

# Warrandyte High School

## Student Engagement & Wellbeing Policy



### PURPOSE

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

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

Warrandyte High School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### SCOPE

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

### CONTENTS

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

### POLICY

#### 1. School profile

Warrandyte High School strives to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. Acknowledging that student wellbeing and student learning outcomes are inextricably linked, our school is committed to providing a safe, caring and orderly environment for all members of the school community in order to foster healthy working relationships for students to learn.

Teachers at this school 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, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers relate well to each other, and where different ideas and viewpoints are valued and respected. Positive and productive relationships are deeply rooted in the school's culture.

As a school we celebrate achievement in all of its forms. We recognize student achievements and in line with our growth mindset culture we value student effort and personal growth.

Staff, students and the parent community work together to assist students in achieving their goals. The school is an active member of the local community and we continue to offer a wide range of leadership opportunities to students through our relationship with community groups.

## **2. School values, philosophy and vision**

Warrandyte High School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community encompassing, students, staff and members of our school community

The Mission of Warrandyte High School:

***'Challenging Every Learner within a safe and supportive environment'***

Warrandyte High School is committed to challenging every learner. As a learning community, we strive for excellence and attempt to address the needs of individual learners.

This vision for success is realised through positive relationships and the provision of a safe, non-threatening school environment that is free from discrimination. Processes and practices related to wellbeing and resolution of school-based problems are addressed through the partnerships that are fostered between parents, students and staff.

Values of Warrandyte High School:

The values of Warrandyte High School that support the realisation of the school's vision of catering to the needs of every learner are:

***'Excellence, Integrity, Respect'***

Regardless of a student's capabilities, we want students to be their best, to do their best and to respect themselves, others and their environment.

A positive school culture is built on respectful relationships between all members of the school community, where the contributions of all are valued. Openness is vital if the learning needs of students are going to be met, as is teamwork between key stakeholders: students, teachers, parents and the wider community

Guiding Policy Principles

- 1.1 The school 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 experience success.
- 1.2 The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- 1.3 The school 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.
- 1.4 The school will support families to engage in their child's learning and build their capacity as active learners.
- 1.5 The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- 1.6 The school will have processes in place to identify and respond to individual students who require additional assistance and support.

## **3. Wellbeing and engagement strategies**

Warrandyte High School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our Literacy Support and Numeracy Support programs ensure student literacy and numeracy needs are being addressed.

Wellbeing Programs operate throughout the year (including peer support and other leadership groups) are tailored to address students' personal and social learning at various stages of their secondary education. Our Integration Program provides vital assistance and support to students in and out of the classroom. Student leadership capacity

is fostered through the Student Representative Council, the house system, sporting and music programs, the school captain roles, class captains and our peer support mentors.

When relationships break down between members of the school community, we use Restorative Practices to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

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

Warrandyte High School has developed a range of approaches to build and maintain student wellbeing, to promote engagement, positive behaviour and respectful relationships for all students in our school. From a preventative focus at the whole school level to staged interventions for a targeted group of students for whom preventions are inadequate. The philosophies underpinning our practises are embedded in Restorative Practices, Growth Mindset and Authentic Relationships in order to build resilient students. 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. (Appendix A)

### Universal

- Promoting high and consistent expectations of all staff, students and parents and carers as expressed in our school values 'Excellence, Integrity, Respect' and the implementation of HITS within the Instructional Model along with student goal setting.
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing, through the building of authentic relationships, Respectful Relationships program, Restorative sessions and SSG meetings.
- Creating a culture that is inclusive, engaging and supportive as supported by the Respectful Relationships and authentic relationships principles.
- Welcoming all parents/carers and being responsive to them as partners in learning through teacher/ parent communication via phone, email, parent/teacher conferences and SSG meetings.
- Analysing and being responsive to a range of school data such as Attendance, Attitudes to School Survey, Parent Survey data, Student Management data and School Level Assessment data.
- Delivering a broad curriculum including VET/Headstart/VCE/VM, to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers using the Instructional Model 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 adopting 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
- Incorporating our school values into our curriculum and promoting to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Planned transition programs are designed and delivered to support students moving into different stages of their schooling. From primary school into secondary school, from middle school into VET/Headstart/VCE/VM studies.
- Acknowledging positive behaviour and student achievement at school, within the classroom, formally in school assemblies and communication to parents via compass newsfeed and the school newsletter and to the broader community via the local paper..
- Monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Providing students the opportunity to contribute to and provide feedback on decisions about school operations through Student Voice and other forums including Student Voice, Peer Support and Home Groups.
- Providing the opportunity for students to self-refer to the Student Wellbeing Coordinator, School Nurse, MHP, Level Leaders, Student Services Leader, 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.

