



STUDENT WELFARE, WELLBEING AND ENGAGEMENT POLICY

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Authorised by:
Principal

Approved by School Council:
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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.

Horsham College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student welfare, 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.

Contents

1. School values, philosophy and vision
2. Engagement strategies
3. Identifying students in need of support
4. Student rights and responsibilities
5. Student behavioural expectations
6. Engaging with families
7. Evaluation

Policy

1. School values, philosophy and vision

Mission Statement: *Our school community values unique individuals and empowers them to achieve their potential*

Vision Statement: *We seize opportunities for a better future*

Values: *Commitment, Care, Character, Collaboration*

- Commitment:**
- *Act in the best interests of the school community*
 - *Continually learn and improve*
 - *Expect high standards of self and each other*
 - *Meet responsibilities and embrace opportunities*

- Care:**
- *Build and maintain positive relationships*
 - *Act with respect and empathy*
 - *Show gratitude*
 - *Demonstrate kindness and concern for others*

- Character:**
- *Stay calm and consistent*
 - *Be confident and open minded*
 - *Acknowledge and learn from mistakes*
 - *Enjoy our successes*

- Collaboration:**
- *Give and receive constructive feedback*
 - *Value all input and ideas*
 - *Share the load*
 - *Ask for help*

Horsham College's statement of Values, School Vision and Mission are integral to the work that we do 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 of respect, integrity and kindness at every opportunity.

2. Engagement strategies

Horsham College 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.

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

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Horsham College use High Impact Teaching Strategies as part of the Visible Learning 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 Horsham College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council, Student Representation on School Council and other forums. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school productions, sporting and music programs

- All students are welcome to self-refer to the Student Wellbeing Officers, School Chaplain, Year Level Coordinators, Sub-School Leading Teacher, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Safe Schools
 - Koorie Inclusive School Wide Positive Behaviour Program
- programs developed to address specific behaviour issues
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

- each year group has two Year Level Coordinators, a Leading Teacher an Assistant Principal responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- all students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Horsham College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Wellbeing Officers and Student Support Services
- referral to ChildFirst, Headspace, Lookout

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with 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, child and adolescent mental health services 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

3. Identifying students in need of support

Horsham College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Horsham College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance

- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

Internally a referral may be made to Student Wellbeing Team or Careers Team at any time by the YLC via SEQTA.

Careers Referrals - may be for students who have recently disengaged with their learning, showed a decrease in results, wish to undertake work experience (outside of usual time), are investigating exiting school, or who require further assistance when selecting subjects.

Wellbeing and welfare Referrals within the school are for students who are displaying social, emotional, mental health, engagement and or behavioural concerns. The purpose of these referrals are for wellbeing assessments, to provide a positive advocate within the school and to provide pastoral support.

For referrals to external services, these must be discussed with the Sub-School Leader and or Assistant Principal. Both need to be included in the SEQTA notes about the referral (including external agency and reason for the referral). Parents/guardians need to be informed of the referral to external agency and at times need to endorse the referral or sign a referral form.

4. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, 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 Year Level Coordinator. Horsham College has a Concern and Complaint policy available on the website at <https://www.horsham-college.vic.edu.au/wpcontent/uploads/2018/05/Concern-Complaint-Policy.pdf>

5. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our schools Statement of Values. Student bullying behaviour will be responded to consistently with Example School's Bullying policy. Students are required to follow the agreed behaviours set out in the Student Expectations document (Appendix A) signed by all students at the start of each year.

When a student acts in breach of the behaviour standards of our school community, Horsham College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. 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 (see Appendix C) to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour 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>

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

6. Engaging with families

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

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
- 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
- referring families to resources and services within the community
- including families in Student Support Groups, and developing individual plans for students at risk

7. Evaluation

Horsham College will collect data each year to understand the frequency and types of wellbeing and welfare 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

Appendices

- Appendix A: Student Expectations Contract
- Appendix B: Horsham College Values
- Appendix C: Behaviour Management Three-Tier Approach
- Appendix D: Shared Classroom Procedures for Staff and Students Poster
- Appendix E: Student Expectations (Student Diary Version)

Related policies on website:

- Anti-bullying and Anti-Harassment Policy
- Diversity and Inclusion Policy
- Concerns and Complaints

