

Sunbury College

Student Engagement & Well-Being Policy

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1. INTRODUCTION

DEFINITION

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioural engagement refers to students' participation in education, including the academic, social and extracurricular activities of the school.

Emotional engagement encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to the school.

Cognitive engagement relates to a students' investment in learning and their intrinsic motivation and self-regulation.

RATIONALE

The Department of Education and Training is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

PURPOSE

To relate to and be consistent with the 'Effective Schools are Engaging Schools: *Student Engagement Policy Guidelines*', in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour

- To foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- To provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- To maximise student learning opportunities and performance through engagement
- To provide genuine opportunities for student/parent participation and student/parent voice
- To build a school environment based on positive behaviours and values
- To provide prevention (cognitive, behavioural and emotional) and intervention for all students at risk

SCOPE

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

2. SUNBURY COLLEGE PROFILE

Sunbury College is one of three secondary colleges within the town and is located approximately 30kms north west of Melbourne. Whilst there had been a decline in enrolments they are now steadily increasing, resulting in the college having close to 1000 students. Sunbury is also currently experiencing significant residential development, in at least three areas of the township, that will in the long term further increase enrolments. An additional impact of this development is the shift from a homogenous to more multi- cultural community.

The College continues to enjoy a strong connection with the local community. We have a reputation as a 'school of choice' as we offer an extensive selection of academic subjects coupled with a wide range of successful extra curricula activities. We pride ourselves on our commitment to 'knowing your child' both academically and personally. The implementation of the Connect program has further fostered authentic relationships between staff and students and between students from Years 7-12. Further to this, the Year 7 Learning program enables a smooth transition from primary to secondary school and ensures our youngest students feel confident and safe as they embark on their secondary education.

Current staffing consists of 3 Principal class, 65.2 teachers and 25 education support staff. The high expectations we have of our students also apply to our staff who are committed to the college values and continually challenged to develop their knowledge and skills.

In 2016, the college received equity funding for the first time as a result of changes to the funding formula. This has enabled us to employ extra staff to support wellbeing and implement a VCAL program with Intermediate and Senior certificates offered. In addition we also received \$8.4 million to upgrade our school and we look forward to significant changes to our facilities in 2018. Extensive refurbishment, including new classrooms and a science wing, will further enhance the learning opportunities we provide for our students.

Our student leadership opportunities are a reflection of the importance we place on providing young people with 'a voice'. It is part of our commitment to developing the skills of all students so they can become confident, successful and active members of the local and wider community. Likewise the college continues to have a strong commitment to the development of responsible global citizens and our International Community Project in Vietnam is just one example of this commitment.

3. WHOLE SCHOOL PREVENTION

MISSION STATEMENT

Sunbury College is committed to the provision of a positive, safe and caring learning environment that benefits all and promotes the achievement of success and excellence

SUNBURY COLLEGE PHILOSOPHY

Sunbury College believes that “education matters” and that every child can achieve success. It is the role of the school and its community to ensure that every child achieves their potential and develop responsible citizens who can contribute in a positive manner to their community.

The school’s mission is committed to the provision of a positive, safe and caring environment that benefits all and promotes the achievement of success and excellence, to create independent life- long learners who are literate, numerate and curious.

We do this through the provision of a challenging and safe environment. We believe that effective learning takes place when teachers “know their students”, are innovative, have high expectations, engage students in their learning and establish positive relationships. There is an expectation that students will be successful and take responsibility for their own learning.

Sunbury College is an inclusive school and values the diversity of its community. There is a belief that all members of the community are responsible for the development of our young people and it is important to establish connections with the wider community.

Learning will be through participation in engaging, meaningful curriculum promoting creative thinking, problem solving and participation.

Technology plays an important role within the education of our young people to enable them to be successful citizens of the 21st century.

Pedagogical principles identified to support the achievement of our vision are:

- The child is at the centre of all learning
- High expectations are held for and by all members of our learning community
- Engagement will be facilitated through promoting curiosity, thinking, active inquiry and relevant learning
- Diverse learning styles will be catered for and supported through use of a wide range of teaching strategies and learning technologies
- Relationships are the key to developing effective engagement with all members of the college community and will be fostered through interpersonal relationships and collaboration

COLLEGE VALUES

Our values are lifestyle priorities that are of significant personal importance and direct our behaviours. They underlie our sense of right and wrong and inform the way in which we conduct ourselves. The values of our school reflect those of our wider community and the nation to which we belong. Our school values reflect our commitment to providing a holistic education. Our aim is to develop students’ key personal attributes to embrace opportunities, navigate the challenges of life and succeed academically.

