

 BERWICK COLLEGE POLICY	TITLE	STUDENT ENGAGEMENT & WELLBEING		
	VERSION/YEAR	2/2016		
	PUBLISHED LOCATIONS	EWORKSPACE, STAFF HANDBOOK		
	ISSUE DATE	OCTOBER 2016		
	REVIEW DATE	OCTOBER 2019		
	REVIEWED BY	ASSISTANT PRINCIPAL	RATIFIED BY	COLLEGE COUNCIL
PURPOSE:	<ul style="list-style-type: none"> • Berwick College seeks to establish and maintain a high level of professional standards in relation to all activities within the College. This policy is in accord with the College's 'Mission Statement', 'Values' and 'Service Standards'. • To ensure that Berwick College complies with its duty of care obligations and responsibility to provide an educational environment that can effectively engage all students • To provide policy and procedure direction to all staff, students, parents and volunteers of Berwick College. 			
BACKGROUND:	<ul style="list-style-type: none"> • Our College acknowledges that student wellbeing and student learning outcomes are inextricably linked. 			
RELATED DOCUMENTS:	<ul style="list-style-type: none"> • DET Student Engagement and Inclusion Guidance • Berwick College - Duty of Care Policy • Berwick College – Staff Code of Conduct (Child Safe Standards) • Berwick College – Bullying Prevention Policy • The Green Book 			

RATIONALE:

Berwick College is committed to providing a safe, secure and stimulating 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 College has a focus on recognising and responding to the diverse needs of our students, accommodating different learning styles 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 can relate well to each other, and where different ideas and viewpoints are valued and respected.

IMPLEMENTATION:

It is fundamental to acknowledge that each teacher through the learning team culture is a vital support and a determinant in the success of their students. Berwick College staff will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive.

- The College will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to achieve success.
- The College will collaboratively develop and implement a fair and respectful whole school behaviour management approach. See [Berwick College Student Management Processes and Guidelines 'The Green Book'](#)
- The College will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.
- The College will promote relational values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The College will promote active student participation and provide students with a sense of ownership of their environment through our student leadership program.
- The College will support families to engage in their child's learning and build their capacity as active learners, including parent teacher interviews, parent portal and forums.

- The College will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress. Various support programs are managed by the welfare team. The team includes, the chaplain, psychologist and social worker.
- The College will have processes in place to identify and respond to individual students who require additional assistance and support.
- The College 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 college and our teachers to respond to the needs of the students.

Programs:

The curriculum programs of the school will recognise and respond to the diverse needs of the students by:

- Accommodating different learning styles and rates of learning
- Intervening early to identify and respond to individual student's needs

The College is committed to the delivery of an inclusive curriculum that ensures our students have access to a quality education to meet their diverse needs. To improve educational outcomes for students with disabilities, the following key strategies are in place

- Providing parents/carers with a learning program that best suits their child's needs
- Involving students and parents in programming and planning decisions
- Supporting students access to programs that let them pursue achievable pathways
- Ensuring the expertise of teachers working in our school is maintained and developed

Berwick College will implement a whole-school behaviour management approach that is based on building relationships and respect. The focus will be on prevention and early intervention strategies that:

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for problem behaviours
- Establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- Provide 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 behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

Calmer classrooms: a guide to working with traumatised children, developed by the Office of the Child Safety Commissioner, provides teachers and schools with effective relationship-based classroom and school-wide strategies.

Involvement in our school by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, parent forums, parent portal and staying up to date with news about what is happening in education via our newsletter.

The school's strategies to promote relational learning will be whole-school in focus and include close links with the curriculum.

Student leadership and participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. There are three dimensions to student participation:

- Student involvement in school and community development
- Student feedback on teaching and learning
- Students as peer-tutors

The school promotes active student participation as an avenue for improving student outcomes and facilitating school change. Student participation ranges from sharing their opinions of problems and potential solutions through student leadership. It also includes our students sharing their voice by collaborating with teachers to actually improve education outcomes, including helping to improve teaching and learning.