- Creating opportunities for cross-age connections amongst students through the school production, athletics, music programs, peer support program and overseas camp experiences.
- Encouraging school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships
- Implementing programs, incursions and excursions developed to address issue specific behaviour when required. (i.e. elevate, cyberbullying, consent)
- Providing opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities, student voice and respectful relationships committees)

### **Targeted**

Warrandyte High School implements specific strategies, designed to address particular concerns in certain age groups or friendship circles by:

- Providing each year group a Level Leader (a teacher responsible for their year), who monitor the wellbeing and engagement of students in their year, and act as a point of contact for students who may need additional support
- Careers coordinator provides all students, from Year 10 and above, support in developing their Career pathway.
- Connect all Koorie students with a Koorie Engagement Support Officer.
- Out of Home Care students will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Warrandyte High School assists students to plan their Year 10 work experience.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- Providing education about Respectful Relationships

### **Individual**

Warrandyte High School implements specific strategies on a case by case basis to students who are identified as requiring assistance regarding engagement and support by;

- 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 Welfare Coordinator and Student Support Services
- referral to external support services such as ChildFirst, Headspace, Manningham Youth Services, EACH

Warrandyte High School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships by developing authentic 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 via parent/teacher conferences, SSG meetings, Wellbeing and/or level leader meetings.
- 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

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student

- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

#### 4. Identifying students in need of support

Warrandyte High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing and engagement.

Warrandyte High School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records -The school will promote and maintain high levels of student attendance and engagement using preventative measures and interventions that identify and respond to the needs of 'At Risk' students who require additional assistance and support.

This is achieved by our Student Services Team through:

- 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 and disengagement
- Articulating high expectations to all members of the school community
- Adopting consistent, rigorous procedures to monitor and record student absences
- Implementing data-driven attendance improvement strategies
- Linking with local community groups and agencies to maximise program and individual support providing a staged response
- Developing Individual Learning Plans where appropriate
- Using Attendance Improvement Plans
- Providing clear protocols for mandatory reporting
- Embedding of restorative practices for building effective relationships
- Analysis of multiple sources of data to drive decision making and guide actions
- Sharing of information about student's academic and social needs.
- Academic performance (ie NAPLAN results, Victorian Curriculum progression points) The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education including the following key strategies are in place:
  - Providing parents/carers with an individual learning program that best suits their child's needs where appropriate
  - Involving students and parents in programming and planning decisions
  - Supporting students access to programs that let them pursue achievable pathways
  - Accommodating different learning profiles and rates of learning
  - Engaging learners with strategies to challenge them at their level
  - Intervening early to identify and respond to individual student need
- Ensuring the expertise of teachers working in our school is maintained and developed through professional development in line with the Australian Professional Standards for Teachers. <https://www.vit.vic.edu.au/registered-teacher/standards/apst>
- Observations and communication of such as changes in engagement, behaviour, self-care, social connectedness and motivation by staff, by identifying risk factors such as, poor literacy and numeracy, poor attendance, disabilities, minority representation, financial hardship, poor health status
- Attendance, detention and suspension data- Our school will implement a whole-school behaviour management approach that emphasises pro-social values and behaviours, social competencies, and

promotes positive peer relationships through restorative practices. The key focus is on prevention and early intervention strategies that:

- Allow teachers to hold high expectations of students which are clearly articulated and enforced school-wide
  - Have clear expectations of individual responsibility
  - Establish consistent school-wide and classroom consequences for problem behaviour
  - 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.
- Engagement with families to support their child's learning and provide an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school 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 may include:
    - School Wellbeing Co-Ordinator
    - Community Mentors
    - Department of Human Services case managers and support workers
    - Social workers
    - Community Youth Agencies
    - Mental Health Support Services
    - Local parent and child support groups
    - Relevant DEECD support staff
    - E.C.A.S.A. [Eastern Centre Against Sexual Assault]
    - School Focused Youth Service (SFYS).
  - self-referrals or referrals from peers

## **5. Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. Our school's Statement of Values highlights the rights and responsibilities of members of our community. We expect that all students, staff, parents and carers treat each other with respect and dignity. It is the responsibility of each member of this community to protect the rights of other members within our school 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, racism, discrimination or intimidation.
- Express their ideas, feelings and concerns.

