

STUDENT INCLUSION AND ENGAGEMENT

1. Rationale:

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) that we develop confident and resilient students through the provision of a diverse range of learning experiences and challenges which encourage curiosity, excitement for learning, thirst for knowledge and connectedness to their community.
- (b) we are committed to the implementation of a whole school approach to Positive Behaviour Support for engagement and learning
- (c) our commitment to providing a safe, supportive and inclusive learning environment for students consistent with our school's values
- (d) our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring and rewarding appropriate and positive behaviour expectations
- (e) support available to students and families
- (f) our school's policies and procedures for responding to inappropriate student behaviour.

This policy applies to all school activities, including camps and excursions.

2. Aims:

Greenvale Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. This is underpinned by a whole school community whose moral purpose is committed to promoting success for all students. Our School Values are: Respect, Responsibility, Resilience, Honesty, Learning.

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and positive behaviour management approach (SWPBS).
- 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.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- 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.

3. Implementation:

3.1 School Profile

Greenvale Primary School is a dynamic community offering a broad, rigorous curriculum from Foundation to Year Six. The school has a long history in the community having officially opening in 1868. Greenvale Primary School relocated to its present site in Bradford Ave in 1988, retaining the original identity number and its historical links. The school comprises a wide socio-economic and increasingly diverse cultural mix. Greenvale Primary School prides itself in providing a safe and orderly learning environment, one which is inclusive of all students. The school values of *Learning, Honesty, Respect, Resilience and Responsibility*, are the guiding principles and beliefs of students, staff and parents.

Classroom programs are progressive and personalised, catering for each child's needs, encouraging parental involvement and promoting active learning. Our aim is to develop confident and resilient students through the provision of a diverse range of learning experiences and challenges which encourage curiosity, excitement for learning and connectedness to the community. The students at Greenvale have a voice in the school and contribute actively to the school community.

The teachers at Greenvale set high expectations and strive for professional excellence. The school has high, but achievable student expectations with student progress being monitored regularly and this information is used to inform teacher practice. Teachers work collaboratively to improve student learning outcomes and professional practices. The curriculum is well-balanced, offering opportunities for all students to develop academically, socially and emotionally.

3.2 School values, philosophy and vision

Our Vision:

At Greenvale Primary we believe that a safe, nurturing and engaging environment can provide the opportunity for all students to reach their full potential as literate, numerate and curious lifelong learners.

A focus on effective communication, creativity, collaboration and critical thinking are essential for our students to participate productively in the global community.

Our school values will shape our students into becoming active and conscientious citizens.

Our Mission:

The school prides itself on promoting success for all students. It offers a wide range of learning experiences and challenges which encourage curiosity, excitement for learning and connectedness to the community. The students at Greenvale Primary School have a voice in the school and contribute actively to the school community.

Our Values:

Our school values are the guiding principles and beliefs of the school community. Our school values will guide our students, staff and school community to become active and conscientious citizens.

Responsibility - Make good decisions

Respect - Treat others how you want to be treated

Learning - Discover and try new things

Resilience - Bounce back when the going gets tough

Honesty - Always tell the truth

We will:

- We will be relentless in our efforts to improve student learning and teacher practice.
- We will set high expectations of ourselves and our students.
- We will encourage students to be active and reflective participants in their own learning.
- We will work collaboratively in teams to plan and analyse data to drive our teaching and improve student outcomes.
- We will provide a safe, stimulating, engaging and supportive environment which develops curiosity and the desire to learn.
- We will embrace ongoing professional learning which supports the development of teacher competencies and whole school improvement.
- We will continue to implement a whole-school approach to Positive Behaviour support and explicitly teach, monitor and reward appropriate behaviour.
- We will continue to foster strong connection to the community by developing mutually trustworthy relationships.
- We will consistently promote the school values.

Our Statement of Values is available online at: <http://greenvaleps.vic.edu.au/principals-message/>

3.3 Wellbeing and Engagement strategies

To realise our vision, we have developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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 of the self and others.

A summary of the universal (whole of school), targeted and individual engagement strategies used by our school is included below:

