



**Hopetoun P-12 College**

# **Student Engagement & Well-Being Policy**

**Produced in consultation  
with the school community**

**To be read in conjunction with**  
*Effective Schools are Engaging Schools –  
Student Engagement Policy Guidelines*

**Revised October 2020**  
**Approved by School Council on 14 October 2020**

## **Associated Policies**

- **Student Wellbeing Policy (2019) – see appendix**
- **Bullying Prevention (2019)**
- **Cyberbullying Prevention Policy (2016)**
- **Harassment Prevention Policy (2016 revised 2019)**
- **Child Safety (2016 revised 2019)**
- **Child Safety Reporting Obligations Policy (2019)**

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## 1 School profile statement

Hopetoun P-12 College is situated in the well-serviced Southern Mallee township of Hopetoun (pop. 500). The College has a current enrolment of around 80 students across Prep to Year 12 drawn from the surrounding communities of Hopetoun, Beulah, Patchewollock, Lascelles, and Woomelang. The predominant industry is dry land agriculture and associated services.

The College has a proud tradition of providing opportunities to meet the academic, technical, sporting, physical, social and cultural needs of its students. The College promotes an environment that values achievement, participation and performance to the best of one's ability. The College values personal qualities of respect, excellence, teamwork and resilience.

The College will continue to present a curriculum allowing access to all Domains of the Victorian Curriculum. A strong focus will be placed on developing competency in literacy and numeracy to provide students with both the skills and confidence to become active participants in their learning. Innovation together with a willing and committed staff will assist in a wide range of opportunities and extensive choice of VCE, VCAL and VET studies being offered. Curriculum access and student learning will continue to be supported by a well-developed welfare program. Hands On Learning (HOL) is an addition to the curriculum to help support and re-engage students who have been identified as possibly being at risk with the school and community

The College's size allows for small classes and an ability to better meet individual student needs. Students will be encouraged and challenged to realise their potential.

Continuing importance will be given to the provision of enrichment activities and programs designed to foster the development of social skills, leadership and citizenship. The College is keen to provide its students with the competency to form meaningful relationships and develop connectedness necessary to enjoy the range of experiences life has to offer. The core values of respect, responsibility and teamwork underpin our daily life. We promote resilience, perseverance and a positive mindset.

The College's buildings are situated in attractive, spacious grounds. Student access to learning opportunities outside the College is assisted by a bus, car and a camping trailer. Internet access is provided within the College and supplemented with a one-to-one device program across all year levels.

The College looks to build on the close ties established with the Wimmera Virtual School and Southern Mallee Cluster schools. It continues to develop the community partnerships that are increasingly important in providing learning and vocational experiences. We look forward to working with the community in meeting the present and future needs of students.

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## 2 Whole-school prevention statement

At Hopetoun P-12 College our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, an inclusive and engaging curriculum and respectful relationships between staff and students are promoted through professional learning teams. These encourage innovative pedagogy developed using Visible Learning, the Victorian Curriculum and VCE/VCAL study designs.

The following core values underpin the way Hopetoun P-12 College operates in providing education to the community.

Respect	The college community is committed to providing an environment where all members of the school community have and show respect for each other. “We show compassion for the feelings, abilities and rights of others and ourselves”.
Responsibility	The College is committed to building student responsibility for their learning and providing a range of opportunities for students to take on additional responsibilities. “We manage our own behaviour to achieve our goals”.
Teamwork	The College is committed to providing a range of activities for students where teamwork is necessary for success. “We work together to help everyone achieve their goals”.

Opportunities that contribute to the Hopetoun P-12 College and effectively engage students in their learning include:

- Pro-social behaviours are promoted through programs such as music programs, sporting events, presentations and extracurricular activities such as lunchtime activities.
- Student conference through extended form assemblies and interviews provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term using the Personal Learning Goals structure and Parent/Teacher/Student Interviews.
- Student Voice and Leadership are promoted through programs such as Peer Support Leaders, Student Representative Council, School Captains, House Captains and Bus Captains, and other roles of responsibility provide opportunities for students to influence change within the school community.
- The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school’s programs such as the Parent’s Club, Advance program, VET, VCAL, School Based Apprenticeships, Work Experience, Camps, Excursions, Sporting Activities and the Presentation Ball. This provides a range of opportunities for students to be involved and feel connected to the community.
- Early Intervention to identify/respond to student needs for social and emotional support occurs through staff and parent feedback and observation of students.
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers’ ability to teach effectively.
- To develop a whole school approach to Restorative Practices to encourage engagement; build pride, respect and responsibility.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school Bridges and Quicksmart programs.

- Professional Learning is given high priority to ensure effective strategies and approaches are adopted and implemented.

