TUNGAMAH PRIMARY SCHOOL - No. 2225

STUDENT WELFARE AND ENGAGEMENT

POLICY

Student Welfare and Engagement Policy

2014 - 2016
1. **POLICY STATEMENT**

Tungamah Primary 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.

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.

Included with this Student Welfare Policy is the Tungamah Primary School Engagement Policy Guidelines – see Appendix A.

**Also refer:** The Effective Schools are Engaging Schools: Student Engagement Policy Guidelines

2. **GUIDELINES**

2.1 The school 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.

2.2 The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.

2.3 The school will 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.

2.4 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.

2.5 The school will promote active student participation and provide students with a sense of ownership of their environment.

2.6 The school will support families to engage in their child’s learning and build their capacity as active learners.

2.7 The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

2.8 The school will have processes in place to identify and respond to individual students who require additional assistance and support.

2.9 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. PROGRAM

3.1 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

3.1.2 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 goals
- ensuring the expertise of teachers working in our school is maintained and developed

3.2 Our school will implement a whole-school behaviour management approach that is based on pro-social 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 behaviour

3.3 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, the Parent Association, volunteering and staying up to date with news about what is happening in education via our newsletter.

3.4 The school’s strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. The Victorian Essential Learning Standards (VELS) includes the learning domain of Physical, Personal and Social Learning, which encourages students to work with others, and take greater responsibility for their own learning and participation at school. In the context of the VELS, 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.

3.5 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 Junior School Council to student participation in establishing their own personal and academic goals. 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 Student Welfare Policy
- 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 strategies to support positive behaviours is a key part of the Student Welfare Policy at our school. Prevention strategies the school will deploy include:

- defining and teaching school-wide and classroom expectations
- 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
- 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
- mandated teaching time of no less than one hour per week of the PATHS program (Promoting Alternative Thinking Strategies) from Prep to 6.

Early Intervention strategies are critical to allow students, teachers and parents the opportunity to resolve any issues as soon as they arise. Early Intervention Strategies will include:

- establishing consistent school-wide and classroom consequences for problem behaviour
- promotion of the use of Restorative Practices as the earliest intervention in any conflict situation
- utilising 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 and engaging 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 non-attendance
- linking with local community groups and agencies to maximise program and individual support
3.1 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
- restricted access arrangements as a result of parent separation
- presence of a risk alert
- experience of significant health issues

3.1 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
- youth agencies
- local parent support groups
- relevant DEECD support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)

4. LINKS AND APPENDICES (including processes related to this policy)

Appendix A: Student Engagement Policy and Processes

Links which are connected with this policy are:
5. EVALUATION

This policy will be reviewed annually.

<table>
<thead>
<tr>
<th>Date Implemented</th>
<th>March 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Christine Purcell</td>
</tr>
<tr>
<td>Approved By</td>
<td>School Council</td>
</tr>
<tr>
<td>Approval Authority (Signature &amp; Date)</td>
<td></td>
</tr>
<tr>
<td>Date Reviewed</td>
<td>March 2014</td>
</tr>
<tr>
<td>Responsible for Review</td>
<td>Principal</td>
</tr>
<tr>
<td>Review Date</td>
<td>March 2016</td>
</tr>
<tr>
<td>References</td>
<td></td>
</tr>
</tbody>
</table>
Tungamah Primary School

Student Engagement Policy Guidelines

2014 - 2016

Produced in consultation with the school community

To be read in conjunction with

Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines

An electronic copy of this document will be available on the school website:

www.tungaps.vic.gov.au (interim website)
“
There is a growing consensus that whatever else is done, schools must also become places where it is easier for students and teachers to know one another well and for students to connect to the school and its purposes. Schools, in other words, must be caring and learning communities.”

Sergiovanni 2000

Introduction

Definition

Student engagement is the connection that students feel between themselves and the school. This connection can be to the schoolwork itself (cognitive engagement), to the people at school (emotional engagement) or to the structures, rules and routines of the school (behavioural engagement).

