



STUDENT ENGAGEMENT AND WELLBEING POLICY

This policy should be read in conjunction with:

- **CHILD SAFE POLICY**
- **BULLYING PREVENTION POLICY**

POLICY STATEMENT

Rosebud Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. The College believes that students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive College culture to engage and support them in their learning. Our College acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this College will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the College and can effectively engage with their learning. This College recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our College strives to be a learning community where students and teachers establish positive relationships with each other and where different ideas and viewpoints are valued and respected.

1. GUIDELINES

- 1.1** The College aims to focus on establishing positive and respectful relationships, particularly between teachers and students, and establish a learning community that provides multiple and diverse opportunities for students to experience success.
- 1.2** The College aims to collaboratively develop and implement a fair and respectful whole-college behaviour management approach.
- 1.3** The College aims to encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the College and the education of their children.

- 1.4** The College's curriculum aims to include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- 1.5** The College aims to promote active student participation and provide students with a sense of ownership of their environment.
- 1.6** The College aims to encourage families in their child's learning and build their capacity as active learners.
- 1.7** The College aims to have processes in place to identify and respond to individual students who require additional assistance and support.
- 1.8** The College aims to build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our College and our teachers to respond to the needs of the students.

2. LEARNING

2.1 The curriculum programs of the College aim to recognise and respond to the diverse needs of the College's students by:

- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs

2.2 The College is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

2.3 Our College will implement a whole-college behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach college-wide and classroom expectations
- establish consistent college-wide and classroom consequences for problem behaviour
- establish college-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- provide college-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

2.4 Involvement in our College by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in College life, both formally and informally, through College council, iPad program, volunteering, the College website, undertaking structured workplace learning and staying up to date with news about what is happening in education via our College newsletter.

2.5 The College's strategies to promote pro-social values will be a College-wide focus and include close links with curriculum. AusVELS embrace the learning within the Interpersonal Development domain which supports students to initiate, maintain and manage positive social relationships with a range of people in a variety of contexts. It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others. In a pluralistic, multicultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this domain there is a particular focus on developing students' capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

3. SCHOOL ACTIONS AND CONSEQUENCES

Note: please refer to **Appendix 1** for the College's 'Code of Conduct'

3.1 Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments.
- ensuring student participation in the development of classroom and whole school expectations.
- providing personalised learning programs where appropriate for individual students.
- consistently acknowledging all students.
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making.
- providing physical environments conducive to positive behaviours and effective engagement in learning.

3.2 Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling

- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

3.3 Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in Ministerial Order 625: Procedures for Suspension and Expulsion.

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 should be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the 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), the school may choose to negotiate alternative disciplinary measures with parents/carers.

4. STUDENT REPRESENTATIVE COUNCIL (SRC)

4.1 The SRC is about recognising that students are equal players in decisions which affect our learning community. It is about valuing people and the learning that is possible when we engage multiple voices in the College. Together we aim to provide opportunities that will allow students to have their voices heard and build upon the leadership potential inherent within all learners.

The College will encourage student participation by:

- Student involvement in college and community development
- Student involvement in whole school decision making processes
- Student feedback on teaching and learning
- Students as researchers and co-enquirers

- Students as peer-tutors

4.2 The College promotes active 'student participation' as an avenue for improving educational outcomes and facilitating school change. Student participation ranges from young people sharing their opinions on issues and potential solutions through 'Student Voice' or in focus groups associated with the College strategic plan. It also includes our students sharing their 'voice' by collaborating with teachers to improve the curriculum taught, assessment used and teacher-student relationships

5. PARENTAL ENGAGEMENT

5.1 The College aims to support families to engage in their child's learning and build their capacity as active learners. The College aims to provide an environment that welcomes all parents/carers and is responsive to them as partners in learning. The College aims to ensure that the unique experiences and skills of our students' families enrich the learning environment and the College community.

The College will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the College's Student Wellbeing Policy available on our website.
- conducting effective College-to-home and home-to-College communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in College decision-making
- coordinating resources and services from the community for families, students and the College
- providing opportunities to enhance parenting knowledge and skills

6. PREVENTION / EARLY INTERVENTION

6.1 Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Wellbeing Policy at our College.