Review Cycle

This policy will be reviewed in accordance with the Policy Review Schedule

APPENDIX A: STUDENT EXPECTATIONS CONTRACT

STUDENT EXPECTATIONS



- + *Students will listen carefully and follow all reasonable instructions*
- + *Students will treat others as they (themselves) would like to be treated*
- + *Students will be on time to school and class*
- + *Students will come prepared for learning with appropriate resources*
- + *Students will behave in an appropriate and safe manner in all spaces at school*
- + *Students will attend Horsham College in full school uniform*
- + *Students will use appropriate communication at all times and will not use coarse or offensive language*
- + *Students will respect all members of the school community including other students, teachers and staff*
- + *Students will respect school property and act to ensure everyone is proud of our school and our values*
- + *Students will follow school rules at all times*

Student Name: _____ **Signature:** _____

Parent/Guardian Name: _____ **Signature:** _____

Date: _____ **Year Level:** _____

A handwritten signature in black ink, appearing to read "Rob Pyers".

ROB PYERS
Principal

A handwritten signature in blue ink, appearing to read "Rowan Smith".

ROWAN SMITH
School Council President

APPENDIX B: HORSHAM COLLEGE VALUES

Values & Behaviours

Teachers should refer regularly to the four Horsham College values with students, parents and colleagues. Each value has four associated behaviours.

Care	<ul style="list-style-type: none">• Build and maintain positive relationships• Act with respect and empathy• Show gratitude• Demonstrate kindness and concern for others
Character	<ul style="list-style-type: none">• Stay calm and consistent• Be confident and open minded• Acknowledge and learn from mistakes• Enjoy our successes
Commitment	<ul style="list-style-type: none">• Act in the best interests of the school community• Continually learn and improve• Expect high standards of self and each other• Meet responsibilities and embrace opportunities
Collaboration	<ul style="list-style-type: none">• Give and receive constructive feedback• Value all input and ideas• Share the load• Ask for help

APPENDIX C: BEHAVIOUR MANAGEMENT 3-TIER APPROACH

Behaviour Management – three tier approach

Level of Behaviour	Behaviour Demonstrated	Follow-up
<p><u>Level One – most behaviours</u> <i>Responsibility of classroom teacher</i></p>	<ul style="list-style-type: none"> • Late to class • Not prepared for class • Disrupting the learning of others • Refusing to follow instructions • Swearing • Not completing set tasks • Talking over other students and the teacher • Inappropriate use of technology (phone, iPad, laptop) • Leaving class without permission • Wearing hats in class • Chewing gum in class • Throwing objects in class • Homework or assessments not handed in • Classroom teasing including social exclusion • Back chat to teacher 	<p>The aim is always to take preventative action to avoid these instances. Preventative actions could include:</p> <ul style="list-style-type: none"> • Establishing classroom rules/values • Seating plan • Differentiated classwork • Strike system • Clear checkpoints for work completion <p>Precluding this, follow-up should be restorative in nature. It could include, but is not limited to:</p> <ul style="list-style-type: none"> • Lunch or recess detention • Stay in until work is completed • Moving seats • Seating plan • Restorative discussion • Contact home (phone or email) • Confiscate technology • Apology letter • Clean classroom • Isolation/time out • Wellbeing referral • SOCS referral <p>All incidents must be noted on SEQTA, and need to include the time of incident, details of the incident, and any action taken or follow-up required.</p>

Level of Behaviour	Behaviour Demonstrated	Follow-up
<p><u>Level Two – some behaviours</u></p> <p><i>Responsibility of classroom teacher in conjunction with YLC</i></p>	<ul style="list-style-type: none"> • Repeated level one behaviours that teacher follow-up has had no effect on: <ul style="list-style-type: none"> ○ Ongoing refusal to submit work ○ Continuous classroom disruption (over multiple lessons) • Bullying and harassment • Group conflict that disrupts lessons • Damage to the property of others 	<p>The key to navigating the line between level one and level two is through clear communication with the relevant YLC. Follow-up may include:</p> <ul style="list-style-type: none"> • Parent contact • Parent meeting with YLC • Student Support Meeting • Detention (recess, lunch or after-school) • Behaviour card • Relationship contract • Individualised Education Plan • Mediation • Wellbeing referral • SOCS referral <p>All incidents must be noted on SEQTA, including the time & details of the incident, and any action taken or follow-up required. The YLC needs to be alerted. Focus is restorative.</p>
<p><u>Level Three – extreme behaviours</u></p> <p><i>Responsibility of YLC in conjunction with LT/AP</i></p>	<ul style="list-style-type: none"> • Actual, or threat of, physical violence • Possession of a weapon • Swearing at a teacher • Illicit substances • Cyber bullying • Vandalism • Racial vilification 	<p>These are the most serious incidents. YLCs, sub-school heads or Assistant Principals need to be notified as soon as possible. Follow-up could include:</p> <ul style="list-style-type: none"> • Internal suspension • External suspension • Wellbeing referral • SOCS referral • Parent meeting with sub-school head or AP • Behaviour contract • Alternate Programs referral <p>All incidents must be noted on SEQTA, and need to include the time of incident, details of the incident, and any action taken or follow-up required. The YLC and sub-school head must be alerted.</p>