Engagement can be gained through personal relationships with teachers and friends, through success in classwork, through sport, music and art. Engagement can be gained through the excitement of a challenge or the comfort of knowing what each day will bring. Engagement will come in a different form for each student, but there are common factors which promote engagement.

We measure school engagement in a variety of ways. Two simple measures of engagement are attendance and behaviour, the idea being that an engaged child is at school and doing the right things.

Rationale

At Tungamah Primary School we believe that children can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive, fair and respectful school culture to engage and support their learning.

Purpose

This document is about the ways in which we aim to create, maintain and improve student engagement, and the procedures we use when things go wrong. It is specific to the needs and individual character of Tungamah Primary School, and consistent with the DEECD document: Effective Schools are Engaging Schools: Student Engagement Policy Guidelines.

Some specific aims of the policy are to:

- Encourage attendance
- Encourage appropriate behaviour
- Manage and abate misbehaviour
- Promote a positive school culture
- Promote a positive learning environment
- Encourage parent participation and co-operation
- Establish shared expectations between the school, the parents and the students
- Assist individuals at risk (attendance/behaviour)
- Maintain and improve student achievement levels.
Section 1: School profile

Tungamah is a small agricultural township with a population of about 300 people on the Boosey Creek, 30 kilometers south west of Yarrawonga in North East Victoria. Most students are drawn from within the town itself; however, two bus routes also bring around 20 students from the nearby rural communities of Burramine South and St. James.

The school was established in 1880 in Barr Street and moved to its present Tower Street site in 1972. In addition to the complex of three classrooms, an administration block and library, the site includes a 25 metre swimming pool which is available to the general public outside school hours.

The school also consists of a large Outdoor Learning Center Community Center. This facility was built using funding from the Building Education Revolution initiative.

At Tungamah Primary School we promote and actively encourage strong, positive relationships. Our values program (Tunga Kids are Friendly Kids) aims to explicitly teach and engage students in conversations about social expectations revolving around the for key areas of respect, responsibility, co-operation and courtesy.
Section 2: Whole School Prevention

At Tungamah Primary School we have a very strong Performance and Development Culture, and are fully committed to a continuous improvement model. However, we believe that a positive school culture is firmly rooted in the development of strong relationships between all members of the school community. We believe that real engagement stems from a deep and genuine sense of belonging, and that positive learning outcomes will follow.

Opportunities that contribute to the school and effectively engage students in their learning include:

- student three way conferences for students to share goals and reflections with their parents
- student leadership programs with a strong focus on developing leadership qualities of all students culminating in the year six school leaders program
- student voice in the classroom through the use of thinking tools such as Hot Dots, Loss Function Analysis, PMI, Plus/Delta, Parking Lot, P3T etc.
- proactively engaging parents to be involved in the school’s programs such as Literacy, Swimming, Performing Arts, Bluearth, Healthy Eating, Sport etc
- intervening early to identify and respond to student needs for social and emotional support
- students being involved and feeling connected to the school community
- recognising and responding to the diverse needs of our students through the PSD Support program, ESL, Refugee Support, on-site counseling (in-house and through SSSO)
- adapting current pedagogical knowledge and thinking through meaningful learning experiences, through well-developed enquiry research projects that have a strong international and global perspective. These programs ensure that a multi-national community have a voice into school curriculum and the school program is respectful to the community it serves.
- encouraging students to achieve full attendance to maximise their ability to learn
- a whole school approach to Restorative Practices
- developing intensive literacy and numeracy improvement strategies and implementing such strategies as part of the school improvement agenda
- attending professional learning to ensure strategies and approaches are adopted and implemented.

