



Hamlyn Views School

Student Engagement and Inclusion Policy

1. PURPOSE

To provide a supportive, coordinated, consistent and inclusive approach to the education and wellbeing of children and young people attending Hamlyn Views School.

2. SCHOOL PROFILE STATEMENT

Hamlyn Views School aims to be an outstanding special education facility located in Hamlyn Heights through the provision of high quality educational, life skills and therapy programs for students with special learning needs. All enrolled children and students have a diagnosed moderate to severe intellectual disability. Some students have associated impairments in social, sensory, physical, emotional and behavioural areas. Our school is fortunate to have first-class facilities, is well resourced, and an attractive, well-maintained learning environment as a Public Private Partnership school.

Most students have a National Disability Insurance Scheme Plan, and a significant number are on the Autism Spectrum. DET financial assistance initiatives are accessed by some families, whilst a small number of students are involved with the Department of Health and Human Services (DHHS), Child Protection or reside in foster care.

3. WHOLE-SCHOOL PREVENTION STATEMENT

Hamlyn Views School aims to promote high student engagement, attendance and positive behaviours by providing a safe, supportive learning environment. We provide programs that engage students educationally, socially, behaviourally, physically and emotionally. Our agreed values - **Safety, Respect and Learning** are modelled and taught. We provide a range of information, programs, resources and services that motivate students to attend school regularly, participate in class and enjoy learning.

Strategies include:

- Forging links with the local community
- Providing on site health/education support services
- Implementing prevention programs and frameworks
- Facilitating information sessions conducted by external support agencies
- Accommodating student, staff, parent/carer diversity
- Facilitating out-of-school hours programs
- Ensuring community consultation
- A welcoming, safe and aesthetically pleasing physical environment.

(See Appendix A)

4. RIGHTS AND RESPONSIBILITIES

- a. Our school community complies with the four principles of the Charter of Human Rights and Responsibilities - **Freedom, Respect, Equality** and **Dignity**. These principles incorporate:
- Recognition and equality before the law
 - Right to life
 - Freedom of expression
 - Protection of families and children
 - Cultural rights
 - Privacy and reputation.

b. Every member of our community has a right to fully participate in an educational environment that is safe, supportive and inclusive. We acknowledge the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or age – everyone is to be treated with respect and dignity. Bullying or cyber-bullying behaviours from any member of our school community are not tolerated. This message is reinforced within our *Student Prevention of Bullying Policy* and *Staff “Bully Free” Workplace Policy*.

Refer to; The Racial and Religious Tolerance Act 2001, Disability Standards for Education 2005, The Victorian Charter of Human Rights and Responsibilities Act 2006, Disability Discrimination Act 2006, Education and Training Reform Act 2006, Equal Opportunity Act 2010 (Vic), Crimes Amendment (Bullying) Bill 2010 - “Brodie’s Law”, Child Safety and Wellbeing Act 2005, Education and Training Reform Regulations 2017 and related school policies.

5. SHARED EXPECTATIONS

We will establish shared community expectations that are:

- Clear and specific
- Focused on positive and pro-social behaviour
- Linked to appropriate actions and consequences
- Focused on prevention and early intervention
- Based on trust, consistent, fair and reasonable
- Based on the Principles of Freedom, Respect, Equality and Dignity
- Jointly negotiated, owned and implemented by members of the school community

PRINCIPLE	EXPECTATIONS of ALL STAFF <i>Education staff will....</i>	EXPECTATIONS of STUDENTS <i>Students will</i>	EXPECTATIONS of PARENTS and CARERS <i>Parents and Carers will....</i>
Freedom	<ul style="list-style-type: none"> • Create and maintain a safe learning environment • Provide students with access to appropriate student services 	<ul style="list-style-type: none"> • Increasingly take responsibility for their own learning, actions and choices, and participate as active members of the whole school community 	<ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking a keen interest in their educational progress

Respect	<ul style="list-style-type: none"> • Encourage parents/carers, colleagues and community partnerships • Show respect for the rights of others, including when using digital and online technology 	<ul style="list-style-type: none"> • Display positive behaviours that show respect for themselves, their peers, teachers, community members and the environment • Respect everyone's right to learn – contributing to an engaging educational experience for all • Respect the rights of others, including when using digital and online technology 	<ul style="list-style-type: none"> • Support their children by ensuring regular attendance at school, modelling positive behaviour, and assisting them with any school work • Respect the rights of others, including when using digital and online technology
Equality	<ul style="list-style-type: none"> • Develop age appropriate, relevant and challenging curriculum that gives all students the opportunity to succeed • Ensure inclusive teaching practices • Use positive language to frame expectations • Encourage safe and inclusive behaviour 	<ul style="list-style-type: none"> • Participate fully in all educational programs and attend school regularly – with support from parents/carers, and the school 	<ul style="list-style-type: none"> • Cooperate with the school, that includes regular and constructive communication regarding their child's learning and wellbeing
Dignity	<ul style="list-style-type: none"> • Maintain confidentiality and privacy 	<ul style="list-style-type: none"> • Maintain confidentiality and privacy 	<ul style="list-style-type: none"> • Maintain confidentiality and privacy

6. SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole school strategies supported by targeted and individualised support when required. Prevention and intervention measures are part of the school's **Staged Response** that aims to build and promote wellbeing, encourage resilience and reduce the risk of ongoing social, emotional and/or physical harm.

Note: *Corporal Punishment is prohibited in all Victorian schools. Corporal Punishment must NOT be used at the school under any circumstance.

*** Restraint and seclusion are not permitted within Victorian Government schools, except as a last resort in emergency situations where the student's behaviour poses an imminent threat of physical harm or danger to self or others. See DET: Restraint of Students Policy <http://www.education.vic.gov.au/school/principals/spag/governance/Pages/restraint>.**



STAGE 1: PRIMARY PREVENTION

We provide relationship-based whole school and classroom practices, and implement preventative and early intervention strategies to support positive behaviour.

Strategies	School Actions
<p>1.1 Build mutual respect and promote safety at school</p>	<ul style="list-style-type: none"> • Establish predictable, fair, democratic classrooms and school environments • Ensure a clear understanding of school expectations by students, staff and families • Reinforce the School Expectations at the start of each year/term in each classroom. Any class specific rules will be framed using positive language and shared with families. See (Appendix B) • Create an individual Student Profile. See (PBS Staff Information & Resource Booklet). • Use the school Hierarchy of Responsibility. See (Appendix C). • Use PBS strategies such as ensuring a balance between positive reinforcement and consequences (6:1) See PBS Policy. • Ensure actions and consequences are delivered in a clear, friendly but firm, specific and non-judgmental manner, retain student dignity and provide replacement behaviour practice
<p>1.2 Implement a comprehensive curriculum to engage all students</p>	<ul style="list-style-type: none"> • Conduct Student Support Group (SSG) meetings 4 times per year • Develop Individual Learning Plans • Provide an attractive physical environment, conducive to positive behaviours.
<p>1.3 Enhance student attendance</p>	<ul style="list-style-type: none"> • Provide parents/carers with student attendance expectations • Follow up any attendance concerns • Refer to Student Attendance Protocol. See (Appendix D)
<p>1.4 Develop programs to improve skills</p>	<ul style="list-style-type: none"> • Provide explicit teaching of expected student behaviours • Provide individualized, flexible learning e.g. dual enrolment, work placements, MIPs Plans • Access skill improvement programs e.g. Anger Management, Assertiveness Training • Provide Parenting Programs e.g. Triple P Program • Implement a whole school Social & Emotional Learning (SEL) Strategy
<p>1.5 Provide counselling and support</p>	<ul style="list-style-type: none"> • Support positive teacher/student relationships – confidential discussions, basic counselling • Make referrals to student support services • Provide mentoring for identified students • Support effective communication and involvement with parents and carers
<p>1.6 Support effective Transition</p>	<ul style="list-style-type: none"> • Refer to school Transition processes

