



# Student Wellbeing and Engagement Policy

## **PURPOSE**

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

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

Pakenham Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where students 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 a
7. Engaging with families
8. Evaluation

## **POLICY**

### **1. School profile**

Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe. Its history as the main State Secondary School servicing a rural area has been overshadowed by the expansion of the city boundaries and the College now serves a larger and more diverse, multicultural community.

Pakenham Secondary College is committed to providing all students with learning opportunities that are designed to develop socially responsible citizens and build pathways to their future. The schools values are based around the acronym SOAR; Social and Personal Responsibility, Opportunities for all, Achieving Personal Best and Respect and Relationships.

There is a strong commitment to long term improvements in student learning and the College aims to provide all teachers with the professional and moral support to develop their practice so that they reach their full potential. The intent is for the school to be recognised throughout the community as a place that provides each and every student with a high quality educational experience.

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

A values statement has been developed through extensive consultation with all sectors of the school community and is referred to by the acronym "SOAR". "SOAR" is widely publicised and used as the foundation for policies and procedures. In developing this statement it has been accepted that student wellbeing is the responsibility of all members of the school community and that social and emotional wellbeing is the basis of effective student learning and positive behaviour.

### **S-O-A-R**

#### **Social and personal responsibility**

*This means everyone is accountable for their own actions and share responsibility for the development of a positive learning environment.* It is demonstrated through:

- Being organised, punctual and properly prepared for class.
- Being polite and respectful of others
- Enforcing school rules and protocols around behaviour management
- A safe, supportive and clean learning environment

#### **Opportunities for all**

*This means that all members of the school community are provided with a variety of learning opportunities to further develop themselves and participate in the decision making process of the school.* It is demonstrated through:

- The provision of a variety of learning opportunities and pathways to help students and teachers achieve their personal best
- The provision of appropriate academic and welfare support
- The acceptance that all students can learn
- Respecting the rights of others to learn

#### **Achieving personal best**

*This means there is an expectation that all members of the school community commit to a culture of excellence.* It is demonstrated through:

- Staff and students being focused on learning
- A strong work ethic
- A commitment to continuous improvement
- Regular attendance
- Setting high expectations and encouraging persistence

#### **Respect and relationships**

*This means that the school recognises the importance of productive relationships, with all members of the school community showing respect for themselves, others and the environment.* It is demonstrated through:

- Acceptance of others and being tolerant of different views
- Positive relationships and teamwork
- A clean environment
- Being valued and having a sense of belonging
- Respecting the rights of teachers to teach and students to learn

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

Pakenham Secondary College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

### Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Pakenham Secondary College use an Instructional Model framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons. The Instructional Model is supported by the work of Professional Learning Communities
- teachers at Pakenham Secondary College school adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- the College's School wide Positive Behaviour Matrix outlines expected behaviours and positive behaviour and student achievement is acknowledged in the classroom, and formally in sub school, whole school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including sub school meetings. Students are also encouraged to speak with their teachers, Team Leaders, Sub School Leaders, Assistant Principal and Principal whenever they have any questions or concerns
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, 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 engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour e.g. BullyZero program
- opportunities for student inclusion (sports teams, Chess Club and representing the College at tournaments, recess and lunchtime clubs and activities)
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

### Targeted

- students are grouped into sub schools to enhance their transitions and progress through the Year Levels. These are Purple Team (Years 7, 8 and 9), Green Team (Years 7, 8 and 9), Year 10 and Senior (Years 11 and 12, VCE & VCAL). A Leading Teacher is responsible for each sub school, they monitor the health and wellbeing of students in their care with the assistance of up to three Team Leaders. They also act as a point of contact for students who may need additional support

- all students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background through our EAL program
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Pakenham Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan

### Individual

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
- meeting with student and their parent/carer to talk about how best to help the student engage with school.
- developing an Individual Learning Plan and/or a Behaviour Support Plan.
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - School-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Child First
  - Re-engagement programs such as Navigator.

Where necessary the College 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
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability,
  - in Out of Home Care,
  - with other complex needs that require ongoing support and monitoring

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

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

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

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

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

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

#### **6. Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Pakenham Secondary College's Bullying policy.

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. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Pakenham Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

School wide Positive Behaviour Support underpins our College's approach to behaviour expectations:

- At our College,
- In the Classroom,
- when using ICT and
- In the Yard.

