

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.

Greenvale 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 student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

SCOPE

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

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POLICY

SCHOOL PROFILE

Greenvale Secondary College is a new school that is establishing itself to be known for academic excellence as well as having strong social and community values.

The community of Greenvale has long-awaited its own secondary school and is eager for it to be a success story: the secondary school of choice for local families and a school of which all in the community can be proud. The future of education for Greenvale is now here and students will be prepared for the innovation era and encouraged to dream, believe, and achieve.

Our school values reflect our vision and have been developed in partnership with our community.

Our school will open on day 1 of Term 1, 2022 at 2 Glencairn Drive, Greenvale and will grow rapidly. In its first year of operation, the school will open to Year 7 students only, and progress by year level thereafter.

At Greenvale Secondary College we are unrelentingly supportive and overwhelmingly positive with the growth of every individual student our absolute core focus. We have a learning environment that is built on high expectations for all, where all students are engaged in academic enrichment with a diverse and challenging curriculum, while ensuring they enjoy the caring and supportive environment in which they learn every day. This also means having a focus on student learning strengths including coaching and support for all staff and students.

At Greenvale Secondary College we have 2 main goals for every learner:

1. To Ensure Academic Success
2. To Foster Identify Development.

To achieve this, we build on what's strong, and we ensure parents commit to being partners in the learning journey.

Students will be exposed to a diverse and challenging curriculum including, English, Mathematics, Science, Humanities, Languages, Physical Education, Future Technologies, Visual and Performing Arts, Digital Media. As the College grows, this will expand to include Music, Food Studies, as well as offering academic enrichment subjects in all learning areas.

The College will also ensure we supplement students' learning with a wide range of co-curricular programs as well as encouraging them to get involved with the wider community.

The College is structured to provide maximum support to all students and families throughout their journey at Greenvale Secondary College. The structure at Greenvale Secondary College is:

- Year 7 and 8 – The Junior School is where critical foundations are built, including teaching students to identify their own strengths, develop planning and concentration skills as well as taking responsibility for their learning by developing a resilient mindset
- Year 9 – The Middle School is where students are encouraged to further develop their own identity by solving real world problems to develop those key 21st Century skills
- Year 10, 11 and 12 – The Senior School is where engagement to school is further deepened through leadership development, and planning for future pathways and independence.

At Greenvale Secondary College we welcome you and look forward to you joining us as a school that not only delivers academic results but in which students, staff, parents and the community can be proud.

SCHOOL VALUES, PHILOSOPHY AND VISION

Greenvale Secondary College's vision is:

We stay at the forefront of education to encourage the development of the whole student, providing them with the knowledge, skills and confidence to succeed and become lifelong learners who are generous, active and informed citizens.

Greenvale Secondary College's mission is:

We're on a mission to provide the best education we can for our students by partnering with our community and fostering the natural care and passion our staff have to make a difference.

Greenvale Secondary College's values are *Leadership, Excellence, Respect and Teamwork*

Excellence: *We relentlessly pursue excellence and achieve our best*

Leadership: *We support and influence others to achieve more than they thought possible*

Respect: *We respect others for who they are and value their opinions*

Teamwork: *We work together to achieve our goals through trust and mutual support*

Our Statement of Values is available on the College website.

WELLBEING AND ENGAGEMENT STRATEGIES

Greenvale 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 (year group specific) and Individual engagement strategies used by our school is included below.

Universal

Universal interventions help to create a positive, inclusive and supportive school climate, building the preconditions for optimal student learning, development and wellbeing as well as embracing and celebrating diversity and empowers all students to participate and feel valued.

Universal	
School Wide Positive Behaviour Support (SWPBS)	A whole-school evidence-based approach to promote improved behaviour that uses school level data to inform actions across all three tiers.
Respectful Relationships	A whole school approach and teaching and learning materials to deliver respectful relationships education.
Building Resilience Framework	Developing personal and social capabilities, including self-awareness, self-management and social awareness.
Bully stoppers	Learning modules for teachers, parents/carers and students on preventing and addressing bullying and cyber safety.
Conflict Resolution	Creating respectful school communities and manage challenging behaviour.

Protect	Comply with the Child Safe Standards, as well as identify and respond to signs of abuse.
Social & Emotional Learning	Social and emotional learning skills to build resilience and effectively manage emotions, behaviour and relationships with others.
eSmart	Develop a culture that promotes the safe, smart and responsible use of technology.
Mental Health	Build school capacity to identify mental health issues early, such as depression, anxiety and self-harm.
Engagement	A focus on student and family engagement strategies, and identifying students at risk of disengaging.
Student Wellbeing Hub	Create respectful and supportive learning communities that promote student safety and wellbeing.

