

# Student Wellbeing and Engagement Policy

<b>Date Reviewed</b>	16 <sup>th</sup> June 2020, 7 <sup>th</sup> December 2020
<b>Date Implemented</b>	19 <sup>th</sup> September 2018
<b>Author</b>	Trish Bulluss
<b>Approved By</b>	Principal Class
<b>Approval Authority (Signature &amp; Date)</b>	<i>Gail Hardman</i> 7.12.2020
<b>Responsible for Review</b>	Assistant Principal – Engagement and Wellbeing
<b>Review Date</b>	November 2023
<b>References</b>	DET Attendance Policy

## PURPOSE

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

- Our commitment to providing a safe and supportive learning environment for students.
- Expectations for positive student behaviour.
- Support available to students and families.
- Our school's policies and procedures for responding to inappropriate student behaviour.

Seymour College is committed to providing a safe, supportive 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.

At Seymour College the emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.

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

1. School values, philosophy and vision
2. Engagement strategies
3. Identifying students in need of support
4. Student rights and responsibilities
5. Student behavioural expectations
6. Engaging with families
7. Evaluation

## POLICY

### 1. School values, philosophy and vision

Our College's mission is to educate and provide opportunities for all students to achieve their full potential. This mission is underpinned by the values of Respect, Inspire and Excel and our positive approach to behaviour management rewards students for their participation in and demonstration of these values.

At Seymour College we strive for excellence and respect each other. We strive to create a learning environment, which inspires successful, confident and creative learners who will become active and informed members of our community and of the global context by being involved in community projects, such as the local ANZAC Day ceremony.

Guiding Principles of Seymour College community:

- Celebrates and respects diversity.
- Fosters personal growth and responsibility in an environment where every individual matters and can excel
- Inspires high standards for learning, teaching and inquiry.
- Provides an education which develops successful, responsible and connected citizens for our local and global communities.

### SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)

Seymour College has the following values:

- Respect: I treat others, as I want to be treated.
- Inspire: Others see the good things that I do and are motivated by them.
- Excel: My personal best, everywhere, every time.

**The College will promote positive behaviours and prevent incidences of challenging behaviours by:**

- Defining and teaching explicit school-wide and classroom behavioural expectations.
- Use of the TOKEN reward system to recognise and reward positive behavior.
- Establish and communicate consistent school-wide and classroom consequences for challenging behavior.
- Establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty.
- Develop 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 behaviour and effective engagement in learning.
- Utilise evidence-based interventions; monitor these regularly for those students who face difficulty with learning and/or behaviour.

## 2. Engagement strategies

Seymour College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

### Whole school strategies to promote positive behaviour and inclusion

- School Wide Positive Behaviour Support (SWPBS), weekly value on the Compass portal and College Newsletter.
- Student Leadership (Junior School Year 6 and Senior School Year 12).
- Student Representatives on College Council.
- College wide House System.
- College Wide Sport Program (Year 3-12).
- Social and Emotional Resilience Programs.
- Restorative Practices used in behaviour intervention programs.
- Hands on learning Program-technologies in Senior school, including VET & VCAL opportunities.
- Physical Education Program-College wide.
- A strong Managed Individual Pathways program.
- Work Experience Program.
- A Defence Forces Transition Mentor working closely with defence families.
- Individual Education Plans for all Koori students.
- Individual Education Plans for Out of Home Care students.
- Individual Education Plans for students who are at risk in their learning.
- Individual Education Plans for EAL students.
- Nursing program.
- Doctors In Schools Program.
- An ongoing school-wide bully prevention policy.
- Energy Breakthrough teams in Year 5/6 and Secondary Sector.
- Health and Outdoor Education Programs running in Secondary Sector.
- School Camps Program.
- Breakfast Club.
- High and consistent expectations of all staff, students and parents and carers using the SWPBS matrix of expectations College wide.
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- A range of academic and achievement opportunities, e.g. Pierre De Coubertin.
- Student voice in subject selection.
- Student Learning Planner.
- Riding Develops Ability.
- Broadspectrum.
- Project Ready.
- Visits to local elderly care facilities.
- Welcoming all parents/carers and being responsive to them as partners in learning.
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data.
- College wide focus on Reading, designated Reading block in Primary Sector and Reading to Learn in the Secondary Sector.
- Deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations.
- Consistent use of the Seymour College instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.

- Teachers at Seymour College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching.
- Seymour College Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community.
- College wide TEAM program at the beginning of each school year to establish College wide expectations.
- Carefully planned transition programs to support students moving into different stages of their schooling at Foundation, Year 7 and Year 10.
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents via Compass SMS system.
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student forums including year group meetings and Sector Assemblies and Full College meetings.
- Students are encouraged to speak with their teachers, Year Level Coordinator, Wellbeing Officer, Assistant Principal and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs.
- All students are welcome to self-refer to the Student Wellbeing Officer, School Nurse, Year Level Co coordinator, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning.

### **3. Identifying students in need of support**

Seymour College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing.