Universal

- Our school will deliver a curriculum based on Victorian Curriculum 2.0.
- All teams will differentiate learning in planning sessions.
- Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students, as well celebrating diversity allowing for all students to participate and feel valued.
- Our school will refer to values matrices explaining our behavioural expectations for all members of the school community. These have been developed in consultation with students, staff and parents/carers, and will be promoted to all students and shared with our school community
- Our school is committed to a School Wide Positive Behaviour System focusing on teaching desired behaviours and social skills and redirecting and reteaching undesired behaviours
- Teachers will deal with behaviours in a calm, consistent, immediate, respectful and restorative manner
- 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
- Our school analyses and responds to attendance data at the individual, class and cohort level. Classes with good attendance are celebrated at assembly.
- All students will have the opportunity to participate in social and emotional learning curriculum programs such as our Values Learning Program, Respectful Relationships, Zones and our Stop, Walk, Talk! Bully Prevention Program as well as an intensive 'start up' program at the beginning of each year. 'Start up' allows teachers to revisit high behavioural expectations with students as well as prioritising time for staff and students to build positive relationships
- Students will have the opportunity to contribute to and provide feedback on decisions about school and classroom operations through Student Voice initiatives such as classroom meetings, PIVOT surveys, Attitudes to School Survey and other more informal mechanisms.
- Each year students participate in 'step-up' activities where they meet their new teacher, which reduces anxiety over the holiday period.
- We provide opportunities for cross-age connections amongst students through lunch-time clubs, Texperts and Junior School Council

Targeted

- Data will be regularly used to determine points of learning for all students.
- Intervention programs such as EAL, Reading and Maths Intervention will be available to students who meet determined criteria.
- Individual Education Plans will be developed and reviewed for all students that are identified 'at risk' in learning or behavioural issues Individual Education Plans are developed and reviewed termly for students who are identified as: having a disability; Koorie or have additional needs
- Each year level has an PLC Leader, who is responsible for monitoring the health and wellbeing of students in their cohort. They are available to support the classroom teacher, student and families when needed
- Any students in Out of Home Care and Koorie students will have an Individual Learning Plan and regular SSG meetings
- The school will have a clear process for referring students to School Support Services
- Disability Inclusion leader will be available to assist staff in referral process and how to meet students' individual needs
- School wide system for student success across Tiers 1, 2 and 3 – Tiered Behaviour Management Approach

- School Wide Positive Behaviour Support System in place. This includes a Multi-Tiered system of support:

Tier 1- Universal

- Values stickers
- Values leaves
- Acknowledgement of Expected behaviour notification on COMPASS
- School Values unexpected behaviour notification on COMPASS
- Student Behaviour matrix to outline expected behaviours across settings in line with the school's values, which are explicitly taught and regularly referred to.
- Zones of Regulation 'check ins' throughout the day
- Class meetings to discuss behaviours of concerns and to collaboratively find a solution

Tier 2- Targeted groups/ small groups

- Check in, check out procedures
- Targeted social skills instruction
- Playground zones
- Support from the school Mental Health and Wellbeing Leader
- Additional Small group Social and Emotional lessons
- Absence learning plans
- Absence Nudge letters on COMPASS
- Parent collaboration and education

Tier 3- Individual

- Individual Education Plans with social and emotional wellbeing goals
- Student Support Meetings
- Further parental collaboration
- Behaviour Management Plans- which outlines triggers and supports
- Behaviour Support plans- informed by functional behaviour assessments
- Risk Assessments
- Log incidents on Edusafe and COMPASS
- Student Attendance improvement plans (formally return to school plans)

Individual

Strategies to support student wellbeing and engagement include:

- Staff with students that have special needs will have access to professional learning to assist in meeting their individual needs.
- Meet with student and their parent/carer to talk about how best to help the student engage with school
- Establish a Student Support Group
- Develop a Behaviour Support/Safety Plan and/or Individual Education Plan.
- Seek extra resources under Disability Inclusion for eligible students who require specific support for their learning or behaviour
- Edusafe – log severe behaviour incidents
- Compass – Log behaviour incidents
- Consider if any environmental changes need to be made, for example changing the classroom set up.
- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Referring the student to:
 - School-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst

Where necessary the school will support the student's family to engage by:

- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing

- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- Monitoring individual student attendance and developing an attendance improvement plans in collaboration with the student and their family
- Running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - who are Koorie or Torres Strait Islanders
 - with other complex needs that require ongoing support and monitoring.

3.4 Identifying students in need of support

Greenvale Primary is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The School Support team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Greenvale Primary will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers/staff/parents.

3.5 Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

3.6 Student behavioural expectations and management

Behavioural expectations of students, staff and parent/carers are grounded in our school's Values. Student bullying behaviour will be responded to consistently as indicated in the Bullying Prevention policy.

Students and staff will refer to our whole school Values Matrices to understand the clearly defined set of expected behaviours at Greenvale Primary School. If an incident does occur staff will respond according to our continuum of procedures as outlined in our UNEXPECTED BEHAVIOUR FLOWCHART document.

When a student acts in breach of the behaviour standards of our school community, Greenvale Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion

Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly, restoratively and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- restorative practice conversations
- warning a student that their behaviour is unexpected
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the PLC Leader
- the development of a Behaviour Management Plan or a Behaviour Support Plan
- discipline notes
- behavioural ILPs
- behavioural contracts
- suspension
- expulsion

Restrictive interventions such as restraint or seclusion are measures of last resort and may only be used in situations consistent with Department policy.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy.

