

HUME VALLEY SCHOOL

STUDENT ENGAGEMENT & INCLUSION POLICY
GUIDELINES

PRODUCED IN CONSULTATION WITH THE SCHOOL COMMUNITY

2017-2020



ACHIEVING POTENTIAL TOGETHER

TABLE OF CONTENTS

INTRODUCTION:	DEFINITIONS, RATIONALE AND PURPOSE	2
SECTION 1:	SCHOOL PROFILE	3
SECTION 2:	WHOLE SCHOOL PREVENTION AND INCLUSION	7
SECTION 3:	RIGHTS AND RESPONSIBILITIES	10
SECTION 4:	SHARED EXPECTATIONS	12
SECTION 5:	SCHOOL ACTIONS AND CONSEQUENCES	15

DEFINITION:

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioural engagement refers to a student's participation in education including the academic, social and extracurricular activities of the school.

Emotional engagement encompasses a student's emotional reactions in the classroom and in the school and measures a student's sense of belonging or connectedness to school.

Cognitive engagement relates to a student's investment in learning and intrinsic motivation and self-regulation.

RATIONALE:

The Department of Education and Training is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful – engaging students and supporting them in their learning.

PURPOSE:

At Hume Valley School we believe that student engagement and wellbeing is the foundation for student learning and is therefore a school wide priority. The Student Engagement and Inclusion Policy articulates the school community's shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and articulates the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment.

The student engagement policy aims to be consistent with the: Student Engagement and Inclusion Guidance 2017

<http://www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx> in areas such as:

- The encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour
- Fostering a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- Providing students with a safe physical and cyber-learning environment where the risk of harm is minimised and students feel physically and emotionally secure.
- Providing support for individual circumstances when students begin to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- Maximising student learning opportunities and performance through engagement
- Providing genuine opportunities for student/parent participation and student/parent voice
- Building a school environment based on positive behaviours and values
- Providing cognitive, behavioural and emotional prevention and intervention for all students at risk
- Providing students with a mild intellectual disability who have been disengaged in mainstream settings with the opportunity to participate in a range of educational experiences aimed at the realisation of potential.

SECTION 1: SCHOOL PROFILE

Hume Valley School provides education to students aged 5 to 18, diagnosed with a mild to moderate intellectual disability. Eligibility for Hume Valley School relies on a diagnosed and history of mild

intellectual disability. The specific eligibility criteria for school enrolment is mild intellectual disability (IQ 50-70). The student population has a large number of students with a dual disability including autism, hearing, physical and vision difficulties, behavioural issues, communicative issues, sensory impairments and health issues.

The school is located in the northern Melbourne suburb of Broadmeadows in the city of Hume. All students who live within the Hume Valley School designated transport zone and meet PSD eligibility criteria are eligible to enrol. The school utilises DET funded transport system to transport students from the area bounded as below:

- North to Wallan
- South to Pascoe Vale and Coburg
- East to Fawkner and Campbellfield
- West to Keilor Park and Gladstone Park

The school, originally designed for a long term enrolment of 100 is still expanding due to demographic growth and has increased to its current enrolment of 307 in 2017. There are currently 25 classrooms. It is expected that this level of enrolment will be maintained or increased in the near future.

The student family occupation data suggests that students at HVS are some of the most disadvantaged in the state. The school SFO index is 0.7716 and SFOE is 0.6636. The cohort spans 14 nationalities, 20 language groups and 122 of the 307 students come from homes where English is an additional language (EAL).

- Our VCAL unit is situated on the ground floor of the Hume Central Senior Secondary College (adjacent to the Kangan TAFE).
- Renewal of school facilities on the Koroit Ave site was completed December 2015.

The students are organised into five sub-schools according to age:

Junior Sub-school: 5-7 years Primary Sub-school: 8-10 years

Middle Sub-school 11-13 years Secondary Sub-school: 14-16 years

VCAL Sub-school: 16-18 years

Hume Valley School has a number of economically disadvantaged students with approximately 55% of our families entitled to receive the Camps, Sports and Excursion Fund. There are also a number of students who experience situational poverty or live away from home.

Parent group activities include lunches, morning teas and evening events with a variety of guest speakers and social occasions organised. Regular involvement with the Community Transition Support project supports the school to enhance parent engagement.

