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*Policy: Student Engagement and Wellbeing Policy*

*Section: Students 3.3*

*Version: Three*

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## **Student Engagement and Wellbeing Policy**

### **School Profile**

With a strong values base, Benalla P-12 College is a student centred school designed to maximise the learning opportunity of all students, with a strong focus on the three stages of learning: Early, Middle and Senior.

Respect, Responsibility, High Expectations and Integrity are the core values. Respect for self, Respect for others and Respect for the Environment, Responsibility for Behaviour and Effort. High Expectations in regards to learning and Integrity within the school and wider community.

The school will have high expectations and aspirations where success pathways are achieved for all. This will be achieved within a personalised learning approach where explicit teaching occurs at the point of student need, with assessment guiding the next stages of learning and where resources required to meet those needs are provided. The learning community will work in a resource rich environment consistent with contemporary 21<sup>st</sup> century education.

Students will be active participants in setting their learning goals in collaboration with parents, teachers and significant others. They will know how to learn and know their preferred learning styles. They will have supportive members of staff working with them at all times. They will be confident, resilient individuals who value learning and relationships. They will understand and appreciate the needs of others in their learning and personal development. They will act with integrity and learn the value of community and school participation. They will understand their place in the world and the opportunities it can provide.

Staff will model these behaviours and communicate these expectations to students at all times. Staff will be active learners in their profession and offer exemplary teaching and learning opportunities individually and as part of teams. Parents and families are recognised as key to student success and should be actively involved in supporting their education.

### **Whole school Prevention Statement**

The following key areas are considered in the development of a vibrant and dynamic school that aims to support students social/emotional wellbeing and good mental health and the whole school curriculum plan will reflect this.

- Positive School Culture.
- Explicitly teaching a Social/Emotional Curriculum.
- The development and implementation of an Anti Bullying and Harassment Policy
- Parent/Community Support and Involvement.
- Early Intervention for Students at Risk.

Benalla P-12 College is committed to the active engagement and positive behaviour of all students, with high levels of attendance and a strong motivation from all students to reach their personal best.

### **Primary Prevention**

#### **Attendance**

At Benalla P-12 College student attendance is monitored on a daily basis and is promoted through clear statements of high expectations and procedures. All staff members need to take responsibility for high and improved student attendance. Parents and carers play an essential role in encouraging and emphasising the importance of school attendance

### **School Wide Positive Support Program (SWPBS)**

The school will continue with the School Wide Positive Support Program. Through the School Wide Positive Behaviour Action Team, data will be regularly collected and used to develop strategies and programs designed to improve student behaviour and attendance and enhance student engagement. Our values and what they mean in terms of behaviour will be explicitly taught and students will then be rewarded for demonstrating the appropriate behaviour. Behaviour Matrices will be regularly reviewed for all aspects of the school life and lessons will be delivered to students directly related to these matrices.

### **Social/Emotional Curriculum**

With a strong focus on the development of good character and positive mental health, students in the Early Years (P-4) will be taught effective thinking styles and social/emotional capabilities through 'You Can Do It Education' (YCDI).

A complementary values based program designed to best meet the needs of students as they transition to the Middle Years with a strong focus on leadership, self confidence, self respect and self realisation. Emotional Intelligence development will also be a focus to support the development of students' good mental health and strong social/emotional capabilities.

As students transition to Senior Years, the PBS Framework will continue to build on students' knowledge of themselves and others.

### **Restorative Justice**

Restorative justice is used throughout the school in response to student misbehaviour. Teachers make use of circle time in class to encourage the building of relationships between teachers and students and students to students and to support the development of strategies that students can use to resolve conflict effectively. Restorative conferences will also be used where appropriate, with students learning to take responsibility for their actions and to solve issues in an effective manner.

### **House System**

The house system will be strengthened and expanded to include a range of activities both sporting and academic throughout the year, in order to increase students' connectedness to school. More use will be made of House Captains to set an example to other students and foster leadership amongst the student body.

### **Student Voice**

Opportunities will be created to enable students to play an authentic role in the day to day running of the school through Student Leadership Group.