Prevention and early intervention strategies the College will implement will include:

- defining and teaching College-wide and classroom expectations
- establishing consistent College-wide and classroom consequences for problem behaviour
- establishing College-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- providing College-wide and classroom processes for the ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making

- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

6.2 Longitudinal data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of College-based strategies and approaches.

Some sources of data are:

- the *Attitudes to School Survey* data
- school level report data
- Bullying data
- parent survey data
- data from case management work with students

6.3 The College will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing.

Such services to provide support for students and staff will include:

- psychologist for psychological and academic assessment
- mentors – providing support for ‘at risk’ children
- Department of Health and Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth and family agencies
- local parent support groups
- relevant DET support staff

7. ATTENDANCE

7.1 The College will promote and maintain high levels of student-attendance and participation through:

- articulating high expectations to all members of the College community
- adopting consistent, rigorous procedures to monitor and record student absences through an Attendance Improvement Plan (AIP)
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance including overseas travel
- providing a staged response

8. PROGRAM FOR STUDENTS WITH DISABILITIES

The College will use a coordinated and inclusive approach to identify and respond to individual students who require additional assistance and support. Please refer to the Disability Discrimination Act 1992. The supports that are put in place by the College will be discussed with parents and care givers and the PSD coordinator will have regular meeting with families to ensure the students learning is progressing.

8.1 To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing students with a learning program that best suits their needs in consultation with the student support group (SSG) including the SSSO network
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our College is maintained and developed

8.2 The College will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- trauma management plan
- protocol for mandatory reporting
- Student Support Group Meetings for children in need
- bullying survey of students and College environment
- ILP's will be uploaded to compass for teachers and parents to see strategies and supports in place.

9. WHOLE SCHOOL FRAMEWORKS/PROGRAMS

9.1 ESMART

Rosebud Secondary College is in the final stages of becoming an esmart school. We recognise the importance of cybersaftey and promote proactive strategies and programs as part of the curriculum. We want our students to be confident and safe using this technology. We believe that explicitly teaching students about safe and responsible online behaviours is essential, and is best taught in partnership with parents/guardians. We request that parents/guardians work with us and encourage this behaviour at home. Parents and students are advised to report an incident if:

- they feel that the welfare of other students at the school is being threatened
- they have experienced an incident of Cyberbullying
- they come across sites which are not suitable for their school
- someone writes something they don't like, or makes them and their friends feel uncomfortable or asks them to provide information that they know is private
- they accidentally do something which is against the rules and responsibilities they have agreed to.

All incidents of Cyberbullying and Cybersafety must be referred to a member of the Wellbeing team as soon as possible.

9.2 MINDMATTERS

MindMatters is a mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people. It is a 'framework', in that it provides structure, guidance and support while enabling schools to build their own mental health strategy to suit their unique circumstances and involves the following:

- provides school staff with blended professional learning that includes online resources, face to-face events, webinars and support.
- helps schools promote positive mental health through the whole school community, and aims to prevent mental health difficulties in students by taking steps to improve relationships and resilience.
- provides staff with practical advice and guidance so that they can support students who may be struggling with mental health difficulties in a timely and appropriate way.

The use of MindMatters' comprehensive resources has mental health benefits for the entire school community – including students, families and school staff.

9.3 NATIONAL SCHOOL CHAPLAINCY PROGRAM (NSCP)

The National School Chaplaincy Programme (NSCP) supports the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.

The Chaplains work closely with the Student Wellbeing Team and adheres to the guidelines and policies set out by the Department of Education and Training (DET) for more information visit:

<http://www.education.vic.gov.au/school/principals/health/Pages/nscpchaplaincy.aspx>

9.4 SECONDARY SCHOOL NURSING PROGRAM (SSNP)

The Secondary School Nursing Program (SSNP) aims to reduce risk to young people and promote better health in the wider community. About two thirds of government secondary schools take part in the SSNP, with the program targeted to Victoria's most disadvantaged schools.

Ways the program can help your child include:

- playing a key role in reducing negative health issues and risk-taking behaviours among young people, including drug and alcohol abuse, tobacco smoking, eating disorders, obesity, depression, suicide ideation and injuries
- focusing on prevention of ill health and problem behaviours by making sure there is coordination between the school and community health and support services
- supporting the school community in addressing health and social issues facing young people and their families
- offering appropriate primary health care through professional nursing, including

assessment, care, referral and support

Rosebud Secondary College is fortunate enough to have a nurse available two days a week who works closely with our student wellbeing team. More information can be found at:

<http://www.education.vic.gov.au/school/parents/health/Pages/secnursing.aspx>

10. LINKS AND RELEVANT LEGISLATION (including processes related to this policy)

Links which are connected with this policy are:

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx
Disability Standards for Education	http://www.education.vic.gov.au/school/principals/health/Pages/legislation.aspx
Charter of Human Rights	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Child Safe Standards	http://www.vrqa.vic.gov.au/childsafepages/default.html
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx
Equal Opportunity Act	http://www.austlii.edu.au/au/legis/vic/consol_act/eoa2010250/
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/media/documents/imported-files/spl/Code-of-Conduct-2015.pdf`
eSmart	https://www.esmartschools.org.au/Pages/default.aspx
MindMatters	http://www.mindmatters.edu.au/
Safe Schools	http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advicebullying.aspx

11. RATIFICATION

This policy will be reviewed annually or as required should changes arise in regulation or if circumstances change.

Appendix 1 -



STUDENT CODE OF CONDUCT POLICY

College Physical Environment

(Students & Staff are jointly responsible for the care, maintenance and appearance of furniture, buildings and grounds.)

Expectation	Disciplinary Action
Do not damage equipment or furniture	Students who damage anything in the College must report it and will be required to contribute to the cost of repairs
No chewing in class	Foodstuffs or chewing gum will be put in the bin
No eating and drinking inside buildings (Except in designated wet day lunch rooms)	Help clean up rubbish
Keep college clean	Help clean up rubbish

Learning Environment and Courtesy

As a matter of courtesy, students are asked to	Disciplinary Action
Be punctual to all classes	Late pass must be obtained for General Office. Coordinators will follow up if lateness continues
Come to class with all required material	Catch up work in own time. Parents contacted if this occurs frequently
Respect the rights of others to learn and accept that all students have the right to equal access to teacher time, resources and information	Class teacher will refer students to coordinators for persistent or excessive disruption. Suspension could be a further penalty
Respect the property rights of others	Theft will be considered as an extreme breach of

<p>Bring a note from parents to explain absences, any late arrival or need to leave College grounds during school hours</p> <p>Not use bad language</p> <p>Respect cultural, social, intellectual and gender differences without harassment, intimidation and/or bullying</p>	<p>the code and dealt with accordingly **</p> <p>Parents contacted if absences are not satisfactorily explained</p> <p>Warning: Detention or suspension</p> <p>Warning first time, repeated occurrences will be dealt with in a manner consistent with the College and DEECD's Equal Opportunity and Harassment policies.</p>
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Uniform

<p>Expected dress</p> <p>Wear the correct College uniform at all times</p> <p>Year 12 students have been given Council approval for their special jumper</p> <p>Students are expected to have neat presentation with tidy and clean hairstyles</p> <p>Make-up and jewellery that is deemed unacceptable i.e.; facial piercings.</p>	<p>Disciplinary Action</p> <p>If out of uniform, bring a note for a uniform pass</p> <p>Students who do not bring a note will be given a lunchtime detention</p> <p>School image is diminished</p> <p>Extremes of fashion will be discussed with students and parents</p>
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Health and Safety

<p>For the safety and physical welfare students are asked not to</p> <p>Leave the College during the day</p> <p>Venture into these areas of the College unless a supervising teacher is present – Practical and Science rooms, Hall and Stage, any College Roof, Out of Bounds areas</p> <p>Ride bicycles anywhere in the College grounds, or without a helmet</p>	<p>Disciplinary Action</p> <p>Parents notified. Explanation expected. Disciplinary action. First Offence – Warning; Second Offence – Detention.</p> <p>First Offence – Warning: Second Offence – Detention.</p> <p>First Offence – Warning: Second Offence – Detention.</p>
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Run in any part of the College buildings	First Offence – Warning: Second Offence – Detention.
Smoking	Smoking will not be tolerated; it will be dealt with severely. Suspension is automatic.
Bringing drugs, alcohol or dangerous items to the College	Suspension is automatic **
Hit or hurt another person	Parent contacted and suspension most likely.

Extreme Breaches

Extreme breaches of the Code of Conduct or consistent breaches by students will be dealt with by selecting consequences from a graded series of disciplinary measures, including:

1. Withdrawal of privileges
2. Withdrawal from class
3. Detention
4. Discipline conferences
5. Exclusion*

* Exclusion of students (Suspension and Expulsion) will be dealt with in accordance with DET policy guidelines

** Under appropriate circumstances, the Principal will contact police