APPENDIX D: SHARED CLASSROOM PROCEDURES FOR STAFF AND STUDENTS POSTER



SHARED CLASSROOM PROCEDURES FOR STAFF AND STUDENTS

Before Class:

- *Students must not enter a classroom until directed to by a teacher. Students will enter classrooms in an orderly manner*
- *All iPads and laptops to be placed in designated spots or provided racks/holders at the beginning of all classes, and only collected for use at the teacher's discretion*
- *All phones or non-educational devices are to be placed by students in provided boxes at the beginning of all classes and they will be returned at the end of the class.*

After Class:

- *Students will place all chairs on tables prior to recess, lunch and the end of the day*
- *Teachers will ensure that the whiteboard, teacher desk and the floor are clean.*

Character, Care, Collaboration, Commitment

APPENDIX E: STUDENT EXPECTATIONS (STUDENT DIARY VERSION)

STUDENT EXPECTATIONS

- Students will listen carefully and follow all reasonable instructions
- Students will treat others as they (themselves) would like to be treated
- Students will be on time to school and class
- Students will come prepared for learning with appropriate resources
- Students will behave in an appropriate and safe manner in all spaces at school
- Students will attend Horsham College in full school uniform
- Students will use appropriate communication at all times and will not use coarse or offensive language
- Students will respect all members of the school community including other students, teachers and staff
- Students will respect school property and act to ensure everyone is proud of our school and our values
- Students will follow school rules at all times

Expectations of Student Conduct and Behaviour

1. HEALTH AND SAFETY – Personal Wellbeing

- Students should have regard for the personal wellbeing of themselves and others in the school community.
- Students should display respect for others.
- Students should accept the Department of Education & Training's rules that smoking, consuming alcohol or use of drugs is unacceptable whilst at school, on official school activities or while wearing the Horsham College uniform in public.
- A reasonable amount of jewellery can be worn. Students will be required to remove or cover any jewellery that a teacher considers may cause a Health and Safety risk in a school activity. The school retains the discretion to determine what jewellery will be worn by students when representing the school.
- The school has an expectation that school hats will be worn during Terms 1 and 4 during outside activities.
- Sunscreen will also be available for outside activities.

2. PHYSICAL ENVIRONMENT

Students should assist in maintaining a clean, safe, secure and orderly school environment.

2.1 Food & Drink - Food and drink are to be consumed outside buildings (or unless otherwise stated, e.g. wet day rooms) except the canteen. Chewing or bubble gum is not permitted at school.

2.2 Property - Students should respect the property of others and take care of school property. This includes trees, shrubs and garden beds.

2.3 Litter - Students should place litter in bins and assist in keeping the school environment clean and attractive.

2.4 Designated Area - Students are to remain in designated areas. Out of bounds are:

- Staff carparks and roadways
- Bus shelters
- Staffrooms and offices
- Areas outside the school boundaries
- Locker areas during class time - Year 7 to 10
- Bike rack areas

- Other areas designated on a needs basis

2.5 Classrooms - Students are not permitted in classrooms or workshops without a teacher's permission.

Students should enter and leave rooms in an orderly fashion. Rooms should be left in a tidy state.

3. SOCIAL ENVIRONMENT

Students have the right to learn in an orderly environment where they can develop a sense of pride and belonging.

3.1 General Behaviour – Students are to behave in a manner that shows respect to themselves and other members of the school community.

Students are responsible for their own behaviour. They are involved in creating a safe and supportive learning environment at all times.