Whole School Values:
At Tungamah Primary School we promote and actively encourage strong, positive relationships. Our values program (Tunga Kids are Friendly Kids) aims to explicitly teach and engage students in conversations about social expectations revolving around the key areas of respect, responsibility, co-operation, resilience, integrity and persistence.
**Respect**
Respecting ourselves, others and the environment around us

**Cooperation**
Cooperating, collaborating and leading or following as the situation demands

**Resilience**
Ability to manage and learn from difficulties and to bounce back. Self-reliant and have a learning/coping reaction rather than the victim blaming reaction

**Persistence**
Persevering and remaining focused and looking for ways to reach your goal. Not giving up!

**Integrity**
Being honest and demonstrating a considered sense of fairness

**Responsibility**
Taking action for our learning and behaviour
**Students with Disabilities**

**Student Support:**
All programs, including extra-curricular programs and sport, are offered to all students at Tungamah Primary School. This is to ensure all children can participate in education and achieve their best.

**Strategies that promote student improvement for students with disabilities include:**
- providing children with a learning environment that best develops their potential
- supporting children in making the transition from preschool to school and from primary to secondary school, or to and from specialist settings
- involving children in programming and planning decisions through a Student Support Group
- supporting children to access programs that allow them to pursue achievable pathways.

**Parent(s)/Carer(s) Support:**
**Strategies that promote student improvement for students with disabilities include:**
- providing parent(s)/carer(s) with the choice of learning environments that best develop their child’s potential
- supporting parent(s)/carer(s) in making the transition from preschool to school, from primary to secondary school, and from school to higher education, training and employment
- involving parent(s)/carer(s) in programming and planning decisions through a support group.

**Staff Support:**
**Strategies that promote student improvement for students with disabilities include:**
- providing appropriate time for staff to develop learning environments that best develop a child’s potential
- supporting staff in the transition of students
- awareness of a staged response and structure for student support groups
- ensuring the expertise of staff is maintained and developed through professional learning.
Section 3: Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outlines 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 emphasis’s 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.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

4. Education and Training Reform Act 2006
5. Education Act 1958

The following policies need to be considered and consistent with implementing effective practice within the school community:

| 2. Smoke Free Schools policy | 25. Gifted and Talented policy |
| 3. Drug Education policy | 26. Homework Policy |
| 4. Attendance policy | 27. Occupational Health and Safety policy |
| 5. Complaints and Resolutions policy | 28. Personal Growth policy |
| 6. Uniform policy | 29. Pupil Placement policy |
| 7. Enrolment policy | 30. Social Service policy |
| 8. First Aid policy | 31. Sponsorship policy |
| 9. Internet Usage policy | 32. Students with Significant Health Needs policy |
| 10. Medication policy | 33. Teaching and Learning policy |
| 11. Multicultural Diversity policy | 34. Consolidation / Acceleration policy |
| 12. Parent Engagement policy | 35. Anaphylaxis policy |
| 13. Sexual Harassment policy | 36. Student Belongings policy |
| 14. Special Needs policy | 37. Assessment and Reporting policy |
| 15. Transition policy | 38. Disabilities and Impairments policy |
| 17. Heights Safety policy | 40. Headlice policy |
| 18. Grief Management policy | 41. Privacy policy |
| 19. Student Leadership policy | 42. Student Health policy |
| 20. Cultural Diversity policy | 43. Sunsmart policy |
| 21. Asthma policy | 44. Mandatory Reporting policy |
| 22. Curriculum policy | 45. Community policy |
| 23. Emergency Management policy | 46. Prohibited Substance policy |

- For each of the below tables, what rights and responsibilities does your school consider to promote positive, non discriminatory relationships among students, parents, staff and the community?
### Whole School:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be free of harassment</td>
<td>To ensure others are not harassed</td>
</tr>
<tr>
<td>To receive support in difficult situations</td>
<td>To provide support to each other</td>
</tr>
<tr>
<td>To be valued and treated with respect</td>
<td>Build positive relationships with the school community</td>
</tr>
</tbody>
</table>

### Students:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To work and play without interference</td>
<td>To allow others to work and play without interference</td>
</tr>
<tr>
<td>To be treated fairly and courteously</td>
<td>To be polite, courteous and well mannered</td>
</tr>
<tr>
<td>To learn in a secure environment</td>
<td>To allow others to learn</td>
</tr>
</tbody>
</table>