STAGE 2: SECONDARY PREVENTION	
Where concerns arise about an individual student's attendance or behaviour, including when the student is displaying chronic patterns of absenteeism or misbehaviour, direct intervention will be provided as a targeted response.	
Strategies	School Actions
2.1 Forge effective partnerships	<ul style="list-style-type: none"> • Communicate with parents/carers, • Involve the Learning Community Leader or Principal • Convene a SSG meeting, respecting the family's culture and natural family networks • Develop Attendance Improvement Plans or PBS Plans, share these with all stakeholders • Make referrals to support staff or agencies as deemed necessary
2.2 Coordinate support	<ul style="list-style-type: none"> • Ensure continuity of care through a Care Team approach • Promote quality communication, flexible or structured arrangements, and adequate resourcing • Establish protocols with support agencies, monitor and evaluate progress
2.3 Invoke responses, being sensitive to student's individual needs	<ul style="list-style-type: none"> • Implement appropriate actions or consequences as agreed with relevant parties.
STAGE 3: TERTIARY PREVENTION	
We provide specialised individual prevention for students whose behaviour places them at high-risk of harm or disconnection from school. Our efforts include intensive re-building through community agencies, conferencing and support for anyone affected by a critical incident.	
Strategies	School Actions
3.1. Individual, specialised and community support	<ul style="list-style-type: none"> • Identify the students learning, social, emotional, behavioural and environmental needs and the support or resources they require for improvement • Implement and monitor Plans based on continuous data collection and a collaborative approach. Communicate updated Plans. • Maintain the ongoing review of issues with consideration of broad support and referral options for all
3.2 Invoke responses, ensuring safety for all	<ul style="list-style-type: none"> • Implement discipline procedures as required, including suspension and expulsion as per DET guidelines. • Refer to DET: School Policy Advisory Guide • Exclusion from school will be invoked where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to a student's behaviour
3.3 Manage trauma and limit impact	<ul style="list-style-type: none"> • If there is a critical incident follow the school Critical Incident Plan • Ensure Critical Incident debriefing and counselling • Access SSSO and/or DET Emergency Management staff • Refer to Response Flowchart for incidents that have a serious impact on individuals. pg. 32. – 'Building Respectful and Safe School's Resource.'

7. DEFINITIONS

What is Student Engagement and Inclusion?

Student engagement and school connectedness underpin effective student learning. Student engagement can be defined as three interrelated components:

- a. **Behavioural engagement** – student’s participation in their education, including academic, social and optional activities
- b. **Emotional engagement** – student’s emotional reactions in the school and classroom, and their sense of belonging and connectedness to the school
- c. **Cognitive engagement** – student’s investment in learning, their intrinsic motivation and self-regulation.

8. REFERENCES

Building Respectful and Safe Schools: A resource for school communities	https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf
Disability Standards for Education 2005	https://www.education.gov.au/disability-standards-education-2005
Everyday Counts	http://www.education.vic.gov.au/about/programs/health/Pages/studentattendance.aspx
Hamlyn Views School: PBS Staff Information and Resource Booklet	Hard Copy or electronic
Hamlyn Views School: Policies and Procedures Folder	Hard Copy or electronic
Hamlyn Views School: SEL Plan	Hard Copy or electronic
Preventing and Managing Extreme and Challenging Behaviour	DVD
PROTECT Child Safe Standards	http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1
Respectful Relationships	http://www.education.vic.gov.au/about/programs/health/pages/respectfulrelationships.aspx
Safe Schools Coalition	http://www.safeschoolscoalition.org.au/

School-Wide Positive Behaviour Support	www.pbis.org
Student Engagement and Inclusion Guidance - 2014	http://www.education.vic.gov.au/school/teachers/health/Pages/respectfulsch.aspx
The National Safe Schools Framework	https://www.education.gov.au/national-safe-schools-framework-0
Policy Guidance, Procedures and Resources for the Reduction and Elimination of Restraint and Seclusion in Victorian Government Schools	http://www.education.vic.gov.au/school/principals/spag/governance/Pages/restraint.aspx
The Principles for Reduction and Elimination of Restraint and Seclusion in Victorian Government Schools	http://www.education.vic.gov.au/Documents/school/principals/participation/15Principals.pdf

9. EVALUATION

This policy will be reviewed annually.

This DRAFT Policy was ratified in 2017
Date for next review: 2018

APPENDIX A: Whole School Prevention Strategies

Links with the local community	Prevention programs and frameworks
<ul style="list-style-type: none"> • Barwon Health • Bethany • United Way • Victorian Police Youth Officer • Gateways • Glastonbury Child and Family Services • Geelong Regional Library • Gordon TAFE • Community Hub • Diversitat • Local Kindergartens and Day Care Centres • Local schools • Centrelink • Sporting Schools Program • Bell Park Sport and Recreation Club • Local recreational facilities • Local artists • GPAC • CERES 	<ul style="list-style-type: none"> • School values reinforced • Whole School Social and Emotional Learning Strategy • Specialist Programs • Individual Learning Plans • Ongoing monitoring of student attendance data • Attendance Improvement Plans • Ongoing monitoring of student behaviour incident data • Individual Behaviour Support Plans • Three Minute Mentors • Fruit everyday • “Non-food” incentives and rewards • Breakfast foods available • “Student of the Week” Awards • Weekly school assembly
Sessions conducted by external support agencies	Out-of-school hours programs
<ul style="list-style-type: none"> • Triple P Parenting Program • NDIS Information Sessions • Post-School Providers • Community Support Agencies 	<ul style="list-style-type: none"> • Camping Program • Gateways Youth Group • Gateways Holiday Program
Community consultation	
<ul style="list-style-type: none"> • SSG meetings - 4 x per year and upon request • Parent/Carer communication (diaries or electronic means) • Fortnightly newsletter • School website • Annual Parent Opinion Survey • Surveys and community forums as appropriate 	