The school provides an attractive and secure learning environment:

- extensive recreation areas including a secure landscaped junior playground
- full sized multi-use court within the gymnasium
- traffic safety education track and teaching area
- a range of garden areas for passive recreation
- classrooms that are spacious, bright and stimulating.
- a Visual Arts room
- a Digital Learning Space
- a Food Technology room
- a Performing Arts room and stage
- a new Administrative Block
- a VCAL campus co-located on the ground floor of Hume Central Senior Secondary College

CURRICULUM

Our highly-skilled, committed and qualified staff modify the Victorian Curriculum to provide a wide range of educational and developmental programs.

The curriculum focuses on:

- Individual modes of learning through the provision of specific goals via Personalised Learning Support Plans to motivate students to learn and experience success.
- Individual goals are addressed through a variety of programs and activities across a wide range of learning areas.

The **PERSONALISED LEARNING SUPPORT PLANS** are developed for each student in consultation with parents and teachers and are reviewed three times per annum via Student Support Group meetings.

All students at Hume Valley School have a Personal Learning Plan (PLSP). The PLSP is developed at the beginning of each year with teachers, parents/caregivers, therapists and other relevant professionals contributing. The PLSP forms the basis for the students' programs for the year and reflects individual student's abilities and progress towards increased independence. A functional and integrated approach is taken to student learning with priority goals being addressed in a variety of activities throughout the day.

Many stimulating and motivating programs are provided to encourage student engagement including classroom gardening and sustainability, food technology, instrumental music, woodwork, hip hop, farm handling, equine therapy and school camps. Throughout the school, there is a strong emphasis on using structured teaching, visual materials, repetition and teaching skills in a variety of situations to encourage generalisation.

STAFFING

Staff student ratios are excellent. Every effort is made to maintain classes of no more than twelve students.

Our school is staffed by teachers (many of whom have special education qualifications or extensive experience in special education settings), teacher assistants, a social worker, two youth workers and two speech pathologists.

Our wellbeing team works with staff and families assisting with a range of students and family wellbeing issues. One of the critical roles of the wellbeing team is to assist families to develop an awareness of and access to a range of support services such as respite, recreation programs, medical services and financial supports.

Specialist programs complement the classroom programs and include:

- performing arts, instrumental music, band and dance
- physical education, interschool sport and outdoor education
- traffic safety education
- digital learning and media studies
- bounce back (student wellbeing)
- food technology
- visual arts and ceramics
- practical science and sustainability
- independent living skills
- woodwork/project work
- social engagement programs such as the Community Connections program
- career education and vocational training programs e.g. horticulture
- speech pathology

Staff work together in a cohesive multi-disciplinary team which allows us to take an holistic approach when planning each student's educational program. Sub-school leaders work alongside classroom teachers to lead and complement program development.

Sessional physiotherapy, occupational therapy, visiting teacher and psychology services are provided for those students who need this support.

Close links are fostered with major education and training institutions including:

- Melbourne University
- Latrobe University
- Department of Health and Human Services, including child protection workers
- hospitals, psychiatrists , mental health teams
- police and support agencies.
- Kangan –Batman TAFE
- Victoria University
- paediatricians and doctors

These links assist the development of successful programs. The school also provides information, consultancy, classroom placement and professional development for staff, parents/carers, students, volunteers and those working or undertaking study in the field of disability and education.

ATTENDANCE:

We focus on monitoring student attendance and in compliance with departmental procedures, school staff will:

- promote regular attendance with all members of the school community
- monitor and follow-up on regular absences including an automated SMS notification sent to parents/carers when students are absent
- provide parents/carers with pro-forma notes which can be completed and returned to school following an absence
- contact families and provide support to enable the student to attend. This may be in the form of a home-based program

The school prides itself on being a caring and compassionate school community:

- students who are living under difficult circumstances are supported within the classroom in consultation with the sub-school leader and student wellbeing team.
- parents/carers of these students are also offered support both emotionally and financially by being directed to the most suitable agency that can accommodate their needs.
- We have a Child Safe Team (comprising the Leadership and Wellbeing Team members) and a designated attendance officer to support student attendance and engagement.

SECTION 2: WHOLE SCHOOL PREVENTION AND INCLUSION

STATEMENT ON DISABILITY

Hume Valley School believes: Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Our inclusive practices ensure all students are included in all programs and have access to all appropriate facilities within the school. Learning programs are differentiated based on individual student needs.