### **Hands On Learning Program**

An alternative program is available for students to increase engagement and connectiveness to school. Designed to be short term, with the aim of transitioning students back into class as soon as possible, these programs offer students the opportunity to experience success and to build positive and effective relationships with significant adults and peers.

### **Targeted Sessions**

Regular sessions on issues such as anti-bullying, leadership, dealing with conflict, emotional distress and good mental health will be run each year for students. Lessons on our school values and expected behaviours will be delivered to students through their Mentor groups. Social competencies and health and wellbeing also form part of the PE/Health curriculum in the secondary setting.

### **Managed Individual Pathway Plans (Secondary Students)**

All students in Years Nine and Ten will have a Career Action Plan that will be used when considering the subjects that a student should select so they are relevant to the student.

### **A Diverse Curriculum**

A wide range of subject offerings and pathways are available at Benalla P-12 College to motivate and engage all students. Students can complete Vocational Education and Training (VET) courses, be enrolled in units run by TAFE, complete School Based Apprenticeships, choose between VCE or VCAL courses, or a combination of both. The school will offer a wide range of school sporting teams and extra curriculum activities such as the Maths Talent Quest, Work Experience, the Music Program. The aim is to provide all students with a personalised learning environment.

## **Secondary Prevention/Intervention**

### **School Youth Worker**

The student youth worker is available for immediate assistance for students, as well as by appointment. They will make referrals where it is required.

### **School Nurse**

The school Nurse is available for assistance for students, to run sessions on health issues, as well as assisting in developing curriculum in the area of Health.

### **Sexual Health Nurse**

The Sexual Health Nurse is available to assist individual students.

### **Chaplaincy**

The Chaplain is available for immediate assistance for students and families, as well as by appointment. Referrals will be made as required.

### **Small Group Sessions**

Small group sessions will be run for students who have been identified as having difficulties in specific areas. This could include issues with friendship groups, specific mental health issues or bullying. These sessions will be run by a youth worker, DET social worker or psychologist.

### **Student Support Groups (SSG)**

All students who are having significant behavioural or engagement issues are to have a student support group convened that includes the student, the parent, the youth worker and teachers of the student. An individual learning plan will be developed and monitored through this student support group.

### **Behavioural Management Plans**

Behavioural contracts linked to student goals may be developed as part of Student Support Groups. These would include strategies for the students as well as consequences. Behaviour Management Plans are signed by the staff, parents and students.

### **Safety Plans**

Safety plans are developed in consultation with the Principal or Principal nominee, SSSO and student support group team.

### **Agency and Allied Health Referrals**

The school will make referrals for students to the following professionals and outside agencies: Psychologist, drug and alcohol counsellor, NESAY programs and alternative educational settings.

### **Individual Educational Plans**

Individual Educational Plans will be developed for all students living in out of home care. Other students deemed to be in need will also have individual educational plans developed.

### **Community Mentors**

Community Mentors will be used where deemed appropriate. This will include the use of the Today Tomorrow Foundation, Connect 9 Program and other community mentors. A plan for the effective use of mentors across the learning Community will be developed.

### **Bereavement Support**

A grief and loss program, designed for younger children who may be facing issues such as the death of a significant person in their lives, separation, divorce or related circumstances. Facilitated in small groups, the program focuses on issues such as self-esteem, managing feelings, problem solving, decision making, effective communication and developing support networks.

### **Tertiary Intervention**

This will include all of the strategies included in the primary and secondary stages, as well as the following:

### **SSSO Support**

School Support Services Officers provide counselling, casework, referral services, crisis intervention and critical incident management support.

## **Borinya**

Borinya is an alternative education setting which is overseen by Catholic Education and DET. Application for placement in the program is undertaken by schools and an interview process is conducted. Students with engagement, behavioural and attendance issues are possible candidates for this intervention program. Students will, after a period of time, be involved in a transition program back to their host campus.