Students have the responsibility to:

- Participate fully in their education program.
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and member of the school community.
- Respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. (Appendix A)

## 6. Student behavioural expectations

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy and in accordance with our Bullying Prevention Policy. [\(insert link\)](#)

Warrandyte High School operates within the Department of Education Student Engagement Guidelines when administering consequences for those students who choose not to abide by the shared expectations of the school and the principles behind the Shared Expectations and Staged Consequences of the School Community. (Appendix B). Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments. Students should understand the connection between their behaviour and the consequences. The school's practices place emphasis on the students:

- understanding the impact that student actions have on others
- accepting responsibility for any breaches of the expectations and codes
- having opportunities to make amends to the school community for their actions through a range of measures
- developing their own strategies to ensure no further breaches.

The Effective Classroom Teaching Practice Guidelines (Appendix C) forms the basis of our classroom management practices. It utilises proactive and preventative measures in the first instance and then uses a series of staged interventions when students breach their responsibilities.

### Staged Consequences

Behaviours that breach the Shared Expectations of the School community may incur the following practices, actions and consequences: Remember behaviour unchallenged is behaviour condoned.

- Warrandyte High School Effective Teachers Practice (using a proactive and preventative model) – (Appendix C)

Teacher to follow-up incidents and issues that arise with:

- Discussions after class
- Counselling at lunchtime or recess
- Meeting with Level Leaders
- Accompany the teacher on yard duty to collect rubbish
- Referral of student to Level Leaders for follow-up actions
- Contact Parent/s to inform them of their child's behaviour
- Student behaviour contracts
- Student Support Group Meetings with Level Leaders, students, parents and Principal Class
- Withdrawal/Exiting a Student from class. (Appendix D)
- Detentions after school or at lunchtime
- Teachers may require a student to finish schoolwork that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess/lunch may be used for this work
- Community Service Sessions after school or during break that may involve the student collecting rubbish or cleaning school property
- Confiscation of student property
- Written and or verbal apologies
- Payment for replacement or repair of damaged items
- Sending students home from camps and excursions
- Referral to Student Wellbeing Leader, Guidance Officer or Careers Leader.
- Restorative Conferences with affected individuals where appropriate
- Withdrawal of privileges such as excursions and sporting activities.
- Internal Suspensions
- External Suspensions (Appendix F)
- Expulsion.

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

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

Corporal Punishment is prohibited in all Victorian schools and must NOT be used at the School under any circumstances. (Appendix B)

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Warrandyte High School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## **7. Engaging with families**

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

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families in school decision making
- coordinating resources and services from the community for families

## **8. Evaluation**

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

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Warrandyte High School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## **COMMUNICATION**

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website and through Compass
- Included in staff induction processes
- Included in student diaries so that it is easily accessible to parents, carers and students
- Made available in hard copy from school administration upon request



Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## **FURTHER INFORMATION AND RESOURCES**

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## **POLICY REVIEW AND APPROVAL**

This policy was last updated on October 2022 and is scheduled for review in October 2024

Proposed amendments to this policy will be discussed with student representative groups, parents groups, school council.

### 1. Links and Appendices (including processes related to this policy)

Appendix A: Student Management Policy and Processes

Appendix B: Shared Expectations and Staged Consequences of the School Community

Appendix C: The Effective Teaching Practices Checklist

Appendix D: Whole School Approach to Classroom Behaviour

Appendix E: Student Absence Learning Plan Template

Appendix F: Notice of Suspension Proforma

Appendix G: Return to School Plan

Australian Professional Standards for Teachers <https://www.vit.vic.edu.au/registered-teacher/standards/apst>

## 1. Whole-School Prevention Statement

Warrandyte High School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our Literacy Support and Numeracy Support programs ensure student literacy and numeracy needs are being addressed.

Our Student Wellbeing Programs that operate at all year levels throughout the year are tailored to address students' personal and social learning at various stages of their secondary education. We provide vital assistance and support to students in and out of the classroom through Student Support program. Student leadership capacity is fostered through the Student Voice Council, the house system, the school captain roles and peer support mentors.

