



Student Engagement and Inclusion Policy

The Student Engagement and Wellbeing Policy is the overarching document which provides the framework for all students learning across our school community.

The Jennings Street School is a Prep – year 12 autism specific school located at Laverton. Jennings Street School has a capacity of 120 students aged between 5yrs – 18ys. The school is adjacent to the Laverton P-12 College campus providing potential opportunities as the school develops for shared educational programming and use of facilities. The school population is drawn from a designated zone within the South Western Metropolitan Region. JSS will provide a safe, stimulating, flexible and challenging high quality learning and teaching environment employing current research as it applies to the education of children and young people with an ASD. The facilities and centres of learning which are spacious and bright will meet the needs of the 21st century learner. There will be a strong focus on student well-being and building effective home school partnerships. The school aims to maximise:

- Participation and retention
- Academic success based on personalised learning
- Life skills, and
- Community engagement and involvement.

School values, philosophy and vision

Jennings Street School encourages and supports young people to live happy and fulfilling lives by nurturing independence and self-worth. In order to promote life-long learning and to equip students with essential life skills the Jennings Street School embraces the following values which will be affirmed by the school's leadership team:

- **Learning:** to facilitate high quality teaching and learning programs based on current research and consistent with Departmental policy and curriculum frameworks.
- **Respect:** to build a school culture based on respect for all school community members
- **Safety:** through documentation of policy, procedure and school wide practises that promote a safe environment for all members of the school community.

Guiding principles:

- The school will collaboratively develop and implement a fair and respectful whole school engagement and behaviour management approach.
- The school will promote teaching approaches and strategies that encourage success, enhance the students' self-esteem and respect their dignity.
- The school's curriculum will support the development of pro-social values and behaviours to enable students to acquire skills and knowledge to manage themselves, in order to maximise participation within the wider community.
- The school will support families to engage in their child's learning including the transference of strategies and knowledge.
- The school will enhance opportunities for learning through engagement in the wider community and the establishment of meaningful learning partnerships.
- The school will implement protocols and practices that identify, support, monitor and evaluate interventions for students identified as requiring additional support to engage successfully in learning.



- The school will build strong links with the local community to access and extend a network of community members, professionals and educators who can provide expertise to build the capacity of school and staff to respond to the needs of students.

Engagement Strategies:

Jennings Street School will engage students to succeed in a highly effective learning environment by building a shared vision as a Learning Community which reflects consistent expectations implemented within classrooms across the school. Evidence and data are used to develop Individual Learning Plans for students outlining relevant goals. Essential foundation skills for the development of appropriate and effective social and communication interactions are embedded into learning to support students to participate successfully in their social worlds. The Victorian curriculum, provides a valid and viable learning framework to plan for essential content, highly effective instructional practice and time allocations. Researched best practice, collaboration and reflective practice within Professional Learning Teams (PLTs) centre on identifying learning growth and developing consistent instructional methodology across each section of the school. Alignment of resources to support the identification and intervention of students needs including social and emotional support are pivotal along with structures for promoting rich collaboration with parents.

Key Strategies and tools for engagement include:

- **Individual Learning Plans (ILP)** – Supported by data and evidence and developed in consultation with parents/caregivers, this identifies priority learning and informs classroom curriculum design
- **Integrated Service Provision** - embedded into learning team support structures, including PLT's
- **Differentiated teaching** – occurring within employing flexible learning spaces.
- **Sensory Programs** – Optimise learning readiness, employing specific strategies to assist in regulating behaviour for increased attendance
- **Visual Supports** – Classroom structure – prediction, comprehension, expression, compliment, accessing information, independence, sequencing, concepts, familiarity, organising, teach flexibility, re-engagement and self-efficacy
- **Technology** – Compliments the learning styles of many students, enables broader access to the curriculum and promotes increased engagement and motivation
- **Enrichment Programs** – Cater to student's personal strengths and interests
- **Swimming** –Sessions are run by trained onsite staff.
- **Camps** –Providing students with the opportunity to extend and enrich their learning and social skills.



Behavioural Expectations:

Behavioural expectations for students, parents /carers and school staff are outlined in detail in the *Positive Behaviour Support Policy* attached to this policy.

School Actions:

Responding to challenging behaviour

Charts titled Positive Procedure for Dealing with Primary, Secondary and Tertiary Behaviour Interactions precede the Appendices in the *Positive Behaviour Support Policy*.

Discipline:

Refer to the *Positive Behaviour Support Policy* for staged responses, supportive strategies, consequences including suspension and expulsion guidelines.