Corporal punishment is prohibited in our school and will not be used in any circumstance. Teachers at Greenvale Primary School are committed to teaching, modelling and practising expected behaviours.

Engaging with families

Greenvale Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

3.7 Monitoring progress

Greenvale Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or identify areas for improvement and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- PIVOT and Attitudes to School student survey data
- Parent Opinion Survey data
- Incidents data
- School reports

- Compass posts
- Case management
- CASES21, including attendance and absence data
- SOCS

3.8 Communication

This policy will be communicated to our school community in the following ways [please delete the options below in yellow if you do not intend to use these methods. Note that the first two methods are strongly recommended]:

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

4. Policy Review :

Policy last reviewed	December 2024
Consultation	MHAWL Assistant Principal
Approved by	Principal
Next scheduled review date	December 2026 (every 2 years)

- This policy will be reviewed as part of the school's ongoing policy and process review cycle.

References and Related Documents:

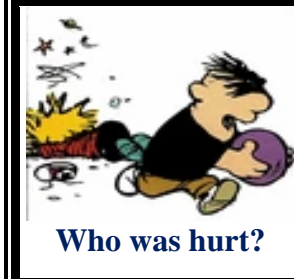
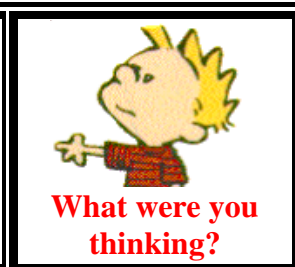
1. DET School Policy Advisory Guide: Suspensions - <https://www2.education.vic.gov.au/pal/suspensions/guidance/1-suspension-process>
2. DET School Policy Advisory Guide: Expulsions – <https://www2.education.vic.gov.au/pal/expulsions/policy>
3. DET School Policy Advisory Guide: Restraint and Seclusion <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>
4. DET School Policy Template Portal <https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=19>

APPENDICES:

Restorative Questions

What happened?
 What were you thinking?
 Who has been affected by this?
 How do you think they are feeling?
 What do you need to do to make things right?
 What will you do differently next time?

I'm going to check in on you later to see that you're doing what we agreed.
 What do you think we should do if something like this happens again? (if needed)



Restorative Conversation Script

Tell the story

- What happened?
- Tell me your story.
- What was happening when you became involved?
- What were you thinking about when you did that?

Explore the harm

- Who do you think has been affected? In what ways?
- Who else may have been affected by your behaviour?
- What do you think it must have been like for them?

Repair the harm

- What needs to happen to put things right again?
- What do you think _____ needs to hear from you right now?
- Is there anything else you can think of that might help?

Reach an agreement

- If this happens again, what will you do differently?
- What do you need from me/us to support you?
- What will the plan for the future include?
- If this happens again, what will we do about it?

Plan follow-up

- When would be a good time to check in with you and see how you're going?
- What will happen if our agreed outcomes haven't been reached?

RESPONSIBILITY

Make good decisions!



RESPECT

Treat others how you want to be treated!



LEARNING

Discover and try new things!



RESILIENCE

Bounce back when the going gets tough!



HONESTY

Always tell the truth!