When relationships break down between members of the school community, we use Restorative Practices to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

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

## 2. Rights and Responsibilities

***Every member of the school community has a range of rights, responsibilities and shared expectations. It is the responsibility of each member of this community to protect the rights of every other member.***

### ***These include:***

- The ***right*** to participate and learn in an educational environment that is safe, supportive and inclusive.
- The ***right*** to be treated with respect and honesty in a co-operative environment.
- The ***right*** to experience a pleasant and supportive learning and teaching environment free from all forms of bullying. Harassment and bullying will not be tolerated within the school community and the school will take strong action when and if a student is found to be involved in incidents of this nature. Harassment is any verbal, physical or sexual conduct (including gestures), which is uninvited, unwelcome or offensive to a person. Bullying is an aggressive form of harassment involving repeated oppression, physical or psychological, of a less powerful person by a more powerful person/s. Any bullying, which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages, is also intolerable and will be dealt with. Refer to the Anti-Bullying Policy ([insert link](#))
- Teachers also have the ***rights*** to be informed, within privacy requirements, about matters relating to students that may impact on their 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 and appropriately in the school's educational program, and to ensure that their behaviours are maintain to the highest standard, demonstrating respect for themselves 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 Wellbeing*

*Policy.*

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

**Other rights and responsibilities include:**

	<b>Students</b>	<b>Parents</b>	<b>Principals/Teachers &amp; Staff</b>
<b>Rights</b>	<ul style="list-style-type: none"> <li>▪ To learn in a positive working environment</li> <li>▪ To be presented with work that is both engaging and challenging</li> <li>▪ To be treated equally, fairly and consistently</li> <li>▪ To have a opportunities for student representation</li> <li>▪ To have a clear and consistent set of behavioural guidelines</li> <li>▪ To have concerns listened to &amp; treated with confidentiality</li> <li>▪ To have teachers who are passionate and committed and embody the school values</li> </ul>	<ul style="list-style-type: none"> <li>• To have their child/ children taught by professionally registered teachers</li> <li>• To be kept informed about school related issues</li> <li>• To be promptly notified of issues relating to their child</li> <li>• To have their children treated equally and fairly</li> <li>• To have their children taught in a clean, safe and supportive environment</li> <li>• To approach the school confident that their concerns will be listened to and treated confidentially</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to teach without hindrance</li> <li>• To be supported by parents</li> <li>• To be kept informed about students</li> <li>• To be given the opportunity to take part in professional learning</li> <li>• To be involved in the decision making processes of the school</li> <li>• To expect support from their colleagues and the School Leadership Team</li> </ul>
<b>Responsibilities</b>	<p><b>All students are expected to:</b></p> <ul style="list-style-type: none"> <li>▪ Attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>▪ Be prepared to participate fully in lessons</li> <li>▪ Bring a note from their parents/carers explaining an absence/lateness</li> <li>• Take responsibility for their learning and have high expectations that they can learn</li> <li>• Take responsibility for their behaviour and its impact on others</li> <li>• Model the school core values of 'Excellence, Integrity &amp; Respect'</li> <li>• Comply with the school Behavioural Policy and work with teachers and parents in developing</li> </ul>	<p><b>Parents/Carers are expected to:</b></p> <ul style="list-style-type: none"> <li>• Ensure that enrolment details are correct</li> <li>• Ensure their child attends regularly</li> <li>• Advise the school as soon as possible when a child is absent</li> <li>• Account for all student absences</li> <li>• Keep family holidays within scheduled school holidays</li> <li>▪ Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> <li>▪ Maintain high expectations of their child's behaviour and an understanding of the school behavioural expectations</li> <li>▪ Communicate with the school in regards to their child's circumstances</li> </ul>	<p><b>Teachers are expected to maintain the standards outlined for teachers 'The Australian Professional Standards For Teachers</b></p> <ul style="list-style-type: none"> <li>▪ Know students and how they learn</li> <li>▪ Know the content and how to teach it</li> <li>▪ Plan for and implement effective teaching and learning</li> <li>▪ Create and maintain supportive and safe learning environment</li> <li>▪ Assess, provide feedback and report on student learning</li> <li>▪ Engage in professional learning</li> <li>▪ Engage professionally with colleagues, parents/carers and the community</li> </ul>

	strategies to improve outcomes	<ul style="list-style-type: none"> <li>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	
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### 3. Procedures for Students

**It is expected that students are familiar with the following procedures outlined in the Student Planner:** Attendance, Bicycles, Buses, Canteen, Communication with Level Leaders, Damage to property, Driving to school, Early Leaver's Pass, Extra work sessions, Games in the vicinity of the school building, Illness or Injury, Late Pass, Lockers/Bags, Lost Property, Sick Bay, Uniform – passes, Visitors.