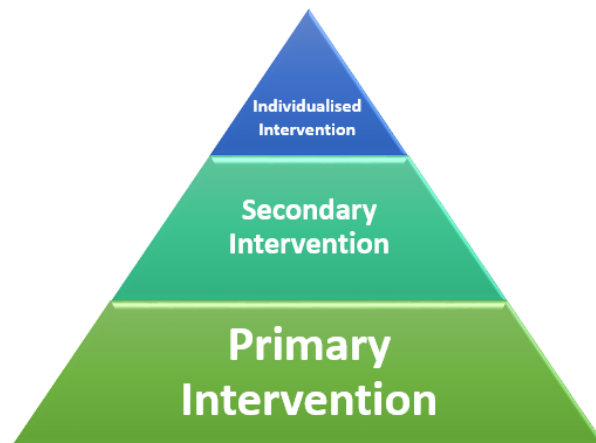
In line with the values of Respect, Resilience, Responsibility and Endeavour, we have developed a comprehensive statement of behaviours that informs the way we live our values within and beyond the school.

<p>Respect: “We value ourselves, others and our environment</p> <ul style="list-style-type: none"> • I value the rights of others to learn and teachers to teach • I accept the unique qualities of others • I listen to others • I speak and behave courteously • I take care of my property and respect the property of others • I take pride in the college environment • I act in a way that earns trust from others 	<p>Resilience: “We are strong, healthy and successful”</p> <ul style="list-style-type: none"> • I do my best even when things are challenging • I ‘bounce back’ from difficult situations • I have a positive attitude • I try strategies to improve my mindset • I attend school
<p>Responsibility: “We are accountable for our actions”</p> <ul style="list-style-type: none"> • I take responsibility for my learning by being on time, organised and prepared for class • I think before I act • I accept the consequences of my actions • I wear the correct college uniform • I follow our school rules and procedures • I take action to improve things that are not right • I speak up for the rights of others 	<p>Endeavour: “We constantly strive for excellence”</p> <ul style="list-style-type: none"> • I set and work towards achieving my challenging goals • I show initiative • I am proactive in seeking learning opportunities • I lead when the chance presents • I actively participate in our community • I am a productive learner

The college mission statement includes the provision of a safe and caring environment in which students can develop not only academic expertise but the skills and attributes to enable our them to be responsible community members and to achieve personal satisfaction with their lives.

Through teacher modelling based on cooperation and mutual support, an environment is created where students feel comfortable to pursue inquiries and express themselves. We do this through:

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)



The provision of a positive environment for learning underpins improved engagement, wellbeing and learning outcomes for all students. In 2018 Sunbury College began implementing the School Wide Positive Behaviour Support (SWPBS) approach. Over the next three years it will be developed, underpinning our whole school framework for creating a safe and supportive environment for students, staff and the wider college community.

The SWPBS framework promotes and maintains a safe and orderly learning environment that focuses on establishing a consistent approach to behaviour management and positive recognition of acceptable behaviours within all settings, all of the time. We recognise that learning social skills and socially acceptable behaviours requires positive role modelling. The staff at Sunbury College is committed to leading by example.

CONNECT PROGRAM

The CONNECT program was introduced for 2016. Its main focus is around whole school *engagement*, improved *wellbeing* and increased *academic* outcomes.

Each Connect group is made of 15-18 students from year 7-12 that belong to the same House. This gives young people the opportunity to be a leader while being supported by their peers. Each session is conducted by a member of staff who are referred to as a Learning Coach. The Connect group and Learning Coach remain together for the duration of their schooling/employment.

LEARNING PROGRAM YEAR 7 (LP7)

The LP7 program was designed to support student transition from primary to secondary school. Students are allocated to a significant teacher who becomes their primary teacher for the year across at least two of English, Mathematics, Science and Humanities. They manage their class and liaise regularly with parents via the Compass portal. Significant teachers are housed in the one office within the year 7 designated area of the school, providing easy access for students. They operate an open office policy where students can work with teachers at lunch break. Student lockers are in the one area and the cohort has designated coordinators.