APPENDIX B: Behaviour Expectations



OUR SCHOOL EXPECTATIONS



We keep **safe**



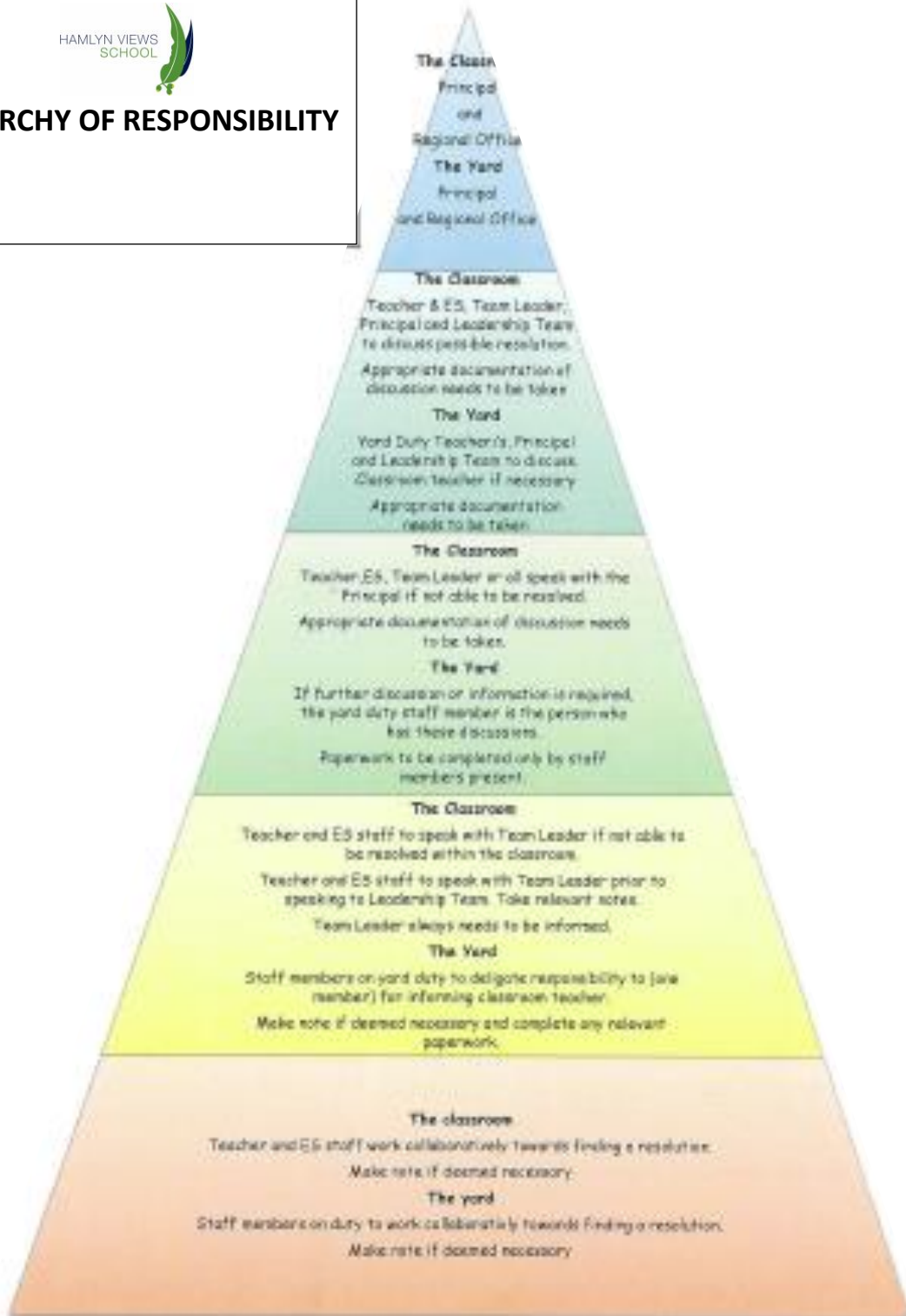
We show **respect**



We are **learners**



APPENDIX C: Hierarchy of Responsibility



APPENDIX D: Student Attendance Protocol

Student Attendance Protocol