### 4. Prohibited items

Students are not to bring to school, store at school or use tobacco, vapes, alcohol, illegal drugs, or any prohibited substances, solvents; nor are they to bring to the school any apparatus associated with illegal drug use. Strong disciplinary action will be taken for breaches of this kind.

Students will not possess or threaten to use any object, which might endanger self or other members of the school community. Items deemed by the school Principal to be dangerous, offensive or illegal items such as knives, lighters and sharp implements are not to be brought to school.

Other items not to be brought to school include permanent markers, paint cans/sprays, stink bombs.

### **Overview**

The school operates within the Department of Education Student Engagement Guidelines when administering consequences for those students who choose not to abide by the shared expectations of the school and the principles behind the Student Code of Practice. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments. Students should understand the connection between their behaviour and the consequences. The school's practices place strong emphasis on the students:

- understanding the impact that student actions have on others
- accepting responsibility for any breaches of the expectations and codes
- having opportunities to make amends to the school community for their actions through a range of measures
- developing their own strategies to ensure no further breaches.

**The Effective Teaching Practice Guidelines (Appendix C)** forms the basis of our classroom management practices. It utilises proactive and preventative measures in the first instance and then uses a series of staged interventions when students breach their responsibilities.

### **Staged Consequences**

Behaviours that breach the Shared Expectations of the School community **may** incur the following practices, actions and consequences: Remember behaviour unchallenged is behaviour condoned.

- Warrandyte High School Effective Teachers Practice (using a proactive and preventative model) – **(Appendix C)**
- Graded warnings for the students
- Student asked to move position in class
- 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. In this instance the student may be temporarily isolated from regular classroom activities in a location where the teacher can continue to supervise the student. Teacher must follow up if this action is implemented
- Teacher to follow-up incidents and issues that arise with:
  - Discussions after class
  - Counselling at lunchtime or recess
  - Meeting with Level Leaders
  - Accompany the teacher on yard duty to collect rubbish
  - The school implements an Exit to Feeder process
  - Referral of student to Level Leaders for follow-up actions
  - Contact Parent/s to inform them of their child's behaviour
  - Student behaviour contracts
  - Student Support Group Meetings with Level Leaders, students, parents and Principal Class
  - Withdrawal/Exiting a Student from class **(Appendix D)**
  - Detentions after school or at lunchtime
  - Teachers may require a student to finish schoolwork that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess/lunch may be used for this work
  - Community Service Sessions after school or during break that may involve the student collecting rubbish or cleaning school property
  - Confiscation of student property
  - Written and or verbal apologies
  - Payment for replacement or repair of damaged items
  - Sending students home from camps and excursions
  - Referral to Student Wellbeing Leader, Guidance Officer or Careers Leader.
  - Restorative Conferences with affected individuals where appropriate
  - Withdrawal of privileges such as excursions and sporting activities.
  - Internal Suspensions
  - External Suspensions
  - Expulsion.

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

**Discipline procedures – suspension and expulsion**

When considering suspension or expulsion, the school will follow the procedures listed in the **Student Engagement and Inclusion Guidelines**. Appendices within the guidelines provide a pro forma for use in suspension and expulsion procedures.

**Procedures for Suspension**

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

**i. Reasons for Suspension**

A student may, by the **order of the Principal under Ministerial Order 625**, be suspended for;

- Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- Causing significant damage to or destruction of property
- Committing or attempting to commit or is knowingly involved in the theft of property
- Possessing, using or selling or deliberately assisting in another person to possess use or sell illicit substances or weapons
- Failing 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
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

**ii. Suspension Processes:**

- A student can be suspended for a maximum of 5 consecutive days and the maximum period of suspension in one school year is 15 days before the Regional Director is contacted to discuss the student's case and provide written approval
- When a suspension is deemed necessary, the school will establish a Student Support Group (parent/guardian, Principal class member, Level Leader, student and any other appropriate person) before a student is suspended (except in case of immediate suspension)
- A notice of suspension will be provided to students and their parents/carers along with a *Procedures following Suspension* brochure prior to the commencement of the suspension (unless the suspension is immediate), *Student Absence Learning Plan (if applicable)*, *Return to school plan (if applicable)* and *Recorded the suspension on CASES21*
- The school will provide appropriate and meaningful schoolwork during suspensions.

