



Student Engagement and Wellbeing Policy

RATIONALE:

Maffra Secondary College has the responsibility to provide an educational environment that ensures all students are: valued and cared for, feel they are part of the school, can engage effectively in their learning and experience success whilst developing socially and emotionally. Student wellbeing at Maffra Secondary College is seen as students being happy, healthy and safe in an inclusive environment. Student engagement refers to a student's academic and social participation in education, their sense of belonging or connectedness to the school, their investment in learning and their intrinsic motivation to be life-long learners. This policy is based on the principles we value at our College: **RESPECT, LEARNING, COMMUNITY and RESILIENCE**. *This Policy is underpinned by the following areas:*

RIGHTS AND RESPONSIBILITIES:

Every member of the Maffra Secondary College community has the right to participate fully in an educational environment that is safe, supportive and inclusive. We will support all of our students, regardless of their family circumstances because we believe that everyone has a right to and be able to finish their education regardless of family circumstances. At Maffra Secondary College we welcome and provide all students with an education regardless of their gender, sexuality, cultural background or family circumstances, ensuring that everyone has a right to an education where sexism, sexual harassment and discrimination will not be tolerated. At Maffra Secondary College, students can feel safe and supported to talk to a teacher if they are seeking confidential advice and support from or on any issues relating to family violence, sexual harassment or sexual assault. Students can feel confident their issue will be taken seriously and the right support given. Everyone deserves to be treated with rights that reflect dignity, freedom, respect and equality (*Charter of Human Rights*). This includes; all students including (but not limited to) the needs of Aboriginal & Torres Strait Islander Children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable. This school has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all Victorian schools. Corporal punishment will not be used at this school under any circumstance.

The following responsibilities for staff, students and parents include:

Students

- Are expected to participate fully in the school's educational programme and to attend regularly. Students are expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community regardless of their gender, sexuality, cultural background, disability or family circumstances.
- Never use insults or sexist jokes
- Demonstrate positive behaviours as outlined on the School's Expected Behaviours Matrix.
- Demonstrate respect for the rights of others, including the right to learn and will contribute to an engaging educational experience for themselves and other students.
- As they 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.
- Are expected to participate in various learning sessions associated with building 'Respectful Relationships' and social and emotional capabilities.
- Students can talk to any members of staff when seeking confidential advice and support from or on any issues relating to family violence, sexual harassment or sexual assault. Students can feel confident that their issue will be taken seriously and the right support given.

Teachers

- Treat everyone with respect regardless of their gender, sexuality, cultural background, disability or family circumstances.
- Should know and understand the students they teach and work towards developing positive relationships with all students they teach.
- Are responsible for the duty of care of their students at all times.
- Plan and assess for effective learning.
- Create and maintain safe and challenging learning environments.
- Treat poor behaviour as a learning opportunity and explicitly teach, re-teach, remind and model positive behaviours. This will promote improvement in behaviour and a positive learning culture.

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- Promote and model Respectful Relationships and expected behaviours as outlined on the School's Expected Behaviours Matrix.
- Should implement Tier I interventions as outlined in the student management procedures.
- SWPBS Tier I, Tier II & Tier III interventions are implemented on an individual basis as required.
- All staff should be involved in the teaching and learning sessions associated with building 'Respectful Relationships' and social and emotional capabilities.

All Staff

- All staff at Maffra Secondary College have a duty of care to **all** students and will take reasonable measures to protect them from risks of injury that should have been reasonably foreseen.
- Treat everyone with respect regardless of their gender, sexuality, cultural background, disability or family circumstances.
- All staff have a duty of care to take reasonable precautions to prevent the abuse of a child by an individual associated with the College while the child is under the care, supervision or authority of the organisation. All staff will act in reference to our Schools' policies and procedures, Respectful Relationships and DET guidelines when students seek confidential advice in regards to issues relating to family violence, sexual harassment or sexual assault.

Parents

- Should promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modeling positive behaviours.
- Treat everyone with respect regardless of their gender, sexuality, cultural background, disability or family circumstances.
- Ensure their child attends school regularly.
- Engage in regular and constructive communication with school staff regarding their child's learning.
- Promote and model Respectful Relationships and positive behaviours as outlined on the School's Expected Behaviours Matrix.
- Support the school in maintaining a safe and respectful learning environment for all members of the school community.

