

EDENHOPE COLLEGE



STUDENT ENGAGEMENT AND WELLBEING POLICY

(Developed in Consultation with the College Community – 2015)

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Engagement in the School Context

Student engagement is challenging to define as it is a complex construct influenced by multiple factors. Fredericks, Blumenfeld and Paris (2004) identify three dimensions of engagement:

- **Behavioural Engagement:**

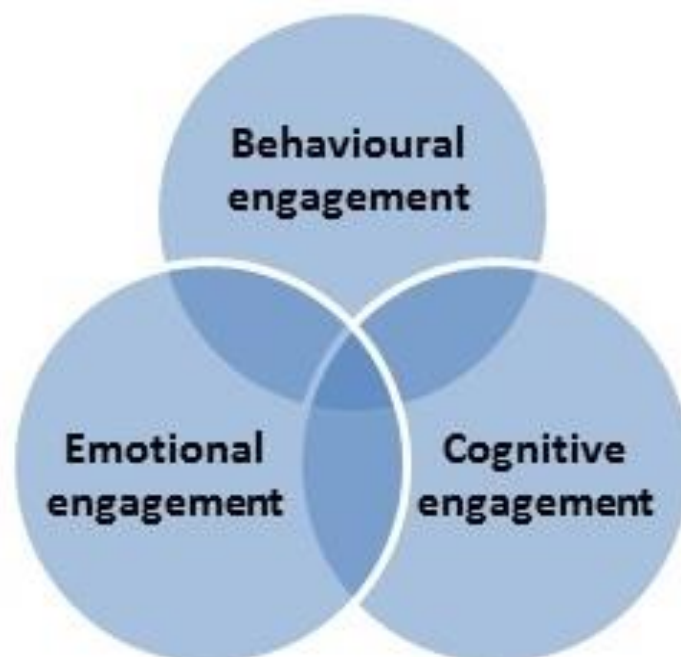
Students' participation in education, including the academic, social and extracurricular activities of the school

- **Emotional Engagement:**

Students' emotional reactions in the classroom and in the school (a sense of belonging or connectedness to the school)

- **Cognitive Engagement:**

Students' investment in their learning (motivation and self-regulation).



The College Profile – 2015

Edenhope College is a rural p-12 school situated on the edge of Lake Wallace in Edenhope, West Wimmera Shire, Western Victoria. Nearby is Mount Arapiles-Tooan State Park, a world-renowned rock-climbing attraction. Robe (coastal SA) is 166kms away, with distances to Melbourne - 400 kms and Adelaide – 387 kms. Close major centres are Horsham (100 km north east) and Naracoorte S.A. (55 km west). Edenhope operates as a service centre for the surrounding rural communities where grazing and cropping have predominated since its foundation in the mid-1850s. More recently agro-forestry, viticulture and dairying have offered new opportunities in the area. Animal and bird-life are prolific. Edenhope and District Memorial Hospital and Aged Care Facility and the West Wimmera Shire and Edenhope College are major enterprises in the town centre. The population of Edenhope is around 1000 people. School enrolment is currently 194.

Sixty five percent of students travel to the College on seven bus routes from areas such as Apsley, Benayeo, Chetwynd, Harrow, Langkoop, Miga Lake, Patyah, Pine Hills, Poolaijelo, Powers Creek, Ullswater and Wombelano. Nearby schools are St Malachy's Primary School (a Catholic school located on grounds adjacent to Edenhope College), Apsley Primary School (20 km W) and Goroke P-12 College (40 km NNE). Edenhope College also participates in various activities with Balmoral K - 12 Community College and Kaniva p-12 College.

Edenhope College has extensive learning spaces and a range of first class facilities for students set on grounds at the edge of Lake Wallace. A voluntary merger of Edenhope Consolidated School and Edenhope Secondary College occurred in 1994 creating a P - 12 school. A multi-million dollar major upgrade was completed 9 years ago delivering new buildings and excellent facilities which includes the Edenhope Trade Training Centre encompassing the College Farm and Agriculture Centre, the Food Technology Centre and Automotive Technology Workshop.

The Kowree Sports Centre provides an excellent venue for indoor activities, including a stadium, squash courts, a weights training room, and an outdoor swimming pool, for which the College and West Wimmera Shire Councils have a Joint Use Agreement from 2007 to 2032. The community use of facilities is encouraged. The College and St Malachy's School have a Shared Use Agreement from 2011 to 2026 for the Local Schools Working Together Edenhope Multisport Facility, a state of the art synthetic turf sports field, which opened in 2011. This facility is extensively used for Hockey which is a popular sport in the area.

Edenhope College strives to give maximum access to quality technology across the school. The rollout of interactive whiteboard technology commenced in 2005 and installation in all classrooms across the College was completed in early 2007. The College has extensive Information and Communications Technology capability, including primary and library computer pods, an ICT Lab, four video conferencing set-ups, including two multi-point, mobile sets of wireless notebook computers and 1-to-1 netbook/tablet computers for Years 4 - 12 students. Class sets of iPads are available to classes in the Early Years.

A BER 21st Century new building opened at the commencement of 2011. This includes spacious learning environments currently used by Years 4, 5 & 6, work spaces for literacy and numeracy intervention tutoring, a Primary Welfare Officer space, and general purpose classrooms. A Pottery Studio has been enjoyed by the community Pottery Club, as well as students throughout the school.

Edenhope College currently has 192 students placed in home groups in the Primary School (Years P-6) 76 students, Middle School (Years 7-9) 56 students and Senior School (Years 10-12) 60 students.