Targeted

Targeted interventions complement Universal interventions and provide essential additional support for cohorts of students who may have specific needs or vulnerabilities. Targeted interventions include individual interventions for a cohort.

Targeted	
Students With Disabilities	<ul style="list-style-type: none"> • Inclusive Education for Students with Disabilities • Program for Students with Disabilities providing an assessment service and additional funding to support students with specific needs • Regional autism and inclusion consultants support whole-school approaches for inclusion • Suicide Risk Continuum Training for key staff • Abilities Based Learning and Education Support • Victorian Deaf Education Institute • State-wide Vision Resource Centre • Visiting Teacher Service
Students in Out-Of-Home Care	Each child in out-of-home care is provided with a Learning Mentor, Student Support Group, Educational Needs Analysis and Individual Education Plan.
Koorie Students	Support from Koorie education coordinators and Koorie education support officers to provide assistance in supporting Koorie students.
Students from a Refugee Background	Refugee Education Support Program and where possible: employment of multicultural education aide to assist school and teachers better meet the needs of students from a refugee background and their families.
LGBTI Students	Professional learning to school staff to help foster school environments that are safe and inclusive of LGBTI students.

Individual

Individual interventions are designed for students who are identified as requiring intensive tailored support to engage positively in education.

Individual

Student Support Groups (SSG)	Consisting of parents/carers, school staff, Student Support Services staff and other allied health professionals as required. SSGs assist students with a disability or additional needs. SSGs collaborate to plan and monitor teaching and learning strategies that take account of a student's background, experiences, individual personality and individual goals.
Behaviour Support Plans	Developed in collaboration with students, parents and allied health professionals, this is a school-based plan for students who require additional supports and interventions. Guidance is also available to support school staff to prevent concerning behaviours and use effective and ethical responses if a student is at risk of restraint or seclusion.
Individual Education Plans	A tool to assist in developing strategies to address the particular educational needs of students. Schools must develop an individual education plan for every student in out-of-home care.
School Focused Youth Service	A range of strategies is available to support students who may be struggling to engage in a mainstream setting, including School Focused Youth Service.
Flexible Learning Options	Flexible Learning Options (or Re-engagement Programs) may be appropriate for students whose needs are not being adequately met in mainstream school settings.
Disengaged Students	Students who have disengaged from school may be able to access the Navigator program. Navigator provides intensive case management and assertive outreach support to assist disengaged learners (aged 12-17) to re-engage with education.
Mental Health	<p>In addition to mental health services provided by Student Support Services staff and school-based wellbeing staff, the following supports are available:</p> <ul style="list-style-type: none"> • Increased one-on-one counselling for students via the 24 headspace centres and a dedicated phone counselling service for rural and remote students, • Headspace support, SAFEMinds and Suicide Risk Continuum Training for secondary schools. • Availability of Mental Health Practitioner to the school community including the provision of 1-1 counselling and family support.
Child Protection	Resources and supports are available if signs of abuse are identified for a student, advice on when to make a mandatory report and how to access to support.
CHILDFIRST	Services are also available to support vulnerable families to create child safe environments and best nurture their child's development (contact ChildFIRST for referral and advice).

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Greenvale Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing Team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Greenvale 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

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.

STUDENT	
Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none">• Be treated fairly and with respect• Be valued as individuals and have their unique learning styles recognised and catered for so that they can learn and maximise their potential• Expect a learning program that meets their individual needs• Participate fully in the school's educational program• Have a safe, secure environment that is free from intimidation, bullying and harassment• Be provided with exemplary role models by all staff of the College• Be regularly informed of their progress• Be involved in the decision making process of the College• Access the college network services with written parental permission.	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• Respect the rights of fellow students, staff and members of the College• Behave in a positive manner that contributes to the learning of fellow students, does not disrupt the learning of students and enables teachers to teach in an atmosphere of cooperation• Take responsibility for their learning and use the resources and teachers of the College to facilitate and support their learning• Respect and not interfere with the Computer hardware, software, systems and networks provided by the College in any manner including the introduction of viruses• Observe copyright laws and licence agreements; the loading of computer games is not permitted• Use the computer network to only transmit material which is not in violation of any state, federal or international law