The school aims to create a **motivating and supportive environment** that enables students to experience success, develop greater independence and participate in the community. We believe that the best educational outcomes are achieved through strong **school, home and community partnerships**. Our school provides a secure learning environment in which challenging, stimulating and structured programs ensure that all students achieve success. We aim for all students to become as independent as possible and to achieve their best by participating in a broad range of activities within both the school and community settings. We recognise and value the individuality of our students.

Learning opportunities at Hume Valley School are based on national and international trends in provision for students with disabilities and additional learning needs. The underlying principles are:

- All students have the potential to learn.
- Students with disabilities and additional learning needs have the right to access services and participate on the same basis as other students.
- The delivery of an inclusive education system must be supported with a commitment to quality services provision at all levels of the system.
- A greater focus on early identification and appropriate interventions can significantly improve life opportunities for students.
- Parents/carers should be able to feel confident that their child is receiving the best possible education in a Victorian Government school.

At Hume Valley School our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between members of the school community is promoted through professional learning teams that encourage innovative pedagogy using:

- Victorian Curriculum including ABLES
- Powerful Learning Strategies
- Social & Emotional Learning and Careers Curriculum Framework (from Y7-Y10)
- Year 11 & 12 students undertake studies in Foundation Level VCAL, VET and SBATS

Student Engagement Policy Guidelines, trauma-sensitive strategies and School Wide Positive Behaviour Support practices provide a positive framework for student/staff relationships and social skill development.

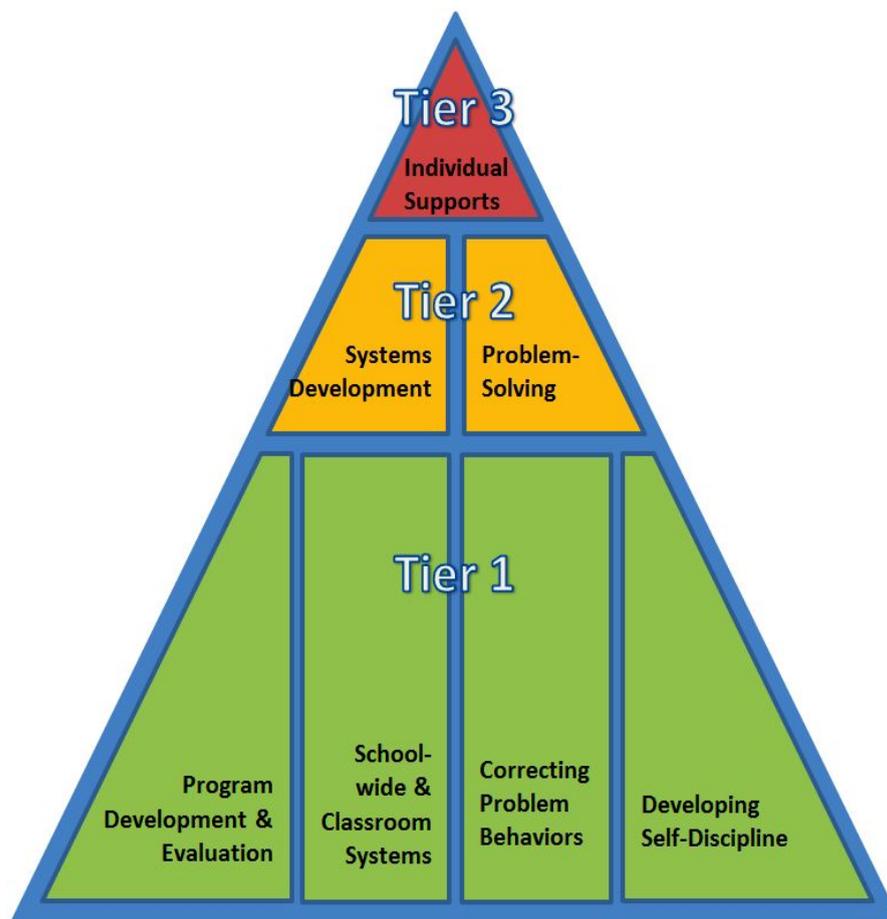
Opportunities that contribute to the school and effectively engage students in their learning include:

- Recognising and responding to the diverse needs of our students through the PSD Support program
- Pro-social behaviours which are promoted through programs such as Community Connections program, SAPPSS (Sexual Assault Prevention Program for Secondary Schools – with CASA House), Bounce Back (SEL) and BSEM (Berry Street Education Model)
- Student leadership programs such as : SRC (Student Representative Council) and student mentor programs
- Pro-actively engaging parents to be involved in the school's programs such as parent group activities, information nights, attending concerts and other special events
- Early intervention strategies responding to student needs for social and emotional support