The staff at the College includes 1.0 Principal Class, 22 Teachers and 11 Education Support Class. In addition there is a part-time School Council Grounds Person, a School Nurse and a Chaplain. There are 37 staff members altogether in part-time and full-time positions.

There is a strong focus on Powerful Learning – including learning intentions, success criteria and feedback; and Visible Learning – seeing learning through the eyes of the student and teaching for greater impact and student learning growth. ICT is integrated and embedded within the use of digital and eLearning resources and thinking tools in the curriculum. Curriculum provision is inclusive of Victorian Essential Learning Standards and AusVELS;

The College Curriculum includes: a focus on Early Years Literacy and Numeracy; Languages - German; Years 9 and 10 elective program for The Arts and Design, Creativity and Technology domains; Senior Pathways include the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), with Vocational Education & Training in Schools studies at the Edenhope and Wimmera Trade Training Centres; access to further vocational programs, including School Based Apprenticeships, Structured Workplace Learning and Technology (Food, Textile, Automotive, Metal and Wood); Visual Arts (Multi-media, Photography, Ceramics / Sculpture and Painting); Performing Arts (Drama and Instrumental Music); and Animal / Agricultural Horticultural Studies, utilising the College Farm.

Extra curriculum options include the Advance Program (Year 9) and The Duke of Edinburgh's Award Scheme - Bronze, Silver & Gold levels (Years 9 - 12) and a strong sports program with opportunities for students to compete at district, state and national levels.

The school accesses support professionals from the DET Grampians Region, including School Nurse, Primary Wellbeing Officer, Speech Pathologist, Social Worker and Visiting Teacher (Hearing). The Department of Infrastructure provides six flats and five houses for teacher and school staff accommodation in Edenhope, all refurbished in 2008.

Whole School Prevention Statement

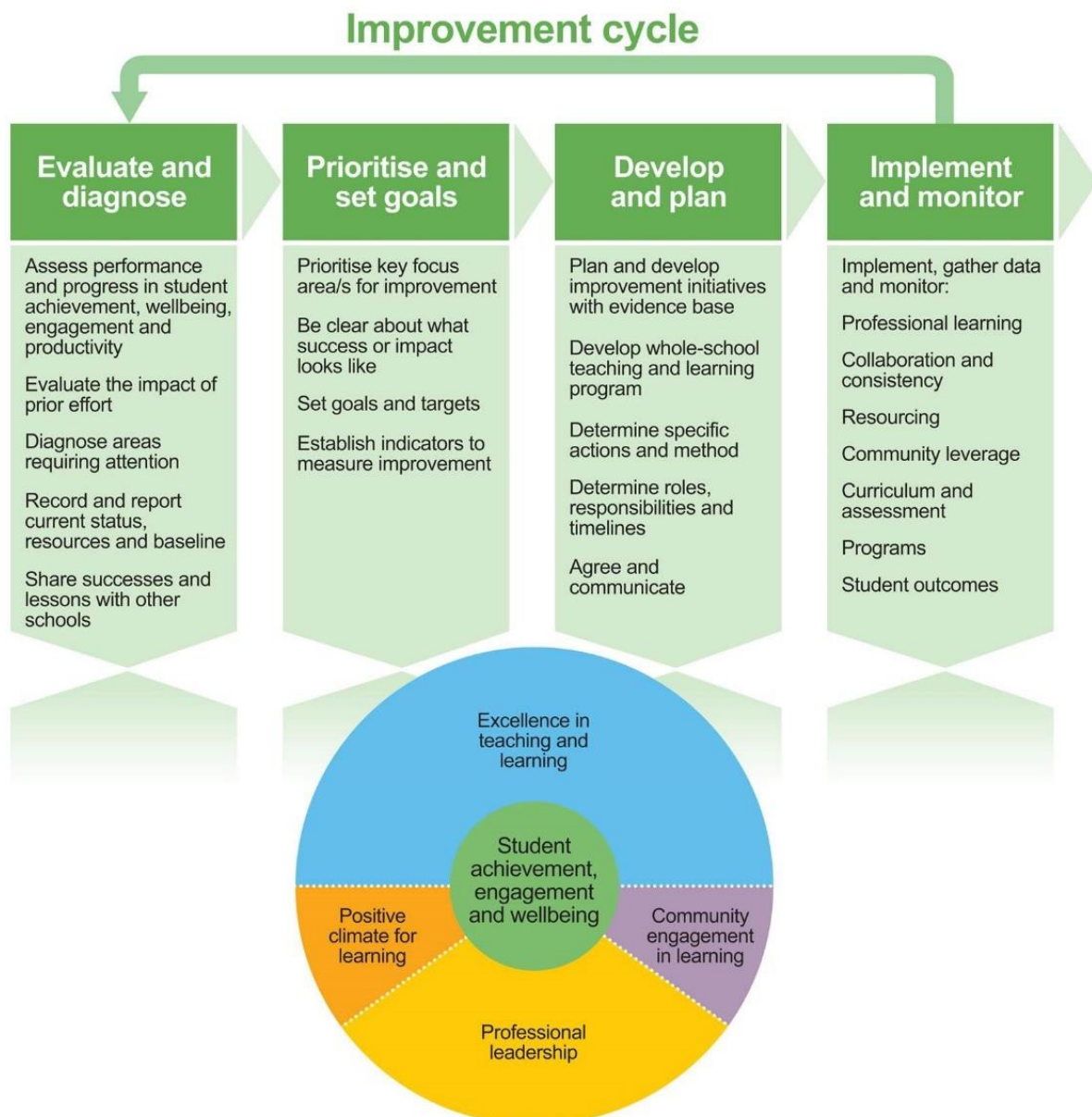
Edenhope College embraces all aspects of the Framework for Improving Student Outcomes (<https://partner.eduweb.vic.gov.au/sites/schoolppp/Pages/default.aspx>) with an emphasis on continuous improvement.