The College provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The College will create successful partnerships with the parents/carers and families by:

- Ensuring all parents/carers are aware of the student welfare policy

- Conducting effective school-to-home and home-to-school communications
- Involving families with homework and other curriculum-related activities
- Involving families as participants in school decision-making, including School Council and Parent Opinion Surveys.
- Coordinating resources and services from the community for families, students and the school
- Providing opportunities to enhance parenting knowledge and skills

Implementing preventative and early intervention strategies to support positive behaviours is a key part of student welfare at our school. The prevention and early intervention strategies the school will deploy include:

- Defining and teaching school-wide and classroom expectations
- Establishing consistent school-wide and classroom consequences for problem behaviour
- Establishing school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- Providing school-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

The school will promote and maintain high levels of student attendance and participation through:

- Articulating high expectations to all members of the school community
- Adopting consistent, rigorous procedures to monitor and record student absences
- Following up student absences promptly and consistently
- Implementing data-driven attendance and 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
- Linking with local community groups and agencies to maximise program and individual support
- Providing a staged response

The College will use coordinated early intervention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:

- Monitoring of, and responding to, protracted student absences
- Trauma management processes
- Protocol for mandatory reporting – see Mandatory reporting policy & procedures policy
- Student support groups for children in need
- Bullying survey of students and school environment

Longitudinal data will be collected to measure the success or otherwise of school-based strategies and approaches.

Some sources of data are:

- The attitudes to school survey
- School level report data
- Parent survey data
- Data from case management work with students

The School Mapping Tool allows our school to easily identify students who have characteristics that are known to increase disengagement at school. Risk factors explored by the Student Mapping Tool include:

- Poor attendance
- Low literacy
- Low numeracy
- Problematic school behaviour and relationships through a number of suspensions and the number of days suspended
- Low income or unemployed family background—the occupation code of parents
- Koorie or Torres Strait Islander background
- Refugee or EAL status
- Presence of a physical disability
- Presence of learning disorders leading to integration support
- Receipt of Youth Allowance

- Restricted access arrangements as a result of parent separation
- Presence of a risk alert
- Experience of significant health issues
- Mental health issues

The College will utilise relevant 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 include:

- Psychologist for psychological and academic assessment
- Mentors—providing support for at risk children
- Department of Human Services case managers and support workers
- Social workers to provide services such as counselling, social skills and anger management programs
- Youth agencies
- Local parent support groups
- Relevant DET support staff
- SECASA (South Eastern Centre Against Sexual Assault)
- Youth services
- School Chaplaincy Program

Refer to Appendix A: Statement of Rights and Responsibilities

EVALUATION:

- This policy will be reviewed as part of the College’s three-year review cycle.

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the Berwick College community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with dignity, respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention 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 and the strategies outlined in 'The Green Book'.

We are committed to building and maintaining a cooperative and supportive partnership between home and school to achieve positive outcomes for all students. We support both students living out of home and our indigenous students with Individual Learning Plans.

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

EQUAL OPPORTUNITY

We recognise and accept the equality of men and women of all races, regardless of their religious or political convictions, their impairments or their age. Under the Equal Opportunity Act, it is unlawful to discriminate against a person based on their age, gender, sexual orientation, occupation, impairments, marital status, physical features, political beliefs, pregnancy, race, religious beliefs or personal associations.

THE CHARTER OF HUMAN RIGHTS AND RESPONSIBILITIES

We respect and promote the four basic principles of human rights and responsibilities: freedom, respect, equality and dignity. When making decisions, we act compatibly with human rights and consider each of the following: the right not to be discriminated against, the right to privacy and reputation and the right to freedom of thought, conscience, religion and belief and cultural rights. Staff, students and parents understand that with human rights comes a concomitant responsibility to respect the human rights of others.

STUDENTS WITH DISABILITIES

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected including those of the student with a disability, the school, staff and other students.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Learn in a safe and secure environment where they can fully develop their knowledge and skills without intimidation, harassment, bullying and cyberbullying • Participate fully in the school's educational program • Receive reasonable assistance to resolve school-related problems • Receive ongoing communication and feedback about their progress 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Follow the code of expectations, staff instructions and uniform requirements • Take responsibility for their own behaviour and learning • Display positive behaviours including courtesy, care and respect for the rights of peers, teachers and all members of the school community • Care for the school environment • Attend school regularly and participate fully in learning programs • Develop into independent learners who set and achieve learning goals and manage resources effectively

