Eaglehawk Secondary College

Student Engagement
&
Wellbeing Policy

Reviewed August, 2016

*We are committed to keeping children safe from harm
and have a zero tolerance of child abuse.*

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The College leadership team, led by the Principal managed a process for the development and implementation of the Student Engagement and Wellbeing Policy.

The College Council have also been involved in the development of the policy and are responsible for approving the policy, monitoring its effectiveness and evaluating its success. The staff of Eaglehawk Secondary College have agreed on the principles of engagement and the need to apply the policy across the College in a professional manner.

The policy is available to all members of the College Community.

1 School profile statement

Eaglehawk Secondary College is a Year 7-10 Secondary College serving the Eaglehawk Community (approximately 8 km from the centre of Bendigo). The community is unique and diverse with approximately 600 students attending the College. The vast majority of students attending the College live in the local community. The College values its connection with the local community and works to promote this through diverse programs and engagement.

The College population is diverse and comes from a range of socio-economic groups, many students parents will have attended the College and have a strong connection with the local community. The school also serve a large public housing estates as well as new developments. The College currently has approximately 50 indigenous students and conducts curriculum programs to support them as well as being a centre for the "Wannik Dance Academy".

Eaglehawk Secondary College is currently in the final stages of completing a new school development that will see the whole school re-accommodated in new buildings by the end of 2010. This has been a catalyst for the re-organisation of College structures that are aimed at improving student achievement, engagement and retention. This re-organisation has focused on creating strengthened student/staff relationship and improving learning outcomes for all students. These changes were introduced at the start of 2010 and will be reviewed and modified as required.

The College recognises the challenges of providing a high quality education to a diverse community and ensuring that all students experience success and develop effective learning pathways during their adolescent years.

2 Whole-school prevention statement

Eaglehawk Secondary College values *Community*, provides *Opportunities*, builds *Relationships* and has high expectations of *Effort and Achievement*. We are committed to keeping children safe from harm and have a zero tolerance of child abuse. Every student has the right to be safe and protected from harm including students with disabilities, Aboriginal and Torres Strait Islander students, students who identify as LBGT or who are from same sex families and students from culturally and linguistically diverse backgrounds. This is the responsibility of all teaching and non-teaching staff, school administration and principal class, volunteers and visitors to the school. This applies to all the school learning environments whether students are in community spaces, outdoor or off site learning environments or engaging in learning online. The school undertakes appropriate risk assessment, implementation of controls, and a monitoring and review process to ensure the currency of the risk management approach. The school's policies and procedures comply with the Child Safety Standards and the school's obligations to report incidences of child abuse are reviewed every three years or as required.

The school Code of Conduct is aligned to the VIT Code of Conduct for all employees. Any adult; Teacher, Education Support Staff, school counsellor, school nurse, chaplain, volunteer support staff, visiting agency support staff, volunteers or visitors under the direction of teaching staff, will provide the school with evidence of Working with Children's checks and police record checks as part of internal HR processes and induction. Child safety is part of the selection process and induction of staff into the College.

Child safety concerns are identified through the Teacher Advisory Program, direct referral to student wellbeing staff, direct reporting to principal class and mandatory reporting to child protection and police.

We provide ongoing professional development for all staff to understand, identify, discuss and report child safety matters.

Eaglehawk Secondary College strives to achieve a foundation of student learning in which student wellbeing and engagement are a whole school priority. The College recognises that explicit teaching of community values and social competencies and the development of strong relationships underpins positive learning outcomes and school experiences.

The College reinforces these policies through the implementation of a comprehensive "Teacher Advisory and Neighbourhood Learning Program" that provides the framework for developing strong relationships between students, teachers and parents.

As a year 7-10 College the school recognises the importance of its role in preparing students for post compulsory education and their adult life. It also acknowledges its unique role in ensuring that students feel valued and cared for and have meaningful opportunities to contribute to the growth of their school and their community.

The College understands that it must respond to the needs of the diverse groups in its community including indigenous students and students from different socio-economic backgrounds. It must also respond to the individual learning needs of students that enter the school and are challenged by the "nature of school" by providing diverse and engaging programs.