Student achievement, engagement and wellbeing is a central motivator and goal.

Edenhope College will build on the positive attitudes and sound behaviour that the students bring from previous experience to ensure there is a harmonious, cooperative working atmosphere, with mutual respect between students, teachers and parents. The behaviour and attitudes of students should bring them credit and enhance the reputation of themselves and the College.

When students leave the College community they should be able to take their place as responsible citizens in the Australian community. The Student Engagement Policy reinforces the behaviour and attitudes valued by Edenhope College and applicable in the wider community.

The Positive Behaviour Policy/Code of Conduct outlines the College's expectations, and the rights and responsibilities of all its members. In addition, it offers constructive solutions when problems arise.



Our Vision

Edenhope College will value the environmental, social, cultural and economic attributes of the local and regional context and include these to provide the best possible educational facility for its young people. Edenhope College aims to be 'The Best in the West'.

Our Purpose

Our purpose is to welcome, nurture and educate all students in a safe and inclusive environment where they are inspired and motivated to be the best learners they can be now and into their future. (*School Strategic Plan 2013-2016*)

Our Values

CARE & COMPASSION *care for yourself and others*

COURTESY & COOPERATION *show manners & work together*

FAIRNESS *have a fair go*

HONESTY & INTEGRITY *be honest, sincere and seek the truth, match words with actions*

PERSISTENCE *keep on going and don't give up*

RESPONSIBILITY *be accountable for your actions*

TOLERANCE & INCLUSION *understand others and their cultures, include and accept differences*

Our Motto

Each year we select a 'motto' in the form of an annual, positive focus statement.

2013 – 'Edenhope College - Where Everyone Matters'

2014 – 'Being the Best We Can Be'

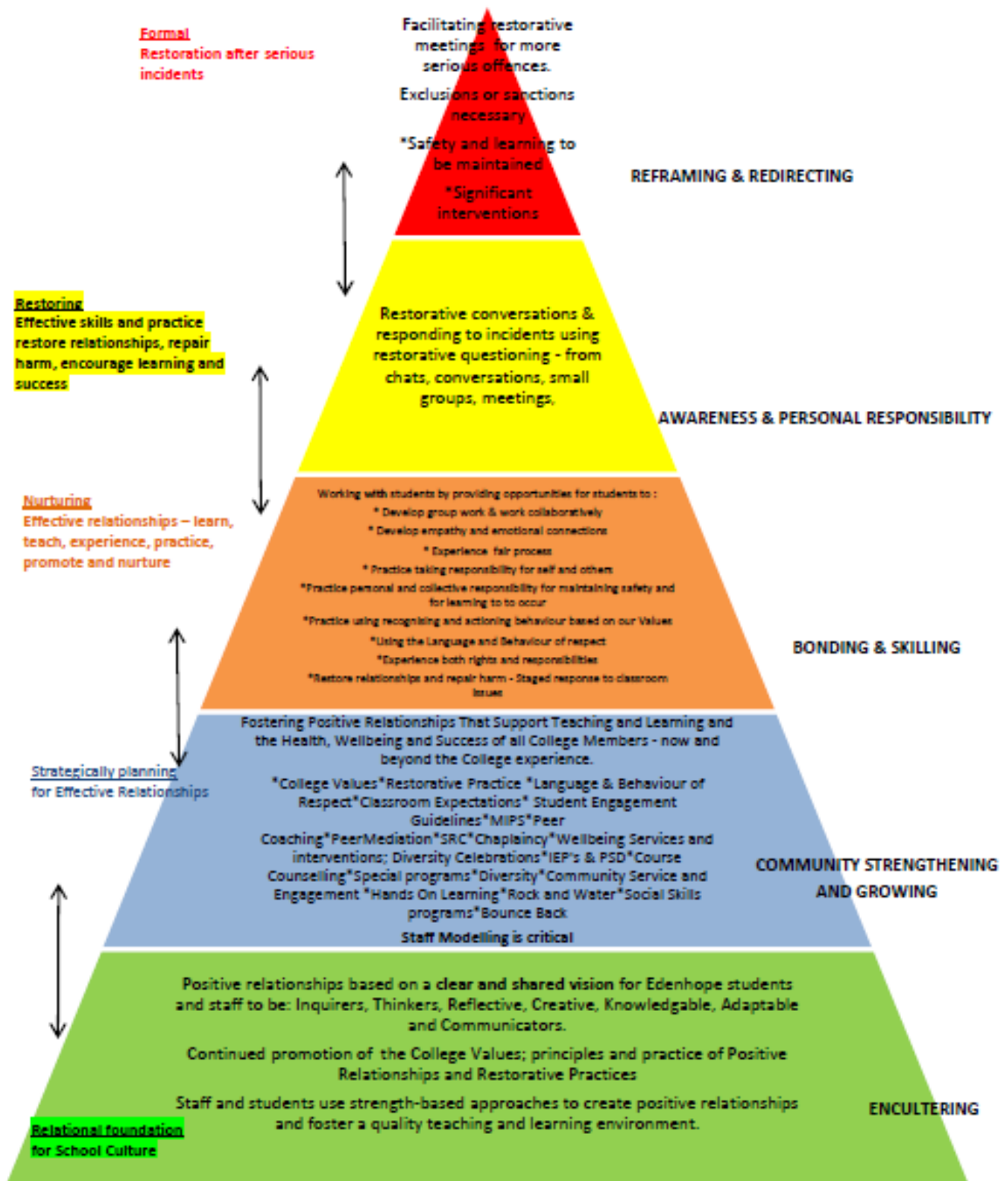
2015 – 'High Expectations, Maximum Effort'