## 3 Rights and responsibilities

### 3.1 Guiding principles

Every member of the school 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.

### 3.2 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
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

### 3.3 The Charter of Human Rights and Responsibilities Act 2006

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 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.

### 3.4 Students with disabilities

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

### 3.5 Bullying and harassment

See our separate Bullying Prevention Policy, Cyberbullying Prevention Policy and Harassment Prevention Policy.

### 3.6 Child Safety

Hopetoun P-12 College is committed to full implementation of the Child Safe legislation. See separate policies on Child Safety (2019), Keeping Children Safe; resource kit for staff (2018), Child Safety Response and Reporting (2019).

### 3.7 Rights and Responsibilities

#### Students

Rights	Responsibilities
<ul style="list-style-type: none"> <li>Be treated with respect in regard to their person, feelings and property</li> </ul>	<ul style="list-style-type: none"> <li>Treat other students, staff, community and property with respect</li> </ul>
<ul style="list-style-type: none"> <li>Be educated in a supportive environment that is free of intimidation, harassment and discriminatory behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Be supportive of other students and staff and to refrain from conduct involving intimidating behaviour or any forms of bullying and harassment</li> </ul>
<ul style="list-style-type: none"> <li>Be able to learn without distraction</li> </ul>	<ul style="list-style-type: none"> <li>Not undertake behaviour that interferes with the learning of others</li> </ul>
<ul style="list-style-type: none"> <li>Access all available educational opportunities provided</li> </ul>	<ul style="list-style-type: none"> <li>Take advantage of all educational opportunities offered by the College</li> </ul>
<ul style="list-style-type: none"> <li>Expect that teachers will make every effort to conduct classes in an orderly and cooperative environment and to treat students fairly</li> </ul>	<ul style="list-style-type: none"> <li>Be cooperative with teachers and, if a grievance arises, to deal with the matter politely through the appropriate channels</li> </ul>
<ul style="list-style-type: none"> <li>Be educated in a safe, clean and well maintained environment</li> </ul>	<ul style="list-style-type: none"> <li>Treat school property responsibly and to make a positive contribution to keeping the school grounds and property in a clean and tidy condition</li> <li>All students are expected to share in the maintenance of a clean and safe learning environment including participating in yard duty</li> </ul>
<ul style="list-style-type: none"> <li>Express views about issues that concern them</li> </ul>	<ul style="list-style-type: none"> <li>Be constructive, to use appropriate channels to raise and discuss issues and to respect the views of others</li> </ul>
<ul style="list-style-type: none"> <li>Be informed of policies put in place (eg: mobile phones, Sun Smart, uniform etc)</li> </ul>	<ul style="list-style-type: none"> <li>Adhere to College policy in all relevant areas</li> </ul>

#### Staff

Rights	Responsibilities
<ul style="list-style-type: none"> <li>To have positive professional relations with students, staff and parents</li> <li>To work in a safe environment</li> <li>To be well informed about the</li> </ul>	<ul style="list-style-type: none"> <li>Have clear classroom rules and management practices</li> <li>Ensure the classroom environment is safe and conducive to learning</li> <li>Be available to assist students when needed (by arrangement)</li> </ul>

<p>students from parents and colleagues</p> <ul style="list-style-type: none"> <li>• To be treated in a respectful manner by students, staff and parents</li> <li>• To be informed about college policies and procedures</li> <li>• To teach without distraction</li> </ul>	<ul style="list-style-type: none"> <li>• Treat every student equitably and with respect</li> <li>• Show a firm commitment to College educational goals and social values</li> <li>• Support all staff in their professional development and duties</li> <li>• Be aware of the abilities and interests of colleagues and open to their ideas</li> <li>• Staff need to ensure that they are informed about the students from parents</li> <li>• Promote a partnership between parents and community to assist student learning and citizenship</li> <li>• Recognise and value the collective abilities and skills within the wider community</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate effective teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>• Set learning tasks that are relevant, challenging and achievable – with clear expectations</li> <li>• Adhere to professional standards – VIT Teacher Code of Conduct and Professional Standards</li> <li>• Vary teaching and assessment methods to cater for different learning styles</li> <li>• Have a well developed knowledge of curriculum</li> <li>• Compile and maintain records of student achievement and planning for student improvement</li> <li>• Provide ongoing communication and reporting of student progress</li> <li>• Encourage the pursuit of excellence</li> </ul>
<ul style="list-style-type: none"> <li>• Have the right to personal professional growth</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on personal practice</li> <li>• Undertake Professional Learning</li> <li>• Show a willingness and the ability to manage and adapt to change</li> <li>• Keep up to date with matters relating to student learning and curriculum</li> </ul>