### Staff:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be treated with respect by students, parent(s)/carer(s) and peers</td>
<td>To treat students in a way that develops self-esteem</td>
</tr>
<tr>
<td>To communicate positively with parents and peers</td>
<td></td>
</tr>
<tr>
<td>To expect students to follow the Engagement Guidelines</td>
<td>To follow the procedures in the Engagement Guidelines</td>
</tr>
<tr>
<td>To use logical consequences and restorative practices</td>
<td>To keep records of significant disciplinary actions</td>
</tr>
<tr>
<td>To expect students to learn</td>
<td>To assist students to learn</td>
</tr>
<tr>
<td></td>
<td>To provide an inclusive and differentiated curriculum</td>
</tr>
<tr>
<td></td>
<td>To communicate student progress to parent(s)/carer(s)</td>
</tr>
</tbody>
</table>
Parents:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</td>
<td>To ensure students attend school and have the appropriate learning materials and attitudes</td>
</tr>
<tr>
<td>To be contacted when their child continually disregards the School Engagement Policy or is involved in a major incident</td>
<td>To promote respectful relationships</td>
</tr>
</tbody>
</table>
Section 4: Shared Expectations
Tungamah Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is accepted as well as appropriate behaviors for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences. In this section the term “parent” refers to any person in whom primary responsibility for the day-to-day care of the student is placed.

Student Expectations:
At Tungamah Primary School we aim to have students willingly participate and engage in their education, so as to enhance their achievement levels and improve their attitudes. Our school is committed to cultivating positive working and social relationships throughout the school community.

All students will;
• respect, value and learn from the differences of others
• have high expectations that they can learn
• reflect on and learn from their own differences.

Strategies that promote student engagement at Tungamah Primary School include;
• creating opportunities for students to think about what they are learning
• enabling students to collaborate with others to solve problems
• providing inspiration, encouragement and support for students through role models and mentors
• enhancing students’ self-esteem, self-concepts and self-confidence as young people
• helping students develop life skills
• encouraging participation in activities that promote healthy and positive lifestyles.

Attendance:
All students are expected to come to school every school day throughout the year. (If students cannot attend their parent must provide a suitable explanation to the school).

Behaviour:
All students will;
• support each other’s learning by behaving in a way that is curious and respectful
• have high expectations that they can learn
• be considerate and supportive of others
• demonstrate behavior and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy
• understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.
Parent Expectations:
At Tungamah Primary School we aim to give parents the opportunity to participate and engage in their child’s education. Our school is focused on creating positive partnerships between families to provide a strong connection that can help protect young people against a range of harms including those associated with drugs, emotional distress and problem behaviors.

The parent community will;
• support the school’s efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
• help the school to provide student-centered responses by providing all relevant information to the school
• actively participate in supporting their child’s learning by building a positive relationship with the school
• work with the school through attendance at teacher interviews/meetings and respond to communications in a timely manner.

Strategies that promote parent engagement at Tungamah Primary School include;
• communicating regularly through school newsletters and website to facilitate two-way interaction
• establishing quarterly workshops and/or joint professional development for staff and parents dealing with issues that may arise
• conducting parent conferences at least once a year, with follow-up where needed
• providing opportunities for parents to communicate with staff
• family learning projects that involve parents
• hosting recognition nights
• a telephone tree of the parents so that communication can occur
• establishing a parent section in the library that parents know about and feel comfortable using
• communicating the importance of positive relationships between parents and their children
• linking parents to programs within the community that provide support services to families
• seeking and encouraging participation in decision-making that affects students
• providing information regarding how parents can foster learning at home, give appropriate assistance and provide constructive feedback
• an MOU between parents and teachers, including ways to arrange meetings
• involving parents in setting student goals and in planning for future education and/or careers
• showing appreciation for parent participation, and valuing their diverse contributions.

Attendance:
Parents are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents advise the school as soon as possible.