Wellbeing and Engagement Goals 2013-2016

1. To improve the learning outcomes for each student throughout the college, especially in literacy and numeracy
 - (i) Edenhope College will adopt a model of high quality distributed leadership and establish a Learning Leadership Coalition that leads learning across the college.
 - (ii) Edenhope College will develop an 'Edenhope College Instructional Model to incorporate 21st century pedagogy and practice'
2. To improve student wellbeing and engagement with learning.
 - (i) Edenhope College will develop a student-centred learning environment which engages students as active participants in their learning and promotes high achievement.
3. To project to the school community a refreshed image of the college.
 - (i) Edenhope College will implement whole-school community approaches that build and strengthen positive relationships across all sectors of the school community.

A Positive Approach to Cognitive, Emotional and Behavioural Engagement

Edenhope College has a purposeful and staged approach to building quality relationships, a strong culture aimed at positive outcomes for all students and a fair process to manage behaviour and restore relationships when things go wrong.



The Leadership Team and College Staff will:

- Create a relational foundation on which to build a strong school Culture of positivity, learning, aspiration, effort and achievement by:
 - Using strength-based approaches to create positive relationships and foster a quality teaching and learning environment.
 - Following and modelling the College and wider Australian Community Values
 - Using the Language and Behaviour of Respect
 - Encouraging and supporting aspiration in students to set and achieve their goals
 - Promote learning as 'life-long' and worthy of effort and commitment.

- Strategically plan for effective relationships and lead, promote and implement preventative approaches to behavioural issues by incorporating positive social skills programs and key initiatives across the breadth of the school that are developmentally appropriate. Strengthen and grow community connections. Programs and initiatives will include but are not restricted to:
 - SenseAbility
 - Young Leaders
 - Bounce Back
 - Rock and Water
 - Buddies program
 - E-smart cybersafety
 - MATES Mentoring
 - MATES Reading
 - Alpine School for Student Leadership
 - Advance
 - Duke of Edinburgh
 - Peer Coach training
 - Student Representative Council
 - Senior Student Advisory Group
 - Drumbeat
 - Community Service
 - Edenhope Community Action Network
 - Appreciative Inquiry for student voice
 - Career Support and Advice
 - Work Experience
 - Student Leadership positions
 - Staff Professional Development
 - Professional Learning Community
 - Professional Learning Teams
 - Explicit teaching of restorative skills

- Nurture effective relationships and Intervene to build skills in students to become successful learners and increase social competence. Explicitly builds skills that assist students to form confident bonds with their peers around learning. Programs and initiatives will include but are not restricted to:
 - Reading Recovery
 - Quicksmart Literacy and Numeracy
 - Hands On Learning
 - Restorative Practice
 - Study support sessions
 - Study skills camp – Year 12
 - Acceleration programs to challenge students

- Plan to restore relationships where harm is occurring and target internal/external programs and interventions towards specific improvement. Raise self-awareness and personal responsibility aimed at successful and healthy futures for students.
 - School support staff including physical, emotional and mental therapies
 - Community agencies: West Wimmera Uniting Care; Police; Edenhope Health Centre; Department of Human Services;
 - Individual Education Plans
 - Managed Individual Education Plans
 - Restorative Conversations and behaviour re-direction
- Use formal processes and policy of the DET and College when there is a serious escalation of unsafe, disruptive or repeated extreme student behaviour. Reframe and redirect for individual and specific needs.
 - Restorative Conferences
 - Exclusion
 - Sanctions
 - Implement the Edenhope College Student Management Policy and Process with regard to suspension and expulsion.
- Seek special and individualised programs and plans when there is significant disengagement from school and learning
 - Special programming aimed at re-engagement and connection with achievable learning.

Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) 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 them when making decisions and delivering services.

Guiding Principles

Every member of the Edenhope College 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. The following rights and responsibilities are applicable to all students, teachers, volunteers and parents/ carers.

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	• religious belief or activity
• race	• sex	• sexual orientation
• personal association (with a person who is identified by reference to any of the above attributes).		

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 the expectation for individual 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

Edenhope College Wellbeing Policy

Rationale:

This policy is based on a belief that all members of our school community are better prepared for learning and teaching when they are healthy, safe and happy. Student wellbeing encompasses everything the school does to help students develop to their full potential. All staff are expected to be sensitive to the wellbeing needs of the students and act appropriately in referring students to specialist staff for assistance.

Aims:

- To provide an environment for teaching and learning that is safe and secure.
- To encourage all community members to accept responsibility for their behaviours.
- Development of awareness that there are consequences for acceptable and unacceptable behaviour.
- To develop the ability to live and work cooperatively, through understanding, listening and valuing individual differences and becoming more tolerant of others.
- To discover and develop individual potential in academic, creative, recreational and personal activities.
- To cultivate a climate in which students feel good about themselves, are acknowledged for their achievements and experience success.
- To educate and support students in developing healthy lifestyles that can be maintained into the future
- Intervene appropriately to assist students and families who experience wellbeing and welfare issues.
- Provide appropriate assistance to students and families who are experiencing significant hardship and require support to maintain their child's uniform, attendance and wellbeing.

