

**Policy:** *Student Wellbeing and Engagement*

**School:** *Benalla P-12 College*

**Section:** *Students 3.3*

**Version:** *Three*

## **STUDENT WELLBEING AND ENGAGEMENT POLICY**

### **PURPOSE**

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Benalla P-12 College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### **SCOPE**

This policy applies to all school activities, including camps and excursions.

### **CONTENTS**

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### **POLICY**

#### **1. School profile**

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

The school has 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 21st century education.

Students will be active participants in setting their learning goals in collaboration with parents, teachers and significant others. 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

## **2. School values, philosophy and vision**

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. Our school mission is committed to encouraging the best in its staff, students, and community. We aim to nurture a passion for lifelong learning. Our vision is to ensure that every child learns and is prepared for the future through a commitment to excellence in teaching, high expectations and positive relationships in a safe and inclusive environment.

## **3. Engagement strategies**

### **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. There is an attendance officer who monitors attendance along with the Assistant Principal: Positive Climate for Learning. Students of concern are managed at Student Wellbeing meetings and briefings. All staff members are encouraged 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) and through Respectful Relationships (Years P-12)

A complementary values based program is 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 Practice**

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 includes a range of activities both sporting and academic throughout the year, in order to increase students' connection to school. Use is made of House Captains to set an example to other students and foster leadership amongst the student body.

## **Student Voice**

Opportunities are 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 connection 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 mentor groups or other forums. 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 Years 9 to 12 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 curricula activities such as the Maths Talent Quest, Work Experience, the Music Program. The aim is to provide all students with a personalised learning environment.

### **4. Identify students in need of support**

## **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.

### **Doctors in Secondary School Program**

Benalla P-12 participates in the Victorian Government's Doctors in Secondary Schools program.

As part of this program, an adolescent-trained GP from Benalla Church Street Surgery and Doctor from the Coster Street Medical Practice will be operating on school grounds to provide free access to primary health care for secondary students at our school.

We know that teenagers are the least likely of all age groups to seek health care, but we also know that many health problems that can have consequences into adulthood start at this time of life. This program seeks to address this issue.

### **Enhancing Mental Health Support in Schools**

EMHSS is funded by the Department of Education and Training Victoria and delivered by

**Headspace** to build the mental health literacy and assist DET VIC school staff to better support students.

**One on one student counselling** sessions for students in Victorian government secondary schools. These sessions are delivered by Headspace and are designed to increase the availability of mental health support for students, improve mental health outcomes and assist students in finding the right support as appropriate.

### **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 Aboriginal and Torres Strait Islanders, students funded under Program for Students with a Disability (PDS) and 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.

### **Koorie Engagement Support Officer**

As part of ongoing support we will connect all Koorie students with the DET Koorie Engagement Support Officer.

### **Out of Home Care students**

All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment.

## 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.

**All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.**

## 5. Student Rights and Responsibilities

### Code of Conduct

#### Student Rights and Responsibilities

<b>Students Rights</b>	<b>Students 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 cyberbullying) 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 school's program.</li><li>• To 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.</li><li>• Students are 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 the 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>

## 6. Staff Rights and Responsibilities

### Staff Rights and Responsibilities

Staff Rights	Staff Responsibilities
<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>

## 7. Engaging with Families.

Benalla P- 12 values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students
- Seek feedback from parents on educational matters within the College that directly affect them and/or their children.

## 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.</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>• Role model positive behaviours such as no intimidation, bullying or harassment of staff, other parents, or other children.</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>

### 8. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to in accordance with the Anti-Bullying and Harassment policy.

When a student acts in breach of the behaviour standards of our school community, Benalla P-12 will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

**Corporal punishment is prohibited in our school and will not be used in any circumstance.**

## Classroom Management Processes

### 4 Step Process.

Teacher follows classroom management plan.

- First warning
- Second warning; Student moved to another part of the room or area next to room.
- Third warning is to understand that an exit from class is imminent and a consequence of detention/reflection will follow.
- If behaviour continues or is dangerous the student is removed from class.

### Prep to grade 6

#### After three warnings

- Student exited to predetermined 'buddy' classroom or other supervised area with pre-prepared work sheets.
- Classroom teacher to have a restorative conference with the student at the next break.
- Classroom teacher contacts home on the day the student is exited from class to organise an after school reflection (either on the day or the following day) to complete the work they missed when they were misbehaving. 4.
- Classroom teacher fills in a notification report on Compass and notification goes to the Campus Principal.

### Years 7 to 12

#### After three warnings

- Student exited to Learning Centre/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.
- 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).
- When the student arrives at the Learning Centre/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/reflection.
- 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 behaviour). The restorative may be held with the sub-school leader or the coordinator if required by the student or the staff member.
- If a teacher is not available 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.
- If a student is exited from the class, there is a supervised reflection/detention arranged for the student to complete the unfinished work 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.

**Repeated removal from class requires a parent meeting and the formation of a student support group.**

**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.**



\*Suspension procedures must follow the Education and Training Reform Act 2006, Ministerial Order 6.

\*Continued high level behaviour issues may result in the commencement of expulsion proceedings

\*Expulsion procedures will accurately follow all Departmental guidelines.

## 9. Evaluation

Benalla P - 12 will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

## FURTHER INFORMATION AND RESOURCES

*Review Statement of Values and School Philosophy, Anti- Bullying and Harassment Policy, Child Safe Standards*

Basis for discretion:

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

Date ratified by Benalla P-12 College Council: October, 2012

Recommended date for review: March, 2021

Date Implemented:	May, 2015
Reviewed and Amended Version One	October, 2013
Reviewed and Amended Version Two	May, 2016