

EDENHOPE COLLEGE

STUDENT ENGAGEMENT AND WELLBEING POLICY

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Edenhope College Profile

Edenhope College currently has approximately 160 students, with around 60 students in the primary school and 100 students in the secondary school. There are 31 staff members currently at Edenhope College, including 2 Principal Class, 17 Teachers and 12 Education Support Class.

Teaching and Learning

- There is a strong focus on Visible Learning – including learning intentions, success criteria and feedback.
- Curriculum provision is based on the Victorian Curriculum and includes:
 - a focus on Early Years Literacy and Numeracy
 - Languages – German from P-8 compulsory and Y9+ elective.
 - Broad Year 8 - 10 elective program for covering English, maths, humanities, science, physical education & health, LOTE, arts and technology
 - 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
 - Technology (Food, Textiles and Wood)
 - Visual Arts (Multi-media, Photography, Ceramics / Sculpture and Painting)
 - Performing Arts (Drama and Instrumental Music)
 - Animal / Agricultural Horticultural Studies, utilising the College Farm.
 - Extra curriculum options include the Advance Program (Year 9), 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.

Student Support and Engagement

We have a strong student support focus, including:

- A dedicated wellbeing team, with a focus on addressing individual student needs.
- Regular student support group meetings for those students on an Individual Education Plan
- An Academic Extension Program (AEP) in years 8 and 9 for high achieving or disengaged students.
- A strong student voice focus, with a Student Voice Team, a Student Representative Council and student members on the School Council.

The school accesses support professionals from the DET West Grampians regional office, including Primary Wellbeing Officer, Speech Pathologist, Social Worker and Visiting Teacher (Hearing).

Statement of Commitment to Child Safety

Edenhope College staff are committed to ensuring child safety. Therefore, Edenhope College:

- has zero tolerance for child abuse
- actively works to listen to and empower children
- has systems to protect children from abuse, and will take all allegations and concerns very seriously and responds to them consistently in line with the organisation's policies and procedures
- is committed to promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

The College works to ensure policies, processes and actions are reviewed and developed in-line with the Child Safety Standards – [Ministerial Order No. 870](#)

Whole School Engagement 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.

VISION

Edenhope College's vision is to 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.

MISSION & OBJECTIVE

Edenhope College's mission and objective is to 'respond to the needs of all learners'.

VALUES

At Edenhope College we are:

- Respectful by being kind, courteous and accepting.
- Safe by being thoughtful and compassionate.
- Willing to learn by being attentive, curious and creative.

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 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.

Edenhope 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.

SCOPE

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

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1. Engagement strategies
2. Identifying students in need of support
3. Student rights and responsibilities
4. Engaging with families

POLICY

1. Engagement strategies

Edenhope College is in the process of becoming a School Wide Positive Behaviour Support (SWPBS) school. This means that, with DET support, we are implementing the 3 tiers of the SWPBS framework. SWPBS focuses on a whole school approach, where curriculum delivery and wellbeing strategies work together in the development of a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. SWPBS practices also 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.

School Wide Positive Behaviour support is an application of a behaviourally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behaviour less effective, efficient, and relevant, and desired behaviour more functional.

SWPBS is not new. The framework has been systematically developed, applied and researched in primary and secondary schools for 30 years in the US, the UK, much of Europe, New Zealand and Australia. It can be defined as a general term that refers to the application of **positive interventions** and **systems** to achieve socially important behaviour change. It is frequently described as proactive, preventative and educative.

PBS emphasises the importance of the environment, with behaviour being viewed as having a contextual dimension (i.e. being triggered and maintained by factors in the individual's environment. Some environmental factors (settings) are more ongoing, and may include aspects of the individual's internal environment (e.g. tiredness, hormonal and cognitive development, motivation, level of frustration). Other factors may be from the external environment (e.g. crowding, quality of interaction, access to preferred activities, instructional methods).

PBS focuses on the purpose or function of a problem or unproductive behaviour. A critical part of this process is analysing important environmental and external influences and creating a hypothesis as to why the learner is engaging in the behaviour. We then adjust the environment to reduce the likelihood of further occurrences and attempt to teach a positive replacement behaviour.

