

## 1. Purpose & Rationale

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

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

Sandringham 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 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.

## 2. Scope

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

## 3. Implementation

### 3.1 School profile

We are a two campus state school with a proud history of providing an outstanding education to students in our local community. Parents and students choose our school because they recognise that as a community we work with respect and care, knowing and nurturing our students to be the best possible learners and young people that they can be.

As a school we are focused on providing a robust and innovative curriculum that challenges students to be curious learners. We set high standards and expect our students to achieve their personal best in all that they do.

What we do:

- we nurture the individual talents of our students
- we challenge each other to excel in our pursuits
- we provide outstanding opportunities beyond the classroom to enrich learning.

How we do it:

- we know our students
- we aim that all learning opportunities inspire our students and encourage improvement and growth
- we encourage our students to develop as citizens as well as learners.

### 3.2 School values, philosophy and vision

Sandringham College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of integrity, excellence, community, creativity and respect at every opportunity.

The rotunda on our school logo symbolises a central location, a place for the community to celebrate, meet together and share knowledge. The four steps leading into the Rotunda represent the four foundation schools that have come together to form our College. The steps also symbolise the different pathways our students follow on their learning journey to success. Our shield symbolises strength, protection, defence, guardianship, establishment and reliability.

Sandringham College offers a protective and safe environment where students are respected and encouraged to explore and celebrate their individuality and creativity. The incorporation of the wave at the top of the shield reflects the Colleges' bayside location but also recognises how the College must constantly evolve to best meet the needs of our students.

The College colours of blues and gold also reflect our geographic location, reminiscent of sand and sea.

### 3.3 Engagement strategies

Sandringham College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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.

Our school will implement a whole-school behaviour management approach that is based on the School-wide Positive Behaviour Support Framework, pro-social values, social competencies, incentives and positive peer relationships. This allows teachers and students to have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance.

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

#### 3.3.1 Universal

At Sandringham College our aim is to develop a robust learning community with positive management and engagement strategies that enable the highest level of student learning outcomes. In terms of student engagement and wellbeing we:

- have high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- create a culture that is inclusive, engaging and supportive
- welcome all parents/carers and being responsive to them as partners in learning
- assess the success or otherwise of school-based strategies and approaches using sources of data such as Attitudes to School Survey, school level report data, parent survey data, data from case management work with students and attendance data collected via Compass
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- we offer specialist programs in Sport, Dance and Academic Enrichment (SEAL). Beyond the classroom students can also extend through co-curricular offerings such as camps, robotics, debating, public speaking, leadership, sport and the arts
- adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- incorporate our school's Statement of Values into our curriculum and promote them to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- have carefully planned transition programs to support students moving into different stages of their schooling
- ensure positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- enable our students to have the opportunity to contribute to and provide feedback on decisions about school operations through Student Council and focus groups. Our students have a position on the School Council and meet regularly with member of the Principal team in forums which allows them to directly impact on school decision making
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- are proud to have an 'open door' policy where students and staff are partners in learning. Students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group Leaders, Campus Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.

We engage in school wide positive behaviour support with our staff and students, which includes programs such as:

- Respectful Relationships
- Bully Stoppers
- Safe Schools
- have implemented programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- offer opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

### 3.3.2 Targeted

We have implemented the following preventative and early intervention strategies to support our students:

- each year group has a Year Group Leader, a senior teacher responsible for their year who monitors the health and wellbeing of students, and acts as a point of contact for students who may need additional support
- We take pride in our care for our students and we run a comprehensive pastoral care program for all students in Years 7-9. The focus of our pastoral care program grows and evolves to meet the changing needs of our students as they mature.
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Our Year 9 students undergo a specific careers analysis test and an individual careers session provided by an external careers counsellor with parents/carers encouraged to attend
- Our Year 9, 10, 11 and 12 students receive careers counselling as part of their subject selection process
- Student Wellbeing staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year

For students with a disability the following strategies are in place:

- providing parents/carers with a learning program that best suits their child's needs
- involving students and parents in programming and planning decisions
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed

We aim to effectively identify students who have characteristics that are known to increase disengagement at school. The risk factors that we explore are:

- poor attendance
- low literacy
- low numeracy

- problematic school behaviour and relationships through the number of suspensions and the number of days suspended
- low income or unemployed family background - the occupation code of parents
- Koori or Torres Strait Islander background
- refugee or EAL status
- presence of a physical disability
- presence of learning disorders leading to integration support
- receipt of Youth Allowance
- restricted access arrangements as a result of parent separation
- presence of a risk alert
- experience of significant health issues.

### 3.3.3 Individual

At Sandringham College we implement a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - psychologist for psychological and academic assessment
  - mentors – providing support for ‘at risk’ students
  - Department of Human Services case managers and support workers
  - social workers to provide services such as counselling, social skills and anger management programs
  - Youth agencies
  - Local parent support groups
  - Relevant DET support staff
  - Centre Against Sexual Assault (CASA)
  - School Focused Youth Service (SFYS)

Where necessary the school will support the student’s family to engage by:

- being responsive and sensitive to changes in the student’s circumstances and health and wellbeing

- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students with a disability, in Out of Home Care and with other complex needs that require ongoing support and monitoring.