RIGHTS AND RESPONSIBILITIES OF PARENTS AND CARERS

Rights	Responsibilities
<p>Parents and carers have a right to expect that their child will be educated in a safe and secure environment where courtesy, care and respect for the rights of others are promoted.</p>	<ul style="list-style-type: none"> • Ensure their child's prompt arrival and regular attendance at school • Show an active interest in their child's schooling and progress • Initiate and maintain regular and constructive communication with school staff regarding their child's learning, engagement and wellbeing, including notifying the school of student absence as soon as reasonably possible • Display and model positive behaviours and values

Rights and responsibilities of staff (teachers and school leadership team)

Rights	Responsibilities
<ul style="list-style-type: none"> • Teach in an orderly and collaborative environment • To be informed about matters relating to students, within privacy regulations, that may affect the teaching and learning program for students. 	<ul style="list-style-type: none"> • Follow the Victorian Institute of Teaching code of conduct, Berwick College professional code of conduct, professional standards, and uphold an active professional and positive presence including professional learning • Consistently and fairly implement the code of conduct • Display, model and teach the school values and positive relationships • Acknowledge student efforts and results in both curriculum and behaviour • Set the scene at lesson commencement and clearly communicate expectations using the start and end of class routines • Create and maintain safe and stimulating learning environments • Initiate and maintain regular and constructive communication with students and parents about learning, engagement and wellbeing • Organise connections for students with appropriate student services

SHARED EXPECTATIONS

As a school community, we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education. Our school code of conduct is published in the student planner and also in the curriculum guide.

SCHOOL ACTIONS AND CONSEQUENCES

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

1. Establishing a safe secure and inclusive learning environment
2. Developing, modelling, teaching and encouraging a set of core school-wide values, rights and responsibilities and shared expectations
3. Acknowledging positive behaviours and celebrating effort and achievement
4. Discouraging inappropriate behaviours
5. Empowering students to be involved in school leadership activities
6. Applying professional judgement to particular cases and incidents, their life circumstances and their particular learning and wellbeing needs
7. Identifying students at risk of disengagement from learning through weekly meetings
8. Monitoring, measuring and communicating progress with students and parents through interim and end of semester processes, or as required
9. Rigorously monitoring, recording and following up student absence in a timely and rigorous manner
10. Implementing evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance
11. Using out-of-class support strategies and student support groups for students with at-risk behaviours, to repair relationships and develop agreed goals and plans around learning behaviour. In convening student support groups, key stakeholders will be involved as needed, including parents, teachers, principal class officers, counsellors, psychologists and youth workers.
12. Connecting to external student support services as appropriate
13. Ensuring that students who have displayed unacceptable behaviours towards others, repair the relationship using restorative practices
14. Implementing effective and supportive transition programs and processes into and out of the school, including parent transitions between different learning areas and levels within the school

DISCIPLINE PROCEDURES—SUSPENSION AND EXPULSION:

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

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

We will only exclude a student 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 to the student's behaviour.

In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Consequences are applied to provide the opportunity for all students to learn, to ensure the safety of staff and students, and to assist students with accepting responsibility for their actions.

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. Where appropriate, parents or carers will be informed of such withdrawals

- Detention—a student may be required to finish school work that has not been completed in the regular classroom or undertake other duties at a reasonable time and place, as instructed by the teacher. No more than half the time allocated for any recess will be used for this work, and in the case of an after-school detention, students will be detained for no more than one hour (unless arranged with the parent/care prior to the detention). Parents or carers will be informed at least the day before the after-school detention and where family circumstances are such that the completion of after-school work would create undue hardship, we will endeavour to negotiate alternative disciplinary measures with parents or carers. This may include a Saturday morning detention.

SUSPENSIONS—GUIDING PRINCIPLES:

When the principal determines that a suspension is justified, a student support group meeting will be convened to provide a notice of suspension, explain the reasons, detail the school days on which the suspension will occur and where the suspensions will occur, provide contact details for additional support services, and develop student absence learning plan that outlines school work to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately. When a student is suspended it will be the shortest time necessary. If the suspension is for five days, a post-suspension student support group meeting may also be scheduled. This is optional, but recommended at Berwick College.

In determining whether to implement an in-school suspension or an out-of-school- suspension, we will consider the educational, social and emotional impacts on the student and the school community.