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

Universal

At Edenhope College we:

- Implement 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 are responsive to them as partners in learning
- analyse and respond to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- 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
- 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

Our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community

We also:

- carefully plan transition programs to support students moving into different stages of their schooling
- acknowledge positive behaviour and student achievement 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
- ensure that students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council, the Student Leadership Team, and membership of the SWPBS Implementation Team. Students are also encouraged to speak with their teachers, Year Level Coordinators, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- ensure that all students are welcome to self-refer to the Wellbeing Team Leader, School Nurse, College Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- engage in other school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships and Restorative practices.
- Encourage student participation (where appropriate) programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- Enable opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Facilitate buddy programs, peers support programs

Targeted

At Edenhope College:

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year level(s), and act as a point of contact for students who may need additional support
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- 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
- we assist students to plan their Year 10 work experience, supported by their Career Action Plan
- wellbeing and health 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

At Edenhope College, we support the utilisation of individual intervention and support programmes such as:

- Student Support Groups (implemented as required by DET guidelines - see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>)
- Individual Learning Plans and Behaviour Support Planning
- The Program for Students with Disabilities
- referral to Wellbeing Team Leader and Student Support Services
- referral to ChildFirst, Headspace or other external supports (as appropriate)
- Navigator
- Lookout

Edenhope College implements 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:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

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.

2. Identifying students in need of support

Edenhope 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. Edenhope 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. 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:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

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.

4. Engaging with families

Edenhope 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
- 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 Student Support Groups, and developing individual plans for students.

Students with Disabilities

Edenhope College commits to the following legal obligations and actions as detailed below.

There is a positive obligation in both state and federal legislation for schools to make 'reasonable adjustments' for all students with disabilities to enable them to participate in their education on the same basis as their non-disabled peers. For example, the *Equal Opportunity Act 2010* (Vic) states that:

If a student with disability requires adjustments in order to participate in or derive any substantial benefit from an educational program, reasonable adjustments must be made unless the student could not participate in or derive any substantial benefit from the educational program even after the adjustments are made.

The law covers **all** students with a disability, regardless of whether they are funded under the Program for Students with Disabilities (PSD). The definition of disability is very wide and includes physical, intellectual, mental and medical impairments including disorders or malfunctions that result in a person learning differently (i.e. learning disorders).

The Federal *Disability Standards for Education 2005* comprehensively set out the obligations of schools and education providers - <http://www.comlaw.gov.au/Details/F2005L00767>. Areas in which schools need to be particularly mindful of the *Disability Standards for Education* (and anti-discrimination law generally) are:

- Camps and excursions
- Modifying curriculum and assessment
- Modifying physical spaces/access to spaces
- Modifying timetables
- Supervision/support in the classroom and in the yard
- Suspensions and expulsions
- Consulting regularly with parents/carers (schools should conduct at least 1 Student Support Group meeting per term) and where necessary or appropriate, with experts/treating practitioners (e.g.: speech therapists, psychologists etc.) – detailed notes should be kept
- Individual Learning Plans for each student with a disability – sufficiently detailed, regularly reviewed and updated
- Behaviour support plans may be needed and individually tailored for some students with disabilities who have behavioural issues – input of experts may be useful/necessary – see resources available at:

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

- Communicating information to all teachers who teach the student – **all information** that is relevant to their disability, its impact on the student's education, and the reasonable adjustments that need to be made should be communicated to all staff working with the student so that they are able to understand the disability and make reasonable adjustments accordingly.

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 'online behaviour' using 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
- Deliberate, hurtful Exclusion

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 (including 'online' environments) 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 most commonly directed at a person because of their gender, race, religion or abilities. In young people, poorly handled 'friendship' issues can lead to 'bullying' or 'bullying-type' behaviours. It can be subtle or explicit.

Bullying can be:

Subtle (the most common) includes: <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.	Explicit (or obvious) includes: <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.
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• Offensive name calling.	*Extreme forms of sexual harassment will lead to criminal prosecution.
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Bullying can also 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. Achieving the best outcomes requires parents/carers, students and staff to work together to improve the situation for all involved.

What students can do when they experience bullying (‘online’ or ‘offline’)

- Tell the person(s) involved to stop, and move away from the situation if you are able to.
- Report the incident to a teacher, sub-school leader, wellbeing staff and/or the Principal as soon as possible.
- Seek help from a parent/carer, staff member or trusted peer if you require help to report the incident.

When to report

- Report bullying as soon as it happens.
- Do not ignore it, it may get worse.
- If bullying or bullying-type behaviours are seen by others

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

- Assist the person being bullied to move away from the situation safely.
- 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 your 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.
- Being a ‘bystander’ gives the message that you condone and support the bullying. This is unacceptable and not in accordance with the College Values. Bystanders may also receive consequences depending on the circumstances.