## **Code of Conduct**

### **Student Rights and Responsibilities**

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>• To be treated in accordance with our school values</li><li>• Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition.</li><li>• Work in a secure environment where corporal punishment is not permitted.</li><li>• Participate fully in the schools program.</li><li>• Be safe</li></ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"><li>• Adhere to the college's values.</li><li>• Correctly wear the school uniform.</li><li>• Participate fully in the college's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers, school property and all other members of the school community.</li><li>• Demonstrate respect for the rights of others, including the right to learn, which contribute to an engaging educational experience for themselves and other students.</li><li>• As students' progress through college they will be encouraged and supported to take greater responsibility for their own learning and their participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li><li>• Care for the wellbeing of others by informing staff when concerned for a fellow student</li></ul>

### **Staff Rights and Responsibilities**

<b>Rights</b>	<b>Responsibility</b>
<ul style="list-style-type: none"><li>• Be treated in accordance with our school values</li><li>• Teach free from negatively interference or any action that will impact on the learning opportunities of all students</li><li>• Learn and develop skills and capacity as a valued member of the school community</li><li>• Not to be intimidated, bullied or harassed by students, parents or other staff members.</li><li>• Receive support from the school community with the implementation of policies and practices</li><li>• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li></ul>	<ul style="list-style-type: none"><li>• Build positive relationships with students and the broader school community with a view to improving the educational opportunities of all students</li><li>• Fairly, reasonably and consistently implement the college's values</li><li>• Fairly, reasonably and consistently, implement the engagement policy.</li><li>• Know how students learn and how to teach them effectively.</li><li>• Know the content they teach.</li><li>• Plan and assess for effective learning.</li><li>• Create and maintain safe and challenging learning environments.</li><li>• Use a range of teaching strategies and resources to engage students in effective learning.</li><li>• Have a Classroom Management Plan that is consistent with Positive Behaviour Support principles</li><li>• Follow up significant absences.</li></ul>

## Parent Rights and Responsibilities

All parents and carers have the right to	All parents and carers have the responsibility to
<ul style="list-style-type: none"> <li>• Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</li> <li>• Expect the school to provide a comprehensive and stimulating curriculum which caters to a wide range of educational, social and emotional needs</li> <li>• Expect that the school will implement the college's values</li> <li>• Discuss issues regarding their child with a staff member at a convenient, mutually agreed time</li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by role modelling positive behaviours such as no intimidation, bullying or harassment of staff or other parents, or other children on their own.</li> <li>• Ensure their child's regular attendance</li> <li>• Engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students.</li> <li>• Notify the school directly and in a timely manner of changes to parent or guardian relationships in families</li> <li>• Notify the school of changes of address contact details and supply emergency contacts.</li> <li>• Notify the school of any issue, medical or otherwise that will impact on the student's health and wellbeing and/or learning at school.</li> </ul>

### Shared Expectations:

Our shared expectations are based on our school values of 'Respect, Responsibility, Integrity and High Expectations'.

Value	Expectations of Students	Expectations of Staff	Expectations of Parents/ Carers
Respect For self. For others. For the environment.	Behave and speak respectfully to all members of the school community.  Take care of their own property, the property of others and the school resources and environment.  Arrive in classes with correct uniform  Arrive with planner, books, stationery, writing implements and all equipment required for that class  Keep desks, class and yard clean and free of graffiti or litter  Will not swearing or put others down  Hand work in on time.  Actively listen when the teacher is speaking	Behave and speak respectfully to all members of the school community.  Take care of their own property, the property of others and the school resources and environment.  Treat students with respect.  Use a calm tone of voice  Acknowledge positive behaviour  Arrive at class on time  Arrive to class well prepared.  Return marked work in a reasonable time.	Behave and speak respectfully to all members of the school community.  Expect their children to take care of their own property, the property of others and the school resources and environment.  Supply their children with the correct gear.  Inform the school of an absence or of any other issues that the school should be aware of in order to properly cater for their son or daughter.