	(including anything pornographic, obscene, threatening or harassing) <ul style="list-style-type: none"> • Maintain and use their network file storage area responsibly and not interfere with or trespass in others' folders work or files.
TEACHERS	
Rights	Responsibilities
Teachers have a right to: <ul style="list-style-type: none"> • Expect student to follow reasonable instructions given by teachers in the performance of their duties • Expect that they will be able to teach in an orderly and cooperative environment • Expect students to be punctual and regular in attendance to school and classes and take all the required equipment to participate • Use discretion in the application of rules and consequences and be fair and consistent in their application • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • Receive respect and support from the school community • Expect that students observe all classroom and College rules and expectations as documented in the Student Code of Conduct. 	Teachers have a responsibility to: <ul style="list-style-type: none"> • Fairly, reasonably and consistently, implement the engagement policy • Use positive reinforcement and encouragement to build self-esteem • Build positive relationships with students • Know how students learn and how to teach them effectively • Know the content they teach • Know their students • Plan and assess for effective learning • Create and maintain safe and challenging learning environments • Implement the anti-bullying and harassment policy • Access specialist welfare and referral services when required • Use a range of teaching strategies and resources to engage students in effective learning • Regular monitoring of student progress, attendance, participation and welfare • Treat all members of the college community with respect, fairness and dignity • Keep parents and guardians informed on student progress and learning.
PARENTS AND GUARDIANS	
Rights	Responsibilities
Parents / Guardians have a right to: <ul style="list-style-type: none"> • Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • Expect communication and participation in their child's education and learning • Expect a positive and supportive approach to their child's learning. 	Parents / Guardians have a responsibility to: <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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. • Build positive relationships with members of the school community • Ensure students have the appropriate learning materials and uniform • Promote respectful relationships
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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.

RECOGNITION OF POSITIVE BEHAVIOUR

Greenvale Secondary College acknowledges students who meet shared expectations through recognition and encouragement. The Rewards and Recognition program includes:

- An emphasis on strength based feedback /growth mindset in classrooms
- Compass merit system
- Merit Awards
- Principal Awards
- Attendance Awards
- Celebration Assemblies
- Reports
- References
- Newsletters
- Leadership Opportunities
- The right to represent the school
- Scholarships
- Awards night

STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy.

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. Student bullying behaviour will be responded to consistently with Greenvale Secondary College Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community Greenvale Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. 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.

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 year level coordinator
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion.

The school will also provide the following support structures:

- Restorative Chats
- Monitoring and responding to extended student absences (see Attendance policy)
- Critical Incidents plan (Safety Plans)
- COMPASS entries (Chronicle)
- Protocol for Mandatory Reporting
- Student support groups for children in need
- Attitude to School Survey.

The school may also access outside services to provide support for students and staff, such as:

- Psychological and academic assessment by a psychologist
- Department of Human Services case managers and support workers
- Social Workers to provide services such as counselling, social skills and anger management programs
- Local parent support groups
- Relevant DET support staff
- School Nurse
- School Chaplain
- Speech program
- EAL (English as an Additional Language) support
- DET online courses.

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

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

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

The Principal of Greenvale Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

ORDERLY ENVIRONMENT

Students come to school with a great diversity of backgrounds, interests and capabilities. Meeting their needs and engaging them in meaningful learning requires care and skill. One of the first tasks of teaching is to develop an orderly learning environment so that students can engage in meaningful activities that support their learning. An orderly learning environment exists because teachers have clear ideas of the type of classroom they want and of acceptable student behaviours that assist learning. Once the class begins, effective teachers work very hard to create this quality learning environment.

Expectations for Teaching the Commencement Routine of Lessons

<input type="checkbox"/>	Be prepared	Have Lesson Intent/Success Criteria ready and visible.
<input type="checkbox"/>	Be on time	Teachers to be at classroom as students arrive. Students lined up with equipment before lesson bell commencement.
<input type="checkbox"/>	Line up students	Welcome and engage in small talk. Give clear instructions before students enter.
<input type="checkbox"/>	Orderly entry	Students in allocated seat and silent at commencement of lesson - students collect resources if necessary.
<input type="checkbox"/>	Rolls to be marked	While students could be copying LI/SC or completing a short individual task.
<input type="checkbox"/>	Students settled and listening	Use strategies i.e. Wait and scan, cue with parallel acknowledgement.
<input type="checkbox"/>	Explain lesson intent & success criteria	Proceed with opening of lesson or consolidation.