Behaviour:
Parents should understand the school’s behavioral expectations and aim to provide a consistent approach that supports their child’s learning and engagement in and out of school.
Staff Expectations:
At Tungamah Primary School we aim to create opportunities whereby participation and engagement in a child’s education is embedded in our pedagogy, enabling students to enhance their achievement levels and improve their attitudes. Our school is focused on creating productive partnerships between community members to provide a strong connection that can help protect young people against a range of harms including those associated with drugs, emotional distress and problem behaviours.

The school leadership team will;
• uphold the right of every child to receive an education up to the compulsory age of schooling
• 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
• identify the diversity of the school community and deliver teaching and learning, educational and extracurricular activities and community services inclusive and responsive to student needs.

The staff will;
• develop flexible pedagogical styles to engage different learners
• deliver curriculum and assessment that challenges and extends students learning
• develop positive relationships with students that promote engagement, wellbeing and learning
• provide opportunities for student voice developing a positive school culture.

Strategies that promote staff engagement at Tungamah Primary School include;
• creating opportunities for decision-making processes that facilitate engagement; professional satisfaction and empowerment
• providing professional development that supports staff in meeting the diverse cognitive, emotional, and social needs of children and adolescents
• creating trusting and caring relationships that promote open communication among all members of the school community.

Attendance:
In compliance with Departmental procedures school staff will;
• promote regular attendance with all members of the school community
• monitor and follow up on absences.

Behaviour:
Tungamah Primary School will support and promote positive behaviours by developing and implementing shared behavioral expectations with the school community through a staged response.

The school leadership team will;
• lead and promote preventative approaches to behavioral issues
• monitor the profile of behavior issues at the school and the effectiveness of implemented strategies
• provide professional development for staff to build their capacity to promote positive behaviors.

The staff will;
• use the Student Engagement Policy as a basis for negotiating class-based shared expectations with students
• teach students social competencies through curriculum content and a pedagogical approach
• build a collegiate atmosphere to share strategies and reflect on one’s own behavior management approach.

Restorative Practices
Tungamah Primary School is committed to Restorative Practices within the school community. Restorative Practices is designed to address a range of opportunities and needs in emphasizing prevention and a whole school approach, while embracing the right blend of high control and high support.

Parents and Student Engagement
Parents are invited to an evening where we explain and demonstrate our practices in dealing with conflict and inappropriate behavior. Students model Circle Time for parents and then ask them to participate to give them the opportunity to experience what it is like to listen and contribute ideas to a discussion about an issue. They model
the use of Affective Questions and Language of Choice for parents to have the opportunity to reflect on their existing approaches and acquire a variety of skills that may assist them in dealing with conflict.

Staff Engagement
All staff participate in training to gain an understanding the process so they are fully aware of the philosophy and framework of restorative practices. Middle management will participate in Professional Learning around restorative mediation and community conferencing.

At Tungamah Primary School we aim to develop;
• quality relationships that consistently demonstrate behavior that reflects the schools values
• the skilling of the school community in the successful resolution of conflict
• the prevention of conflict and harm to relationships within the school community
• restorative skills in the way we interact with young people so as to use teachable moments to enhance learning.

Our model encapsulates a range of strategies along a continuum.

Parents and Student Engagement:
Parents will be invited to an evening where we explain and demonstrate our practices in dealing with a whole school approach to wellbeing. Parents and students will be given the opportunity to explore the diversity within communities and consider how schools can work in respectful partnerships to enhance school and community mental health and wellbeing planning and action.

Staff Engagement:
All staff participate in training to gain an understanding practical classroom ideas around bullying and harassment, resilience, understanding mental illness, community matters and loss and grief. Middle management will participate in Professional Learning around school action plans with a view to measuring progress in mental health and wellbeing. Staff are given the opportunity to explore a range of materials and strategies to improve staff wellbeing.