**Seymour College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:**

- Personal, health and learning information gathered upon enrolment and while the student is enrolled.
- Attendance records.
- Academic performance.
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation.
- Attendance, detention and suspension data.
- Engagement with families via Termly activities such as Book Week.
- Self-referrals or referrals from peers.
- Student Referral system PSDMS.

#### **Year Level:**

- Each year group 7-12 has a Year Level Coordinator. The Secondary and Primary Sectors, both have Campus Managers, a leading teacher responsible for their Sector, who monitor the health and wellbeing of students in their care, and act as a point of contact for students who may need additional support.
- All students from Year 7 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.
- Connect all Koorie students with a Koorie Engagement Support Officer.
- 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.
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.

- Staff will apply a trauma-informed approach to working with students who have experienced trauma.
- School Wide Positive Behaviour Support.

#### **Individual:**

**Seymour College uses student specific strategies that may be considered and applied on a case by case basis:**

- Individual Education Plan.
- Student Support Plans.
- Behaviour support Profiles.
- Program for Students with Disabilities.
- Referral to Student Wellbeing Officer and Student Support Services.
- Referral to ChildFirst.
- Headspace.
- Doctors In Schools.
- Speech and Occupational therapy referrals.
- Navigator referral.
- Work with Lookout Centre Staff for Out Of Home Care (OOHC) students.
- Establishment of Student Support Groups and Individual Education Plans for students at severe risk of disengagement, or students facing repeated suspensions.
- Mental Health Plan referrals.
- Referral of students to DEECD School Support Services Officers.
- Referral to a range of community support agencies, including Department of Human Services, The Bridge, Berry Street, Familycare, ChildFirst.
- Program for Students with Disabilities (PSDMS) and Inclusive Education students who have education support staff working with designated students in the classroom and with parents through Parent Support Group meetings.
- Referral to School Focussed Youth Service.
- The following programs are offered to students on a needs basis:
  - Rhythms to Recovery (Drumbeat) program.
  - MAT Program (Martial Arts Therapy).
  - Taking Care of Me (Sexual Health program).
  - Positive Speakers Program.
  - Better Buddies.
  - Young Leaders Program (Leadership).
  - Resilience, Rights & Respectful Relationships Program (established Foundation -Year 6).
  - Specific programs tailored to address specific issues (such as anger management programs).
  - Opportunities for student inclusion (i.e. sports teams, clubs, access to Library safe space during breaktimes).
  - Life Education Van.
  - Braveheart Program.
  - 'Girls' Girls Girls' Program.
  - Reach Program.
  - Project Rockit.

#### **4. Student rights and responsibilities**

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.

## Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> <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>participate fully in the school's educational programs, including the right to learn effectively</li> <li>exercise the right to be treated with respect and courtesy</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>participate fully in the school's educational program and to attend regularly.</li> <li>students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>demonstrate respect for the rights of others, including the right to learn; this will contribute to an engaging educational experience for themselves and other students.</li> <li>as students' progress through school, they will be encouraged and supported to take greater responsibility for their own learning and 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> </ul>

## Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<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>parents/carers have the right to full, regular and supportive reporting of student achievement, goals for further learning and wellbeing priorities.</li> </ul>	<p>Parents/carers have a responsibility to:</p> <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 modelling positive behaviours.</li> <li>ensure their child's regular attendance</li> <li>engage in regular and constructive communication with school staff regarding their child's learning and attendance</li> <li>support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>

## Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> <li>expect that they will be able to teach in an orderly and cooperative environment</li> <li>be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> <li>be treated with respect and courtesy by all members of the school community</li> </ul>	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>fairly, reasonably and consistently implement the school's engagement policy</li> <li>know how students learn and how to teach them effectively</li> <li>Know the content they teach.</li> <li>Know their students</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>communicate with parents/carers through detailed and supportive assessment and reporting</li> <li>engage in ongoing professional learning, specifically to deliver engaging teaching programs</li> </ul>

## 5. Student behavioural expectations

Behavioural expectations of students, staff and families are embedded in the School Wide Positive Behaviour Support strategies and are grounded in the Seymour College Statement of Values. Student bullying behaviour will be responded to consistently with the Seymour College Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Seymour College 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, including the Official Warning letter.
- Teacher uses 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.
- Student support group meetings.
- Student Support Plans.
- Report cards to monitor behaviour.
- Detentions.
- Behaviour support and intervention meetings.
- In school discipline
- Suspension.
- Expulsion.