Teachers will use their professional judgment as to when the context for the above to be modified i.e. Senior students / practical lessons.

Expectations for Teaching the Exit Routine to Students

<input type="checkbox"/>	The teacher uses the bell as a prompt for dismissal	i.e. "The bell is for me not for you."
<input type="checkbox"/>	Students pack up and when dismissed chairs under or on top of desk (end of day)	Teacher and students check for litter, computers logged off, windows/doors shut, board clean
<input type="checkbox"/>	Students leave the room promptly for their next lesson or break	
<input type="checkbox"/>	The teacher is the last person out and will lock the door	

MAJOR/MINOR NEGATIVE BEHAVIOUR CATEGORIES

The following definitions are useful starting points when responding to student behaviour.

- **Minor** - problem behaviours that are managed exclusively by individual staff members, typically (but not always) at the time of the incident.
- **Major** - problem behaviours that are referred to a third party, typically a senior colleague, Coordinator, Assistant Principal or Principal. Referrals can be immediate (unsafe or highly disruptive behaviour warranting immediate assistance/follow-up) or as a result of repeated instances of minor behaviour that has not diminished in frequency despite repeated intervention. Such behaviours are also characterised as persistent minors.

MINOR BEHAVIOURS	MAJOR BEHAVIOURS
<ul style="list-style-type: none"> • Are of an intensity that does not seriously harm others or causes staff to suspect that the student may be harmed • Do not violate the rights of others in any serious way (e.g. their learning is not grossly impeded / interrupted) • Are not part of an ongoing pattern of problem behaviours (although their initial repetition may bring them to the teacher's attention) <p>Therefore, they do not require the involvement of school-leadership personnel or warrant referral to specialist support staff.</p>	<ul style="list-style-type: none"> • Significantly violate the rights of others • Remain persistent in intensity and frequency, despite previous interventions being implemented with accuracy and integrity • Put others / self at risk of harm (including emotional harm) <p>Therefore, their intensity and/or frequency warrants the involvement of Year Level Coordinator (YLC) or school-leadership personnel.</p>

GUIDELINES FOR CONSEQUENCES OF COMMON UNACCEPTABLE BEHAVIOUR

In the early stages of correction, the general aim is to modify inappropriate behaviour with minimal disruption to the learning environment (the “least intrusive” approach). However, there are occasions when student behaviour must be dealt with through the application of a logical consequence.

In line with our SWPBS, the individual circumstances of each situation are taken into account when applying consequences. Typical considerations include:

- the year level of the student
- the severity of the behaviour
- the amount of reliable evidence
- the degree of provocation
- the statements given by students during the interview process
- chronicle behaviour records, including history of concerns and needs.

Teachers are encouraged to use their professional judgement in choosing from a range of logical consequences developed and approved by the school community. Examples of these (not an exhaustive list) are provided on the following pages. Staff may also find it necessary to role model replacement behaviours.

Teachers are also encouraged to develop understanding that student behaviour may be a means to communication and work may be required to support the student to develop social literacy, support with co-regulation and strategies to build stamina and resilience to then enable students to build their personal capacities.

Guidelines to Managing Inappropriate Behaviour – Learning

INAPPROPRIATE BEHAVIOUR	INITIAL TEACHER ACTIONS CAN INCLUDE	CONSEQUENCES
Disruptive talking (Minor)	<ul style="list-style-type: none"> • Selective attending / tactical ignoring • Proximity • Cueing other students (acknowledging their positive behaviour) • Rule/Values/Values reminder • Giving choices • Make up time • Pause in talk (wait & scan) • Non-verbal redirection 	<ul style="list-style-type: none"> • Change seating – move away from peers • 1:1 discussion • Parent contact / follow-up • Directed to YLC if repeated
Failure to engage with class learning (Minor)	<ul style="list-style-type: none"> • Offer of assistance • Repeat request allowing take-up time • Selective attending if student is not overtly disrupting others • Rule/Values reminder • Given choice to walk away • Curriculum re-focus 	<ul style="list-style-type: none"> • Follow-up individual discussion with student (i.e. at break time) • Use of own time to complete unfinished work. • Contact with parent if recurring
Does not have required equipment (Minor)	<ul style="list-style-type: none"> • Resource using domain supplies and keep with teacher 	<ul style="list-style-type: none"> • Contact home • Case by case depending on circumstances • Refer to YLC, SWC
Student is out of class (Minor)	<ul style="list-style-type: none"> • Politely introduce yourself and ask student's name if you don't know them • Ask "Help me to understand why you are out of class" • Rule/Values reminder if needed • Escort to class "I'm going that way I'll walk with you" 	<ul style="list-style-type: none"> • Classroom teacher consequence or • Refer to YLC
MOBILE PHONE USE	<ul style="list-style-type: none"> • Rule/Values reminder 	<ul style="list-style-type: none"> • Confiscate device • Refer to YLC