- Students being involved and feeling connected to the school community
- Adapting current pedagogical knowledge and thinking through meaningful learning experiences
- Encouraging students to achieve full attendance to maximise their ability to learn. Many of our students have complex health and psychological needs which can lead to extended absences.
- Developing intensive literacy and numeracy improvement strategies and implementing such strategies as part of the school improvement agenda
- Attending high quality professional learning to ensure that strategies and approaches are adopted and implemented
- Participation in whole-school events e.g. assemblies, concerts, guest performances
- Excursions, community access programs and camps

The **School Wide Positive Behaviour Support (SWPBS)** program includes a continuum of behaviour support that considers all students and emphasises prevention. It is a proactive approach and focuses on teaching all students agreed expected behaviours and pro-social skills rather than just reacting to inappropriate behaviour. In addition a small number of students will require highly individualised and intensive interventions. These interventions are case-managed and focus on providing supports that are:

- (a) function-based,
- (b) person-centred,
- (c) utilise strengths and teach the students skills,
- (d) continuously evaluated and enhanced, and
- (e) linked to the SWPBS approach.



Hume Valley School is committed to implementing SWPBS across the school community. SWPBS is designed to address the needs of the whole school community through a range of tiered actions by identifying and encouraging desired pro-social behaviours. SWPBS aims to be proactive in teaching explicitly expected behaviours in a positive way, reducing the need to be reactive. For students who are identified as needing specific responses in the top tier, functional behaviour analysis is used to try to determine the purpose of the behaviour and therefore consequences are related to the behaviour and replacement behaviours are taught, removing any punitive responses as they are shown to be ineffective in creating sustainable behaviour change.

At Hume Valley, SWPBS is implemented against a background of non-confrontation. This minimises the occasions of major incidents and allows students to make better choices. It also allows for engagement and relationships between teacher and students to remain significantly more positive and genuine.

At all times we strive to involve parents and carers in the process. Our experience has been that if we can implement a team approach between home and school we can achieve much better behavioural outcomes.

Student Support Group

A Student Support Group may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students. In general, they will be convened at the school, although they could occur at alternative locations agreed to by the school and parents.

These meetings are to be held at a time suitable to the school and the parents. The purpose of procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response. As well as the carers, parents and student, the meeting could involve a person requested by the parents who is not acting for a fee or reward, principal or nominee and any support staff who have been involved with the student and/or the student's family or who have particular relevant expertise. If the principal considers it warranted, or the student or the students' parents request, the principal must ensure suitable language interpretation facilities are made available.

A brief written statement including a list of participant and agreed outcomes should be maintained to assist future problem-solving processes at the school. The statement should be verified by the parents and/or student and remain confidential.

Further details regarding DET Policy Guidelines and supporting documentation can be found at education.vic.gov.au-Student Health and Wellbeing

Transition processes and practices are carefully planned from one year to the next to minimise anxiety, increase resilience and ensure that students develop a readiness to enter their new environment, and make successful transitions.

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 emphasises 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:

- *Equal Opportunity Act 1995*
- *Charter of Human Rights and Responsibilities Act 2006*
- *Education and Training Reform Act 2006*
- *Education Act 1958*
- *Disability Discrimination Act 1992(in conjunction with DET Disability Standards for Education 2005)*
- *Child Safe Standards 2016*

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

Anaphylaxis Procedure	Medication Policy
Anti-bullying and Cyber-bullying	Meeting and PD Protocols
Arrival and Dismissal Procedure	Multi-cultural diversity policy
Asthma Policy	Occupational Health and Safety Policy
Assessment and Reporting Schedule	OH & S Issue Resolution Flow Chart
Bus Procedure	Offensive Materials
Child Safe Policy	Parent Engagement Policy
Criminal History Check	Personal belongings policy
Community Access Procedure	Positive Behaviour Management Procedures
Community Building Practice	Prevention of Bullying in the Workplace
Complaints and Resolution Procedure	Privacy Policy
Drug Education Strategy (ISDES)	Sexual Harassment Policy
Emergency Management Plan	Smoke-Free Schools Policy (DET Guide)
Enrolment Policy	Student Welfare Policy
Equal Opportunity Policy	Student Support Group Processes
First Aid Procedures	Transition Policy
Grief Management Policy	Toileting Policy
Health and Safety Protocols	Transport Policy
Inclusion Policy	Yard Supervision Policy & Uniform Policy
Integration and Induction Policy	Voluntary Workers
ICT and Acceptable Use Policies	Visitor Policy
Mandatory Reporting (DET Guidelines)	Vision Mission and Values
Manual Handling	Working with Children checks

