



STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

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

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

Boort District P-12 School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

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POLICY

1. School profile

Boort District P-12 School was established in 2012 after the amalgamation of Boort Secondary College and Boort Street Primary Schools. The significance and the success of the school is determined by developing and implementing a whole of school P – 12 context and focus where a culture and practice of highly effective leadership and teaching makes the most of opportunities designed to enhance student outcomes. Boort District P-12 School is located approximately 100kms North West of Bendigo. The school has a student enrolment of 223 in 2018. The school builds on the strong academic results of both senior and junior students and enjoys strong community support. Students are drawn from a wide area with 70% of students travelling to the school by bus.

2. School values, philosophy and vision

BDS's Statement of Values and School Philosophy is integral to the work that it does and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

At BDS, our vision is to empower our students and staff to work together to become active and valued community members. We provide a safe and supportive learning environment which fosters independent, resilient life-long learners.

Our school is committed to helping develop in students the capacity, desire and skills to achieve their personal best in all endeavors.

We will strive to develop lifelong learning skills that enable students to achieve their individual goals and make a positive contribution to their peer group, family, school and community.

The school community values these attributes in the students and want their development pursued in all possible contexts: thinking creatively and independently; acting with integrity and honesty; showing tolerance and respect for others; displaying a sense of fairness and acting in a safe and respectable manner.

The school's values are:

- Thinking creatively and independently.
- Acting with integrity and honesty.
- Showing tolerance and respect for others.
- Displaying a sense of fairness.
- Acting in a safe and respectable manner.
- Pursuing excellence in all areas.
- Developing resilience within individual

Corporal Punishment is prohibited in all Victorian schools

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

3. Engagement strategies

Every member of the school community has a right to participate fully in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Boort District P-12 School 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.

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

Inappropriate behaviours, including irregular attendance, will be addressed 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.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in Ministerial Order No 1125 (<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>) for use in suspension and expulsion procedures.

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.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

We are committed to:

- Promoting high and consistent expectations of all staff, students and parents and carers
- prioritising 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
- 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
- delivering 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
- teachers at BDS use an instructional framework 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 BDS 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 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 being acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- students having the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including Home Group meetings. Students are also encouraged to speak with their teachers, school captains, Assistant Principal and Principal whenever they have any questions or concerns.
- creating 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 Chaplain, 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
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships

- Peer Support
- Year 9 Personal Development Program
- Restorative Practices
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer support programs
- each year group has at least one Home Group 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 and parents/carers who may need additional support
- all students from Year 10 and above will be assisted to develop a Career Action Plan (Managed Individual Pathways Plan), with targeted goals and support to plan for their future
- connect all Indigenous 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
- Boort District P-12 School assists students to plan their Year 10 and Year 11 work experience, supported by their Career Action Plan
- Wellbeing Co-ordinator and 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

Individual

- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace, CAMHS
- Navigator
- Lookout

Boort District P-12 School 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 a student 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:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, CAMHS or ChildFirst
 - 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
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Boort District P-12 School 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 that help identify students in need of support and enhance student wellbeing. Boort District P-12 School 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
- self-referrals or referrals from peers

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 (add link) highlights the rights and responsibilities of members of our community.

Rights and Responsibilities of Students

See BDS Student Code of Conduct Implementation Policy.

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, 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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Boort District P-12 School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Boort District P-12 School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines (need link). 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 as per policy. 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 Home Group Teacher
- referral to the Assistant Principal
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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

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

Restorative Practices/Reflection

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- promote awareness of others, responsibility and empathy
- involve direct and voluntary participation of those affected by misconduct in its resolution
- promotes relationship management rather than behaviour management
- will be used for students who exhibit repeated inappropriate behaviours based on the Student Code of Conduct or the teacher's Classroom Engagement Plan. It may also be warranted in regard to an incident or behaviour that may be deemed more extreme.

- will involve the student working through the situation using restorative questions, with the Principal or an Assistant Principal.
- must involve the classroom or referring teacher must be involved in the reflection process.
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied.

7. Engaging with families

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

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

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

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<ul style="list-style-type: none"> ● 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 	Parents/Carers have a responsibility to: <ul style="list-style-type: none"> ● Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. ● Ensure their child's regular attendance ● Engage in regular and constructive communication with school staff regarding their child's learning. ● Support the school in maintaining a safe and respectful learning environment for all students.

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carers partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

8. Evaluation

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

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

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

FURTHER INFORMATION AND RESOURCES

School Vision and Values

BDS Anti-Bullying and Harassment Policy

Child Safe Standards

REVIEW CYCLE

Boort District School Student Wellbeing and Engagement Policy	
First Developed	Sept 2015
Ratified by School Council	October 2018
Person / persons developing policy	Education Policy Sub committee
Review date	October 2020 Or if change in DET Regulations