Engaging with families:

Jennings Street School values parent/carer input and promotes a supportive home school partnership as central to successful learning outcomes for our students. A range of strategies will support the creation of a welcoming community hub. Parents are expected to act in a respectful and constructive manner when dealing with staff at Jennings Street School.

Jennings Street School will create successful partnerships with parents/carers and families by:

- Ensuring all parents/carers are aware of the school's *Student Engagement and Inclusion Policy*
- Promoting the significance of attending SSG Meetings
- Initiating clear and transparent communication protocols
- Providing opportunities for parents to be involved in the school
- Providing families with the opportunity to participate in decision making
- Coordinating resources, and services from the community for families, students and the school.

Evaluation:

Data Collection and Analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success of school based strategies and practices. These will include:

- Data for decision making – Daily Running Sheet of Behaviour Interactions *Positive Behaviour Support Policy*
- Motivational Assessment Scale *Positive Behaviour Support Policy*
- Behaviour Support Plan / Behaviour Response Plan
- Measurable outcomes supported and evaluated by data - *Positive Behaviour Support Policy*
Behaviour Analysis: A B C
- Parent survey data.

The Positive Behaviour Support Policy outlines the processes in place to support engagement and wellbeing in addressing behaviour support across all school environments.
(For more information on the “Expulsion Process” please refer to the Effective Schools are Engaging Schools/Student Engagement Policy guidelines)

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>



This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at <http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Related Policies:

Positive Behaviour Support Policy

Bullying and Harassment Policy

EVALUATION

This policy will be reviewed every three years or more often if necessary due to changes in regulations or circumstances.

01.08.2015 – v0 – date of implementation

17.05.2017 – v1 – Updated introductory paragraph to reflect that the school is now established and no longer in a growth phase. Updated the following appendixes to reflect updated processes: Incident report forms, Data collection forms, Support plans linked to tiered process; updated Appendixes 18, 20 and 21 with current forms.

13.03.2019 – v2 – Updated values to reflect our change from collaboration to safety as our third value. Removed reference to appendixes they will no longer be included in the policy.

Date Implemented	August 2015
Author	Policy Sub Committee
Approved By	Jennings Street School Council
Approval Authority (Signature & Date)	
Date Reviewed	13.03.2019
Responsible for Review	Policy Sub Committee of School Council
Review Date	March 2022
References	



Positive Behaviour Support Policy

Rationale:

The principal has the overall responsibility for the creation and maintenance of a safe and positive learning environment and the development of processes for the effective support of student behaviour. This policy incorporates a whole school focus on all aspects of Wellbeing and Discipline. This is achieved for staff through ongoing professional learning, a Wellbeing Leadership role, a co-ordinated management structure, and clear documentation (policy, process and management).

Shared Expectations:

Jennings Street School has developed shared expectations as outlined in our school aims, in line with the Positive Behaviour Support program to ensure that learning, safety and the rights of all members within our school community are respected including supporting individual students and families from diverse backgrounds. These expectations are intended to be positive and establish the parameters of the expected and appropriate behaviours for our school community.

Staff expectations:

The school leadership team will empower all staff to:

- Uphold the right of every student 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 opportunities and human rights legislation
- Recognise and respect the diversity of our school community, for example, our multicultural community
- Uphold a safe and secure work environment underpinned by OH&S principles.

Student expectations:

The school community will:

- Establish a learning community that provides multiple and diverse opportunities for students to experience success
- Build a safe and supportive school environment where teachers have high expectations of student learning
- Promote and teach pro-social values and behaviours which help students to engage with school, their peers, their teachers and their learning
- Expect students to demonstrate the right to learn and contribute to an engaging educational experience for themselves, their peers, their teachers and other members of the community.



Parent/Carers expectations:

The school community will:

- Ensure all parents/carers are aware of the school's Student Engagement Policy
- Conduct effective school-to-home and home-to-school communication
- Provide opportunities to enable parents/carers to contribute
- Involve families in curriculum related activities
- Involve families as participants in school decision making
- Coordinate resources and services from the community for families, students and the school
- Provide opportunities to enhance parenting knowledge and skills.

Aims:

Our whole school focus on wellbeing and behaviour support emphasises the following key teaching concepts:

- Consistent demonstration of the school values – refer to the Wellbeing and Engagement Policy
- Management strategies for regulating own behaviour – refer to Primary Prevention documentation
- Establishing and following rules and consequences – refer to Primary Prevention documentation
- Appropriate behaviour through positive reinforcement – refer to Primary Prevention documentation
- Conflict resolution and cooperation – refer to Primary Prevention documentation
- Respecting mutual rights – refer to Primary Prevention documentation.