Young people will encounter some difficulty, including learning difficulty, during their school life and will be supported by strategies to address such challenges. Risks for students may involve individual, social, emotional or physical factors, and may be related to family or community factors. The College has in place processes to identify and intervene early when an individual student is at risk of disengaging from learning or from school. Our teachers have a responsibility to respond when students experience difficulty with their schooling. Teachers at Eaglehawk Secondary College are supported by a planned, sequential and detailed whole-school approach to student support and by professional learning to assist with implementation. Our teachers need to 'believe they can make a difference and have a commitment to do so ... as well as a belief in the capacity of all students to make progress, given sufficient time and support'. (Hill & Crevola, 1998, pp. 133–57).

The Eaglehawk Secondary College Student Engagement and Wellbeing Policy will focus on:
- creating a positive school culture that is fair and respectful
- building a safe and supportive school environment
- expecting positive, supportive and respectful relationships that value diversity
- promoting pro-social values and behaviours
- encouraging student participation and student voice
- proactively engaging with parents/carers
- implementing preventative and early intervention approaches
- responding to individual students
- linking to the local community.

The College also seeks to enhance and support the work of teachers through the employment of staff and engagement of teachers that directly support students or programs and produce positive outcomes. This currently includes
- College's Outreach Program (and it's Tutors)
- Student Support Services Coordinator
- Transition Support
- Teacher Assistants
- School Attendance Support
- College Chaplain
- School Nurse
- Student Wellbeing Team
- Executive Referral Team
- KESO-Koori Engagement Support Officer

Restorative Practice
The College community embraces "restorative practice process" that acknowledge the development of strong relationships within the student management structure and provides students with the opportunity (where possible) "to put things right". It also acknowledges the need for all staff to receive training in applying these practices and in the use of "common language" in dealing with challenging situations. Restorative Practice, as applied by the College

- Provides students with the opportunity to acknowledge their mistakes
- Allows students to identify those affected by their actions.
- Provides students with the opportunity to engage in a "restorative conversation"
- Provides students with the opportunity, where possible, "to put things right"
- Ensures that consequences are appropriate for the situation
- Engages parents and family when and where appropriate and acknowledge the role that they play in the education of the "whole child"

The College prioritises a "leadership structure" that enhances and supports relationships and connections between students and staff and school and home. All students are assigned to a "Learning Neighbourhood" (led by a "Neighbourhood Leader") and a "Teacher Advisor" that provides a base or home for them whilst at the College. Students maintain connections with a small team of teachers whilst at the College that also supports communication between parents and school. Neighbourhood Leaders meet regularly with both their team of staff and as a leadership group to discuss mechanisms for improving student engagement and learning outcomes.

3 Rights and responsibilities

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:
- Age
- Breastfeeding
- Gender identity
- Impairment
- Industrial activity
- lawful sexual activity
- Marital status
- Parental status or status as carer
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:
- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter 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.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:
- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation and ensure inclusion for every child.

An education provider must make 'reasonable educational 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.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional staffing, providing special resources or modifying the curriculum
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- Benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

Definitions
Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying 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 or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)
Examples of cyberbullying behaviour are:
- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted messages
- Defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include
- Poor health – anxiety, depression
- Lower self esteem
- Reduced study performance
- Missed classes, social withdrawal
- Reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)
They include:
• Offensive staring and leering.
• Unwanted comments about physical appearance and sexual preference.
• Racist or smutty comments or jokes.
• Questions about another's sexual activity.
• Persistent comments about a person's private life or family.
• Physical contact e.g. purposely brushing up against another's body.
• Offensive name calling.

Explicit: (obvious)
They include:
•   Grabbing, aggressive hitting, pinching and shoving etc.
•   Unwelcome patting, touching, embracing.
•   Repeated requests for dates, especially after refusal.
•   Offensive gestures, jokes, comments, letters, phone calls or e-mail.
•   Sexually and/or racially provocative remarks.
•   Displays of sexually graphic material– pornography.
•   Requests for sexual favours.
Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as
•   grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
•   publicly excluding a person from your group
•   taking or breaking a person's property
•   knocking a person's books or belongings out of their hands or off their desk
•   teasing a person because of their looks

Cyberbullying

Being involved in online spaces including social media – either at home or at school - requires students to behave responsibly. This includes:
• the language you use and the things you say
• how you treat others
• respecting people's property (eg copyright)
• visiting appropriate places.