Fighting, bullying, harassment, swearing at staff and racist or sexual remarks/gestures are regarded as suspendable.

3.2 Harassment Free Environment – Harassment is seen as any verbal, written or physical behaviour which makes an individual feel unsafe.

Sexual harassment is any verbal, written or physical behaviour being of a sexual nature which is unsolicited and unwelcome.

Both harassment and sexual harassment are an unwanted imposition of behaviour in the context of unequal power and are not tolerated at Horsham College. This behaviour can take many forms:

A. Subtle

These are where the intentions of the offender may be unclear or not obvious, they include:

- inappropriate personal comments about appearance, dress, sex, ethnic origin, religion,
- private life etc.
- offensive jokes
- leering or staring
- belittling comments (put downs), swearing not directed at an individual
- unwelcome physical contact or behaviour

B. Explicit

These are where the intentions of the offender are obvious. They include:

- swearing or unacceptable language directed at an individual
- threats or threatening comments or unwelcome behaviour
- offensive gestures
- display of offensive material
- over physical behaviour, e.g. punching, grabbing, pushing, fighting.

C. Criminal

These are where behaviours may be subject to legal action. They include:

- assault or threatening assault
- sexual assault and indecent exposure
- sending an obscene message.

Within the school environment harassment and sexual harassment refers to behaviours that are NOT welcome, which are personally offensive, which erode individuals' rights, self-esteem and morale and destroys the 'personal respect that should be expected from others'. It interferes with the learning and teaching performances of its victims. All staff and students need to work together to eliminate bullying behaviours. Any incidents of bullying should be referred to Form Group Teacher/Year Level Coordinator or Assistant Principal.

3.3 Restorative Justice - A key part of responsible behaviour is ensuring that students are given the tools and strategies that enable them to remain connected to school when things go wrong or when someone has been emotionally hurt.

One of the tools we use is called Restorative Justice. The aim is to help students accept responsibility for their actions and to make up for any hurt caused.

A. Restorative Questions: When things go wrong:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- What do you need to do to make things right and what do you need to do to put things right?

B. Restorative Questions: When someone has been hurt:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

For more information go to www.realjustice.org

There are times when student behaviour is such that they will need a break from the class or in extreme events the school. Here the usual processes of consequences and suspension will apply. The aim is always to work with the student to find a resolution to enable them to return and continue their schooling.

3.4 Class Behaviour - Students are expected to be on time to school and class.

The following are "core" rules that operate in all classrooms – Teachers may add special rules where necessary.

No student has the right to disrupt the learning of others. They should, therefore:

1. Treat others and property with respect
2. Listen carefully to and follow instructions
3. Not interrupt if someone else is talking
4. Make a genuine attempt to complete the work
5. Be on time and prepared for class
6. Leave the room in a clean and tidy state
7. Complete required homework

Exit from the room

When a child fails to respond to other management strategies they can be exited from the classroom to a Form Group Teacher/Year Level Coordinator.

If this occurs the student will be cared for by the Form Group Teacher/Year Level Coordinator until such time as the next scheduled class occurs.

3.5 Valuables

1. Students should not bring personal items of value to school unnecessarily.
2. Large sums of money are to be left at the Administration Office.
3. Other valuable items should be locked in their locker.
4. The School takes no responsibility for personal property. There is no insurance policy to cover loss or damage.

3.6 Uniform - Students are expected to wear the full College uniform at the following times:

1. Throughout the day
2. To and from school
3. On official school activities and all excursions unless otherwise stated.
4. Hats and coats or jackets are to be removed as students enter buildings.

3.7 Buildings and Grounds

- No person is permitted within the vicinity of school buildings after 4.30pm, during the weekend or holidays unless supervised by a teacher.
- Damaged property, e.g. windows, fire extinguishers, should be reported to an Assistant Principal or Form Group Teacher/Year Level Coordinator

3.8 Bikes/Scooter

- Students should only ride their bikes/scooters in a safe manner on designated paths. Once at school bikes/ scooters should not be ridden in the school grounds.
- Bikes and Scooters are to be kept in the bike racks. Students are reminded to lock their bikes – it is your main way of avoiding unwanted damage. Scooters must be locked in the Bike Racks.
- Students must wear a fastened helmet at all times whilst riding bikes or scooters.