Guidelines to Managing Inappropriate Behaviour - Respect

INAPPROPRIATE BEHAVIOUR	INITIAL TEACHER ACTIONS CAN INCLUDE	CONSEQUENCES
Swearing – conversational (Minor)	<ul style="list-style-type: none"> • Rule/Values reminder about expected language in school 	<ul style="list-style-type: none"> • If recurring, 1:1 discussion with teacher regarding appropriate language
Swearing – 'sotto voce' (i.e. Student mumbles / utters	<ul style="list-style-type: none"> • Tactical ignoring / selective attending (treating the utterance as a 'secondary' behaviour) or	<ul style="list-style-type: none"> • 1:1 follow-up discussion regarding appropriate language. • Refer to YLC if continues.

inappropriate language in low-tone after being corrected) (Minor/Major)	<ul style="list-style-type: none"> • Rule/Values reminder about expected language in school and/or indication made that their behaviour will be followed-up 	
Swearing – directed at other students (e.g. verbal insults) (Major)	<ul style="list-style-type: none"> • Measured Rule/Values reminder of appropriate language. • Rule/Values reminder about expected language in school and/or indication made that their behaviour will be followed-up 	<ul style="list-style-type: none"> • Direct apology • 1:1 follow-up discussion with teacher regarding appropriate language • Refer to YLC
Swearing – directed at staff (Major)	<ul style="list-style-type: none"> • Clear measured statement regarding the unacceptability of language • Indication made that behaviour will be followed-up 	<ul style="list-style-type: none"> • Buddy class referral • Refer to YLC • YLC Consequence
Stealing (Major)	<ul style="list-style-type: none"> • Rule/Values Reminder • Indicate that alleged theft incident will be followed-up with YLCs and parents will be contacted 	<ul style="list-style-type: none"> • YLC investigation & parent/carer contact • Replace or return any items stolen • Logical consequences and restitution will apply
Littering (Minor)	<ul style="list-style-type: none"> • Rule/Values reminder • Directed to pick up own litter • Give choice and walk away 	<ul style="list-style-type: none"> • YLC referral for non-compliance
Refusal to follow instructions (Minor/Major)	<ul style="list-style-type: none"> • Avoid responding to student's secondary behaviours • Give choice and walk away • Indicate follow up will occur after the lesson 	<ul style="list-style-type: none"> • Exploration of problem if persistent (follow-up individual discussion) • Catch-up missed work in own time • Pay back learning time • Contact parent

Guidelines to Managing Inappropriate Behaviour - Safety

INAPPROPRIATE BEHAVIOUR	INITIAL TEACHER ACTIONS CAN INCLUDE	CONSEQUENCES
Physical Misconduct/Violence (Major)	<ul style="list-style-type: none"> • Request assistance • Remove audience • Use verbal directions to separate students • Monitor environment and safety 	<ul style="list-style-type: none"> • Refer to YLC • Refer First Aid • Refer Wellbeing
Playing inappropriate contact sports/dangerous play (Minor/Major)	<ul style="list-style-type: none"> • Rule/Values reminder 	<ul style="list-style-type: none"> • If continues report to YLC
Serious breaches of school code i.e. weapons, illicit substances	<ul style="list-style-type: none"> • Consider safety for self and students • Referral to YLC, SWC, Principal Class 	<ul style="list-style-type: none"> • Discussion of inappropriateness of possession of object / 'weapon' (i.e. pocket knife)