**Parents/Carers**

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• Parents/carers have a right to expect that their children will be educated in a secure environment which shows courtesy and respect for the rights of all members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>• promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours</li> <li>• ensure their child’s regular attendance and provide appropriate documentation regarding absences (medical certificate or signed note)</li> <li>• engage in regular and constructive communication</li> </ul>

	<ul style="list-style-type: none"> <li>with school staff regarding their child’s learning and behaviour</li> <li>support the school in maintaining a clean, safe and respectful learning environment for all students</li> </ul>
<ul style="list-style-type: none"> <li>Parents/carers have the right to enter the school grounds</li> <li>Right to request a meeting with staff</li> </ul>	<ul style="list-style-type: none"> <li>They must conduct themselves in a manner that is non-threatening and respectful</li> <li>Treat all members of the school community and school property with respect</li> <li>Adhere to the college visitor policy</li> </ul>

#### 4. Shared expectations

Hopetoun P-12 College has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive and set out what is expected and appropriate behaviour for our school community. Our shared expectations are intended to support individual students and families that come to our community from diverse backgrounds.

#### Engagement:

<b>School Leadership Team will</b>	<ul style="list-style-type: none"> <li>uphold the right of every child to receive an education up to the compulsory age of schooling.</li> <li>ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation.</li> <li>identify the diversity of the school community to inform teaching and learning, a range of activities and community services inclusive and responsive to student needs.</li> </ul>
<b>Staff will</b>	<ul style="list-style-type: none"> <li>use the College’s agreed instructional model as the basis of lesson planning and delivery.</li> <li>develop flexible, differentiated approaches to engage different learners.</li> <li>deliver curriculum and assessment that challenges and extends students’ learning.</li> <li>develop positive relationships with students that promote engagement, wellbeing and learning.</li> <li>provide opportunities for student voice and agency developing a positive school culture.</li> </ul>
<b>Students are expected to</b>	<ul style="list-style-type: none"> <li>respect, value and learn from the differences of others.</li> <li>have high expectations that they can learn.</li> <li>reflect on and learn from their own differences</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>are expected to promote an understanding and appreciation of diversity in the home by supporting the College’s efforts to educate young people to live in a diverse world</li> <li>should also help the College by sharing all relevant information to the school.</li> <li>are encouraged to support their child’s learning by actively participating in building a positive relationship with the school.</li> <li>will work with the school by attending parent-teacher interviews and responding constructively in relation to all communications relating to their child.</li> </ul>

**Attendance:**

<b>Staff will</b>	<ul style="list-style-type: none"> <li>• promote regular attendance with all members of the school community.</li> <li>• monitor and follow up on absences.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• are expected to come to school every day throughout the year. If students cannot attend their parents/carers must provide a suitable explanation to the school</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school within three days</li> </ul>

**Behaviour:** - Hopetoun P-12 College will support, promote and model positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

<b>The Leadership Team will</b>	<ul style="list-style-type: none"> <li>• lead and promote preventative approaches to behavioural issues.</li> <li>• monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies.</li> <li>• provide professional development opportunities for staff to build their capacity to promote positive behaviours.</li> </ul>
<b>Staff will</b>	<ul style="list-style-type: none"> <li>• use the Student Engagement policy as a basis for negotiating class-based shared expectations with students.</li> <li>• teach students social competencies through curriculum content and pedagogical approach.</li> <li>• employ behaviour management strategies that reflect the behaviours expected from students.</li> <li>• build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach.</li> </ul>
<b>Students will</b>	<ul style="list-style-type: none"> <li>• support each other's learning by behaving in a way that is courteous and respectful.</li> <li>• have high expectations that they can learn.</li> <li>• be considerate and supportive of others.</li> <li>• demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive college environment that is safe, inclusive and happy.</li> <li>• understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• should understand the College's behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.</li> <li>• should also show respect and consideration for the rest of the school community</li> </ul>

## 5. School actions and consequences

### [5.1] Attendance

At Hopetoun P-12 College, absences often mean students miss important stages in the development of their learning, causing them to find ‘catching up’ difficult. The following are ways in which we promote school attendance:

- Attendance practices reflect DEECD philosophy of ‘It’s cool to be at school’.
- All student absences/lateness are recorded twice a day (morning and afternoon) by teachers, are aggregated on to our CASES database and communicated to DEECD.
- The school recognises illness as a reasonable ground for an absence provided there is a note from home and medical certificates as deemed necessary or as required by VCE/VET and/or VCAL.
- The attendance expectations are communicated to parents/carers/students in clear written and verbal statements.
- If within three days of the initial absence parents/carers have not provided a satisfactory explanation, contact will be made with the parents/carers
- The appropriate Year Level Coordinator or Assistant Principal will contact parents/carers of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences.
- Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance may result in notification to the Department of Human Services.
- Student attendance figures will appear on the student’s mid-year and end of year reports.
- DEECD and enrolment auditors will be given complete access to all student attendance records if requested.
- Whole-school modelling of punctuality is expected and regularly monitored
- All absence notes and records of communication will be retained and stored at the school for a minimum period of seven years.

