Student Wellbeing and Engagement Policy

Help for non-English speakers

If you need help to understand the information in this policy please contact
seymour.co@education.vic.goov.au

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.

Seymour 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, where student participation is encouraged and valued, 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.

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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Seymour College is a vibrant school located one hour from Melbourne that is dedicated to creating an inclusive environment across the three sectors of education, primary, secondary and special education. With access to modern facilities, we offer space and opportunity to create exciting learning experiences for our students. All of our teachers, from early career graduates through to Leading Teachers, are provided with support and opportunities, with all having access to leadership opportunities, induction, mentoring and coaching.

The College encourages collaboration with the students, as well as their parents and carers throughout their learning. As part of our commitment to life-long learning, we have implemented Vocational Major and Vocational Pathway Certificate, have a Trade Training centre located on-site, and offer comprehensive careers and pathways planning for all students. Our commitment to student success is reflected in our NAPLAN data, which shows significant student learning growth from Years 3 to Year 9. This carries on into VCE, with our VCE outcomes sitting above all regional neighbouring Government schools.

The College prides itself on being a hub for the Seymour community in our education and wellbeing services from birth through to graduation. This includes a co-located Family and Children's Centre with kindergarten and maternal and child health services on site. The college is also involved in a ten-year partnership with the Colman Education Foundation, Kids First Australia, Mitchell Shire Council, Department of Family, Fairness and Housing to implement the 'Our Place' approach.

2. 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.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available online at: www.seymourcollege.vic.edu.au

3. Wellbeing and engagement strategies

Seymour College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated 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.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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
- deliver a broad curriculum including VET programs, VCE, VM and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Seymour College use an 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
- our school's Statement of Values and School Philosophy 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
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents

- 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 Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, 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 Coordinator, School Nurse, School Chaplain, Year Group Leaders, 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  o Respectful Relationships
  o Berry Street
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. RAGE)
- opportunities for student inclusion (i.e. athletics, swimming, cross country run, round robin days)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture via Student Support Group meetings to update students regarding Individual Education Programs and address cultural needs in the presence of the KELP Coordinator
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through [insert any specific strategies you have in place to support CALD students]
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support [insert any specific measures at your school to support LGBTIQ+ students]
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans

- 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
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Seymour College assists students to plan their Year 10 work experience, supported by their Career Action Plan

Individual

Seymour College implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  o school-based wellbeing supports
  o Student Support Services
  o Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  o Re-engagement programs such as Navigator

  Where necessary the school will support the student's family to engage by:
- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
  o with a disability
  o in Out of Home Care
  o with other complex needs that require ongoing support and monitoring.

4. **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 Student 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:

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.

5. 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.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our 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 policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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 support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:
- https://www2.education.vic.gov.au/pal/suspensions/policy
- https://www2.education.vic.gov.au/pal/expulsions/policy
- https://www2.education.vic.gov.au/pal/restraint-seclusion/policy

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Seymour College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. **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.

8. 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).

Seymour College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:
- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy and can be found on our website www.seymourcollege.vic.edu.au :

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	23 August 2023
Consultation	School Council
Approved by	Principal
Next scheduled review date	August 2025

SEYMOUR COLLEGE:
4 STEP PROCESS

TEACHER REDIRECTS STUDENT BEHAVIOUR

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

MOVE TO ANOTHER LOCATION IN THE ROOM

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

WARNING

The teacher will issue a warning.

REMOVAL FROM CLASSROOM

Exit: The student will be moved to another room.