



STUDENT ENGAGEMENT AND INCLUSION POLICY

This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

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1. School profile:

Rosebud Secondary College was established in 1954 and is located on the southern Mornington Peninsula, 92 km south east from the CBD. Our school has a Student Family Occupation and Education (SFOE) index of 0.4652, as compared to the state median of 0.4400. In 2019 the anticipated school enrolment is 819 students, with an even balance of male and female students. 27 students have a language background other than English. We have 69.4 FTE and 19.2 FTE ES school staff including a wellbeing coordinator, a school counsellor and Chaplain. In addition we have a DET funded GP in Schools medical facility, which is open one day per week for student referrals and consultations. The school also has strong representation from the Koorie community with 25 Koorie students enrolled.

2. School purpose, values and vision

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

Rosebud Secondary College is developing policy and practices to address key goals in the strategic plan for:

- Increasing student connectedness to their learning, the College and each other
- Empowering student voice and agency across the school
- Building a culture of high expectations where respect for learning and achieving personal best are valued within the school community

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

At Rosebud Secondary College, our purpose is:

- To encourage self awareness, resilience and personal best.
- To learn together in a safe and respectful community.
- To prepare each individual for their future pathway.

Our values are:

- Respect
- Personal Best
- Belonging
- Responsibility

Our vision is to learn together in a safe and respectful environment where we encourage self-awareness, resilience and personal best. We aim to prepare each individual for their future pathway.

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

3. Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will 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.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will 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 school and our teachers to respond to the needs of the students.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

4. Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

Rosebud Secondary College works collaboratively with students and parents / carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention

strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

5. Identifying students in need of extra support

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment including reports, notes and comments from previous schools
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers including Compass chronicle entries such as Progress Alerts, General Behaviour and Attendance
- Engagement with student families through phone calls, family meetings, Student Support Group and Positive Case Management meetings

6. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**.

7. School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance.

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges

- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. The Student Management model, detailing processes to respond to breaches of Expected Behaviours, is detailed in **Appendix 4**.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Creating a child safe organisation

The school is committed to being a child safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The Wellbeing Handbook stored in each House Room and with PCO contains:

- The school's strategies for a child safe school
- The school's child safety policy/statement of commitment
- The school's policies and procedures to manage child abuse

8. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

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

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school 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 school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups.

Parents responsibilities for supporting their child's attendance and engagement are outlined at **Appendix 3**. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values and Rosebud Secondary College Community Code of Conduct.

9. Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of behavioural and wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the suite of DET opinion surveys, including the Attitudes to School, Parent Opinion and Staff Opinion Survey data
- school level report data
- school generated parent survey data
- data from case management work with students
- data from Compass chronicle entries
- data extracted from software such as CASES21 or SOCS.

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Policy endorsed at RSC Council: Date

To be reviewed: Date

10. Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Shared Behaviour expectations

Appendix 4: Process for responding to breaches of Behaviour Expectations

Discipline Flowchart

[Staged Response Checklist for Student Behaviour Issues](#)

[Suspension Flowchart](#)

Continuum of Attendance and Behaviour Support

[Exit Process](#)

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance.

Related policies:

Attendance Policy

Appendix 1

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, abuse, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement and Inclusion Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Appendix 2

Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<p>Our school will deliver a broad curriculum including VET programs, VCE and VCAL.</p> <p>Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</p> <p>Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families</p> <p>Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</p> <p>All students will have the opportunity to participate in a social and emotional learning curriculum program in Homegroup and RAPS</p> <p>Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.</p>	<p>All students from Years 10 and above, and all Koorie students from Years 8 and above, will be assisted to develop a Career Action plan</p> <p>All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment</p> <p>School nurse and wellbeing staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</p> <p>Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatized Children, and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care.</p>	<p>Strategies to support attendance and engagement of individual students include:</p> <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services eg Student Wellbeing Coordinator or Student Support Services ○ Refer to external support services including ChildFirst (Anglicare), Mornington Peninsula Youth Services

Appendix 3

Shared Behaviour Expectations

	Students	Parents/Carers
Engagement (participation in the classroom and other school activities)	Demonstrate: <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their personal best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups
Attendance	<ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • support their child's learning during absences and work with the school to reintegrate students after prolonged absences

<p>Behaviour</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> ● model the schools core values of Respect, Personal Best, Belonging and Responsibility ● always treat others with respect. ● never physically or verbally abuse others. ● take responsibility for their behaviour and its impact on others ● obey all reasonable requests of staff. ● respect the rights of others to learn. No student has the right to impact on the learning of others. ● respect the property of others. ● bring correct equipment to all classes ● comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes. 	<p>Parents/carers are expected to:</p> <ul style="list-style-type: none"> ● have high expectations of their child's behaviour and an understanding of the school's behavioural expectations ● communicate with the school regarding their child's circumstances ● cooperate with the school by assisting in the development and enforcement of strategies to address individual needs
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Appendix 4

Process for responding to breaches of Behaviour Expectations

RSC student management uses the college values as the foundation for the creation of a respectful learning environment. Approaches such as restorative practice, teaching of pro-social skills and school wide positive behaviours underpin college processes. Rosebud Secondary College does not condone the use of corporal punishment.

Behaviour Identification

At Rosebud Secondary College we identify student behaviours into two categories; Low Level and High Level. These tables should be used to identify the correct responsive actions:

Low Level Behaviours	Responsibility	Actions to be Used
Failure to follow teacher instructions Lateness Failure to complete homework Disrespecting others Disrespecting class space and materials e.g. littering, graffiti and not packing up materials Swearing in conversation Interrupting Leaving without permission No equipment Uniform Leaving seat without permission Inappropriate use of technology Playfighting Littering	Classroom teacher Yard duty teacher	Classroom: Re-direct Short exit (Compass entry) Restorative chat Detention Parent contact Playground: Re-direct Imposition: litter clean up

High Level Behaviours	Responsibility	Actions to be Used
<p>Repeat low level behaviours/Behaves in such a way that impacts others learning</p> <p>Smoking</p> <p>Leaving the school grounds without permission or signing out</p> <p>Verbal abuse of staff</p> <p>Bullying and harassment</p> <p>Online incidents of inappropriate behaviours affecting students (see Bullying and harassment)</p> <p>Physical violence</p> <p>Drugs/illicit substances</p> <p>Failure to attend after school detentions</p> <p>Assessment cheating (see Assessment Policy)</p> <p>Damage to property/infrastructure</p> <p>Theft</p> <p>Weapons/dangerous materials</p> <p>Arson</p> <p>Sexualised behaviour</p>	<p>House Leader/Student Coordinator or Principal Class Member</p> <p>NB It is the classroom teacher or yard duty teacher's responsibility to enter all incident information onto Compass the same day</p>	<p>Non dangerous:</p> <p>Long exit (Compass entry, visible to parents)</p> <p>Referral to House leadership, leading to parent contact, possible suspension</p> <p>After school detention</p> <p>Dangerous:</p> <p>Engage PCO</p> <p>Call for support</p> <p>Send a student for urgent support</p> <p>Consider removing the class/other students to a safe space</p> <p>Monitor</p> <p>All available staff to assist</p> <p>PCO to facilitate removal of dangerous student</p>