At Hume Valley School we expect high standards of student behaviour based on co-operation, mutual responsibility and self-discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

Hume Valley School is committed to the provision of a first class learning environment that is stimulating and which promotes positive educational, social and emotional interactions between staff, students and the community.

Our school values of:

- Respect
- Responsibility
- Acceptance
- Caring
- Fairness
- Honesty

are imbedded in all school policies and practices.

In addition the school community established four school wide rules to guide our practices and relationships:

- Respect myself and others
- Act safely
- Be ready for learning
- Care for our school

Whole School Rights and Responsibilities

Rights	Responsibilities
To be free of harassment	To ensure others are not harassed
To receive support in difficult situations	To provide support to each other
To be valued and treated with respect	Build positive relationships with the school community

Student Rights and Responsibilities

Rights	Responsibilities
To be treated with respect and equity	To allow others to learn
To learn in a safe secure and positive environment	Keep themselves and others safe
Experience consistent predictable discipline responses which emphasise choice and logical consequences	Behave in socially acceptable ways both within the classroom and schoolyard
Experience a stimulating varied teaching and learning environment which fosters success and recognition	Engage in school programs and allow others to do so

Parent/Carer Rights and Responsibilities

Rights	Responsibilities
To expect their child to be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	Participate in Student Support Group meetings and support educational programs
To be supported through various issues pertaining to their child	Communicate with staff as required
To be contacted when their child continually disregards the Student Engagement Policy or is involved in a major incident	Ensure that their child attends school on a regular basis and with appropriate items for use.

Staff Rights and Responsibilities

Rights	Responsibilities
To be treated with respect by students, parents and peers	To treat students in a way that develops self- esteem
To expect students to follow the Student Engagement Guidelines	To follow the procedures in the Student Engagement Guidelines To use logical consequences and restorative practices To keep records of significant disciplinary actions
To expect students to learn	To assist students to learn To provide an engaging, inclusive and differentiated program To communicate student progress to parents and others using accepted procedures

SECTION 4: SHARED EXPECTATIONS

Hume Valley 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 expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diverse range of backgrounds, communities and experiences.

Restorative Practices

Hume Valley School is committed to implementing Restorative Practices within the school community. Restorative Practices are designed to address a range of opportunities and needs and emphasise prevention through a whole school approach while embracing the right blend of high control and high support.

At Hume Valley School Restorative Practices are implemented against a background of non-confrontation. Following a behavioural incident the student is engaged in a conversation along the lines of: What Happened? What were you thinking? Who got hurt? How did you feel? How can we fix it? This enables the student to reflect on behaviour in a problem-solving, non-confrontational context.

At all times we strive to involve parents and carers in the restorative practices process. Our experience has been that if we can implement a team approach between home and school we can achieve much better behavioural outcomes.

Student Expectations

At Hume Valley 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.

Our shared goals are that all students will:

- Respect, value and learn from the differences of others
- Have respect so that they learn
- Reflect on and learn from their own experiences

Strategies that promote student engagement at Hume Valley 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

Student Attendance

All students are expected to attend school regularly. If students cannot attend their parents/carers must provide a suitable explanation to the school.

Student Behaviour

Our goals are that 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 behaviour and attitudes that support the wellbeing and learning for all and contribute 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

Through the SWPBS Framework expected behaviours are actively taught and rewarded. Each class has developed acknowledgement and reward systems. These systems vary depending on the students in the

group and include praise and tangible rewards given immediately as well as token systems in which students work towards desirable rewards.

In developing a system of responses for inappropriate behaviour we considered both the purpose and the impact of the behaviour and have developed a hierarchy of supports, a flow chart and guidelines for responding to inappropriate behaviour

Parents/Carers Expectations

At Hume Valley School we aim to have parents/carers participate and engage in their child's education so as to create the opportunity for students to enhance their achievement levels and improve their attitudes. Our school is focussed on creating positive partnerships between families and school to provide a strong connection that can help to protect young people from a range of harm including those associated with drugs, emotional distress and problem behaviours.