Implementation:

We will maintain student wellbeing by acting proactively in the following areas:

Physical Well Being

- Vigilance by all teachers in the supervision of students
- Curriculum programs which foster the development of social/life skills
- Provision of adequate areas for play and shelter
- First Aid procedures and protocols
- Referrals to professionals for medical/emotional support and advice
- Prudent implementation of Mandatory Reporting Protocol when appropriate
- Promotion of lifelong health and wellbeing

Safe and Secure Physical Environment

- Positive Discipline, Bullying, First Aid Policies
- Effective Classroom Management programs and plans
- Counselling – student and/or parents
- Yard duty, Emergency Management Plan and Drills.

Support Structures to Develop Social Relationships

- Comprehensive social skills programs
- Cybersafety programs
- Anti-violence awareness, education and support
- Healthy relationships information and education
- Excursions, camping programs
- Year Level and Sub-school activities
- Student Representative Council and Student Leader groups
- Sporting programs
- Buddy Systems
- Lunchtime activities

Mental and Emotional Health Promotion and Support

- Be aware of the particular mental health and emotional needs of young people
- Take timely action to assist students in being connected to appropriate support staff
- Provide wellbeing support as appropriate in a school setting and within the role expected of school staff.

Cultivating a Climate of Community

- Sub-school and whole school assemblies
- Student work will be showcased and publicly recognised
- Presentation at assemblies of Achievement awards, Student success and experiences
- Acknowledgement in newsletters and the media
- Cooperative learning strategies
- Transition and Orientation programs
- Parent Information sessions
- Community information sessions and activities
- Strengthening connections between school, home and community
- Assisting students and families who are experiencing hardship.

Specialist staff

- The College provides a Leading Teacher in charge of Wellbeing
- A Primary Wellbeing officer
- Chaplain
- DET visiting Student Support staff
- A School Nurse

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 (DDA)*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation. An education provider must make 'reasonable 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.

Edenhope College is incorporating ABLES (The Abilities Based Learning and Education Support) program to support the teaching and learning of students with disabilities and additional needs. It provides a suite of curriculum, pedagogy, assessment and reporting resources that assist teachers in recognising and responding to the diverse learning needs of all students, and in assessing and reporting student learning, monitoring student progress and providing accurate intervention advice.

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/ables.aspx>

Edenhope College Anti-Bullying policy

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 or pictures
- 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, stress-related conditions
- Lower self-esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

Bystanders are people who are present when bullying/harassment occurs or gravitate to where it is occurring to observe it, and take no action to intervene or attempt to have the bullying/harassment stop. 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, religion or abilities. It can be subtle or explicit.

Bullying can be:

<p>Subtle: (The most common) They include:</p> <ul style="list-style-type: none"> • 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. 	<p>Explicit: (obvious) They include:</p> <ul style="list-style-type: none"> • Grabbing, aggressive hitting, pinching, shoving or similar • 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. <p>*Extreme forms of sexual harassment will lead to criminal prosecution.</p>
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Bullying can be:

<ul style="list-style-type: none"> • Physical – fighting, pushing, punching, scratching, spitting • Verbal – teasing, name calling, put downs comments about differences of race, gender or disability • Visual – offensive notes, drawings, pictures, video 	<ul style="list-style-type: none"> • Psychological – acts that instil a sense of fear, anxiety or emotional pain • Social Exclusion – including ostracising, excluding, ignoring • Cyber – Bullying which is carried out through an Internet service such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS), and other social media applications.
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Implementation:

At Edenhope College, concerns will be taken seriously and all complaints will be treated confidentially.

Bullying can be complex and it is possible in some instances for children to both suffer from bullying behaviours and be a perpetrator of those behaviours. The best outcomes require parents/carers, students and staff to work together for the best outcomes for all students.

At Edenhope College, if a student sees another person being harassed or bullied we advise them:

- Tell the person who has been bullied to report the incident to a staff member and assist them to do this if they are able to and/or
- Tell a staff member what they have witnessed
- If it is their friend who is doing the harassment or bullying, let them know that their behaviour is unacceptable and will cause harm if they continue.
- Seek immediate help from a staff member to intervene in incidents of bullying/harassment.

Proactive planning and implementation of programs and initiatives that build social skills is a key feature of Edenhope College’s approach to reducing and preventing bullying

Rights and Responsibilities

<p>All members of Edenhope College community have a right to:</p>		
<ul style="list-style-type: none"> • Fully participate in an environment free from discriminatory behaviour • Be treated with respect and dignity • Feel valued, safe and supported 		
<p>All members of the Edenhope College community have a responsibility to:</p>		
<ul style="list-style-type: none"> • Participate and contribute to a learning and teaching environment that is supportive and respectful of self and others • Ensure their actions and views do not have a negative impact on the health and wellbeing of others • Acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human Rights and Responsibilities Act 2006 		
<p>Students have the right to:</p>	<p>Staff have the right to:</p>	<p>Parents have the right to:</p>
<ul style="list-style-type: none"> • Feel safe and accepted • Be treated with respect, consideration, compassion and tolerance • Expect that the school program will enable them to develop their talents, interests and ambition • Express needs and concerns and be listened to with fairness and empathy • Be treated equitably • Have personal, school or community property looked after and respected. 	<ul style="list-style-type: none"> • Expect to be able to work in an atmosphere of order and cooperation • Receive respect from the school community • Be supported to perform their best • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • Expect that their personal and professional property is secure and respected • Expect that parents/carers will support their child's learning. 	<ul style="list-style-type: none"> • Know that their children are in a safe, supportive learning environment where they are treated fairly and with respect • Expect that the school provides the required instruction for the child's learning • Expect a positive and supportive approach to their child's learning • Expect that their child's aspirations are encouraged and nurtured constructively and supportively • Expect accessible opportunities for communication and participation with regard to their child's education and behaviour