Behaving safely online means:
• protecting your own privacy and personal information (we used to call it 'stranger danger')
• selecting appropriate spaces to work and contribute
• protecting the privacy of others (this can be sharing personal information or images)
• being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:
• Tell the person you don't like what they are doing and you want them to stop.
• Discuss the matter with a student leader or a teacher/Neighbourhood Leader that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

• Information about cyber bullying can be found at http://www.education.vic.gov.au/ healthwellbeing/safety/bullying/cyber/default.htm and in Working with the Web: A Guide to Ethical and Safe Use of the Internet in Victorian Schools at http://www. education.vic.gov.au/management/elearningsupportservices/www/default.htm
    • For more information, see Safe Schools are Effective Schools at http://www.education.vic.gov.au/healthwellbeing/ safety/bullying/default.htm

Rights and Responsibilities of the School Community

Student connectedness with school, student behaviour and student learning are closely linked. The College recognises and acknowledges that all students have the capacity to and the right to learn. Eaglehawk Secondary College also understand that it has a responsibility to explicitly teach and contribute to the social and emotional skills that all young people need to develop.

The College conducts a comprehensive "social competencies" program during its teacher advisory time (every day) that is well documented and resources and defines a common approach to teaching these skills. This program focuses on the growth of students as young adults and the role they need to play in contributing to the school and wider community.

School engagement is also the product of the College providing a range of extra and co-curricular activities that both inspire and connect students. The College is committed to its engagement in such programs and the need for these to be continually evaluated and extended.

GOAL

- ***That all students at the College should have the opportunity to participate in a program or programs that contributes to their social, emotional or physical wellbeing above their normal curriculum.***

Roles and Responsibilities

The roles and responsibilities of all staff at Eaglehawk Secondary College is clearly defined and documented (see appendix pages 18-20)) and should be regularly reviewed. All staff are aware of the important contribution they make to the education of students and the additional responsibilities they hold in the delivery of specialised services, programs or leadership.

The school has clearly defined pathways for referral that ensures access to a wide range of student support services is available (see appendix). The College should ensure that all students have access to appropriate services when required and that parents and families are informed of the support that the school can provide.

Rights and Responsibilities of Students

(These rights and responsibilities are supported by commitments made by Teacher Advisors, students and parents at the start of every school year. These appear in the College's Study Planner/Diary.)

Rights	Responsibilities
Students have a right to:	Students have a responsibility to:
• Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • Participate fully in the school's educational program. This includes co and extracurricular activities as well as class related work. • Be treated with respect and dignity and in return treat others with respect and dignity.	• Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • Ensure that they do not interrupt the learning of other students • As students progress through school they will be encouraged and supported to take

| | greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. |
| | • Students should, with support, be expected to participate fully in the school's educational programs and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. |

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
Parents/carers have a right to expect • That their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. • That they will be supported in this by school policies, programs and actions. • That students will be treated fairly and that any consequences applied to students will be appropriate. • That the College will communicate with parents and engage them (where appropriate) in the welfare, support and management process of their child. • That the College and its staff will provide regular communication to parents about the progress of their child both formally and informally	Parents/carers have a responsibility to: • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • Support the school in maintaining a safe and respectful learning environment for all students. • Engage in and attend extracurricular activities at the College the support their child. • Actively encourage, support and promote the work of students and the College in the local community.

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to	Teachers have a responsibility to

• Expect that they will be able to teach in an orderly and cooperative environment	• Fairly, reasonably and consistently, implement the engagement policy.
• Be provided with a management structure that allows them to work effectively and provides them with support when required.	• Know how students learn and how to teach them effectively.
	• Know the content they teach.
• Be informed, within "Privacy" requirements, about matters relating to students that will affect the teaching and learning program for that student	• Know their students and how to engage them.
	• Plan and assess for effective learning.
• Be supported by the College processes and practices that enable all staff to teach in orderly and engaging fashion.	• Create and maintain safe and challenging learning environments.
	• Use a range of teaching strategies and resources to engage students in effective learning.
	• Record information on the College's "student data base" that tracks student behaviour, support and achievements.
	• Use the College support systems (and Leadership structures where required) that are available to them

4. Shared expectations

Eaglehawk Secondary College is committed to the partnership of education that includes parents, students and the school. The schools practices and processes reflect this partnership and the need to have all parties engaged to achieve the most effective outcomes for all students.