All key teaching concepts are non-negotiable and form an essential component of establishing classrooms and monitoring positive behaviour interventions.

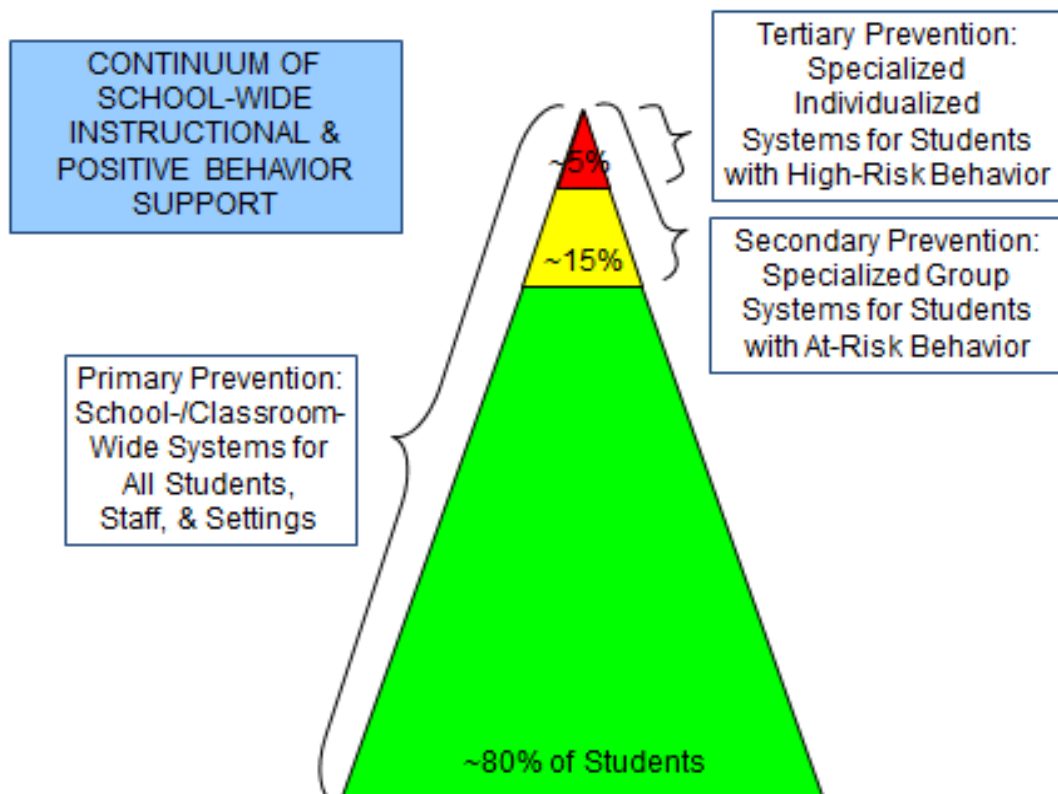
Behaviour Support Process:

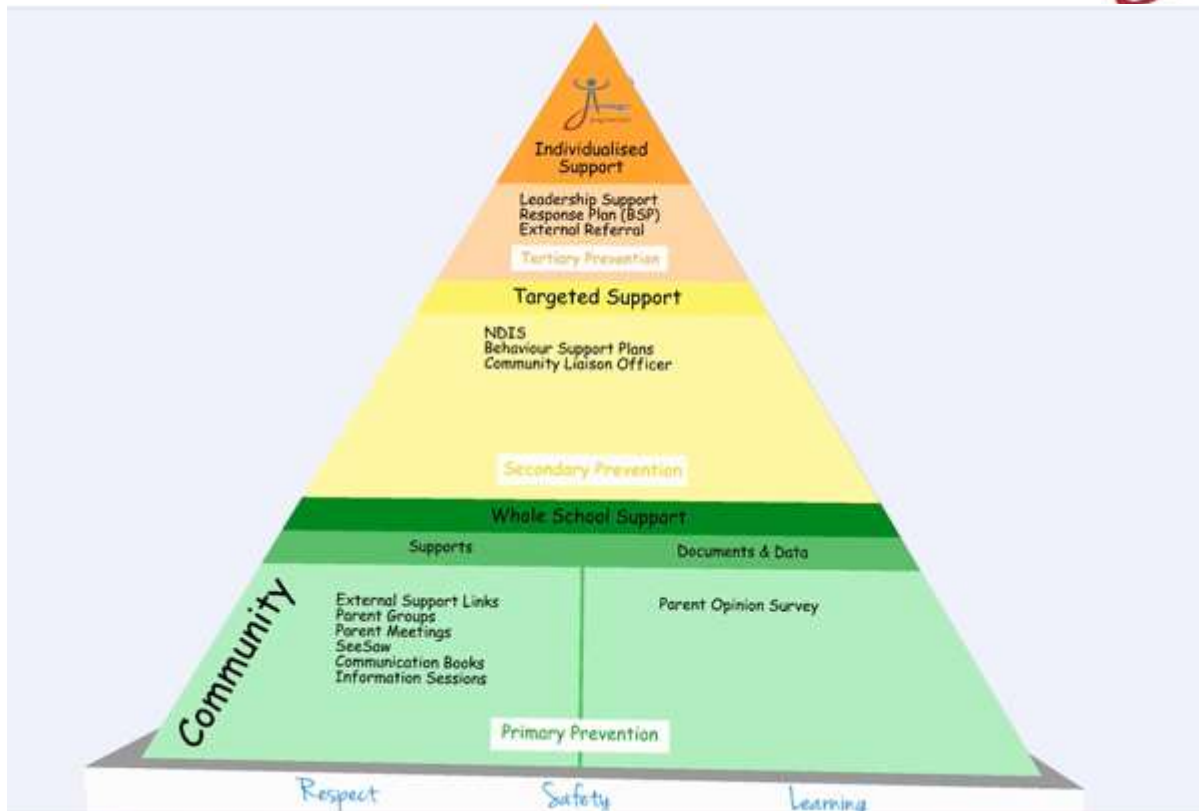
Positive behaviour support is underpinned by a three tiered process which addresses the needs of our whole school community. Jennings Street School is committed to prevention programs and strategies. We identify three levels of prevention across our school community, these include:

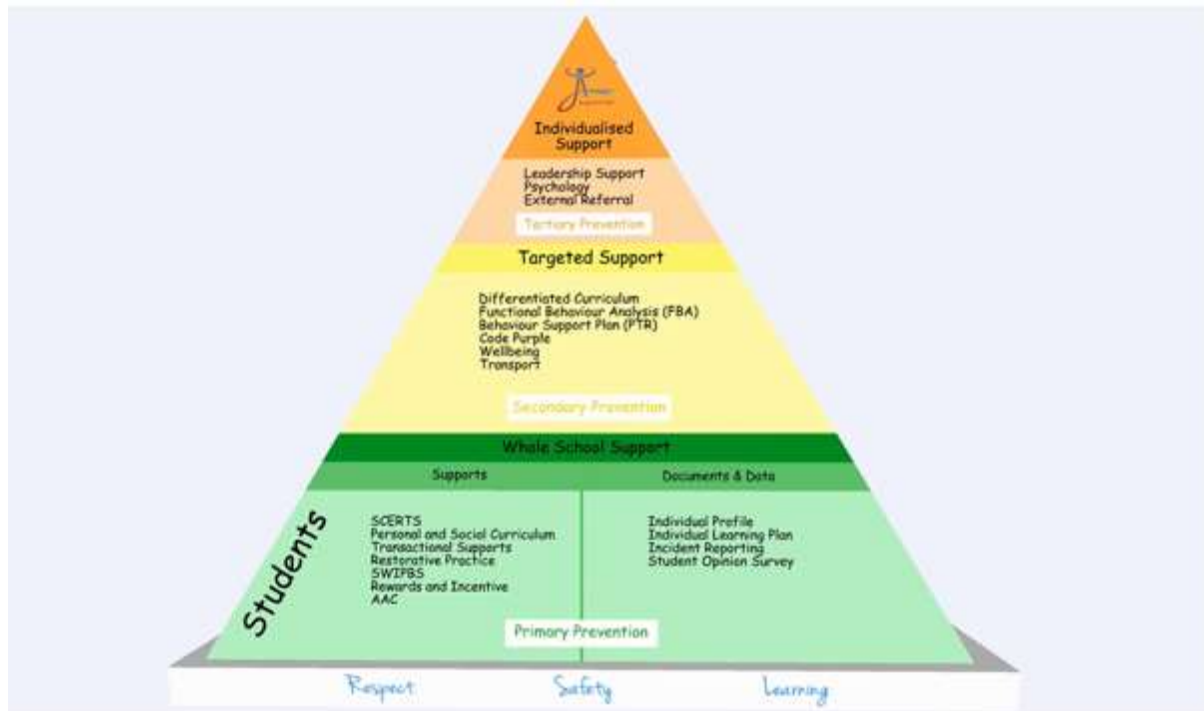
- ❖ **Tier 1 - Primary Prevention** which supports 80% of our student population
- ❖ **Tier 2 - Secondary Prevention** which supports 15% of students who require extra support in their learning
- ❖ **Tier 3 - Tertiary Prevention** which supports 5% of students who are at risk of disengagement.