All students have a responsibility to:	All staff have a responsibility to:	All parents have a responsibility to:
<ul style="list-style-type: none"> • Attend regularly and participate fully in the school's program • Be prepared to learn and demonstrate positive behaviours including those that show respect for themselves and others • Behave in ways that promote an orderly, safe and harmonious class/school environment that impacts positively on their own and others learning • Approach behaviour and learning challenges positively and apply significant effort in working towards improvement • Acquire skills for life-long learner • Accept diversity and behave in ways that demonstrate tolerance, kindness, and support • Restore relationships and repair harm when they have caused or contributed to things that have gone wrong 	<ul style="list-style-type: none"> • Fairly, reasonably and consistently implement the engagement policy • Know how students learn and how to teach them effectively • Know the content they teach • Know their students • Plan and assess for effective learning and student improvement • Act in accordance with the Framework for Improving Student Outcomes • Create and maintain safe and challenging learning environments • Use a range of teaching strategies and resources to engage students in effective learning • Adopt an approach to teaching that incorporates the Edenhope College Instructional model • Use approved individualised approaches to managing student behaviour • Maintain dignity and respect for the child • Communicate in a timely manner with parents/carers regarding their child's learning 	<ul style="list-style-type: none"> • Ensure their child attends school regularly and participates in the whole school program • Promote and demonstrate a positive approach towards their child's learning and school across the whole community • Engage in regular and constructive communication with school staff regarding their child's learning • Inform the school of any variations or conditions that will affect the child's attendance, wellbeing, health or capacity to learn. • Encourage their child to accept responsibility for their behaviour/actions • Support their child to restore relationships and repair harm when they are involved • Support the school's student management process, including the application of appropriate consequences for behaviour • Plan to ensure their child is provided with the necessary materials and opportunities deemed and identified as 'parent supplied'

Shared Expectations

'School, community and families work in partnership towards positive outcomes for all students'

Schools have a 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. The school's values are based on the Australian Government's nine values, for Australian schools, and which can be reasonably expected to extend to and apply to the community and families. The nine values 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, and 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

Edenhope College will strive to bring the Values of the College and Australian community to life through positive attitudes, behaviours and actions.

The Positive Behaviour and Discipline Policy

Positive Behaviour and Discipline Principles and Process

Edenhope College students will be given opportunities to learn positive behaviours, express empathy and repair harm through a Restorative Practice approach. In addition to this approach and the rights and responsibilities that students have, there are behaviour expectations (school rules) that must be observed and followed to maintain the safety, security, wellbeing and engagement of all and an environment where everyone is respected and can thrive.

Rules and expectations are based on the following Principles:

PRINCIPLE 1:

- All individuals are to be valued and treated with respect. Consideration of others, courtesy and cooperation are basic to the operation of Edenhope College.

PRINCIPLE 2:

- Parents, students and teachers have the right to the provision of a secure environment where, without intimidation, bullying or harassment the students are able to fully develop their talents, interests and ambitions.

PRINCIPLE 3:

- Students are expected to take responsibility for their own learning, appropriate for their individual age.

PRINCIPLE 4:

- Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment.

Implementation

The Positive Behaviour and Discipline Policy is implemented by:

Teachers who:

- establish class management plans based on the Values, Rights and Responsibilities of the School Community
- Exercise their Duty of Care as prescribed for their profession and role
- encourage students to develop self-discipline and provide support to do this
- reinforce school rules and make clear the expectations of student behaviour with regard to these
- Learn and use restorative practice and positive discipline strategies to de-escalate problematic behaviours and restore relationships so that safety and effective teaching and learning can occur
- apply appropriate sanctions for disruptive behaviour in accordance with the positive discipline process
- Refer students whose serious or persistent, unacceptable behaviour is affecting the safety or learning of others and the capacity for teachers to work effectively to Sub School Leaders.
- Follow up referrals and take prescribed actions to engage students positively in their learning.
- Who are sensitive to the wellbeing needs of their students and will take appropriate action in their role as a teacher

Sub School Leaders who:

- Carefully monitor the cognitive, emotional and behavioural engagement of students within the sub-school for which they are responsible and for all students in a general sense.
- Promote the Positive Behaviour and Discipline process to the whole school community and be proactive in implementing preventative strategies and programs.
- Learn, demonstrate and instruct others in Restorative Practice and Positive Behaviour and Discipline strategies.
- Receive referrals from staff with regard to students whose serious or persistent, unacceptable behaviour is affecting the safety or learning of others and the capacity for teachers to work effectively. Assess each situation on an individual basis and take appropriate action including applying sanctions when appropriate.
- Refers serious matters where student suspension may be required, to the Principal for assessment.
- Communicate effectively to staff, students, parents and the Principal on matters of student engagement, management, wellbeing and discipline.
- When appropriate, refer students to the Student Wellbeing Leader, Careers Teacher or outside agencies
- Liaise with parents, staff and students to construct effective Individual Education Plans for students when required. Ensure these are communicated to staff including Casual Replacement Teachers.
- Refer students with unacceptable behaviour to the Principal if students have not responded to strategies and sanctions already applied.