CHILD SAFE

We are committed to ensure our staff are well prepared to protect children from abuse and neglect and to support a culture where all children feel, physically and emotionally, safe and healthy.

The school has developed a safe, inclusive and supportive environment that involves and communicates with children, young people, and their parent/care giver. We encourage parent/care giver involvement and engagement that informs school operations and builds the capacity of children and parents/care givers to understand their rights and responsibilities.

The child safe environments policy sets out Sunbury College's approach to creating a child safe organisation where children and young people are safe and feel safe. This policy provides the framework for the school's approach to the Child Safety Standards.

This policy applies to all staff, volunteers and members of the college council.

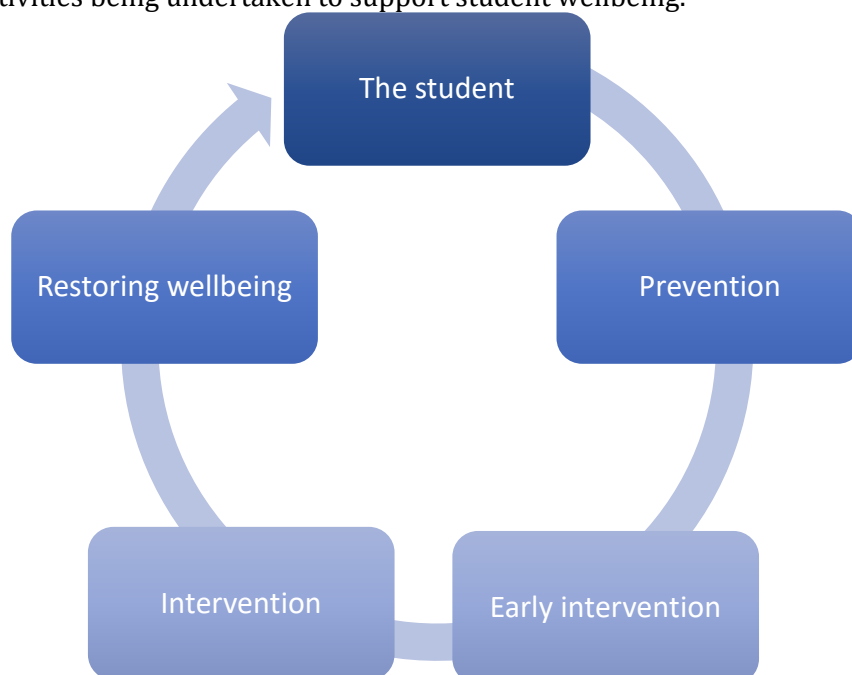
The policy applies across a range of school forums including, but not exclusive to, college campus, camps, excursions, online and both within and outside of school hours.

RESPECTFUL RELATIONSHIPS

Sunbury College is committed to embedding the philosophies of the Respectful Relationships initiative into our daily lives - respect, gender equality, healthy relationships, resilience and confidence. Our aim is to entrench in our school community behaviours and curriculum that will have a positive impact on our students' academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

4. COLLEGE WELLBEING FRAMEWORK

Our Framework for student support includes four interrelated levels encompassing the wide range of activities being undertaken to support student wellbeing.



WELLBEING PERSONNEL

At Sunbury College student wellbeing is the responsibility of all staff. All the personnel listed below have explicit responsibilities for student wellbeing as part of their role and ensure access for students to high quality wellbeing and support services.