	Treat others with consideration and respect another person's point of View		
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Responsibility For Behaviour And Effort	<p>Promote and follow the college's values</p> <p>Follow staff instructions</p> <p>Look after and manage own and school property</p> <p>Speak up when something is wrong</p> <p>Attend all classes and extra curriculum activities.</p> <p>Request assistance if having difficulty with the work given or if it is not challenging enough.</p> <p>Stay on task</p> <p>Be a positive role model to others</p> <p>Demonstrate zero tolerance to bullying and follow cyber smart rules</p>	<p>Promote and follow the college's values</p> <p>Provide engaging, challenging work matched to each student's needs</p> <p>Provide an outline of the course, the lesson and the focus for the lesson</p> <p>Build a positive relationship with each individual student</p> <p>Attend class on time</p> <p>No 'Put Downs'</p> <p>Be positive</p> <p>Inform parents if there are issues with the student in their class.</p> <p>Follow the college's policies.</p> <p>Follow up on absences when there is no explanation or the reason is deemed unsatisfactory</p> <p>Provide a staged response to the management of student behaviour.</p>	<p>Promote and follow the college's values</p> <p>Ensure that students have a high attendance.</p> <p>Inform the school if their child is ill or going to be absent for any reason.</p> <p>Support their child at school by attending parent teacher evenings, open days, information sessions, working bees and responding to letters sent home.</p>
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## Shared Actions and Consequences:

<b>Restorative Practice</b>	<b>OR</b>	<b>Alternative Discipline Practice</b>
Circle time		Teacher follows classroom management plan First warning Second warning If behaviour continues or is dangerous the student is removed from class.
		<b>Prep to grade 6</b> <ol style="list-style-type: none"> <li>1. Student exited to predetermined '<i>buddy</i>' classroom with pre-prepared work sheets.</li> <li>2. Classroom teacher to have a restorative conference with the student at the next break.</li> <li>3. Classroom teacher contacts home on the day the student is exited from class to organise an after school detention (either on the day or the following day) to complete the work they missed when they were misbehaving.</li> <li>4. Classroom teacher fills in a notification report on Sentral and notification goes to the campus principal.</li> </ol>
Out of class circle with student and others affected. This could be run by a sub school leader or the teacher involved. An agreement should be written up at the end of the conference.	<b>Years 7 to 12</b> <ol style="list-style-type: none"> <li>1. Student exited to Sub School or buddy teacher with a behaviour reflection sheet to complete as well as pre-prepared work sheets as required. Student remains there until the end of the lesson.</li> <li>2. Teacher must contact the sub school or general office by phone (preferable) or send another student to inform them a student has been exited (if required).</li> <li>3. When the student arrives at the Sub School, the teacher on duty contacts home to inform parents or carers that the student has been exited from class and informed of the subsequent detention.</li> <li>4. The teacher meets with student at the end of the lesson in Sub School for a restorative conference, to discuss the behaviour and the completed behaviour reflection sheet. (The purpose of this conversation is to restore the relationship and focus on the <b>behaviour not the 'bad' student</b>). The restorative may be held with the sub-school leader or the coordinator if required by the student or the staff member.</li> <li>5. If a staff member must travel after a class the teacher needs to contact the sub school to arrange a time to meet with the student prior to the next class they have with the teacher.</li> <li>6. If a student is exited from the class there is an automatic detention arranged and supervised by the teacher for the student to complete the work unfinished and to re-build the relationship. If the student is refusing to attend detention, the sub-school is available to assist. The teacher is required to contact parents and discuss the incident after the detention.</li> </ol>	

<p>Major restorative conference. This should be run by a Principal, Sub School Leader, assistant principal or an SSSO. An agreement should be written up and signed by all the people involved and a copy sent home to the parents. This agreement will include negotiated consequences for breaches of the agreement.</p>		<p>Repeated removal from class requires a parent meeting and the formation of a student support group.</p>
		<p>Continued removal from class or other transgression may result in suspension. This may be either 'in school' or external. One-off cases e.g. physical violence, theft or drug abuse may also lead to suspension. All suspensions will require a parent meeting to review the student's individual learning plan.</p>
<p>*Suspension procedures must follow the <i>Education and Training Reform Act 2006, Ministerial Order 625</i>.</p>		
<p>Continued high level behaviour issues may result in the commencement of expulsion proceedings *Expulsion procedures will accurately follow all Departmental guidelines.</p>		

**Basis for discretion:**

The basis for discretion lies with the Principal as an operational matter.

**Date ratified by Benalla P-12 College Council: 25 July, 2016**

**Recommended date for review: July, 2018**

<p><b>Date Implemented:</b></p>	<p><b>October, 2012</b></p>
<p><b>Reviewed and Amended Version One</b></p>	<p><b>October, 2013</b></p>
<p><b>Reviewed and Amended Version Two</b></p>	<p><b>May, 2016</b></p>