Effective schools share high expectations for the whole-school community. Shared expectations at Eaglehawk Secondary College are:

- Jointly negotiated, owned and implemented by all members of the school community, including students
- Communicated clearly to students, parents and teachers
- clear and specific
- Focused on positive and pro-social behaviours
- Focused on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences.

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:
- **Care and Compassion**
  Care for self and others
- **Integrity**
  Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**
  Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect** Treat others with consideration and regard, respect another person's point of view

- **Fair Go**
  Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**
  Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**
  Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**
  Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**
  Be honest, sincere and seek the truth

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices
The school is committed to the use of restorative practices with students. Restorative Practices:
- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

Eaglehawk Secondary College's students are from diverse backgrounds in a diverse community. They include students from diverse cultural and socio economic backgrounds as students that may only be in the community for a brief period of time. The College participates in formal cultural awareness programs that recognise the indigenous heritage of our country and the contribution of migration and settlement to our population. This is through both curricular and co-curricular programs.

The College prides itself on "giving everyone a fair go" and acknowledging the diversity of backgrounds that its students bring to the College.

No student at the College should be disadvantaged by their cultural or ethnic background, beliefs or economic circumstances.

The school aims to address diversity by:
- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- increasing the range of knowledge, skills and experiences available through professional development of its staff
- enhancing the capacity for effective decision-making due to the greater diversity of

perspectives and inputs
• creating more effective work teams through the College's Neighbourhood system to increase participation levels and the capacity to solve problems.
• Ensuring that all students, through its Teacher Advisor Program, are supported by a significant adult throughout their time at ESC.

5. School actions and consequences

The College has clearly defined processes that include actions and consequences for both positive and negative behaviour. The College sets out strategies that aim to support students and implements programs for students that require support in addition to what may normally be available.

Student engagement and attendance at school are high priorities for ESC and the College has put in place practices that both support students and the staff of the College in the implementation of these priorities. The College has whole school approach to attendance and engagement which is driven by

- A school wide Teacher Advisor Program that ensures every student has a teacher plays a significant role in their school life.
- A Leadership structure that ensures a Leading Teacher supports the work of teachers working in small teams (6-8) to support students.
- An attendance system that monitors student attendance on a "class by class" basis and is managed by a "Student Attendance Worker" who supports the work of Teacher Advisors and communicates with parents.
- A "Student Wellbeing Team" that ensures that every student in the College receives the additional support that they sometimes may require.
- An "Executive Referral Team" that oversee referrals and work with the DET Psychologist to ensure the most appropriate level of support is provided to students in need.
- A "Student Attendance & Engagement Team" that monitor the attendance of students at the College and ensure that appropriate support is provided through wellbeing and direct to TAs.
- An "Outreach Program" that provides an optional support system for those students that are challenged by their capacity to engage in traditional schooling.

The College recognises that each student is an individual and that in responding to students behavioural needs their individual circumstances need to be taken into account along with the communities (schools). Responses need to be consistent and appropriate and need to engage parents and students, along with the school (and teachers) in the process. Actions taken by teachers and the school need to be incremental and provide the student with the opportunity to learn new skills that will assist them manage their own behaviour.

Eaglehawk Secondary College also manages its own data base to track and monitor student behaviour and achievement. All teachers have a responsibility to input data into this with it providing a key information point for student referral information (when required) and informing conversations between teachers, students and parents. The data base should be used only to record factual information recorded in a professional manner. It is important that student achievements are also recorded using this program.

Rewards for positive behaviour are an integral part of the College's engagement policy and staff at the College should implement their own practices around how best to appropriately reward students in their class. Neighbourhoods and Communities across the College are also expected to recognise the outstanding or exceptional performances of students in a range of areas through their community assemblies, student and parent bulletins and other forums.

School Wide Rules

The College has simple rules that apply across the whole school to all students. These school wide rules are supported by practices and policies to ensure they are applied effectively and consistently. (This includes student and teacher protocols.)