- Principal
- Assistant Principal
- Student Wellbeing co-ordinator
- Chaplain
- Student psychologist
- Student Engagement Officers
- House Leaders
- Careers and Pathways Coordinator
- Connect teachers
- Integration coordinator
- Integration teachers
- Inclusive Practices Leader

PREVENTION

Sunbury College recognises the importance of primary prevention. It is an inclusive approach that engages with young people and acknowledges their rights and responsibilities to influence their social, emotional and school environment. The aim is:

- To encourage a sense of belonging
- To promote student wellbeing
- To raise awareness of what makes students resilient, and to develop strategies to reduce vulnerabilities and increase coping skills

- To implement strategies for whole groups, such as school or year level

Strategies include:

- Relationship based classroom management
- School Wide Positive Behaviour Support
- Connect program
- Principles of Learning and Teaching (POLT)
- Purposeful teaching
- Comprehensive curriculum
- Work Experience
- Transition
- Inclusion programs
- Leadership programs
- Respectful Relationships program
- Extra-curricular activities
- Community programs

EARLY INTERVENTION

Early intervention is focused on groups that are at higher risks of harm and aims to improve their resilience through effective and appropriate support programs and treatment. Strategies are targeted at students displaying inappropriate choice of coping skills, stress reaction, depressive symptoms and other personal and social vulnerabilities. There are a number of risk factors that increase the chance of adolescents developing health and behaviour problems. We need to be aware of the risk factors, while increasing protection throughout the course of young people's development. Identification of students in need will be greatly assisted by relationship based classroom management. The aim is:

- To develop emotional competency
- To strengthen resilience and coping skills
- To reduce the risk behaviour for those with social, emotional and/or physical issues
- To improve the identification, assessment and management of students at risk

There will be ongoing evaluation of appropriate strategies. Strategies include:

- Emotional management groups
- Inclusive practices groups
- Literacy & numeracy programs
- Social skills groups
- Student focus groups
- Case management of students at risk

INTERVENTION

At Sunbury College we recognise students may encounter a range of difficulties needing intervention. Issues around mental health, learning, family difficulties and breakdown, abuse and neglect, sexual identity, drug misuse and eating disorders may require short term or ongoing support. The aim is:

- To provide effective counselling and support within the College to students in crisis

- To arrange referrals to ensure access to affordable and appropriate counselling, care and treatment services
- To encourage ongoing professional development for those dealing with students at crisis point

Strategies include:

- Individual counselling and case management
- Individual Behavioural Management/Education Plans
- Referral to educational psychologists
- Referral to speech pathologist/ visiting teachers
- Learning support
- Support from integration and / or inclusive practices
- Referral to, and liaison with, external agencies
- Contact with families
- Mandatory reporting
- Disabilities and impairment program

RESTORING WELLBEING

Restoring wellbeing is the work carried out to deal with the aftermath of traumatic incidents in order to assist the survivors to cope with what has happened and to reduce the chances of further trauma, including suicide attempts. Preparedness, appropriate response and recovery activities can mitigate the impact of trauma related symptoms and facilitate the ongoing development of resilience. The aim is:

- To provide appropriate support to students, their families and other members of the school community affected by traumatic incidents, particularly those involved in death due to suicide, accident or illness
- To limit the impact of trauma

Strategies include:

- The College Emergency Management
- Plan counselling support
- Involvement of DET Emergency Response Team
- Referral to appropriate mental health providers

5. RIGHTS AND RESPONSIBILITIES

At Sunbury College we expect high standards of student behaviour based on cooperation, mutual responsibility and self discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

GUIDING PRINCIPLES

The Equal Opportunity Act 2010 (Vic)

This Act prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

The Charter of Human Rights & Responsibilities Act 2006

This Charter which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.

The Disability Standards for Education 2005

The Standards clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Cwth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about the nature of the student's disability, his or her preferred adjustment, any adjustments that have been provided previously, any recommended or alternative adjustments.

http://www.hreoc.gov.au/disability_rights/dda_guide/dda_guide.htm

The Education Training & Reform Act 2006

All providers of education and training, both Government and non-Government, must ensure that their programs and teaching are delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to: elected Government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; and the values of openness and tolerance.

<http://www.education.vic.gov.au/about/directions/reviewleg.htm>

BULLYING PREVENTION

Sunbury College does not tolerate bullying or harassment in any form. The school is committed to providing a safe and caring environment which promotes emotional, social and physical well being. All members of our school community share in the responsibility of promoting and supporting an anti-bullying environment. Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

It is an abuse of power. It can be planned and organised or it may be unintentional. Individuals or groups may be involved.

There are three broad categories of bullying:

- Direct physical bullying e.g. physical violence, demands for money or possessions, damaging property
- Direct verbal bullying e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate mimicking, social exclusion, damaging someone’s reputation and social acceptance, cyberbullying, involving the use of email, text messages or chat rooms to humiliate and cause distress.