How we respond to reported incidents of bullying

- Staff members who observe or are told about bullying or bullying-type behaviours will report this to the sub-school leaders and/or Principal as soon as possible. They will intervene immediately if present when bullying or bullying-type behaviours are demonstrated.
- We will listen and talk to the person who is being bullied and to the person(s) doing the bullying.

- We will put consequences in place for the person who has been bullying others after consideration of the circumstances. These may include a formal warning, contact with parents, loss of privileges, change of supervision and monitoring arrangements, suspension and / or exclusion and mediation processes.
- We will reassure all involved that we take reports of bullying seriously, the report/incidents will be investigated and that actions will take place in accordance with this policy.
- Recording of behaviour/bullying incidents on Xuno.

These steps may change depending on the circumstance – each person and incident is different.

Prevention strategies

- 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.
- We use our positive school values to foster an environment of respect.
- We teach students about respectful relationships.
- Our college fosters a caring environment that is encouraged across the whole school community.
- We aim to teach students about violence prevention, conflict resolution, anger management and problem solving.
- We develop policies to promote student safety.
- We value and celebrate diversity and harmony.

Intervention strategies include

- Counselling for those bullied and bullying.
- Contacting parents to discuss strategies.
- Consequences for bullies (this may include suspension for cyber bullying that occurs outside the school).
- DET services support.

Post-intervention strategies include

- Monitoring those who have been bullied to ensure their continued safety and wellbeing.
- Checking that the bullying has stopped.

Rights and Responsibilities of the Edenhope College Community

All members of Edenhope College community have a right to:

- Fully participate in an environment free from discriminatory behaviour
- Be treated with respect and dignity
- Feel valued, safe and supported

All members of the Edenhope College community have a responsibility to:

- 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

Students have the right to:	Staff have the right to:	Parents have the right to:
<p>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.</p>	<p>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.</p>	<p>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</p>

All students have a responsibility to:	All staff have a responsibility to:	All parents have a responsibility to:
<p>Attend regularly and participate fully in the school's program</p> <p>Be prepared to learn and demonstrate positive behaviours including those that show respect for themselves and others</p> <p>Behave in ways that promote an orderly, safe and harmonious class/school environment that impacts positively on their own and others learning</p> <p>Approach behaviour and learning challenges positively and apply significant effort in working towards improvement</p> <p>Acquire skills for life-long learner</p> <p>Accept diversity and behave in ways that demonstrate tolerance, kindness, and support</p> <p>Restore relationships and repair harm when they have caused or contributed to things that have gone wrong</p>	<p>Fairly, reasonably and consistently implement the engagement policy</p> <p>Know how students learn and how to teach them effectively</p> <p>Know the content they teach</p> <p>Know their students</p> <p>Plan and assess for effective learning and student improvement</p> <p>Act in accordance with the Framework for Improving Student Outcomes</p> <p>Create and maintain safe and challenging learning environments</p> <p>Use a range of teaching strategies and resources to engage students in effective learning</p> <p>Adopt an approach to teaching that incorporates the Edenhope College Instructional model</p> <p>Use approved individualised approaches to managing student behaviour</p> <p>Maintain dignity and respect for the child</p> <p>Communicate in a timely manner with parents/carers regarding their child's learning</p>	<p>Ensure their child attends school regularly and participates in the whole school program</p> <p>Promote and demonstrate a positive approach towards their child's learning and school across the whole community</p> <p>Engage in regular and constructive communication with school staff regarding their child's learning</p> <p>Inform the school of any variations or conditions that will affect the child's attendance, wellbeing, health or capacity to learn.</p> <p>Encourage their child to accept responsibility for their behaviour/actions</p> <p>Support their child to restore relationships and repair harm when they are involved</p> <p>Support the school's student management process, including the application of appropriate consequences for behaviour</p> <p>Plan to ensure their child is provided with the necessary materials and opportunities deemed and identified as 'parent supplied'</p>

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

Student Behavioural Expectations

The common expectations and school rules are:

Environment

- 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 contravenes the school Values and/or the EC 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, computers and social media should be guided by the school values and only used positively and constructively. (see Mobile Phone and Digital Technology Policy)

- Mobile Phones should be stored while at school in accordance with the EC Mobile Phone 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.
- Students are not permitted to bring spray/aerosol deodorants to school. Such deodorants pose a severe risk to student with asthma or other related respiratory conditions. Students are advised to instead use roll-on type deodorants. Spray deodorants will be confiscated.
- 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.