Participation Rule
Students will
- Follow directions from staff
- Attend all classes on time with the correct equipment
- Allow others to work without interference
- Actively participate in the activities provided (by the College)

Treatment Rule
- Students will respect others, their property, themselves and their own property by what they say and what they do.

Health and Safety Rule
- Students will act to ensure that the school's environment is safe, healthy and secure.
- Students will remain in the school grounds unless given permission by a staff member to leave.

Conflict Rule
- Where possible students will settle problems and disagreements by discussion and mediation.

Uniform Rule
- Students will wear the College uniform (as determined by the College Council)
- Students will adhere to the "Computer User Agreement" and "Smoking Policy" (that prevents any person smoking on school premises or grounds).

Consequences
(Refer to "College Wide Student Intervention Strategies")
Breaches of the above expectations of student behaviour will result in escalating consequences based on a "restorative practice" model. The level of the behaviour and its frequency will be considered when applying consequences.
If I follow the rules
- I will be praised and will experience success.
If I don't follow the rules one or more of the following will take place
- **Warning/Caution/Apology**/An opportunity to "put things right".
- **Detention-**This may either be in school time (recess or lunch) or at the end of the school day. If greater than 10 minutes and at the end of the school day parents will be provided with a day's notice of this.
- **Community work-**This may involve restorative work to repay damage to property or to repair that property. It may also involve general school "tidy up" or other appropriate work. Students will be required to make a commitment to this with their parents and the Neighbourhood Leader.
- **Suspension from School-**This may be either "in school" or "out of school" suspension depending on what the College sees as appropriate. Suspension is seen as a serious consequence that will either follow other actions that have not been effective or used in cases where an immediate and serious consequence is required (such as physical violence or threatening behaviour by a student). The College is required to follow the DET "Student Suspension Guidelines" when this is the appropriate action.
- **Exclusion from the College-**This is only used in the most serious of cases and only when the DET "Student Suspension and Exclusion Guidelines" have been followed. It prevents a student returning to the College after a serious incident or a series of incidents.
- **NOTE-**On some occasions parents may be asked to collect their child from school if they require a "cooling off" period. This may be done to de-escalate a situation and preventing a more serious episode occurring. This is done only after contact with the parent or carer with an appointment made with them at their earliest convenience.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET guidelines and adhere to provided flowcharts and proformas for use in suspension and expulsion procedures. This includes being explicit about the way work is provided to students.

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.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges

- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

  Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - teachers may require a student to finish school work 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 may be used   for   this   work.

  Where students are required to undertake school work after school, the time should not exceed   forty-five   minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

• Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm
	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm
	http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm
	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

(ESC College Operational roles, policies and practices follow)

Supporting Students at ESC

The care, management and wellbeing of students is the responsibility of all staff. The College expects a consistent and persistent application of the College's "Code of Conduct" by staff. Teacher Advisors and Classroom teachers have a critical role to play in the development and maintenance of a positive College culture of respect.

The College has implemented a revised "Student Engagement and Wellbeing Policy" in 2016 line with DET guidelines.

- To assist teachers to operate effectively in class
- To assist students to understand behaviour and effects
- To allow school community to function effectively
- To allow community to respect and trust that the school is safe for students
- To empower, challenge and to enable student to aspire
- *To develop students into contributing community citizens and encourage in them a wider world view.*

To achieve this:
1. Classroom teachers, with support, take responsibility for the development of positive relationships with students, the development of a classroom management plan and the implementation or operation of the plan and its rewards/ consequences. These should be consistent with Neighbourhood, Community and College wide practice.

2. All Teachers, Teacher Advisors, Neighbourhood Leaders and the College Administration are expected to use "Restorative Practice" as the foundation of relationship building at the College. "Restorative Practice" does not mean that there is not a "consequence" for poor behaviour.

3. Teacher Advisors will meet regularly about students in their Teacher Advisory Groups and in their Neighbourhood. They will discuss and develop strategies that support improving outcomes for all students in their groups.

4. The Teacher Advisor, with the support of the Neighbourhood Leader, will assist, suggest strategies, confer with students, parents and wider community and make judgements about the level of reward or consequences when necessary.