On-line safety:

Being involved in online spaces – either at home or at school – requires students to behave responsibly. Behaving safely online involves protecting your own privacy and personal information and protecting the privacy of others (this includes the sharing of personal information and images)

Cyber-bullying:

Cyber-bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging, blogs or web-pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images. People can also be bullied online by groups of people such as class groups or collective members of an online community. Sunbury College has a Cyber-bullying Policy, and students sign an agreement to adhere to the guidelines and principles outlined in the policy.

Responding to Harassment, Bullying and Cyber bullying:

Sunbury College has a commitment to preventing and reducing bullying. The school has a detailed Bullying Prevention policy.

Sunbury College has a whole school commitment to Restorative Practices which place the clear emphasis on the values of building positive social relationships, working and learning in teams and managing and resolving conflict. The school’s aim is to make those who demonstrate inappropriate behaviour aware of the situation and subsequently repair the harm done and change their behaviour.

STUDENT ATTENDANCE

The Department of Education and Training requires that children of school age (six-seventeen years) are required to be in full-time attendance at a government or registered non-government school unless formally exempt. Our school requires that post-compulsory aged students also attend school unless a valid reason exists. Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing difficulties in skill development, assessment requirements and concept understanding and knowledge. Absenteeism contributes significantly to student lack of success.

Aims:

- To maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.
- That regular lateness is minimised as the cumulative effect of this has a major impact on learning and socialisation

Implementation:

- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- A record of attendance is kept on the electronic Compass Student Management Portal. Staff are required to maintain their class records through this portal. Staff working with students out of class for school reasons are required to explain the class absence through the Compass portal.
- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note/phone call/Compass parent approval to the school explaining why an absence has occurred.
- Electronic notification of absence is provided to parents daily to parents (after Period 3).
- The relevant house leader will be responsible for monitoring and investigating student absences.
- A designated staff member will telephone parents of absent students if communication from parents is not forthcoming.
- Unexplained or inadequately explained absences will cause the designated staff member to communicate with parents and the student involved so as to implement strategies that will resolve the problem. Communication will be by phone/email in the initial stage.
- VCE and VCAL students must attend a minimum of 80% of organised classes to be eligible for a pass in the subject.
- Unexplained absences will be followed initially with phone calls and if no resolution, letters that remind parents of their responsibility and DET policy and consequences. Other strategies may include but are not limited to: Parent meetings, Home visits, Formation of a support group, Referrals to outside agencies and development of an Individual Attendance Plan.
- Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. Unresolved attendance issues for students required to attend may result in review of progression to the next year level.
- The principal will ensure all student absences are recorded each period by teachers, are aggregated on our database and communicated to the DET as required.
- The DET and enrolment auditors may seek student attendance records.
- Student attendance and absence figures will be reported daily via the Compass student management package and be accessible to all parents and care givers.
- Aggregated student attendance data is reported to the DET and the wider community each year as part of the annual report.

STUDENT CODE OF CONDUCT

Sunbury College has developed a Student Code of Conduct consistent with DET policy guidelines, which works on the premise of creating a safe, positive and supportive school environment, in which each student can enjoy their opportunities, both academic and social, and achieve their greatest potential educationally.

The Code of Conduct has been framed with the due recognition of the importance of positive non-discriminatory relationships between members of the college community; of the balance between rights and responsibilities; of clearly defined links between student choices and appropriate consequences; and of the need for fair rules that are reasonably and consistently applied.

Our Student Code of Conduct takes into account our specific profile and is based on the following principles:

- The expectation that students will strive to do their best in all their pursuits at school
- The right to be valued and treated with respect and fairness in all relationships
- That students will strive to understand and manage their own emotions and be understanding of other students' needs
- The expectation that the students will accept the responsibility to work in partnership with teachers to create a safe, co-operative and productive learning environment
- The responsibility to act with honesty and integrity in all our interactions

To facilitate a safe and productive learning environment, Sunbury College has the following expectations of students:

Relationships	Be aware of how they feel and how they react to others Be respectful and sensitive to the feelings of others Be tolerant of individual differences
Communication	Listen carefully showing respect towards the views of others Use appropriate language (both verbal and non verbal) and tone Use internet and other electronic devices to communicate appropriately
Learning	Make the most of their learning opportunities Not interfere with the learning of other
Attendance	Be on time to school and attend all timetabled classes Follow the college lateness and absence procedures
Safety	Students are expected to act in ways that ensure their own safety, the safety of other students, the college staff and members of the community.
Movement	Students are expected to be punctual to class, and be orderly and responsible for their movement in corridors, classrooms, college grounds and wider community.
Environment	Students are expected to respect and maintain the physical environment of the college (eg. no littering, not damaging trees and gardens or no eating / chewing in class)
Property	Students are trusted to: Not damage College equipment or buildings (eg. Not damage computers, not write on chairs, not putting holes in walls) Not take or damage other people's property accept responsibility for personal property brought to school (eg. mobile phones)
Uniform	Attend in designated school uniform as determined by the College Council Follow the college uniform procedures

STAFF CODE OF CONDUCT

Sunbury College acknowledges that it operates within the framework outlined by the various acts and orders pertaining to the Victorian Teaching service. All teaching and non-teaching staff are expected to demonstrate a commitment to the College, its students and parents. To facilitate a safe and productive learning environment, Sunbury College has the following expectations of staff:

Professionalism	Continually improve their skills and knowledge to promote self development and positive outcomes Be professional in their approach to their duties and ensure they follow College policies and procedures
Relationships	Foster, establish and maintain positive relationships with students, colleagues, parents and the wider community Treat students in a fair and consistent manner Understand the impact of their own behaviour and emotional management Manage and model appropriate emotional competencies to students Maintain confidentiality on a need to know basis, taking into consideration safety concerns Be sensitive to individual student needs and accept a responsibility for pastoral care
Learning and recognition	Have an understanding of students individual differences and the implications for their learning needs Believe that all students have the capacity to learn Recognise the opportunities to celebrate and reward achievements and improvements
Collegiate support	Foster positive relationships with other staff Be consistent in the implementation of school policy Provide collegiate support for the wellbeing needs of colleagues

PARENT CODE OF CONDUCT

To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged

To be contacted when their child continually disregards the School Engagement Policy or is involved in a major incident

It is expected that parents will:

Ensure students attend school and have the appropriate learning materials and attitude

Promote and model respectful relationships

6. SHARED EXPECTATIONS

Sunbury College has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

<p>Engagement</p>	<p>The school leadership team will:</p> <ul style="list-style-type: none"> • Uphold the right of every child to receive an education up to the compulsory age of schooling • Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation • Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs <p>The staff will:</p> <ul style="list-style-type: none"> • Develop flexible pedagogical styles to engage different learners • Deliver curriculum and assessment that challenges and extends students learning • Develop positive relationships with students that promote engagement, wellbeing and learning • Provide opportunities for student voice developing a positive school culture <p>All students are expected to:</p> <ul style="list-style-type: none"> • Respect, value and learn from the differences of others • Have high expectations that they can learn • Reflect on and learn from their own differences <p>Parents/carers are expected to:</p> <ul style="list-style-type: none"> • Support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home • Help the school to provide student-centered responses by providing all relevant information to the school • Actively participate in supporting their child's learning by building a positive relationship with the school • Work with the school through attendance at parent-teacher meetings and responding to communications in a timely manner
<p>Attendance</p>	<p>In compliance with Departmental procedures school staff will</p> <ul style="list-style-type: none"> • Promote regular attendance with all members of the school community and • Monitor and follow up on absences <p>All students are expected to:</p> <ul style="list-style-type: none"> • Come to school every school day throughout the year. (If students cannot attend their parents/carer must provide a suitable explanation to the school) <p>Parents/carers are expected to:</p> <ul style="list-style-type: none"> • Ensure that enrolment details for their children are correct, that their children attend school regularly