The matrix outlining the required behaviours is posted widely throughout the College along with posters detailing the various areas and behaviours.

Teachers are expected to remind the students of the required behaviour and explain what will happen if the behaviour continues. REMIND-RETEACH-FOLLOW UP.

A reward scheme is attached to the SWPBS initiative and all records are kept on Compass.

SWPBS Matrix [Appendix #1], Response to Behaviours [Appendix #2].

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Team Leader or Sub School Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in particular 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>

**Error! Hyperlink reference not valid.** 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 Pakenham Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## **7. Engaging with families**

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

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

- ensuring that all parents have access to our school policies and procedures, available on our school website.

- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- involving families in school decision making through school council.
- coordinating resources and services from the community for families.
- including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

Pakenham Secondary College 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

Pakenham Secondary College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any interventions occurs as soon as possible.

## **COMMUNICATION**

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

- Available publicly on our school's website
- Included in staff induction process
- included in a reference in the school newsletter
- 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](#)
- [Suspensions](#)
- [Expulsions](#)

- [Restraint and Seclusion](#)

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

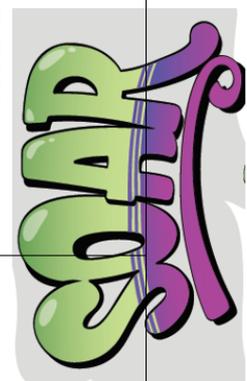
- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

#### REVIEW CYCLE

Policy last reviewed	26 <sup>th</sup> May 2022
Consultation	School Council 21 <sup>st</sup> June 2022
Approved By	Principal
Next scheduled review date	May 2024

**PAKENHAM SECONDARY COLLEGE – POSITIVE BEHAVIOURS**

	<b>At our College</b>	<b>Classroom Instructional Settings</b>	<b>Online</b>	<b>Yard</b>
 <b>S</b> Social and personal responsibility	Attend school daily Arrive on time Follow all aspects of the College Uniform code. Use school facilities for the correct purpose. Place all litter in the correct bin Follow emergency procedures	Bring the correct equipment to class. Line up outside the class quietly. Seek teacher permission before leaving the classroom. Follow all teacher instructions promptly	Follow cyber-safety guidelines during online activities Report cyberbullying to Sub-School Coordinators Only post appropriate comments and pictures Collect and return laptops/ICT to and from the charging trolleys.	Stay within College boundaries during school hours Follow the instructions of Yard Duty staff. Access lockers, before school, at recess and lunch. Respond promptly when the bell rings.
 <b>O</b> Opportunities for all	Participate in the College activities. Include others.	Be quiet while others are learning. Remain in your allocated seat/area during class time. Help others Encourage others.	Remain on task when using ICT Bring laptops to class.	Encourage others Invite others to participate Share with others Take Turns
 <b>A</b> Achieving personal best	Complete tasks. Set goals. Listen to feedback.	Participate in classroom activities. Ask questions when appropriate. Complete tasks on time. Seek Feedback on our work.	Use ICT devices with teacher permission Mobile phones are locked in lockers Follow guidelines for plagiarism and referencing.	Follow the rules. Encourage others.
 <b>R</b> Respect and Relationships	Use appropriate language when speaking to others Report Bullying Put all rubbish in the correct bin. Listen to others.	Be quiet when others are speaking Listen to the viewpoints of others. Contribute when working in a group.	Only video, record and photograph appropriate content.	Walk away from conflict. Speak to a staff member when you have a concern.



## Response to Behaviour at Pakenham Secondary College – Minor → Major

Pakenham Secondary College will:

TEACH	REMIND	ACKNOWLEDGE	RECORD	EVALUATE
Teach the expected behaviours.	Remind students of the expected behaviours.	Acknowledge the positive learning behaviours.	Record incidents on Compass.	Evaluate the data and amend the expectations.

### Classroom Teacher – Response to classroom incidents

The classroom teacher responds to incidents in the classroom that stop the student (or others) from learning.