5. The Teacher Advisor and Neighbourhood Leader(s) will provide referrals and advice to the "Student Support Team" regarding those students that require additional assistance in the College.

6. The Principal/Assistant Principal will provide support for Teacher Advisors, Classroom teachers and Neighbourhood Leaders. They provide expertise and advice and make judgements about the type of action required when appropriate. Both the Principal and Assistant Principal provide a point of contact with the wider community through a variety of forums and ensure that community feedback is provided to all staff.

7. The Wellbeing Support Team take initiatives and act as consultants at all levels of the College. They give advice to students, provide curriculum input and liaise with the wider community organisations. They identify programs and people that can help or advise in individual situations. They support staff in maintaining staff health and welfare and are able to advise and organise resources for staff that need health or wellbeing support.
Wellbeing staff are the representatives of the school in wider community welfare forums providing feedback and informing the community on school issues

Teacher Advisor

The role of the "Teacher Advisor" at ESC is an evolving one. It is viewed as the foundation of a successful school community. The "Teacher Advisor" should promote a positive start to the school day and recognise that this time can have a significant impact on the way students continue to work. They should be aware of the impact on students of external influences and be mindful of the indicators of these. Teacher Advisors should report regularly to Neighbourhood Leaders on issues of concern and achievement and use the support they offer.
Teacher Advisors work in Neighbourhood Teams and meet weekly on a range of issues related to student wellbeing and achievement.
Teacher Advisors are expected to take direct responsibility for the care and management of half the Form group (approx 12 students).

Teacher Advisors will…….
- Act as an advocate for students in their group and build a positive professional relationship with students and their parents.

- Support students (and their parents) in the goal setting process through the "Fresh Start" program and other activities.

- Track student progress and support students make appropriate choices that build success through the provision of personal and academic guidance. (Personal Learning Plans)

- Communicate regularly with students and parents regarding student progress, achievement and wellbeing at school. IT IS EXPECTED THAT TEACHER ADVISORS WILL SPEAK TO ALL PARENTS/CARERS WITHIN ONE MONTH OF SCHOOL COMMENCING ABOUT THE POSITIVE ACHIEVEMENT(S) OF THEIR CHILD.

- Support students "day to day" learning needs including timetabling and subject selection.

- Conduct "Teacher Advisories" in a formal and organised manner. Being punctual and prepared for them on all occasions. *Teacher Advisors will model the behaviours expected of students.*

- Keep accurate records for students in your group using the College's data base. Follow up concerns or issue consequences with your Neighbourhood Team or Leader as necessary.

- Have high expectation of students and reinforce and apply College policies to students including attendance, punctuality, behaviour and uniform. Support other staff in the management of students in their Form Group. (See further information on attendance management)

- Assist in the production and compilation of student reports including proof reading and checking. Maintain an awareness of student's progress through the reporting process.

- Be aware of student's emotional well-being and promote a positive school experience for them.

- Promote enjoyable activities that encourage and support personal growth and a team approach and encourage students to lead.

Neighbourhood Leaders

Neighbourhood Leaders lead a small team of teachers (6) and their Form /Advisory Groups (3). They take responsibility for the management of staff and students in these groups and work closely with them to improve student outcomes. They meet with Teacher Advisors in their teams weekly and regularly with students in their Neighbourhood. Neighbourhood Leaders and their teams are paired together to make a learning community.

Neighbourhood Leaders will…..

- Provide whole school leadership and support the College achieve success for its students and the College community.
- Meet regularly with their Neighbourhood Teams and support Teacher Advisors and Classroom Teachers in achieving positive outcomes for all students.
- Model exemplary classroom practice and student management and coach teachers in achieving excellent teaching and learning outcomes for students.
- Support staff in the management of students in their Learning Neighbourhood through the development and implementation of effective student management practices that are consistent across Learning Neighbourhoods and across the College.
- Support Teacher Advisors access appropriate student services that create and provide students with a range of pro-active programs that cater for individual or group needs. These may either be vocational, personal development or welfare focused to enhance learning at school.
- Ensure that Teacher Advisors use the College's "Student Data Base" appropriately and effectively to ensure that the progress of students is monitored across the College.
- Provide staff with information that will support students and teachers in the teaching and learning process.
- Provide teacher Advisors with the appropriate curriculum advice that assists and supports staff and students in subject selection, reporting and other curriculum issues (including transition processes and student pathways planning).
- Monitor student attendance, retention, enrolment and achievement for students in their Learning Neighbourhood and actively promote these.
- Liaise and meet regularly with the Assistant Principal and the Student Support Team.