At Tungamah Primary School we aim to;
• embed prevention and early intervention activities for mental health and wellbeing
• enhance the development of school environments where young people feel safe
• develop the social and emotional skills required to meet life’s challenges
• develop strategies to enable a continuum of support for students with additional needs in relation to mental health and wellbeing
• enable schools to better collaborate with families and the health services.

Section 5: School Actions and Consequences
Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.

Whole School Attendance:
At Tungamah Primary School absences often mean students miss important stages in the development of their learning, causing them to find ‘catching up’ difficult. The following are ways in which we promote school attendance.
• Attendance practices reflect DEECD philosophy of ‘Everyday Counts.
• All student absences/lateness are recorded twice a day (morning and afternoon) by teachers, are aggregated on to our CASES database and communicated to DEECD (refer to Appendix 10 & 11: Student Engagement Policy).
• The school recognizes illness as a reasonable ground for an absence.
• Clear written/verbal statements are made regularly to parents/carers/students about school and community attendance expectations.
• The Attendance Coordinator will closely monitor student attendance through the evaluation of the following student absence reports on CASES21.
• The Student Mapping Tool (SARS) will be utilised to identify students who are at risk of poor attendance and possible disengagement from school.
• If within three days of the initial absence parents/carers have not provided a satisfactory explanation contact will be made by the classroom teacher or nominated representative.
• The professional responsible for Welfare or the Principal will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences (refer to Appendix 6: Student Engagement Policy).
• Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised and/or the establishment of a Student Support Group. This Support Group will be convened by the Principal (or nominee) and attended by key professionals. An Attendance Improvement Plan may be developed (refer to Appendix 7: Student Engagement Policy). Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
• Student attendance figures will appear on the student’s mid-year and end of year reports.
• DEECD and enrolment auditors will be given complete access to all student attendance records if requested.
• Whole-school modelling of punctuality is expected and regularly monitored.
• All absence notes and records of communication will be retained and stored at the school for a minimum period of 12 months.
Tungamah Primary School  Student Welfare and Engagement Policy

Behavioural Consequences:
Students are expected to learn, show respect, cooperate, care, show honesty and responsible (below is an example of a completed table for one of the school values).

Students are expected to cooperate:

<table>
<thead>
<tr>
<th>To promote cooperation student could choose to:</th>
<th>Cooperation is difficult when a student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider other classmates needs</td>
<td>Always has to be first</td>
</tr>
<tr>
<td>Think of ways for everyone to have a turn</td>
<td>Refuses to take turns</td>
</tr>
<tr>
<td>Encourage everyone to have a say</td>
<td>Ignores the ideas of others</td>
</tr>
</tbody>
</table>

Appropriate responses to:

<table>
<thead>
<tr>
<th>Minor/initial incidents</th>
<th>Major or Repeated Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak to child</td>
<td>Withdrawal of privileges, with explanation of impact of behavior</td>
</tr>
<tr>
<td>Student to reflect on the incident (student incident report may be completed)</td>
<td>Behavior management plan</td>
</tr>
<tr>
<td>Reflection Sheet may allow opportunity for student to repair relationships</td>
<td>Student support group</td>
</tr>
<tr>
<td>Parents contacted</td>
<td>In school suspension</td>
</tr>
</tbody>
</table>

Detention:
Teachers may require a student to finish school work which has not been completed in the regular classroom, or to undertake additional, new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
Where students are required to undertake school work out of school hours, the time should not exceed forty-five minutes. The principal should ensure that parents are informed at least 24 hours prior to the detention. Where family circumstances are such that the completion of work would create undue hardship, we may choose to negotiate alternative disciplinary measures with parents.

Student Support Group:
A Student Support Group may be convened by schools, at the school, to exchange information and facilitate solutions to behavioral problems or difficulties of students. These meetings are to be held at a time suitable both to the school and to the parent(s)/carer(s). The purpose of procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviors through a staged response. As well as teachers, parent(s)/carer(s) and student, the meeting could involve a person requested by the parent(s)/carer(s) who is not acting for fee or reward. If the principal considers it warranted, or the student or the student’s parent(s)/carer(s) request, the principal must ensure suitable language interpretation facilities are made available. A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school. The statement should be verified by the parent(s)/carer(s) and/or student and remain confidential.