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT:

School Wide Positive Behaviour Support (**SWPBS**) is based on our College values system of: RESPECT, LEARNING, COMMUNITY and RESILIENCE. It underpins our entire behaviour management system. It is a framework that focuses on using positive acknowledgements and consistent language to establish the expectations of the College community.

An Assistant Principal and the Wellbeing leader will lead the Positive Climate team and assist with its continued implementation throughout the school by coordinating and leading the:

- Continual reinforcement of the School's Expected Behaviours Matrix.
- Delivery of explicit teaching of expected behaviours by all member of the school community.
- Direction of interventions and support systems that are developed – This will be data driven.
- Consistent approach to a 6:1 ratio of acknowledgements versus negative behaviours.
- Consistent approach to school expectations and processes and the adoption of these by students, staff and parents.

RESTORATIVE PRACTICE:

Maffra Secondary College is committed to the use of Restorative Practices with students, staff and parents. Restorative Practice takes a mutual understanding and ownership approach to addressing a problem whether the issue is minor or something more significant. At Maffra Secondary College we promote and use Restorative Practices as a system to reflect on what negative behaviour has taken place and a way in which we can restore relationships with all relevant parties.

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*).
- 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*).

BULLYING AND HARASSMENT – is comprehensively addressed in the *Bullying & Harassment Prevention Policy*. Please refer to this policy for specific details.

STUDENTS WITH DISABILITIES:

As an educational provider we must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with a 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 students with the disability, the educational provider, staff and other students.

Whilst at our College, the Educational Support Leader will manage the individual learning, social and emotional needs of students' with disabilities, including:

- 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.
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

ATTENDANCE:

To maximize student learning opportunities and performance it is essential that children attend school regularly, and without unnecessary absences. Students must attend a minimum of 80% of their classes in order to satisfactorily meet the requirements of the year level.

- An Admin Assistant assists Year Level Leaders to monitor and oversee student attendance.

SCHOOL ACTIONS AND CONSEQUENCES

At Maffra Secondary College, student engagement and wellbeing are supported by a whole school set of expectations and positive relationships. These are based on whole school and classroom practices, which incorporates all of the areas outlined above. These are in place to:

- Ensure that student participation is integral to the development of classroom and whole school expectations.
- Promote and model Respectful Relationships and positive behaviours as outlined on the School's Expected Behaviours Matrix.
- Provide personalised learning programs where appropriate for individual students.
- Ensure that there is a consistent approach to acknowledging all students.
- Empowering students by creating opportunities for them to take responsibility and be involved in decision-making at a range of levels. Such as: Student Leadership positions, School and Year Level Leaders and school council representative.

Provide physical environments conducive to positive behaviours and effective engagement in learning.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, as outlined in the documents listed below.

COMPLAINTS & GRIEVANCES:

It is the responsibility of the school to respond to and address written (letter and email) and verbal (face-to-face and phone) complaints raised by parents from their school community. Parents and Staff are advised to speak directly to the Principal if they have a concern, complaint or grievance. Parents could also refer to the DET Parent Complaints Flow Chart or refer to the DET Parents complaints Policy

<http://www.education.vic.gov.au/school/parents/complaints/Pages/default.aspx>

The following documents support our Student Engagement and Wellbeing Policy

- Child Safe Standards – Ministerial Order No:807
- DET - Respectful Relationships Initiative Overview
- Duty of Care Policy
- Student Management – Responsibilities & Processes – Flow Chart
- Student Management – Exit Process – Flow Chart
- SWPBS – Expected Behaviours Matrix
- Respectful Relationships Commitment Statement
- Restorative Practices Document
- Bullying & Harassment Prevention Policy

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- Canteen Policy
- Attendance Policy
- Use of Digital Devices Policy
- Uniform Policy
- Suspension and Expulsion Policy

POLICY REVIEW AND APPROVAL

Policy last ratified	June 2021
Approved by	Principal
Next scheduled review date	Part of the school review cycle or earlier if deemed necessary.