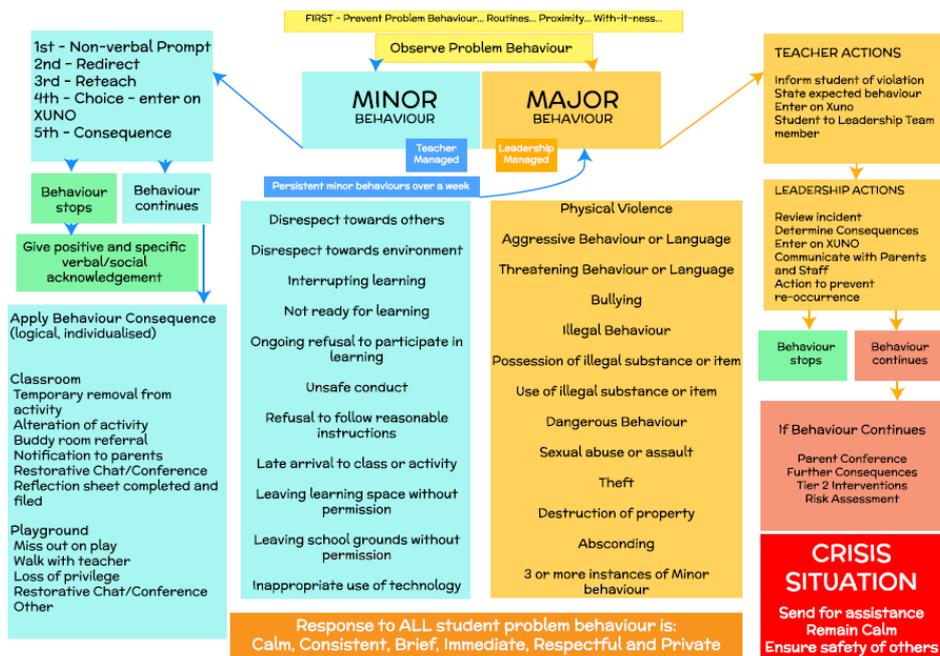
Consequences and Sanctions:

Edenhope College utilises *School Wide Positive Behaviour Support* practices and restorative 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.

Prompts for positive behaviour management will be supported by staff and student use of the Edenhope College Behaviour Matrix:

	ALWAYS AND EVERYWHERE	INDOOR SPACES	OUTDOOR SPACES	IN THE COMMUNITY	USING ICT
We are RESPECTFUL We are kind, courteous and accepting	We are caring We use good manners We encourage others We are inclusive	We listen carefully We raise our hands to speak We allow others to learn	We are fair and considerate We return equipment We use polite language	We use appropriate language We represent our school with pride We are positive role models	We respect differences of opinion We seek permission before sharing We communicate respectfully
We are SAFE We are thoughtful and compassionate	We use equipment with care We respect personal space We report concerns to adults We follow instructions We wear appropriate clothing and footwear	We move around with care We keep spaces tidy We line up to enter	We are SunSmart We stay in school boundaries We use spaces appropriately	We obey rules We care for our community We contribute positively	We protect our personal information We only access appropriate content We protect our passwords
We are WILLING TO LEARN We are attentive, curious and creative	We work collaboratively We are organised We ask questions We participate positively	We follow instructions We bring required equipment We encourage learning	We problem solve We learn from our mistakes We are aware of our surroundings	We are flexible We are resilient We are tolerant	We use technology for learning We use digital best practice We acknowledge the work of others

Edenhope College behaviour process implements a staged response to infringements of the rules and/or expectations, as shown in the diagram below:



For flagrant disregard, or repeated contravention, of expectations (listed on pages 15-16):

- Referral to the Principal Class officers and communication to parent.
- Restorative Conference
- In-School suspension
- Suspension
- Referral to key staff or agencies as required.
- Record on Xuno and parent is informed

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.

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

Suspension and Expulsion

In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school and/or who has not responded to previously taken actions as noted earlier in the Positive Behaviour and Discipline Policy and process. Suspension may be taken so that the learning and teaching environment for remaining students and staff can continue effectively.

