



Student Wellbeing, Welfare & Engagement 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 welfare & 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, ENVIRONMENT & COMMUNITY.**

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. Everyone deserves to be treated with rights that reflect dignity, freedom, respect and equality regardless of their gender and/or sexuality (*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. In this instance, vulnerability could be due to students having experienced trauma, family violence and generational poverty. 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:

All Staff

- Maffra Secondary College staff 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.
- 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.
- Prioritise positive relationships between all staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Are mandated by law under section 184 of the Children, Youth and Families Act 2005 (CYFA) to make a report to child protection if they form the belief on reasonable grounds that a child is in need of protection. This should be done as soon as practicable after forming the belief and then again on each occasion they believe that there are further grounds for reporting that the child is in need of further protection.
- Wellbeing Team and staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers and or other staff within the College community.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.

Teachers ;

- Develop positive relationships with all students they teach.
- Develop a culture that is inclusive, engaging and supportive.
- Are responsible for the duty of care of their students at all times.
- Plan and assess for effective learning.
- Create and maintain a safe, inclusive and challenging learning environment.
- Promote and model expected behaviors, respectful relationships and gender equity as outlined on the Staff Positive Behaviour Matrix and policies.
- Respond to behaviour as a learning opportunity and explicitly teach, re-teach, remind and model positive behaviours, respectful relationships and gender equity. This will promote a positive learning culture.

- Implement Tier I, Tier II & Tier III interventions based on an individual needs as required, for academic and behavioural concerns.
- Year Level Leaders and Assistant Leaders will monitor the health and wellbeing of students in their year and act as a point of contact for students who may need additional support.
- Key staff will ensure that all Koorie students will be connected with a Koorie Engagement Support Officer and have an Individual Education Plan (IEP).
- Ensure that all students in 'Out of Home Care' will be appointed a Learning Mentor, have an Individual Educational Plan and be referred to Student Support Services for an Educational Needs Assessment.

Students:

- Are expected to participate fully in the school's educational programs and to attend regularly.
- Are expected to display behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Demonstrate expected behaviours as outlined on the Student Positive Behaviour 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 members of a whole school community, students will be encouraged and supported to participate in an educational programs that are safe, supportive and inclusive.
- Are encouraged to take responsibility for their own learning and are encouraged to speak with teachers, the Wellbeing team, Year Level Leaders, Assistant Principals or the Principal if they have any questions or concerns.

Parents & Carers;

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modeling positive behaviours.
- Ensure their child attends school regularly.
- Engage in regular and constructive communication with school staff regarding their child's learning.
- Promote and model positive behaviours as outlined on the Parent Positive Behaviour Matrix.
- Support the school in maintaining a safe and respectful learning environment for all members of the school community.

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS) & RESPECTFUL RELATIONSHIPS (RR):

Is based on our College values system of RESPECT, LEARNING, ENVIRONMENT and COMMUNITY. 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.

A member of the College's Leadership Team will lead the SWPBS & RR team and assist with its continued implementation throughout the school by leading the:

- Continual reinforcement of Positive Behaviour Matrices across the whole school community.
- Delivery of explicit teaching of expected behaviours by all members of the school community.
- Development of academic and behavioural interventions and support systems. This will be data driven.
- Consistent approach to a 6:1 ratio of positive acknowledgements versus negative behaviours.
- Consistent approach to school expectations and processes and the adoption of these by students, staff and parents.

Whole School approach to Respectful Relationships is a part of our SWPBS framework. This includes the implementation of;

- A consistent approach to the teaching of social and emotional learning and respectful relationships using them Resilience, rights and Respectful Relationships (RRRR)/Building Respectful Relationship (BRR) resources.
- Ensuring support is available for staff and students who are experiencing family violence.
- Staff model and promote respectful relationships and gender equity.
- Gender equality and respectful relationships are articulated and promoted through the school's vision, values and ethos and in procedures and policies.
- Data is disaggregated by gender.

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 behavior 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 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 in line with the student, parent and staff matrix, ensuring respect and inclusion is explicitly taught as part of our Tier I academic and behavioural interventions.

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. The College will implement a range of strategies that support and promote individual engagement. These consist of:

- An Administration Assistant assisting Year Level Leaders to oversee student attendance. A staged response to absenteeism will be documented and necessary outside external supports will be sought where needed.
- Meetings arranged with Parents /Carers to discuss how best to help the student engage with school.
- Considering if any environmental changes need to be made, for example changing the classroom set up.
- Extra social, emotional and educational support will be provided when needed.
- School based Wellbeing supports.
- Involvement of Student Support Services.
- Appropriate external supports such as Youth and Family services, Allied Health Professionals, Headspace, Child and Adolescent Mental Health services and ChildFirst.
- Development of an Individual Educational Plan and or a Behaviour Support Plan.

SCHOOL ACTIONS AND CONSEQUENCES

At Maffra Secondary College, student engagement, wellbeing and welfare are supported by a whole school set of expectations and provide safe, inclusive environments which are conducive to learning. These are based on whole school and positive classroom practices, which incorporate all of the areas outlined above. These practices:

- Ensure that student participation is integral to the development of classroom and whole school expectations.
- Provide individual / modified learning programs, where appropriate.
- Ensure that there is a consistent approach to acknowledging all students.
- Empower students by creating opportunities for them to take responsibility and be involved in decision-making at a range of levels.
- Ensure that 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 Parent Complaints Policy & Procedures <http://www.education.vic.gov.au/school/parents/complaints/Pages/default.aspx>

The following documents support our Student Wellbeing, Welfare and Engagement Policy

- Child Safe Standards – Ministerial Order No: 807
- Duty of Care Policy
- Student Management – Responsibilities & Processes – Flow Chart
- Student Management – Exit Process & Flow Chart
- SWPBS & RR– Student, Staff & Parents Positive Behaviour Matrices
- Restorative Practices Document
- Bullying & Harassment Prevention Policy
- Attendance Policy
- Mobile Phones Policy
- Suspension and Expulsion Policy

RATIFICATION:

This policy was ratified on 19th November 2019

This policy will be reviewed as part the school's regular review cycle, or earlier if deemed necessary.