Principal Class who:

- Is informed of the cognitive, emotional and behavioural engagement of students within the school.
- Ensures the Positive Behaviour and Discipline process is promoted to the whole school community and provides opportunities for staff development in implementing proactive and preventative strategies and programs.
- Models and implements Restorative Practice and Positive Behaviour and Discipline strategies. Provides opportunities for staff, students, families and school community to learn about Restorative Practice and Positive Discipline.
- Receive referrals from staff and sub-school leaders with regard to students whose serious or persistent, unacceptable behaviour is affecting the safety or learning of others and the capacity for teachers to work effectively. The Principal class assesses each situation on an individual basis and takes appropriate action including applying sanctions including suspensions and expulsion if this is required.
- Liaises with Sub School Leaders to effectively implement the Student Engagement Policy and the Positive Behaviour and Discipline Policy
- Ensures notification of parents/guardians with regard to student behaviour and maintains records.

Restorative Practices at Edenhope College

Edenhope College is committed to the steady implementation of the use of Restorative Practices with students: from “behaviour management” to “relationship management”.

Restorative justice in a school setting views misconduct not as “school rule breaking” but as a violation against people and relationships in the school and the wider community. When children do something “wrong’ we look at who has been hurt/harmed/affected by it and seek to find a solution that will help repair the harm. During a restorative conference the wrongdoer has the opportunity to hear how their actions have upset or harmed someone else. The “person who has been harmed” and the wrongdoer (with guidance) then agree on a solution that will help to repair the harm and restore the relationship. This approach puts into practise the social skills and values we promote to encourage self-discipline, resilience and a greater sense of awareness and empathy for others.

The principles of Restorative Practices in our school:

- Focuses on harms and consequent needs
- Addresses obligations resulting from those harms
- Uses inclusive, collaborative processes
- Involves those with a stake in the situation
- Seeks to put right the wrongs

The goals of Restorative Practices in our school:

- To understand when harm has been caused and develop empathy
- To listen and respond to the needs of everyone
- To encourage accountability and responsibility through personal reflection
- To reintegrate the wrongdoer and persons who have been harmed into the community
- To create a caring climate where we promote the school values

The use of Restorative Practices complements the Physical, Personal and Social Development Strand of the AUS VELS Standards:

- ∅ Interpersonal Development
- ∅ Personal Learning
- ∅ Civics and citizenship

Resources

<http://www.education.vic.gov.au/Documents/about/programs/bullystoppers/krrestorative.pdf>

The common expectations and school rules are:

Environment

- Students are not to enter school buildings before class unless they are supervised by staff or exchanging information at the Office.
- Students should only enter classrooms when directed to by staff and are supervised.
- Food is to be taken to the designated lunch or recess area before being consumed. This will help rooms and corridors stay clean.
- Lunch will be eaten in the supervised lunch area until a dismissal signal is given by the Yard Duty teacher.
- All food scraps, rubbish and wrappings and disposable containers should be placed in the appropriate bins.
- Classrooms should be kept clean and free of rubbish.
- During non-class times, students will stay within the supervised Yard Duty areas and follow Yard Duty teacher instructions. Out of Bounds areas are communicated to students regularly.
- Student use of mobiles phones is only permitted outside school buildings during non-class time. (See Mobile Phone Policy for further detail).
- Students will walk their bicycles in school grounds and leave them in the designated areas.
- Chewing gum is not permitted due to the damage it causes to the environment.
- All students will be careful in moving around the school, especially at the beginning and end of the school day.
- Students are not permitted to enter the bus transit area until signalled to do so by the Bus Coordinator after the second bell.

Property

- Student lockers are usually unlocked, reflecting the high degree of trust within the student body. Students are only permitted access to their own locker. They must not interfere with another student's locker or belongings at any time.
- Students are expected to provide and be responsible for their own school requisites such as pens, pencils, folders, books, calculators, computer devices and other items and take these to class consistently.
- School buildings and equipment must be treated with respect and care.
- Graffiti, vandalism and theft are unlawful and anti-social.
- Equipment is to be used for its intended purpose and none other.
- The College takes no responsibility for personal items (valuable or otherwise) brought to school.

Uniform

- Students are expected to wear the full school uniform and follow the Uniform and Jewellery and Make-Up Policies.
- Students should wear the appropriate clothing as instructed for sporting activities, technology, science and other class and school activities including excursions.

Behaviour

- Students will play and behave safely and fairly at all times.
- Behaviour that breaks the school Values and/or contravenes the Positive Behaviour and Discipline Policy and Bullying Policy is not acceptable.
- All members of the school and wider community are to be treated with respect at all times.
 - Good manners and language are expected at all times.
 - Greeting and welcoming others in a genuine and friendly manner is encouraged.
 - Edenhope College students are expected to welcome and help new students to the College.
 - Obscene, racist, sexist or discriminatory behaviour or language is not acceptable.
- Students represent the College during and after school hours. Their behaviour should reflect pride in themselves, each other and their school.
- Students travelling to and from school in buses should behave with safety and courtesy.
- Students' use of technology including mobile phones, computers and social media should be guided by the school values and only used positively and constructively. (see Mobile Phone and ICT Policy)
- Students are expected to be honest and to develop responsibility.
- Students will follow staff instructions.
- The College is a smoke-free environment. Smoking is not permitted at any time. For students, this includes journeys to and from school.
- Drugs and alcohol are not permitted at school or any school-related function. Students are expected to obey the law with regard to drugs and alcohol.
- Violence is not permitted in any form. Students are expected to obey the laws with regard to violent and dangerous behaviour.
- Dangerous implements and or materials are prohibited. Students are expected to obey the law with regard to possession of dangerous materials.

