

Rationale:

Kennington 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.

Kennington Primary School's Student Engagement Policy is based on principles of procedural fairness and does not permit corporal punishment. The Department of Education Restraint Policy applies to Kennington Primary School.

Each teacher is a vital source of support and a determinant in the success of their students. The teachers at Kennington Primary School will work collectively to ensure that students feel valued and cared for and can effectively engage with their learning. Our school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning styles 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.

In any given class a range of student ability exists, in some cases spanning five years. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values of caring, community, inclusion, personal best and respect throughout the curriculum, in co-curricular activities, and in our daily operations.

Aims:

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.

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

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.

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 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.

Implementation:

The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:

- accommodating different learning styles and rates of learning
- intervening early to identify and respond to individual student needs

The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

To improve educational outcomes for students with special needs, 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
- ensuring the expertise of teachers working in our school is maintained and developed

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

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

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families 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
- providing opportunities to enhance parenting knowledge and skills

Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare Policy at our school. Prevention and early intervention strategies the school will deploy include:

- defining and teaching school-wide and classroom expectations
- establishing consistent school-wide and classroom consequences for problem behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- providing school-wide and classroom processes for the ongoing collection and use of data for decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

The school will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance

The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- protocol for mandatory reporting
- Student Support Groups for children in need

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

- parent survey data
- data from case management work with students
- Sentral records

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
- Department of Health and Human Services case managers and support workers
- Social workers to provide services such as counselling, social skills and anger management programs
- relevant DET support staff
- C.A.S.A. [Centre Against Sexual Assault]
- C.A.M.H.S. (Children and Adolescent Mental Health Services)

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle or more often if necessary due to changes in regulations or circumstances.

This policy was ratified by School Council in September 2017.

To be reviewed: September 2019

Appendix A:

School

Student Management Policy & Processes

1. Whole-School Prevention Statement

Kennington Primary School actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. Our 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.

Our school appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our English EAL program provides students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our Program for Students with a Disability, our Autism Spectrum Disorder Program, and our Program for Out of Home Care Students provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student School Council, the house system, the role of the school captains and other leadership positions.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the DET Psychologist and Social Worker. A variety of strategies and a staged response are implemented in addressing ongoing behavioural issues, and expulsion from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by Section Leaders and/or the Assistant Principal. Attendance meetings are an important mechanism through which teachers and parents can work together to combat absenteeism. Chronic absenteeism is reported to the Regional School Attendance Officer.

Our school values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

2. Rights and Responsibilities:

It is the right of all members of the school community to experience a safe, pleasant 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.

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their 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 Policy and Behaviour Policy.

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

3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child’s school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • 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 • The school will provide appropriate, relevant and challenging curriculum that allows students to experience success

<p>Attendance</p>	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual every day • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences 	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • proactively promote regular attendance • mark rolls accurately each lesson and follow up on absences • Identify trends via data analysis • report attendance data in the school's Annual Report • support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies • liaise with DET Attendance Officer as appropriate
<p>Behaviour</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour and its impact on others • model the school's core values of caring, community, inclusion, personal best and inclusion 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the school's behavioural expectations • communicate with the school in regards to their child's circumstances • cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child.</p> <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 its behaviour expectations</p>

			<p>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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5. School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program

Broader support strategies will include:

- Involving and supporting the parent/carer
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and Wellbeing of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a school support group.

When considering suspension or expulsion, the Kennington Primary School follows the Department of Early Childhood and Development's procedures.

Appendix B:
Kennington Primary School
Managing Student Behaviour

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child – ‘you can succeed’ and ‘I will help you do that’.
- When breaches of behaviour expectations occur, classroom teachers must follow protocol.
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Responsibilities of the Section Leaders

A. Promotion of Positive Behaviours:

- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour and involving the reinforcement of positive social behaviours to improve student behaviour management outcomes. Assist individual teachers in implementing supportive practices.
- Document incidents relating to the management of student behaviours to inform decision making (on Sentral). When concerns arise about a student’s on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem.
- Record positive behaviours on Sentral

B. Attendance:

- Implement school attendance practices
- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- Record follow up actions on Sentral

Responsibilities of the Assistant Principal: Engagement and Wellbeing

The Assistant Principal: Engagement and Wellbeing is responsible for:

- developing, implementing and evaluating the school’s Student Engagement Policy Guidelines

- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- developing a whole school approach to student attendance and to participate in attendance conferences with Section Leaders.
- inducting new staff on the school's Student Engagement guidelines.
- Supporting both classroom teachers and Section Leaders in the overall management of student behaviours.
- Monitoring the attendance strategy and behaviour expectations.
- The Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.

Responsibilities of the Principal:

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program

Broader support strategies will include:

- Involving and supporting the parent/carer
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)

- Involving community support agencies
- Contact with the Regional Office