Exclusion:
Details of suspension and expulsion procedures are discussed below, however, it should be noted that parents are to be involved in exclusion procedures as stated, except where:
• The student is over 18 years of age
• The student is over 16 years of age, without disability or impairment and is living separately, apart and independently from his/her parents
• For any reason the parent is not available or cannot be contacted. In these circumstances the principal may then refer to the student over the age of 18 years of age in place of a parent. Where a student has a disability or impairment, the principal must make enquiries as to the student’s ability to represent him or herself. In this case, as with a student under 18 years of age, the principal may regard as a parent ‘an adult whom the principal considers to be suitable and available to perform the role of the parent.’

Suspension - General information:
Suspension is a serious disciplinary measure and should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. ‘School days’, as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal’s decision whether to expel a student.

The following are strategies that support the prevention of suspensions;
• Peer mediation
• Student support group
• Positive Behaviour/Restorative practices
• Individual learning plan
• Functional behavioural assessment
• Classroom observation
• Teacher support in assertive discipline and classroom management
• Lunch detention, after school detention
• School-based Community Service
• Loss of privileges
• Community agency programs and support
• Removal from extracurricular activities
• One-on-one conference with student
• Temporary removal from class or classes
• Change of teacher
• Agreed warning
• Limited timetable
• Peer helper
• Referral to school welfare coordinator, nurse, psychologist
• Parent(s)/carer(s) attends classes
• Form a school-wide discipline and/or behaviour support program
• Pre-arranged areas for student initiated timeaway or cooling-off
• Consider classroom environmental modifications
• Anger management and/or problem solving classes
• Specific social skills education
• After school programs
• Community based mentoring
• Tutoring services

Procedures prior to suspension:
Principals of schools should ensure that a range of options has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the principal is satisfied that immediate action, is required.

The principal must ensure that every reasonable step is taken to arrange a meeting with the parents, the student and the student support group to discuss:
• the student’s behavior and performance
• the strategies being developed within the school to meet the educational needs of the student
• the possibility of suspension, should that behavior continue
• the responsibilities of the parents, should suspension be considered necessary.
The principal must ensure that;
• the behavior, the educational needs of a student, disability, age of student and the residential of social circumstances of the student has been considered before suspending a pupil
• a pupil is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a student support group that is consistent with a staged response
• the parent(s)/carer(s) may be accompanied at the meeting by a person who is not acting for a fee or reward
• if it is considered warranted by the pupil or the parent(s)/carer(s), the principal must ensure that suitable language interpretation facilities are available at the meeting arranged.

Grounds for suspension:
A student may, by order of the principal, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student;
• behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities
• commits an act of significant violence against a person or property or being knowingly involved in the theft of property
• possesses, uses, or assists another person to use prohibited drugs and substances
• fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
• consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student
• engages in behaviour that vilifies, defames, degrades or humiliates another person.

Procedures for suspension:
If the strategies outlined in 4.2.2 of the Student Engagement Policy Guidelines fail to achieve an acceptable change in behavior and suspension is imposed, the following steps are to be taken;
• the principal must provide the parents of the student with a copy of the Procedures for suspension brochure and a notice of suspension (refer to Appendix 13: Student Engagement Policy) on the day on which the suspension commences or within twenty four hours thereof
• the principal shall provide the president of the school council with a copy of the notice of suspension
• at any time during the suspension of a student the parent(s)/carer(s) can request a suspension conference and the principal must convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year
• the suspension conference will involve a formal meeting convened by the school principal or nominee and the participants will involve the principal, student support group, parent(s)/carer(s), student and other key professionals.
• conference proceedings must remain confidential
• a suspension conference will consider the educational, welfare and disciplinary strategies in relation to the pupil and will consider other options for meeting the pupil’s educational needs
• the school shall provide appropriate and meaningful school work to the suspended pupil that is in line with classroom coursework.

