, refer to the Principal or the Assistant Principal.</li> <li>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</li> </ul>



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| <ul style="list-style-type: none"><li>• Graffiti of any kind will not be tolerated</li><li>• Classrooms must be left neat and tidy.</li></ul> |  |
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### Restorative practices

Restorative Practices (RP) is grounded in principles designed to create powerful relationships, which are central to building thriving communities. RP represents a paradigm shift that focuses on the harm done, rather than on the rule broken, in the restoration of relationships. RP is a reflective practice that encourages personal responsibility, giving a voice both to the person harmed as well as the person who caused the harm. RP aids in the acceptance of cultural differences by offering an equitable process where all members of a community feel valued and heard, and in turn, are more likely to bring their best self to the community.

Through restorative practices, members of the school community will:

- have an opportunity to be heard
- understand the greater impact of one's actions
- learn to take responsibility
- repair the harm one's actions may have caused
- recognise one's role in maintaining a safe school environment
- build upon and expand on personal relationships in the school community
- recognise one's role as a positive contributing member of the school community.

With respect to breaches of the Student Code of Conduct any imposed consequence is combined with a process that focuses on encouraging the student to take positive action to address the situation and repair damaged relationships. A restorative approach will form part of the response to encouraging positive behaviours. For example:

#### A restorative question approach:

<b>When things go wrong</b> <ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking at the time?</li><li>• What have you thought about since?</li><li>• Who has been affected by what you have done? In what way?</li><li>• What do you think you need to do to make things right?</li></ul>	<b>When someone has been hurt</b> <ul style="list-style-type: none"><li>• What did you think when you realized what had happened?</li><li>• What impact has this incident had on you and others?</li><li>• What has been the hardest thing for you?</li><li>• What do you think needs to happen to make things right?</li></ul>
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In this approach to behaviour management, the term 'restorative' is used to stress that when a student misbehaves, restoring relationships, repairing harm and learning perspective-taking and social responsibility is more important and effective than simply delivering punishment for their misbehaviour. Restorative practices include:

- Circle Time (and conference circles) in which students sit in a circle and, using a structured format, discuss and problem-solve an issue that has affected the whole class or specific members of the class
- the 'restorative interview' where the teacher uses an incident of misbehaviour as an educative opportunity for teaching empathy, consequential thinking and the importance of making amends in order to repair harm and relationships
- the more formal 'restorative conference' that is used with more serious or ongoing misbehaviour and usually involves senior staff, parents and carers.

**2. 5 Core elements of the Interactive Management Process© (IMP):** by Behaviour Management Education consultant Jenny Mackay.

1. **Prevention:** How to prevent behaviour problems starting or recurring and how to limit those in progress.
2. **Correction:** How to actively manage misbehaviour using assertive correction.
3. **Support:** How to supportively enable students to manage their own behaviour.
4. **Follow-through:** How to manage the whole situation and all its elements when the student has already transgressed has gone too far and is in now in serious trouble (managing student, class, school and parents.)
5. **Affirmation:** How to build a sense of self-worth out of small successes to improve motivation, cooperation and engagement.



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### 3. Circle Time:

Circle time is regularly used as a strategy to empower students and to further develop their personal and interpersonal skills. Members of the class each take part in what becomes a democratic, participatory time with a focus on relationships and responsibilities and it is through this that the members of the class speak, listen, interact and enhance relationships. They discuss a broad range of topics including aspects, problems that may arise and other significant events.

Some of the outcomes of effective circle time are:

- When students feel respected and are included in a dignified process, they feel compelled to own their behaviour.
- When students participate in processes that are procedurally 'fair' they begin to take responsibility for personal behaviour.
- When students are part of the solution they begin to develop empathy and insight.
- Students who participate in classroom meetings learn about fairness and justice.
- When provided with a safe forum, students are able to talk about what has occurred and how it can be fixed.



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### **Appendix 7: A Staged response to inappropriate behaviour**

- The restorative approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves Level Team Leader, Assistant Principal and or a Principal; all persons affected in the incident and will be documented as a chronicle on COMPASS.
- There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour, this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward.

Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.



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### Appendix 8: Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	Maintain and sustain a Professional Learning Community whereby teacher' underlying motivation is the success of their students.
Establish whole school positive behaviour programs.	Jenny Mackay's 5 Core Interactive Management Process, Proactive not reactive. Circle Time Restorative Practice Essential Agreements Statement of Values Mission Vision Learner Profiles Attitudes
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	Teachers to know their students: Provide a personalised learning program to empower students to learn how to learn. Further develop and enhance the inquiry approach and facilitate the development of independent and intrinsically motivated learners who are willingly engaged in planning and developing their learning based on their skills and abilities. Student goals setting and reflection on learning Further develop student voice, students being involved in determining their own learning pathways in conjunction with teachers.

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	Gain information and record information related to the behavior from all staff and students involved. Contact parents Speak to student individually Utilise Restorative Practices
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or	Seek support from AP, SSSO or Wellbeing Team to develop BMP and ILP.



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carer)	Discuss the plan in an SSG meeting for all parties to agree on this course of action.
Consider if any environmental changes need to be made.	Review classroom seating Support 1:1
Teach replacement behaviors.	Seek opportunities for mentoring and discuss with Jenny Mackay/AP.
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	Parental permission must be sought for all services.
Establish a student support group	Discuss with parent/carer.
Implement appropriate disciplinary measures that are proportionate to problem behaviours	Suspended play from ½ recess or lunch Loss of playground privileges i.e. playing football, sandpit etc. Working in another classroom Working in the Principal/AP offices In school suspension Formal disciplinary action
Consider out-of-school behaviour management options such as Student Development Centres (if available)	



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**Appendix 9: Statement of Values – Located on the school's website.**



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### Appendix 10: PYP Attitudes & Learner Profiles

Appreciation	Appreciating the wonder and beauty of the world and its people.
Commitment	Being committed to their own learning, persevering and showing self-discipline and responsibility.
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
Cooperation	Cooperating, collaborating, and leading or following as the situation demands.
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
Curiosity	Being curious about the nature of learning, about the world, its people and cultures.
Empathy	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
Enthusiasm	Enjoying learning and willingly putting the effort into the process
Independence	Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments
Integrity	Being honest and demonstrating a considered sense of fairness.
Respect	Respecting themselves, others and the world around them.
Tolerance	Being sensitive about differences and diversity in the world and being responsive to the needs of others.

IB learners strive to be:

#### Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

#### Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

#### Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

#### Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

#### Principled



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They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

### Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a difference to the lives of others and to the environment.

### Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

### Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.