### 3.4 Identifying students in need of support

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

### 3.5 Student rights and responsibilities

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

Students have the right to:

- learn in a safe and secure environment where they can fully develop their knowledge and skills without intimidation, harassment, bullying or cyber bullying
- participate fully in the school's educational programs
- receive reasonable assistance to resolve school-related problems
- receive ongoing communication and feedback about their progress.

Students have the responsibility to:

- follow the Code of Conduct, staff instructions and uniform requirements

- take responsibility for their own behaviour and learning
- engage in the use of digital technologies in a manner that supports learning, positive communication and that protects the rights of others
- display positive behaviours, including courtesy, care and respect for the rights of peers, teachers and all members of the school community
- care for the school environment
- attend school regularly and participate fully in learning programs
- develop into independent learners who set and achieve learning goals and manager resources effectively.

### 3.6 Student behavioural expectations

As a school community, we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education. We bring our school values to life through our behaviours and interactions with each other. We will display and model our school values through behaviours such as the following:

- attending school on time and arriving promptly to each lesson
- preparing properly for school and for each lesson
- meeting appearance, dress and uniform standards
- moving safely through the school environment
- participating fully in learning activities
- attentively following instructions
- listening to each other
- treating each other with respect, courtesy and fairness
- valuing the particular individual strengths and differences of others
- inclusive teaching and learning practices
- demonstrating and monitoring our own learning progress
- attempting learning tasks to the best of our ability
- making appropriate choices, even without supervision.

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

- establishing a safe, secure and inclusive learning environment
- developing, modelling, teaching and encouraging a set of core school-wide values, rights and responsibilities and shared expectations
- acknowledging positive behaviours and celebrating effort and achievement

- discouraging inappropriate behaviours
- empowering students to be involved in school decision-making and leadership activities
- applying professional judgement to particular cases and incidents, and understanding individual students, their life circumstances and their particular learning and wellbeing needs
- identifying students at risk of disengagement from learning in a timely manner
- monitoring, measuring and communicating progress with students and parents in a timely manner
- rigorously monitoring, recording and following up student absence in a timely and rigorous manner
- implementing evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance
- using out-of-class support strategies and Student Support Groups for students with at-risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, principal class officers, counsellors, psychologists and youth workers.
- connecting to external student support services as appropriate
- ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship – for example by apologising, completing a reflection form and catching up on missed work
- implementing effective and supportive transition programs and processes into and out of the school, including student transitions between different learning areas and levels within the school.

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

<https://www2.education.vic.gov.au/pal/suspensions/policy>

<https://www2.education.vic.gov.au/pal/expulsions/policy>

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

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled

Restrictive interventions are measures of last resort and may only be used in situations consistent with Department's [Restraint and Seclusion Policy](#)

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

### 3.7 Engaging with families

Sandringham 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 will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community. The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Wellbeing and Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills.

#### 4. Monitoring & Review

This policy was last updated on May 2020. Please refer to the Sandringham Policy Schedule for the next review date.

#### 5. Definitions

*DET* – Department of Education and Training

#### 6. References

School Policy Advisory Library (PAL) – Behaviour – Students

(<https://www2.education.vic.gov.au/pal/behaviour-students/policy>)

This policy should be read in conjunction with the following school policies:

Sandringham College Duty of Care Policy

Sandringham College Inclusion and Diversity Policy

Sandringham College Statement of Values and School Philosophy

Sandringham College Bullying Prevention Policy

The following websites and resources provide useful information as well as support for students:

- Kids Helpline
- Lifeline
- Student Wellbeing Hub
- Office of the eSafety Commissioner
- Australian Student Wellbeing Framework



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Policy Owner	Sandringham College	Approved By	School Council
Policy Reviewer	College Principal/AP Wellbeing and Inclusion	Next Review Date	1 <sup>st</sup> May 2024
Review Frequency	Document Availability	Policy Delivery	
<input type="checkbox"/> 1 Year <input type="checkbox"/> 2 Years <input checked="" type="checkbox"/> 3 Years <input type="checkbox"/> As Required <input type="checkbox"/> n/a	<input checked="" type="checkbox"/> College Website <input type="checkbox"/> Student Compass <input checked="" type="checkbox"/> Parent Compass <input type="checkbox"/> Staff Compass <input checked="" type="checkbox"/> Staff Information Drive <input type="checkbox"/> Enrolment Pack	<input type="checkbox"/> Annual Staff Meeting <input type="checkbox"/> Annual Parent Meeting <input type="checkbox"/> Annual Student Meeting <input type="checkbox"/> Annual School Assembly <input type="checkbox"/> Staff Manual/Handbook <input type="checkbox"/> College Newsletter <input type="checkbox"/> DL email	