Seymour College 4 Step Process	Who's responsible
1 – Teacher will re direct the student using re engagement strategies	Teacher
2 – Student will be moved to a different area within the classroom	Teacher
3 – Student will be warned that if they continue with the misbehaviour, they will be removed to another learning area. Warnings may be verbal or non-verbal and may be incremental, for example, name on the board, followed by crosses. Students will be encouraged to correct their behaviour and be able to have crosses and or name removed following return to correct behaviour.	Teacher Supporting teacher
4 – Student will be moved to a supporting colleague's room. <ul style="list-style-type: none"> <li>● Student and teacher will discuss the expectations required prior to the student returning to class.</li> <li>● Should be accompanied by a responsible student who can confirm the referred student has arrived and has been acknowledged by the buddy teacher</li> <li>● Record this instance on Compass.</li> </ul>	Teacher Year level co coordinator Campus Manager

<ul style="list-style-type: none"> <li>The referring teacher is to complete the white 'thinking time' slip and send this with the responsible student.</li> </ul>	
After the <u>third instance</u> of a student, after school detention.	Year level co coordinator Campus Manager
Where a student <u>refuses</u> to move to the reflection time buddy teacher, a responsible student should be sent to inform the Year level co coordinator or Campus Manager.	Year level co-coordinator Campus Manager
Following after school detention, a parent meeting with the teacher(s), Year level co coordinator and/or the Campus Manager.	Teacher Year level coordinator Campus Manager
Any <u>further breaches</u> may result in the student being removed to a supporting colleague and the Principal will begin in school discipline proceedings for one day.	Principal
Record on compass Behaviour management plan Suspension notice	Assistant Principal Assistant Principal Principal
If the student breaches the behavioural expectations again, the student may be removed to a buddy teacher and the Principal may begin external suspension proceedings.	Principal
<u>Additional</u> support group meeting.  <u>The behaviour management plan</u>	Principal, Assistant Principal, Student Support Services Officer and Wellbeing officers

**See 4 Step Process flow chart on Page 11**

## **DISCIPLINE PROCEDURES – SUSPENSION AND EXPULSION**

Ministerial Order 1125 (Procedures for Suspension and Expulsion of Students in Government Schools) took effect on 16 July 2018. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools. The Order and other laws must be interpreted and applied under the Charter of Human Rights and Responsibilities. This means that the Order must be complied with in a manner which is consistent with the Charter.

<https://www.education.vic.gov.au/Documents/school/teachers/studentmanagement/MinisterialOrder1125SIGNED.PDF>

A student may only be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges.
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class; that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Where appropriate, parents/carers will be informed of such withdrawals.
- Lunchtime detention – students are required to report to the detention room specified and complete a sequence of restorative questions guided by the supervising teacher to restore the wrong doing of the student. No more than half the time allocated for any recess/lunch may be used for this work.



- Afterschool detention – may be scheduled as further consequence for behaviour. Or may be scheduled by teachers to finish school work that has not been completed in the regular classroom. Where students are required to undertake school work after school, the time should not exceed forty-five minutes.
- In school discipline, such as withdrawal from class for the school day
- External suspension.

The Principal will ensure that parents/carers are informed before an after-school detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers; bus travel), the school may choose to negotiate alternative disciplinary measures with parents/carers.

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

## **6. Engaging with families**

Seymour College 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.

At Seymour College 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 Communication Protocol Policy.
- The Seymour College Compass Portal provides the opportunity for Parents & Carers to email staff directly.
- Seymour College Facebook allows parents to have instant feedback on the events going on at school.
- The College sends individual and groups SMS messages to engage parents with their student's learning e.g. Tokens awarded.
- Providing parent volunteer opportunities so that families can contribute to school activities.
- Involving families with homework and other curriculum-related activities.
- Involving families in decision making via Parents and Friends Club and College Council.
- Coordinating resources and services from the community for families.
- Including families in Student Support Groups and developing individual education plans for students.
- Providing opportunities for parents to meet with teachers about their child's learning on a termly basis (Student Led Conferences and Parent Interviews).
- Providing instant feedback on learning tasks via the Compass Portal.
- Invitations to special College events such as, Book Week Parade, Student Award Ceremonies.
- Email communication between teacher and parent.
- College newsletter.
- College website.
- Information nights.
- Seymour College handbooks.
- Transition opportunities.
- Student Support Group meetings.
- Individual Education Plan meetings, such as for Koorie students.
- Defence Transition Mentor.
- Referrals to Doctors In Schools.
- School nurse liaises with medical practitioners on behalf of families.

## **7. Evaluation**

Seymour College 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 Opinion Survey data.
- COMPASS chronicles.
- School Performance Reports.
- Parent Opinion Survey.
- Case Management.
- CASES 21.
- Student Online Case System.
- Staff Survey.
- Index of Relative Social Economic Disadvantage.
- Australian Educational Collection of Data (AECD).
- National Census Collect of Data (NCCD).
- Student Family Occupation Education Index (SFOE).

### EXPECTATIONS

- This policy will be reviewed as part of the College's review cycle.

1. This policy will be made available on the College's website.

2. This policy was amended on

07/12/2020

### *Child Safe Standards*

*"Victorian government schools are child safe environments. Seymour College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The College's Child Safety Code of Conduct is available on the school's website."*

# SEYMOUR COLLEGE : 4 STEP PROCESS



Correct unsuitable behaviour  
The teacher will redirect the student  
back on task.



The student may be moved to  
another desk or location in the  
room.



The teacher will issue a  
warning.



Exit: The student will be moved  
to another room.