## Procedures for Expulsion:

### Reasons for Expulsion

A student may, by order of the Principal under Ministerial Order 625, be expelled for:

- the student does anything mentioned in the above section related to **suspension**

### AND

- The student's behaviour is of such magnitude that it is the only available mechanism
- The Principal has considered 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 need to maintain the effectiveness of the school's educational programs
- For students with a history of behavioral issues, the Principal can confirm that sufficient prior interventions have been put in place (note: this is not a requirement under Ministerial Order 625 but a ground for appeal under the Order).

## Primary Interventions – Teacher/Parent/Year Level Coordinator

\*\*It is essential prior to contact with parents the Year Level Coordinator has been notified of the issues. Any correspondence with parents must be copied to the Level Leader.

### **Sharing compassionate concern: Respond rather than react.**

- Write a note home to parents via Compass: 'Just a record of Sam's behaviour.....'. Please ensure you speak to the Level Leader prior to sending.
- Never allow put downs of others and bullying to go unchecked: 'would you like your family to do that to you' or 'What gives you're the right to speak to someone that way?'
- Call home after the 3rd time the student displays the behaviour and couch it in terms of them letting themselves down.
  - *Notify the Level Leader*
  - *Identify very specifically the behaviour that the student is displaying: He has interrupted 15 times in today's lesson.*
  - *Get students to call and notify their parents for you.*
- If student identify difficulties in their life, show compassion but indicate that it does not give them entitlement to behave as they do.
- Follow-up statements after class or ask Year Level Coordinator and/or senior staff member to take your lesson for 10-15 minutes to create time with student:
  - *'Why do you think I'm talking to you? What happened?'*
  - *'What happened as a result of this?'*
  - *'Who was affected by your behaviour?'*
  - *'How can you fix what's happened?'*
  - *'How can you make sure it does not happen again?' alternative ideas.*
  - *'What do you think is a fair consequence for this behaviour?'*
  - *'What do you think the class would think is a fair consequence?'*
- Conduct a confidential class survey (or get YLC to do the survey) to understand the things that people SAY and DO in the class that affect their learning:
  - *I/We get \_\_\_\_\_ in the class when people \_\_\_\_\_ and we want you to stop \_\_\_\_\_ and start \_\_\_\_\_.*
  - *Student who continually ignore rules are to be asked as to why they should be allowed to have different rules to others.*



## **Interventions: Exiting Students**

The process to initiate the three level approach to exiting a student from class should take place only after a host of preventative/relationship building strategies have been implemented and the teacher has exhausted a range of classroom management strategies.

### **Whole School Student Behaviour Management**

After the classroom teacher has exhausted their classroom management strategies, the following three level system aims to assist in raising expectations in the classroom.

The process addresses unacceptable behaviour, while providing strategies to reduce the likelihood of exiting a student from the classroom.

*The aim at this stage, is to address the behaviour in a positive manner, and de-escalate the situation*

#### **Warning 1**

Explicit verbal warning.

The classroom teacher informs the student(s) that this is their first warning and that their behaviour is not acceptable. The explanation given is to relate back to the WHS values of Excellence, Integrity and Respect.

At this stage, the recommendation is that the teacher implements their own behavioural management strategies to address the unacceptable behaviour.

#### **Possible Strategies:**

- Move the student(s) to an alternate seating location. If the behaviour continues, then a seating plan may be considered for the student.
- Student(s) clean the board or tidy up the classroom prior to leaving. (Teachers are to be mindful that the student(s) is not late for the next class.)
- Recess/lunchtime detention where the student(s) – complete uncompleted classwork OR the student code of conduct found in their student planner is written out.

Teachers must in this stage (if the behaviour does NOT continue):

1. Create a behaviour chronicle entry documenting the disciplinary action to Student Services.
2. Send a parent email home (refer to template) promptly

After all disciplinary action, it is the classroom teacher's responsibility to ensure a **restorative session** between the teacher and student(s) occurs.

The student(s) is to be informed, that continual disregard of the school's high expectations may result in an afterschool detention scheduled by the Level Leader.