In-school Suspension:
In school suspension is an alternative form of discipline which aims to reduce future suspensions of a student by acknowledge that conflicts of all kinds occur in schools and in school suspensions are based on a thoughtful set of approaches to resolving conflict and solving problems. In-school suspension should include academic tutoring, instruction on skill-building related to the student behaviour problem (e.g., social skills), and a clearly defined procedure for returning to class contingent on student progress or behaviour. The environment should be carefully managed to guard against using in-school suspension as a way to avoid attending classes.

Strategies that support in-school suspensions include;
• developing and implementing an in-school suspension program (ISSP)
• transferring students between year levels (lower/higher)
• weekend detention
• accompanying a staff member (eg: coordinator, year level teacher) that models positive behaviour
• accompanying an educational support worker (eg: gardener) that models positive teacher
• attending report writing or curriculum days
• being withdrawn from specific privileges
• being withdrawn from school events
• sharing the placement of a student between professionals within the school

**Strategies that support re-engagement/integration include;**

• staff apprentice
• canteen helper
• student time release
• administration support

**Expulsion – General Information:**
Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted (refer to Appendix 2: Staged Response checklist: Student Engagement Policy).

**Grounds for Expulsion:**
A principal may expel a student if;
• the student does anything for which they can be suspended
• the student’s behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the school.

**Procedures prior to Expulsion:**
Prior to an expulsion the principal must ensure that;
• a comprehensive range of strategies, consistent with a staged response has been implemented by the school
• the student and parent(s)/carer(s) are informed that expulsion is being considered and must be given the opportunity to be heard.

**Procedures for Expulsion:**
The principal is responsible for a student’s expulsion. The principal must notify the regional director that a student support group is being convened to discuss expulsion. The principal must convene a student support group meeting to;
• provide the student and their parent(s)/carer(s) with a Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) before the day on which the expulsion commences
• provide a copy of the Procedures for expulsion, to the student and their parent(s)/carer(s)
• identify the future educational, training and/or employment options most suited to the student’s needs
• a principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) to the regional director with a written expulsion report (refer to Appendix 16: Student Engagement Policy).

**Transition Arrangements:**
If a school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student.

**Expulsion Appeal Process:**
A principal’s decision to expel a student can be appealed by the student or the student’s parents/carers. The principal must provide the student and parent/carers with an Expulsion Appeal proforma (refer to Appendix 18: Student Engagement Policy), at the final student support group meeting. The appeal must be lodged with the principal within ten school days of receiving the Notice of Expulsion and the principal must provide the regional director with a copy of the Expulsion Appeal with twenty-four hours.
<table>
<thead>
<tr>
<th>Date Implemented</th>
<th>March 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Christine Purcell</td>
</tr>
<tr>
<td>Approved By</td>
<td>School Council</td>
</tr>
<tr>
<td>Approval Authority (Signature &amp; Date)</td>
<td></td>
</tr>
<tr>
<td>Date Reviewed</td>
<td>March 2014</td>
</tr>
<tr>
<td>Responsible for Review</td>
<td>Principal</td>
</tr>
<tr>
<td>Review Date</td>
<td>March 2016</td>
</tr>
</tbody>
</table>
| References       | References:  
  - Effective Schools are Engaging Schools – Student Engagement Guidelines  
  - Framework for Student Support Services  
  - School Accountability and Improvement Framework  
  - Program for Students with Disabilities  
  - Disability Standards for Education Health and Wellbeing  
  - Safe Schools are Effective Schools PD Online  
  - Human Rights School Improvement  
  - Equal Opportunity Restorative Practices  
  - Education and Training Reform Act Values Education  
  - Victorian Institute of Teaching Mind Matters  
  - E5 Instructional Model Engaging Parents  
  - VELS – Victorian Essential Learning Standards Parent Partnerships  
  - Effective Schools Positive Behavioral Intervention and Support |