Suspension is a serious disciplinary measure and principals must consider alternative interventions and supports for students before proceeding to suspension as the appropriate action. Only principals have authority to make the decision to suspend a student. This authority cannot be delegated. Detailed requirements exist for the suspension process and it is essential that principals refer to the full mandatory Suspension Guidelines and Procedures in the Guidance tab when they are considering suspending a student. This policy is underpinned by Ministerial Order 1125.

When considering or implementing a suspension, the principal must refer to and apply the procedures set out as follows:

- 1) Determine if suspension is an option
 - Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response.
 - A principal may only suspend a student if the location and nature of their behaviour meets certain conditions. For information on when suspension may be an option, refer to Grounds for Suspension under Suspension Considerations.
- 2) Conduct a preliminary investigation

The principal should conduct a thorough investigation to establish:

- the nature of the behaviour(s)
- the student who committed those behaviour(s)
- the context in which it was committed, and
- any other relevant circumstances in relation to the incident or behaviour

3) Consider options

When determining if suspension is appropriate for a particular student, consideration must be given to:

- the behaviour for which suspension is being considered
- the educational needs of the student
- any disability the student may have
 - disability is defined under the Equal Opportunity Act 2010 (Vic)
 - it is not limited to students in receipt of specialist services or funding under the Program for Students with Disabilities
- the age of the student
- the residential and social circumstances of the student, including whether the student is Aboriginal or Torres Strait Islander or culturally and linguistically diverse background or is in out-of-home care
- whether the suspension would unfairly impact a student from a particular cultural background — for example, if the suspension would fall on a day which would prevent a student from a particular cultural background from participating in a cultural activity day about that student's culture

Consideration should also be given to previous incidences of challenging behaviour and the support/disciplinary measures employed to respond to these.

For more information, refer to Behaviour — Students.

4) Consider information provided by student or family

Before proceeding to a suspension the principal must ensure the following:

- that the student has had the opportunity to be heard
- that any information or documentation provided by the student or the relevant person has been taken into account in making the decision regarding the suspension

5) Consider supports and other forms of action

When deciding whether or not to proceed to a suspension, the principal must consider alternative interventions and supports that can be provided to the student to address the reasons for the behaviour.

In addition, when determining whether to suspend a student with a disability, principals must ensure that reasonable adjustments have been made to assist the student to address the behaviour where this is a manifestation of disability. Where the relevant behaviour was related to the student's disability, Principals should contact Legal Division for further advice before making a final decision on suspension.

For a summary of key wellbeing interventions and supports available to Victorian government schools, see: interim map of wellbeing interventions

Next steps — decision, notification and action

In making their decision, the principal should consider their legal obligations and principles of administrative decision making as detailed in this guidance.

If the behaviour of a student meets the grounds for suspension and the principal decides to suspend, they must determine:

- whether the suspension will be undertaken in school or out of school
- the day on which the suspension will commence (including whether it will be an immediate suspension)
- the period of suspension

Immediate suspensions

Principals may implement an immediate suspension if the student's behaviour is putting the health, safety and wellbeing of themselves or any other person at significant risk.

Where a principal decides to implement an immediate suspension, they must ensure the student is appropriately supervised until:

- the student is collected by a parent/carer, or parent's emergency contact person, or
- the end of the school day or activity if the parent/carer or emergency contact person is unable to collect them earlier

When a principal has implemented an immediate suspension, the principal may determine whether or not to expel the student.

Expulsion

This policy applies to all Victorian government schools and reflects the requirements set out in Ministerial Order 1125 — Procedures for Suspension and Expulsion of Students in Government Schools. Only principals have authority to make the decision to expel a student. This authority cannot be delegated. Principals must not expel a student who is aged 8 years or less without the Secretary's approval. Detailed procedural considerations and requirements exist for the expulsion process and it is essential that principals refer to and follow the full mandatory expulsion guidelines and procedures in the Guidance tab when they are considering expelling a student. Additional actions must be taken by a principal considering expelling a student who is in out-of-home care, a Koori student, a student who is eligible for funding under the Program for Students with Disabilities and an overseas student.

This policy, and related procedures will be made available on the Edenhope College website.

Policy Evaluation

Edenhope 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 survey data
- XUNO incidents data
- school reports
- parent survey responses
- case management data
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

- *EC Statement of Values and School Philosophy*
- *EC Child Safe Standards*

REVIEW PERIOD

- This policy was endorsed by Edenhope College School Council on 31 August 2020 and is scheduled for review no later than December 2022.