	<ul style="list-style-type: none"> • Advise the school as soon as possible when a child is absent from school
Behaviour	<p>The school leadership team will:</p> <ul style="list-style-type: none"> • Support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response • Lead and promote preventative approaches to behavioural issues • Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies • Provide professional development for staff to build their capacity to promote positive behaviours. <p>The staff will:</p> <ul style="list-style-type: none"> • Use Student Engagement policy as a basis for negotiating class-based shared expectations with students • Teach students social competencies through curriculum content and pedagogical approach • Employ behaviour management strategies that reflect the behaviours expected from students • Build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach <p>All students will:</p> <ul style="list-style-type: none"> • Support each other's learning by behaving in a way that is curious and respectful • Have high expectations that they can learn • Be considerate and supportive of others • Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive college environment that safe, inclusive and happy • Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable <p>Parents/carers should:</p> <ul style="list-style-type: none"> • Understand the school's behavioural expectations • Aim to provide a consistent approach that supports their child's learning and engagement in and out of school

Strategies used to support shared expectations of positive relationships and learning include:

- Teaching practices which are inclusive of all members of the community to ensure the learning experiences for all students are equitable and viable
- A whole school curriculum program which is accessible, engaging, and challenging for all students and provides a wide range of choice
- The school working in partnership with the student and parent community to ensure they are informed and have opportunities for input into whole school decision making.
- Having in place a well resourced and managed house structure, in conjunction with a well being and careers team, to provide for the support, wellbeing and pathways of all

students.

- Having clear expectations in the Student Code of Conduct, and other codes of conduct, of expected behaviours, and logical consequences which are understood and supported by all involved, if conduct does not meet expectations.
- The development of a School Wide Positive Behaviour Support program

House structures – students are supported through a vertical house structure whereby their progress, attendance and wellbeing are closely tracked and concerns are addressed promptly.

Attendance: online marking of rolls each period, with daily follow up by the Attendance officer enables the close tracking of attendance by class teachers, House leaders and parents.

Mentor support: The Connect program assists the development of positive student/teacher relationships and provides students with a significant adult who has the prime responsibility for their learning and wellbeing throughout their time at Sunbury College.

Learning support: This is provided by all teachers to optimise and personalise the learning of all students. The school's Integration team works with the house leaders and classroom teachers to identify learning needs and develop individual learning programs for students with disabilities. The wellbeing team, in particular the youth workers, work with school refusers, and other identified students. House leaders work with identified students, adopting a case management approach.

7. School Actions and Consequences

The College follows a Restorative Practice model in dealing with student management issues. The aim is to address the issue, restore a positive relationship and move forward with learning. This practice involves building authentic relationships and discussing behaviour with students in a manner that facilitates understanding of expectations, repatriation of damaged relationships and renewed positivity about learning.

Consequences for breaches of school policy and procedures may include:

Exclusion: When a student interferes with the learning of others in class and fails to respond to warnings given by their teacher, the teacher may decide to exclude the student from class to another class. A responsible student accompanies the excluded child to the other class. A follow up time is established where the student and the teacher resolve the issue that led to the exclusion.

Mediation: The College aims to restore relationships that have been impacted by student behaviour. Mediation may be in the form of a restorative practice exercise where a teacher facilitates a discussion between two or more students about an issue.

Communication Contracts: In some circumstances of low level harassment or bullying, an initial response is to undertake a communication contract whereby the student agrees to and signs a statement stating they will refrain from certain types of communication with a fellow student. The parent also countersigns this contract.

Detention: Lunch/ Afterschool depending on the nature of the breach. A Principal's Detention is run on a Friday night for one hour for breaches that would normally involve a suspension but in discussion with the House Leader the student has been given an opportunity to avoid the suspension. Failure to attend a Principal's Detention will result in an automatic suspension on the following Monday. Parents are notified of afterschool and Principal's detentions.

Parent Meetings: Parents may be asked to attend a meeting to discuss their child's behaviour and to help in establishing strategies for improvement. Exclusion from class

Restorative Practice model

Staff are expected to communicate learning expectations to their classes outlining behaviour that if continued will result in exclusion. There is also an expectation that staff will implement student management strategies prior to exclusion. These may include: seating plans, reminders that behaviour displayed is not acceptable (2 warnings clearly given), discussion with a known disruptive student (s) prior to class, starting with expectations, clear learning intentions and success criteria at the beginning of the lesson.