Parents/carers are expected to 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.

Parents/carers should assist the school to provide student centred responses by providing all relevant information to the school.

Parents/carers are encouraged to actively participate in supporting their child's learning by building a positive relationship with the school.

Parents/carers work with the school through attendance at Student Support Group Meetings and responding to communications in a timely manner.

Parents/carers will remain open to discussing, learning, and implementing management practices.

Parents/Carers Attendance

Parents/carers 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/carers advise the school as soon as possible.

Parents/Carers Behaviour

Parents/carers should understand the school's behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.

Staff Expectations

At Hume Valley 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 achievements and improve their attitudes, Our school is focussed on creating productive partnerships between community members to provide a strong connection that can help to protect young people from a range of harm 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 of 17 years
- Ensure that 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, education and extracurricular activities and community services inclusive of and responsive to student needs.
- Lead by example by displaying a courteous and professional manner to all

The staff will

- Develop flexible pedagogical styles that engage different learners
- Develop curriculum and assessment that challenges and extends student learning

- Develop positive relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice, developing a positive school culture

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

Hume Valley School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

Expected Behaviours are aligned with the four school rules:

Respect Myself and Others	Act Safely
Be ready for learning	Care for our school

The school leadership team will:

- Lead and promote preventative approaches to behavioural issues
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- Provide professional development for staff to build their capacity to promote positive behaviours

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 pedagogical approach
- Build a collegiate atmosphere to share strategies and reflect on one's own behaviour management approach

SECTION 5: SCHOOL ACTIONS AND CONSEQUENCES

Whole School Attendance

At Hume Valley School absences often mean students miss important stages in the development of their learning. The following are ways in which we promote school attendance.

- All student absences/lateness are recorded daily in the morning, aggregated to our CASES database and communicated to DET (refer to Appendix 10 &11, Student Engagement Guidelines).
- The school recognises 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 Co-ordinator will closely monitor student attendance through the evaluation of student absence reports on CASES 21.
- If within three days of the initial absence parents/carers have not provided a satisfactory explanation contact will be made by the classroom teacher, sub-school managers or student wellbeing co-ordinator.
- The Student Wellbeing Co-ordinator or Sub-school Managers will contact parents of students with high levels of unexplained or unapproved absences with the view to developing and implementing strategies to minimise absences (refer to Appendix 6 Student Engagement Guidelines).
- Ongoing unexplained absences/lateness or a lack of co-operation regarding student attendance will result in a formal attendance conference being organised and/or the establishment of a Student Support Group meeting. This meeting 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 to the Principal or the Department of Health and Human Services.

- Student attendance figures will appear on the students mid- year and end of year reports.
- DET and enrolment auditors will be given complete access to all students' 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 of seven years.

Behavioural Consequences:

Students are expected to cooperate, show respect, learn, be honest, care and be responsible.

Students are expected to cooperate:

To promote cooperation student could choose to	Cooperation is difficult when a student:	Appropriate responses to minor/initial incidents	Major or Repeated Incidents
<ul style="list-style-type: none"> ▪ Consider other classmates needs ▪ Think of ways for everyone to have a turn ▪ Encourage everyone to have a say 	<ul style="list-style-type: none"> ▪ Always has to be first ▪ Refuses to take turns ▪ Ignores the ideas of others 	<p>Speak to child Student to reflect on the incident (Student incident report may be completed) Reflection sheet may allow opportunities for students to repair relationships</p>	<p>Parents Contacted Withdrawal of privileges with explanation of impact on behaviour Behaviour Management Plan Student Support Group In- school suspension</p>

Detention

Hume Valley School uses Positive Behaviour Plans (SWPBS) to improve student behaviour hence does not use detention practices. However individual behaviour management plans may require some children to be withdrawn from their standard program or the school yard for varying periods if their behaviour compromises the safety of both themselves and others.

Student Management

Hume Valley School has high expectations of student's behaviour and follows a school-wide student management process based on School Wide Positive Behaviour Support (SWPBS). The approach emphasises the importance of building strong relationships between staff and students, provides students with choice, aims to allow teachers to teach and students to learn, involves parents/carers, promotes self-discipline and focuses on creating a positive, supportive learning environment.