Learning Neighbourhood Leaders, as part of their Leading Teacher role, also have a whole school Leadership responsibility (Professional Learning, Well-Being, Senior Programs etc), this includes the "Line Management" of other responsibility positions in the College.

Classroom Teachers

The College has high expectations of all classroom teachers. All classroom teachers are expected to strive for excellent teaching practice and are supported through coaching and professional development to achieve this. Excellent classroom teaching and learning practice along with a strong Teacher Advisor Program are seen as the two pillars required for students and the College to achieve success.

Classroom teachers will…….
- Model behaviour that they and the College expect of their students (including punctuality).

- Work in teams to plan a cohesive and engaging curriculum that caters for individual needs and abilities.

- Ensure that their classes are well prepared and organised.

- Work with their KLA and Neighbourhood team to ensure that curriculum meets VELS requirements

- Keeps accurate and informative records on student attendance, assessment and other relevant student issues and activities. Ensure that these are entered on to the appropriate data base where required.

- Reinforce College policies to students including attendance, punctuality and uniform.

- Liaise with Teacher Advisors regarding issues of student well-being and management.

- Be aware of student's emotional well being and promote a positive learning experience for them.

- Make contact with parents regarding attendance, work requirements and behavioural issues where required, and inform the Teacher Advisor of such contact. Record this on the Student Data Base.

- Actively enforces a high expectation of student behaviour (teacher-student, student-student) according to the College Student Management Policy and use of an individual classroom management plan. (Staff should also refer to College Bullying and Harassment and other relevant College policies).

- Regularly reflect on teaching practice through the College's coaching and observation program. Teachers should take advantage of both formal and informal PD for continuous improvement.

- Support the College's whole school approach to literacy and numeracy in the development and teaching of curriculum.

- Support whole school activities and demonstrate commitment to the continued success of students and the College.

All staff are required to be aware of their responsibilities in relation to Mandatory Reporting Procedures. Professional Development should be provided to all staff in relation to this.

Classroom Practice

The College has developed comprehensive student protocols through its professional development program. During 2010 these will be complimented by "teacher protocols" that will support high level teacher practice across the College.
The following provides general guidelines in relation to current expectations of classroom practice for all teaching staff.

The College recognises that building relationships between students and teachers is critical to student success. Teachers should be mindful of this in their teaching and learning practice.

- Classes should commence with a clear introduction outlining activities and expectations for the lesson.

- All students should be aware of what is required of them during the lesson. (Both in their learning and their behaviour.)

- Teachers should provide a variety of learning experiences in response to student learning needs.

- There should be a formal conclusion to every lesson.

- Students should be supported in the use of technology in the classroom in such a way that it stimulated and promotes learning.

- At the end of the lesson students should be clear about what they have learnt and what they are required to do prior to the next lesson.

- Classes should finish at the required time allowing for appropriate organisation of materials and furniture and "pack up". Classes should be formally dismissed by the teacher. Rooms should be left ready for the next class to use the facility.

Learning Community Protocols 20166

Community Protocols
- Access to the community before school, and at Lunch time and Recess
- The Communities will be open at 8.45.The community will be locked at Lunch time and Recess 5 minutes after the bell.
- Students are only permitted into the communities at lunch time and recess under the direct supervision of a teacher

Extreme Weather Conditions
- Under certain extreme weather conditions an announcement will be made informing staff and students that access to the Einstein area will be permitted under the direct supervision of Neighbourhood staff. Student must be in their own community building.

Entry to the Community
- The main access points for students in the community will be the double doors into the Einstein area and the doors near the Da Vinci room.
- All other external doors should be considered for emergency use only.