Class behaviour

- Students will pay attention to bell times and attend classes on time.
- Students will enter and leave classrooms in an orderly and safe manner.
- When assembling for class, students will do so quietly and not interfere with others.
- Students will bring all required equipment to class.
- Students will follow the school rules and the classroom management plans provided by their teachers.
- Adequate time is provided for rest, meals and a break from lessons. When in class, students are expected to attend to their learning as a priority.
- Students must not disrupt teaching and learning activities.
- Students are expected to be cooperative and follow the instructions given by their teachers.
- Students are not permitted to use earphones in class unless explicitly agreed to or directed to by teachers.
- Teachers may require students to be seated in accordance to a plan to optimise learning and prevent disruption. Students must comply with the seating plan.
- Classwork should be completed and submitted on time and to the best possible standard.

Homework / Home Study

- Class teachers will exercise their discretion when setting homework and home study for their students.
- As a general rule, class work that was not completed in the required time during class, should be completed as a homework task.
- Students in the Primary years are expected to reinforce fundamental skills in literacy and numeracy through assigned home activities/tasks.
- Student are expected to take increasing responsibility for completing assigned homework/home study tasks as required as they progress through their school years especially during the Middle school, Year 7-9.
- Revision and study at home is expected to increase as students enter year 10-12.
- Home study should be balanced with family time, sport, other recreational past-times and other learning opportunities.
- Home study should be purposeful, relevant and beneficial.

Consequences and Sanctions:

Edenhope College utilises Restorative practices and Positive Discipline strategies to develop student self-responsibility. In addition to Restorative practices, students may receive an appropriate level of sanction if this is required. In some circumstances Restorative Practice will not be appropriate. On these occasions, behaviour will be treated in a different way and sanctions and consequences will apply.

Edenhope College Positive Behaviour and Discipline process implements a staged response to infringements of the rules and/or expectations.

STAGED RESPONSE

For minor infringement of school rules and expectations:

1. Warning
2. Restorative Chat
3. Minor consequence:
 - Detention
 - Confiscation of item
 - Report of incident on Xuno
 - Communication to parent/carer

For repeated infringements of minor school rules and expectations:

4. Referral to sub-school leader via Xuno
5. Restorative Chat/meeting if appropriate
6. Sub-school leader assigns a sanction/consequence
 - Detention
 - Behaviour Management Plan
 - Withdrawal of privileges.
 - In-school suspension
 - Record on Xuno.
 - Communication to parent/carer

For flagrant disregard of sub-school leader's applied sanctions/consequences

7. Referral to the Principal Class officers
 - Restorative Conference
 - In-School suspension
 - Suspension
 - Referral to key staff or agencies as required.
 - Record on Xuno.
 - Communication to parent/carer

Within-class Infringement of class rules/expectations:

1. Warning
2. Isolation within the class (move to another seat)
3. Restorative Chat (if possible)
4. Send to sub-school leader or Principal Class for temporary exclusion from class so that teaching and learning can continue for others
5. Follow-up after class for Restorative chat and/or sanction by the Class teacher.
6. Record on Xuno.

***Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**

For serious infringements of school rules/expectations:

Serious infringements such as violence, aggression, refusal, harassment or behaving dangerously, the following process will apply:

- A trusted student will be sent to the Principal Class or Sub-school leader with a 'Red Card' indicating a serious incident has occurred in class that requires the attendance of the Principal Class or sub-school leader.
- The student will be directed to another area of the College to be supervised.
- Sanction/consequences will be given as appropriate:
 - In-school suspension
 - Out of school suspension
 - Parent/carer request for attendance and meeting.
 - Withdrawal of privileges.
 - Restorative Conference/meeting.

Students will not be restrained except in and only in, the most exceptional circumstances and in accordance with the Student Restraint Policy. The Policy describes the conditions and circumstances that must exist for restraint to be used.

Suspension

Suspensions are a serious consequence that may be applied in the following circumstances:

The student's behaviour must meet one or more of the following conditions:

- a) Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) Causes significant damage to or destruction of property;
- c) Commits or attempts to commit or is knowingly involved in the theft of property;
- d) Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Please note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident. *(DET, Victoria)* Therefore, there is potential for external incidents that are connected to behaviour at school, to receive sanctions such as suspension.

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>

Expulsion

The considerations for suspension apply and in addition, the student's behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs. *(DET, Victoria)*

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

Resources and References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<http://www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx>

Framework for Improving Student Outcomes

<http://www.education.vic.gov.au/about/educationstate/Pages/outcomes.aspx>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

<http://www.education.vic.gov.au/Documents/school/principals/participation/segpolicy.pdf>

Disability Standards for Education

<http://www.education.vic.gov.au/school/principals/health/Pages/legislation.aspx>

<http://www.education.vic.gov.au/about/news/archive/Pages/ables.aspx>

Safe Schools

<http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.aspx>

<https://esafety.gov.au/>

<http://www.mindmatters.edu.au/>

Charter of Human Rights

<http://www.humanrightscommission.vic.gov.au/index.php/the-charter>

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Equal Opportunity Act

http://www.austlii.edu.au/au/legis/vic/consol_act/EOA2010250/

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/department/legislation/Pages/act2006faq.aspx>

VIT Teacher Code of Conduct

<http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics>

Melbourne Declaration on Educational Goals for Young Australians

http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

Restorative Practice

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

<http://www.education.vic.gov.au/Documents/about/programs/bullystoppers/krrestorative.pdf>

Related Policies

Please refer to additional Edenhope College policies:

Mandatory Reporting Policy
Working With Children Check Policy
Uniform Policy
Jewellery and Make-Up Policy
Safety and Care of Students learning With an External Provider
Bus Policy
Camps and Excursions Policy
Student Restraint Policy
Mobile Phone and Electronic Devices Acceptable Use Policy

***Policy Author: R. Hollis (Principal 2013-2015) in consultation with the Edenhope College Community
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Review: Annually