Currently the Wellbeing Team oversees the tiered positive behaviour support process and its implementation to ensure

- Implementation of a whole school approach to positive behaviour support
- Establishment of a whole school commitment to positive behaviour
- Development, implementation and monitoring of Tier 1 teaching strategies
- Identification of students at risk and the development/implementation and monitoring of a Prevent-Teach-Reinforce (PTR) behaviour support plan
- Identification of at risk behaviours which can compromise safety of self or others through implementation of Tier 3 tertiary prevention strategies
- Identification of key people at a tertiary and prevention secondary level this may include carers/parents and outside agencies or organisations.









Tier 1 - Primary Prevention:

Implementing preventative and early intervention strategies to support positive behaviours and reaffirming relationships through developing social and emotional skills.

These strategies should

- 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 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 behaviour

Key people involved in primary prevention:

- Classroom staff
- Collaborative team – team leader/learning coaches / allied health

Tier 2 - Secondary Prevention:

When a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the student and repair relationships within the classroom.

These strategies include:

- Targeted interventions based on systemic collection and analysis of data
- Intervention strategies should include the teaching and or building of pro-social replacement behaviours
- Progress should be measured and support reduced slowly and gradually
- Intervention practices should occur in the classroom as the first option and should always involve the classroom teachers
- Both academic and social strategies should be addressed
- Partnerships should involve and support parents/carers
- The formation of a student support group is a critical element in the staged response

Key people involved in secondary prevention:

- Classroom staff
- Collaborative team – team leader/learning specialist / allied health
- Parents/carers



Tier 3 - Tertiary Prevention:

Specialised individual prevention for students, whose behaviour places them at High-Risk of harm and disconnecting from school. Intensive re-building through community support and agency conferencing.

These strategies include:

- Utilise data and monitoring systems that will inform decision making
- Each student will have an individual behaviour support plan developed outlining protocols of intervention which may include in school suspension and/or out of school suspension
- Identify students learning, social, emotional, behavioural and environmental needs and the support or resources the student requires for improvement
- External intervention, referrals to community support agencies for specialist intervention, planning and identified strategies
- Involving school principal or nominee/student as appropriate/class teacher/team leader/parent/carers/wellbeing team leader/identified key professionals.

Key people involved in tertiary prevention:

- Specialist learning and wellbeing support staff
- Principal/Team Leader/Wellbeing Team Leader/Psychologist
- Allied Health staff
- External agencies
- Parents/carers

Referral Process:

Student Wellbeing and Inclusion Committee

- When a need for support is identified, a referral is made to the Student Wellbeing and Inclusion Committee who meets on a weekly basis to monitor whole school positive support interventions
- Referrals will be submitted to the Student Wellbeing and Inclusion Committee by the team leader accompanied by data and evidence

Participants: Principal/ Team Leader/ community liaison / therapy leader / senior occupational therapist, & Psychologist.



Tertiary Intervention:

When prevention is not effective alternate interventions may be required, such as:

Student Discipline Procedures:

Suspension guiding principles:

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at Jennings Street School under any circumstances.

Students should only be excluded from school when all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action given the students behaviour.

- The Principal is responsible for student suspensions and has 2 options available, in school or out of school suspension
- The Principal should consider educational, social and emotional impacts on the student and school community
- Suspension should be for the shortest time necessary
- The period of suspension should be used by the school, the student and the student's parents/carers as an opportunity to reflect on the present difficulties and develop positive, student focused re-engagement strategies
- Appropriate and meaningful school work must be provided
- At any time during a suspension parent/carers can request that a student support group meeting be convened

(For more information on the "Suspension Process" please refer to the Effective Schools are Engaging Schools/Student Engagement Policy guidelines)

Expulsion guiding principles:

- The Principal is responsible for student expulsion however expulsion from the school is the most serious consequence open to the Principal. When expulsion is unavoidable Principals have the responsibility to demonstrate that expulsion is the only appropriate measure and that all other measures consistent with the staged response and the student engagement policy have been implemented in good faith by the school without success
- Only the Principal has the authority to expel a student from the school, of which they are the Principal. This responsibility cannot be delegated to any other person at the school.



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13.05.2017 – v2 – Updated triangles used to represent the PBS tiered intervention