Lockers
- Student will be provided with a lockable locker.
- Lockers will be placed in close proximity to the Advisory meeting area.
- Students must not share lockers and should not divulge their code
- Students will have access to their lockers after 8.45 in the morning and after the warning bell at lunchtime and recess.
- Students must take equipment for the next period. This means taking books for the next two classes at times.
- They will not have access to their locker during class time.
- Teachers should not allow students from other classes to access their lockers while they are teaching in these spaces.
- Lockers doors are to not be covered with stickers, texta or whiteout markings. Any markings should be removed immediately.
- Students may keep their timetable inside their locker door with bluetack
- Locker doors will be replaced at a cost to the student if they are damaged

Student bags
- Student bags should be kept in lockers.

Student Workbooks
- Teachers may decide to collect student workbooks at the end of each lesson as this avoids students forgetting to bring or losing their work.
- In the Communities it will be easier for staff to collect student work as their work spaces are close to the learning zones

Maintenance and care of learning zones
- Students and teachers have a right to learn and teach in clean and well organized spaces.
- Students should be sitting on chairs correctly, without feet on chairs or tables.
- No food, chewing gum or drinks, apart from water, in class time.
- Students are permitted to bring a plastic water bottle to class.
- Rooms are left neat and tidy at the end of each lesson.
- No rubbish on floor or tables.
- Tables placed back in the original configuration.
- White boards cleaned.
- Students who create a mess or graffiti furniture will be required to clean it up. Cleaning materials will be provided.
- Damage or breakage of furniture or equipment will be followed up by teachers and reported to the Neighborhood leader immediately. Students need to realise that damage to property will result in students being required to pay for the item or undertake clean-up work. A pro forma will be available to be filled in by teacher for Neighborhood Leader.

Staff Work Areas
- No student is permitted to enter the staff work area.

Kitchen Area
- The kitchen area is for staff use only.
- Students do not have access to this area.

Toilets
- Toilets are provided for Year 7&8 students directly off the Neighbourhood teaching zone.
- Toilets are provided for Year 9&10 students in close proximity to the Neighbourhood teaching zone.
- These toilets will be able to be accessed during lunch and recess breaks
- Students are expected to use toilets in lunch and recess breaks.

Toilets During Class Time
- Students should only be given permission to go to toilet in an emergency. They need to ask permission from their teacher.
- Students will be provided with a laminated toilet pass on a lanyard by teacher which has teacher initials on it. Teachers will monitor time and prevalence of toilet requests by students. Only one student at a time may go to the toilet.

Netbooks
- Students and staff should refer to the specific College wide agreement in regards to the use of "Netbooks" at the College.
- Netbooks are an important learning tool at the College and are the student's responsibility. Students must bring their netbooks to school every day, fully charged ready for use in all classes.
- Mobile Phones / MP3 Players
- Mobile phones should be turned off and out of sight during class time unless used for curriculum purposes under the direction of the teacher. For example using a calculator or camera function.
- MP3 players are not to be used during class time unless under the explicit instruction of the classroom teacher.

Yard Duty
- Students need to be encouraged to take responsibility for the environment surrounding their Community. Community students should be assigned clean up responsibility. Clean up duty should also be set as a consequence for unacceptable behaviour. Sets of tongs for each community will be provided
- Timetabling
- Classes will be assigned to specific zones of the neighbourhood. Students should be working in this area for the most part.

- A teacher may negotiate with another teacher to change zones to show a film or use desktop computers. At times small groups of students may be working in the Einstein area or on desk top computers. Small groups working away from their teacher should be provided with a pass with clear purpose and teacher initials.

- Under no circumstances should students be wandering around the neighbourhood.

Noise Level
- Teachers and students need to realise that noise level will impact on other classes and keep the level to a reasonable level. Students will need to be taught to monitor their noise level.
- Teachers need to quickly gain student attention and explain the purpose of the lesson and activities for the lesson in the first few minutes. Teachers need to design activities that are not to disruptive to neighbouring classes. At times there will be more classes in neighbourhoods than at other times. Teachers need to think about the best time to conduct more noisy activities.

Exits
- Students are not to be exited externally from the neighbourhood.
- Teachers may send a student into another teacher's learning zone if their behaviour is unacceptable.
- If a Neighbourhood Leader is present they will assist, otherwise staff in the neighbourhood will assist.
- The interview rooms are not to be used as unsupervised time out spaces