(Major)	<ul style="list-style-type: none"> • Environment considerations • Ensure referral has been acknowledged • Request item be handed over - consider safety • Secure item or handover to YLC/Principal Class 	<ul style="list-style-type: none"> • Refer YLC & Assistant Principal (AP)
Bullying behaviours – verbal – including teasing – racial harassment (Major)	<ul style="list-style-type: none"> • Clear statement regarding the unacceptability of actions • Indication made that behaviour will be followed-up 	<ul style="list-style-type: none"> • Directed to time-out / buddy class area • Exploration of the problem with the relevant parties • Parent contact • Restorative
Out of Bounds (Minor/Major)	<ul style="list-style-type: none"> • Rule/Values Reminder • 1:1 Discussion 	<ul style="list-style-type: none"> • Refer YLC if major incident
Uniform Infringement (Minor)	<ul style="list-style-type: none"> • Remind student of JFC uniform requirements/policy • Attempt to rectify the uniform infringement • If unable to be immediately rectified, send student to YLC (A uniform infringement pass may be issued based on individual circumstances. This information will be provided to staff) 	<ul style="list-style-type: none"> • YLC contacts home
CHILD SAFE STANDARDS The Child Safe Standards (the Standards) are compulsory minimum standards for all Victorian schools, to ensure that they are well prepared to protect children from abuse and neglect.	MANDATORY REPORTING <ul style="list-style-type: none"> • Where a teacher or other mandatory reporter forms a belief, on reasonable grounds, that a child is in need of protection from physical injury or sexual abuse, they must report their concerns to Child Protection. • Where a child's behaviour causes staff to have concerns for their wellbeing they are encouraged to report their concerns to DHHS Child Protection or Child FIRST. 	

DETENTIONS

A student may receive a detention as part of a staged approach, in accordance with the Department's Student Engagement Policy Guidelines.

<https://www2.education.vic.gov.au/pal/student-engagement/policy>

Prior to receiving a detention, the school will:

- Consider local circumstances when determining what a reasonable time and place for detention entails
- Ensure any special conditions relating to the imposition of detention are specified.

Conditions

The school will ensure that:

- No more than half the time allocated for any recess is used for detention

- Students undertake detention at a reasonable time and place
- Where students are detained after school to complete school work, or to undertake additional or new work or duties:
 - parents are informed at least the day before the detention
 - the time of detention should not exceed forty-five minutes
 - alternative measures are negotiated with parents whose family circumstances are such that the students' completion of after-school work would create undue hardship (e.g. where students regularly supervise younger siblings in the absence of parents, or where limited travel alternatives for students are available).

DAMAGE TO SCHOOL OR OTHERS PROPERTY

- GSC will *request* reimbursement from families as a part of communicating consequences for student behaviour which causes damage to school or other's property
- Wherever possible, student should also be requested to do community service as a consequence such as picking up litter or cleaning desks in their own time. Where possible, students may be asked to contribute to rectifying the damage e.g. cleaning graffiti or repainting.
- Note: these costs are estimates only. Final invoice will be used wherever possible to guide reimbursement amounts requested

Process

- Damage occurs
- Student is identified (YLL, HoS)
- Consequence is delivered to student (YLL/HoS)
- Call is made home to inform parent and gain agreement (HoS/AP)
- Family is charged for damage (BM)

Schedule of costs

Graffiti	\$50 (costs of paint and labour)
Damage to individual items of technology e.g. computer, TV screen	\$100-\$3000 Variable depending on replacement or repair costs
Damage to AC wall unit panels	\$200 Replacement cost
Damage to school furniture e.g. broken chair or damaged curtains or blinds	\$100 Replacement cost
Damage to school signage	\$150 Replacement cost
Tampering with taps or essential services	\$100-\$500 Variable depending on service fees
Damage to other student or staff property	Replacement cost
Drawing on desks	\$50 (costs of labour)
Food stains on carpet or walls or other inappropriate places	\$50 (costs of labour)
Gum in carpet	\$100 (costs of steam cleaning and labour)

ENGAGING WITH FAMILIES

Greenvale 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 or via Compass
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in SSGs and developing individual plans for students.

EVALUATION

Greenvale 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 attitudes to school survey data
- compass chronicle data
- parent opinion survey
- case management
- CASES21, including attendance and absence data
- SOCS.

Greenvale 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 intervention occurs as soon as possible.

COMMUNICATION

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

- available publicly on our school's website
- included in staff induction processes
- included in transition and enrolment packs
- included as annual reference in school newsletter
- made available in hard copy from school administration upon request.

Our school will also ensure it follows the mandatory parent/carers 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:

- Statement of School Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Policy
- Complaints Policy
- Duty of Care Policy
- Inclusion and Diversity Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	11/06/2024
Consultation	School Council (August 2022), Staff (July 2022), Student Engagement Team (July 2022)
Approved by	Principal – 30/07/2024
Next scheduled review date	11/06/2026 (2yrs)

Updates	
21/07/2022	Review and child safe updates
11/06/2024	Review – damage to school property