STOP



WALK



TALK

Welcome Circle

Greeting

Zones Check In

School Values

Expectations

Announcements

Positive Primer

WWW*

*WWW (What Went Well) to be done in the afternoon only

RESPECT LEARNING RESPONSIBILITY HONESTY RESILIENCE



Greenvale
Primary School

STUDENT OF THE WEEK

CONGRATULATIONS ON YOUR ACHIEVEMENT

Awarded to

For

Date

Class Teacher


Principal

RESILIENCE
HONESTY
RESPONSIBILITY
RESPONSIBILITY
LEARNING
RESPECT

RESPECT
LEARNING
RESPONSIBILITY
RESPONSIBILITY
HONESTY
RESILIENCE

RESPECT LEARNING RESPONSIBILITY HONESTY RESILIENCE

POSITIVE BEHAVIOUR EXPECTATIONS FOR STUDENTS AT GREENVALE PRIMARY SCHOOL

	In the Learning Environment	When I Move Around the School	At the Canteen	Outside in the Yard	In the Toilets	In the Community	In Digital Environments
Responsibility Make good decisions	<ul style="list-style-type: none"> I am prepared and ready to learn I do my best to complete learning tasks on time I use equipment correctly 	<ul style="list-style-type: none"> I line up safely when the music plays 	<ul style="list-style-type: none"> I put my rubbish in the bin I sit down and eat my food 	<ul style="list-style-type: none"> I wear my hat when required I put rubbish in the bin I use and share equipment fairly I ask for help when I need it 	<ul style="list-style-type: none"> I let someone know when I am going to the toilet and take a partner I wash my hands with soap I only use the toilet paper I need 	<ul style="list-style-type: none"> I listen to and follow teacher instructions I speak respectfully and calmly 	<ul style="list-style-type: none"> I adhere to the school's ICT Acceptable Use Policy I protect my personal information and that of others I keep my passwords private
Respect Treat others how you want to be treated	<ul style="list-style-type: none"> I listen to others I wait my turn to speak I follow instructions 	<ul style="list-style-type: none"> I look after the buildings, gardens and property 	<ul style="list-style-type: none"> I use my manners I wait for my turn patiently I stand in the correct line 	<ul style="list-style-type: none"> I look after equipment I use appropriate language I play safely and fairly 	<ul style="list-style-type: none"> I keep the toilet clean and tidy I ask permission to use the toilets during learning time I respect students' privacy 	<ul style="list-style-type: none"> I wear my uniform with pride I follow rules and directions I am polite and use manners 	<ul style="list-style-type: none"> I handle all equipment with care I put all equipment away safely I use positive and correct language when online
Learning Discover and try new things	<ul style="list-style-type: none"> I try my best I work co-operatively I control my behaviour 	<ul style="list-style-type: none"> I walk quietly and safely around the school 	<ul style="list-style-type: none"> I use good manners when ordering and paying 	<ul style="list-style-type: none"> I learn new games and follow the rules 	<ul style="list-style-type: none"> I go to the toilet at recess and lunch I will flush the toilet after using it 	<ul style="list-style-type: none"> I make good choices I display our school values 	<ul style="list-style-type: none"> I use the internet for learning I use trusted websites
Resilience Bounce back when the going gets tough	<ul style="list-style-type: none"> I know that I may face challenges I can learn from mistakes 	<ul style="list-style-type: none"> I stand in any place in the line 	<ul style="list-style-type: none"> I wait patiently to be served 	<ul style="list-style-type: none"> I play by the rules and understand that I won't win all the time I bounce back from problems 	<ul style="list-style-type: none"> I seek the help of a staff member if I need it 	<ul style="list-style-type: none"> I ask for help if I need it 	<ul style="list-style-type: none"> I tell an adult about any online interactions that make me feel uncomfortable
Honesty Be truthful	<ul style="list-style-type: none"> I ask for help when I need it I have honest discussions about my learning 	<ul style="list-style-type: none"> I enter the school building only during class time 	<ul style="list-style-type: none"> I hand in money I find to a teacher 	<ul style="list-style-type: none"> I tell the truth I hand in any items that I find 	<ul style="list-style-type: none"> I return to class as soon as possible 	<ul style="list-style-type: none"> I follow the rules and instructions 	<ul style="list-style-type: none"> I report all cyberbullying I only post things that are school appropriate I will let a teacher know if there is any damage to equipment

Greenvale Primary School - Unexpected Behaviour Flowchart

Can the unexpected behaviour be teacher managed?

Yes

Step 1: Tell the student that they are displaying unexpected behaviour, and then either **prompt** the student to show expected behaviour verbally or non-verbally, **re-direct** the student by stating what the expected behaviour should be, or **re-teach** the student by modelling the expected behaviour.

Step 2: Further prompt, re-direct, or re-teach.

Step 3: Final reminder of expected behaviour with a **Limited Choice** (this or that).

If the student displays expected behaviour, praise the student and log on COMPASS as "Unexpected Behaviour Report – Teacher Managed".

If the student is still not displaying expected behaviour, then:

Step 4: Remove the student to a neighbouring classroom.

If the student is still not displaying expected behaviour, then:

Step 5: Call the general office and request leadership assistance. Follow their directions.

Step 6: Log the misbehaviour on COMPASS as "Unexpected Behaviour Report – Leadership Contacted" and issue a School Values Notice.

No

Step 1: Call the general office and request leadership assistance. Follow their directions.

Step 2: Ensure a consequence has been issued (unless told to do otherwise).

Step 3: Log the misbehaviour on COMPASS as "Unexpected Behaviour Report – Leadership Contacted" (unless told to do otherwise).

Unsure

Step 1: Call the general office for advice/support and follow the directions from leadership.

Step 2: Log the misbehaviour on COMPASS based on the directions from leadership.



Reminders:

- Praise, reward, and acknowledge expected behaviour as often as possible.
- Please follow up and log misbehaviour as promptly as possible.
- Students with a Behaviour Management Plan or Behaviour Support Plan require a different approach, so please follow the steps outlined in those documents.