The classroom teacher is to report the name(s) of student(s) who fail to attend the teacher initiated disciplinary action to the Level Leader.

An after school detention will then be scheduled for the student(s) and their parent(s) will be informed.

#### **Warning 2**

The student(s) is to be explicitly informed, that continual disregard of WHS' high expectations may result in an Exit from Class upon the third warning, and that the student may be placed in an alternate classroom and an afterschool detention may be scheduled by the Level Leader.

At stage 2, the recommendation is that the classroom teacher implements a recess/lunchtime detention supervised by the classroom teacher.

Possible strategies for student(s) in detention;

- Completing uncompleted classwork
- Writing out the student code of conduct found in the student planner.

Teachers must at this stage (if the behaviour does NOT continue):

1. Create a behaviour chronicle entry documenting the disciplinary action for Student Services.
2. Promptly send a parent email home (refer to template)

After all disciplinary action, it is the classroom teacher's responsibility to ensure a **restorative session** between the teacher and student(s) occurs.

The classroom teacher is to report the name(s) of the student(s) who fail to attend the classroom teacher initiated disciplinary action to the Level Leader.

An after school detention will then be scheduled for the student(s) and their parent(s) will be informed.

### **Warning 3**

#### **Explicit third verbal warning.**

The classroom teacher explicitly informs the student(s) that this is their third warning for unacceptable behaviour. The explanation given is to relate back to the WHS values of Excellence, Integrity and Respect.

At this stage, the recommendation is that the classroom teacher **initiates the Exit from Class process:**

1. The classroom teacher is to complete the BLUE Classroom Exit Slip while informing the student(s) of their exit from the classroom.
2. The exited student(s) should to be escorted by 1-2 responsible students to observe the arrival of the exited student to the alternate classroom.
3. The classroom teacher should explicitly inform the student(s) being exited, that they are to report to or may be escorted to an alternate classroom. (*Senior students to a junior class; junior students to a senior class*)
4. On arrival to an alternate classroom, the exited student(s) is given 2 documents :
  1. Student Think Sheet
  2. Student Return to Class Agreement

*These documents can be found in a plastic pocket attached to the side of the teacher's desk in the classroom.*

6. At the end of the lesson, the student is to be accompanied by teacher who had exited the student, to the Level Leaders office and parent(s)/guardian(s) contacted.

The classroom teacher initiating the student exit from class, must promptly complete a:

- "Teacher Account of Exit from Class" document found on Compass School Resources.
- Attach the Teacher Account of the Exit, to the Compass "Exit from Class" chronicle entry to inform the Level Leader.
- Provide work for the student to complete during their assigned afterschool detention.

#### **The Student will**

- Take home the two completed forms for a parent/guardian to sign
- Return all forms signed by the parent/guardian to the Level Leader the following day in order to return to their next timetabled class.

The Level Leader will:

- Contact the student's parent(s)/guardian(s) the day of the exit.
- Organise a restorative session between the classroom teacher, student(s) and Level Leader/Assistant Principal and finalise the "Student Return To Class Agreement".
- Schedule an afterschool detention for the student

Upon the student(s) return to class the classroom teacher is required to provide the 'Student Self Reflection sheet' for the student to complete.

The classroom teacher is required to provide a comment about the student(s) behaviour/participation in class for the next 2 lessons in the comment section of the student's Exit from Class chronicle entry on Compass.

If the student(s) breaches the agreed Return To Class Agreement, the process will be repeated.

- An internal suspension may be organised by the Level Leader as the appropriate consequence for a second-time exit from class offence.
- An external suspension may be organised by the level leader as the appropriate consequence for a third-time exit from class offence.

THINK SHEET



Exit to Room: .....

Teacher: .....

Signed: .....

(This sheet must be returned to the Middle School Office / Senior School Office at the end of the lesson)

STUDENT'S NAME: .....

Date: .....

CLASS / TEACHER: .....

This is the school expectation I broke:

- I interfered with the learning of other students
- I threatened another student
- I was not following directions
- I was being disrespectful
- I was not being safe in the classroom

The school expectation I broke was:

.....  
.....

How did I effect the learning of others?:

.....  
.....

What could I have done to prevent the problem?

.....  
.....

What can be done now to work through this issue?

.....  
.....

What needs to happen before I return to class?

.....  
.....

Starting tomorrow I will: (explain this in your return to class agreement)

.....  
.....