The basic tenets of the approach are:

- The student code of conduct is developed through a process of wide community consultation, which outlines amongst other things, agreed behavioural development and management strategies.
- The code of conduct will place significant emphasis on the development and recognition of positive behaviours.
- All students will develop individual learning plans that include behavioural goals.
- Whole school rules will be negotiated with students.

- A wide range of positive activities will be provided for students including sporting, leadership, community service and appropriate leisure pursuits.
- Positive student behaviour will be appropriately recognised.
- An up-to-date database of student behaviour will be maintained.
- All staff will undertake professional development on student behaviour and discipline management.
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, cyber-bullying, conflict resolution and leadership.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour may include counselling, loss of privileges or suspension.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing clear processes for student management and student attendance
- 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 for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- providing pro-active programs to promote student engagement, positive behaviours and regular attendance.

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

- understanding the student's background and needs
- ensuring a clear understanding of expectations by students, parents and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program
- communicating with the parents/carers
- specific monitoring of student behaviour and attendance
- providing pro-active programs

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the Principal, Student Wellbeing Team members, other professionals and support agency personnel
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts

- involving community support agencies.

Discipline procedures – suspension and expulsion

Corporal Punishment

The use of corporal punishment is prohibited in all Victorian Schools. Hume Valley School staff do NOT use corporal punishment under any circumstances.

Detention

Hume Valley School uses Positive Behaviour plans to improve student behaviour hence does not use detention practices. Some students are withdrawn from the schoolyard for varying periods if their behaviour compromises both their own safety and that of others. When this occurs, the student is provided with supervised indoor leisure activities.

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.

Suspension - General information

Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension 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.

Procedures prior to suspension

With the exception of situations which require an immediate response, principals of schools should ensure that a range of options (and in particular those to accommodate the needs of students with a disability or impairment) 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 (in the form of a suspension or expulsion) is required. When it is believed that a student's behaviour warrants suspension, the principal must ensure that every reasonable step is taken to arrange a meeting with the parent, the student and the student support group to discuss:

- the student's behaviour and performance
- the strategies being developed within the school to meet the educational needs of the student
- the possibility of suspension, should that behaviour continue
- the responsibilities of the parents, should suspension be considered necessary

(1) The principal must ensure that –

(a) the behaviour, 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;

(b) 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, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required.

(c) the parent may be accompanied at that meeting by another person who is not acting for fee or reward.

(d) if it is considered warranted by the pupil or the parent, the principal must ensure that suitable language interpretation facilities are available at the meeting arranged.

Grounds for suspension

(1) A student may, by order of the principal of a state school, 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:

- (a) 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; or
- (b) commits an act of significant violence against a person or property or being knowingly involved in the theft of property; or
- (c) possesses, uses, or assists another person to use prohibited drugs and substances; or
- (d) fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
- (e) consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student; or
- (f) engages in behaviour that vilifies, defames, degrades or humiliates another person

Procedures for suspension

If the strategies outlined in the Student Engagement Policy Guidelines fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

- (1) The principal must provide the parents of the student with a copy of the Procedures for suspension brochure and a notice of suspension on the day on which the suspension commences or within twenty four hours thereof.
- (2) The principal shall also provide the president of the school council with a copy of the notice of suspension.
- (3) At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but 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.
 - (a) The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, student support group, parents, student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential.
- (4) A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter.

The period of suspension shall not be extended due to delays in holding a suspension conference.

 - (a) 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.

Period of suspension

The maximum continuous period of time a pupil can be suspended at any one time is five school days. A pupil cannot be suspended for more than fifteen school days in a school year.

The school shall provide appropriate and meaningful school work to the suspended pupil that is in line with classroom coursework.

Expulsion – General Information

The School Principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level.

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.

Grounds for Expulsion

A principal may expel a student if;

- (a) the student does anything for which they can be suspended
- (b) 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) a comprehensive range of strategies, consistent with a staged response has been implemented by the school;
- (b) despite these strategies, the student's inappropriate behaviour persists; and
- (c) the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard

Procedures for Expulsion

- (1) 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.
- (2) The principal must convene a student support group meeting to;
 - (a) provide the student and their parents/carers with a Notice of Expulsion before the day on which the expulsion commences
 - (b) provide a copy of the Procedures for expulsion, to the student and their parents/carers
 - (c) identify the future educational, training and/or employment options most suited to the student's needs
 - (d) a principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion to the regional director with a written expulsion report .

Transition Arrangements

If the 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, 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.

Ratified By Hume Valley School Council	May 2017
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