<p>Incidents relating to:</p> <ul style="list-style-type: none"> <li>• Lateness</li> <li>• Equipment and Books</li> <li>• Interruptions</li> <li>• Incomplete work</li> <li>• Non-submission of homework</li> <li>• Put down comments</li> <li>• Not following instructions</li> <li>• Refusing teacher requests</li> <li>• Misusing electronic devices</li> <li>• Bringing food and drink to class</li> <li>• Leaving class without permission</li> <li>• Misuse of equipment</li> <li>• Challenging behaviour</li> <li>• Inappropriate language</li> <li>• Attendance and performance.</li> </ul>	<p><b>Required Response</b></p> <p><b>REMIND</b></p> <ul style="list-style-type: none"> <li>• Remind the student of the expected behaviour.</li> <li>• Refer to the Behaviour Matrix</li> </ul> <p><b>RETEACH</b></p> <ul style="list-style-type: none"> <li>• Reteach the expected behaviour at the first opportunity.</li> <li>• In an appropriate setting</li> <li>• Be specific...“At this College students are expected to...”</li> <li>• Explain how the behaviour affects others.</li> <li>• What will happen if the behaviour continues.</li> <li>• What the correct behaviour looks like.</li> </ul> <p><b>FOLLOW UP</b></p> <ul style="list-style-type: none"> <li>• Meet with the student before the next class.</li> <li>• Check for understanding of the expected behaviour.</li> <li>• Student has a fresh start in every class.</li> <li>• No further consequences.</li> </ul>	<p><b>Consequences for Repeated Behaviour</b></p> <p><b>1<sup>st</sup> Consequence</b> <b>3-minute detention after class.</b></p> <ul style="list-style-type: none"> <li>• Tidy the room</li> <li>• An opportunity to discuss the behaviour,</li> <li>• Reinforce class rules and expectations for learning.</li> </ul> <p><b>2<sup>nd</sup> Consequence</b> <b>10-minute detention at the next break.</b></p> <ul style="list-style-type: none"> <li>• Catch up on work/extension work.</li> <li>• Discuss the behaviour and reteach the expected behaviour at the College. Identify an alternate behaviour.</li> <li>• Verbal commitment from the student to demonstrate understanding.</li> <li>• “If this behaviour continues, there will be further consequences that may include...”</li> </ul> <p><b>Repeated Incidents</b></p> <p><b>1. Parent contact via phone</b> Phone discussion stating expectations and consequences to date. Agreed consequence, up to 30-minute detention after school to complete classwork.</p> <p><b>2. Team Leader Referral</b> There must be incidents recorded on Compass with consequences to date.</p>
---	---	---

### Team Leader and Sub School Response

The Team Leaders and Sub School Leaders will respond to classroom teacher referrals and major incidents.

<p>Incidents relating to:</p> <ul style="list-style-type: none"> <li>• Major disruptions</li> <li>• Dangerous behaviour</li> <li>• Wagging</li> <li>• Uniform issues</li> <li>• Fighting</li> <li>• Daily attendance</li> <li>• Physical harassment</li> <li>• Overall attendance</li> <li>• Overall performance</li> <li>• Wellbeing overview</li> <li>• EAL overview</li> <li>• Tier 2 Interventions</li> <li>• Mobile Phone overview</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Smoking</li> <li>• Students at risk               <ul style="list-style-type: none"> <li>▪ Out of home care</li> <li>▪ PSD</li> <li>▪ Koorie</li> </ul> </li> <li>• Data Analysis               <ul style="list-style-type: none"> <li>▪ Compass</li> <li>▪ Interim reports</li> <li>▪ Semester Reports</li> <li>▪ Attendance</li> </ul> </li> </ul>	<p><b>Required Response</b></p> <p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Record student account of incident.</li> <li>• Contact parent.</li> <li>• Silent witness interview with teacher.</li> <li>• Follow up consequences. (Shared with class teacher)</li> <li>• Record on Compass.</li> </ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"> <li>• Behaviour Card (week, day or subject)</li> <li>• Check In, Check Out.</li> <li>• Negotiated removal from class.</li> <li>• Parent interview</li> <li>• Wellbeing Referral</li> <li>• Time Out</li> <li>• Internal suspension</li> <li>• Suspensions (with AP approval)</li> </ul>
--	---	---

### School Response

Suspension Overview SSS referrals	Part Time programs Re-engagement Programs	Tier 3 Interventions Expulsions
--------------------------------------	--	------------------------------------