Overview of process

1. Teacher excludes the student, completing the booklet form
2. Teacher records the exclusion template on Compass as a chronicle entry
3. Teacher attends the follow up meeting 8.45 am the next day in the Library
4. If alternative date required teacher, prints off the letter from the exclusion template (Compass) and gives to the student
5. After the follow up meeting the teacher completes the follow up chat template on Compass

Process in detail in class

- Teacher completes exclusion docket (perforated carbonised book).

- Student to be excluded is accompanied to the exclusion room by a reliable class member who then takes the top half of the docket to the library and places in a designated Exclusion box and returns to class giving the signed part of the docket to their class teacher.

After class

- Excluding teacher fill in: **Exclusion from class form** on Compass,

Some Parameters:

- Exclusion meetings will now **ALWAYS** take place at 8.45am and in the library. Teachers may request a second person to be present if required (House Leader, Connect Teacher, Programs Manager, AP).
- Students may return to class prior to the follow up meeting if a follow up meeting cannot be scheduled prior to the next class **BUT** a teacher may in certain circumstances request that the student not return to class until the follow up meeting has occurred. This request is to be made to and approved by House Leaders who will then place the student in another class.
- If the exclusion involves multiple students the follow up meeting should always be done with a House Leader, Programs Leader or AP present.

Follow Up Meeting

- Student and teacher discuss behaviour and the follow up is recorded as a Chronicle entry using the **Exclusion from class - Follow up template** under the **Attitude Behaviour** heading and again made visible to parents and students.
- Where a follow up chat is not successful, the teacher should notify the House Leader and make an alternative meeting.

Non-attendance at follow up meeting

- If the student does not attend the follow up meeting, they automatically receive a lunch detention for that day. Teacher to alert House Leaders / Helen Vosti. Detention recorded by Helen Vosti as a non-attendance at the meeting and made visible to students and parents on Compass. Restorative chat to take place during the lunch detention if teacher available. If not, the chat to take place when teacher available to collect student from another class.
- If the student does not attend the lunch detention a Principal's detention is issued for the Friday. House Leaders to record. The teacher would then do the restorative chat in the Principal's detention if the teacher at school on a Friday. If not, the chat to take place when the teacher is available to collect a student from another class.

OTHER CONSEQUENCES

Suspension and expulsion:

Sunbury College has clearly stated codes of conduct regarding expectations of appropriate behaviours. All members of the school community share responsibility to support the expectations outlined in the document. In cases where students do not meet the expectations, the relevant House Leader will manage the process of consequences. Every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive and restorative practice outcomes for the student. Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student's behaviour. Suspension or expulsion measures are the responsibility of the Principal and Assistant Principal (School Community Wellbeing and Support) who will consult with other

Assistant Principals, Sub-school Leaders, coordinators, teachers and students as appropriate, before implementing such measures. The school will consider the educational and emotional impacts on the student, and take into account disability, when taking suspension or expulsion measures.

Suspension:

Students will be suspended for the shortest time appropriate

Students can be suspended internally or externally

Students can be suspended immediately or after a student support group is convened.

Students can be suspended for inappropriate behaviour while attending school, travelling to or from school or engaging in an activity away from school

To be considered for suspension the student's behaviour must meet one or more of the following conditions. He /she :

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Please note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

Expulsion:

Only the principal has the authority to expel a student from the school at which she/he is the principal. Expulsion is the most serious consequence and this action will only be taken when all other measures consistent with the staged response, outlined above, have been tried and it is deemed the only appropriate measure.

The student's behaviour must meet one or more of the following conditions:

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;

e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;

g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

The student's behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs.

Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the *Charter of Human Rights and Responsibilities Act 2006*. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this is a manifestation of disability.

Only principals have authority to make the final decision to expel a student. This authority cannot be delegated.

School staff may provide advice to inform the principal's decision whether to expel a student and may assist in the management of the student's behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed correctly.

The student and parents/carers must be informed that expulsion is being considered and must be given the opportunity to be heard.

Detailed 'Procedures for Expulsion' and 'Procedures following Expulsion' can be found at <http://www.education.vic.gov.au/school/principals/participation/Pages/expulsionconsiderations.aspx>

For further details see Expulsion Process Flow Chart

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

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NOTE: The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school. Corporal punishment will not be used at Sunbury College under any circumstance.

REVIEW

This policy was last updated September 2018 and is scheduled for review in 2021.