STUDENTS SIGNATURE: .....

DATE: .....

PARENT'S SIGNATURE: .....

DATE: .....

## Return to Class Agreement

Date: .....

Student Name: ..... Class: .....

Teacher: .....

In order to return to class, I agree to make the following changes in my behaviour:

(You will need to discuss this with your teacher before your return to class.)

I will

.....  
.....

I will

.....  
.....

I will

.....  
.....

I will

.....  
.....

I will

.....  
.....

I will

.....  
.....

I agree that if I break this agreement I may be exited from class again.

Student: ..... Teacher: .....

Parent: ..... Year Level Leader: .....



# SELF REFLECTION SHEET

NAME: .....

DATE: .....

Now that you have negotiated your return into Ms / Mr .....’s class, you must complete this sheet at the end of each of your next 5 classes with the above teacher.

### School expectations from students:

- Follow directions issued by staff
- Be respectful to staff and students
- Do not interfere with the learning of other students
- Do not threaten other students
- Do not put anyone at risk in the classroom

1. List the school expectation(s) you did not meet which resulted in your exit from class.

.....  
 .....

2. Today, rate your willingness to follow your teacher’s instructions:

0            1            2            3            4            5            Circle your rating

0- completely unwilling

5 – consistently willing

3. How would you rate the level of respectful behaviour you displayed?

0            1            2            3            4            5            Circle your rating

0- completely disrespectful

5 – consistently respectful

4. How would you rate the level to which you remained focused?

0            1            2            3            4            5            Circle your rating

0- completely unfocused

5 – consistently focused

5. To what extent did you not interfere with the learning of others?

0            1            2            3            4            5            Circle your rating

0- consistently interfering

5 – No interference

6. What do I know I have to do differently in the next lesson?

.....  
 .....

## Appendix E: Student Absence Learning Plan Template

Student Absence Learning Plans are devised to support the education of students who are absent from school for an extended period. Student Absence Learning Plans should be developed collaboratively by teachers, students and their parent.

Student Absence Learning Plan must be developed for:

- students suspended for more than 3 days (refer to suspension guidelines for more information)
- students subject to an expulsion appeal process (refer to expulsion guidelines for more information).
- Students hospitalised or undergoing medical intervention for an extended period
- It may also be useful to develop a Return to School Plan for students who have been absent from school for an extended period

<b>Student name:</b>	
<b>Year level:</b>	<b>Date:</b>
<b>Reason for absence:</b>	
<b>Date of last day of school:</b>	<b>Date of return to school:</b>
<b>Description of the educational program:</b>	

<b>Activities for the student to undertake while away from school:</b>	
<b>Outcomes for the student to achieve:</b>	
<b>Resources the student may find useful:</b>	
<b>Agreed role of parents/carers in supporting the absence learning program:</b>	
<b>Contact details for the student to stay in touch:</b>	<b>School phone number:</b>
<b>School contact person:</b>	
<b>Signature of parent/carer:</b>	<b>Signature of principal:</b>

## Appendix F: Notice of Suspension Pro forma

Suspension documents and checklists can be found on the Department of Education and Training website.

[Policy and Advisory Library | education.vic.gov.au](http://education.vic.gov.au)

## Appendix G: Return to School Plan

A Return to School Plan can be implemented to assist in the reintegration of a student after a prolonged absence (and may be used following other strategies if these strategies have not had the desired outcome).

This plan should be developed with the student and the parents/carers and any support workers. (Sample)

<b>Student name:</b>	<b>Date:</b>
<b>Year level:</b>	
<b>The work that I have missed and need to complete:</b>	
<b>My timetable (including bell times and non-school periods):</b>	
<b>School Term Dates:</b>	
<b>Student Free Days:</b>	
<b>School will be closed to students on:</b>	

<b>Goals to improve my attendance so that I achieve a __ % attendance rate:</b> 1. 2. 3.								
<b>People I will go to when I need help and where I can find them:</b> <table border="1"><thead><tr><th><u>Person</u></th><th><u>Location</u></th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table>	<u>Person</u>	<u>Location</u>						
<u>Person</u>	<u>Location</u>							
<b>If I am absent for any reason my parent/carer will phone the school on the first day of my absence on this number: _____ . If the school does not receive a message then my teacher will phone my home to see what has happened on this number/these numbers: _____ or _____.</b>								