### [5.2] Behaviour Management

Inappropriate behaviour at Hopetoun P-12 College is defined as “any behaviour that disrupts the learning of another student and/or the ability of a teacher to teach their class”. Inappropriate behaviour outside the classroom is any behaviour that does not reflect our college values. Students at Hopetoun P-12 College have the choice to behave appropriately and the Steps Procedure is followed:

Level 1 – Minor incidents

Level 2 – Major Incidents

Level 3 - Extreme Incidents

See appendix for information on description, actions, management and reporting processes titled Student Engagement and Wellbeing Policy Behaviour Management Plan (2019).

It is acknowledged by Hopetoun P-12 College that students have the choice to behave in an appropriate or inappropriate manner and that if they choose to behave in an irresponsible manner then they are choosing the consequences implied by their actions.

### [5.3] Detention

Teachers may require a student to finish school work which has not been completed in the regular classroom or for homework, or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess or lunch may be used for this work.

Where students are required to undertake school work out of school hours, the time should not exceed forty-five minutes. The principal or delegate should ensure that parents/carers are informed at least 24 hours prior to the detention. Where family circumstances are such that the completion of work would

create undue hardship, Hopetoun P-12 College may choose to negotiate alternative disciplinary measures with parents.

Hopetoun P-12 College is permitted to detain students but will take into account family circumstances and negotiate with parents where appropriate.

It is the responsibility of the classroom teacher to arrange for 'in-school' detention to occur ASAP for up to half of **recess or lunchtime**. **The classroom teacher is required to log an Incident Report on COMPASS.**

If a student fails to turn up to an 'in-school' detention parents will be contacted and an opportunity given for the student to 'resit' the in-school detention. If a student fails to turn up to the second in-school detention – parents will be notified and an automatic after-school put in place.

Following the logging of two detentions in the space of 5 days – the Year Level Coordinator will contact parents to discuss strategies to support the student in the classroom and to remind of the consequences of having another incident logged.

If another incident occurs within a fortnight of the initial contact an after-school detention put in place. Parents/carers will be notified by phone and letter if an after-school detention is required and they will be given a minimum of 24 hours-notice.

At this point the Year Level Coordinator may become directly involved and also possibly the Assistant Principal and/or the Principal, depending upon the nature of the incident.

If another incident occurs within a fortnight of the after school detention a meeting between parents, coordinator and Principal/Assistant Principal will be held with suspension a likely outcome.

#### **[5.4] Removal from School on a Temporary Basis**

The school may seek parental support to remove their child from the school during a school day if their behaviour is continually disruptive or threatens the safety of themselves or others.

#### **[5.5] Student Support Group**

Student Support Groups must be convened for students on the Disabilities Program and students in Out of Home Care.

A student support group may be convened by Hopetoun P-12 College to exchange information and facilitate solutions to behavioural problems or difficulties of students. In general, they will be convened at the school, although they could occur at alternative locations. These meetings are to be held at a time suitable to both the school and parents/carers. The purpose of procedures for such meetings will vary depending on the needs of the individual and the College, but the aim of these meetings is to promote positive behaviours. As well as teachers, parents/carers and student, the meeting could involve a person requested by the parents/carers who is not acting for fee or reward, the principal or nominee and any support staff who have been involved with the student and/or the student's family or who have particular relevant expertise. If the principal considers it warranted, or the student or the student's parents/carers request, the principal must ensure suitable language interpretation facilities are made available. A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at Hopetoun P-12 College. The statement should be verified by the parents/carers and/or student and remain confidential unless referral is required.

#### **[5.6] Exclusions: suspension and expulsion**

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

<http://www.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Hopetoun P-12 College is committed to following the procedures for suspension and expulsion as per DE&T guidelines and Ministerial Order No. 1125.

Details of suspension and expulsion procedures are detailed below, however, it should be noted that parents are to be involved in exclusion procedures as stated, except where:

- the student is over 18 years of age
- the student is over 16 years of age, without disability or impairment and is living separately, apart and independently from his/her parents.
- for any reason the parent is not available or cannot be contacted. If the principal is satisfied that the student lacks the ability to adequately represent himself or herself, the students cannot be referred to in place of 'a parent'. In this case, as with a student under 18 years of age, the principal may regard as 'a parent' an adult whom the principal considers to be suitable and available to perform the role of the parent.

### **Suspension – General Information**

Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. 'School days' as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal's decision whether to expel a student.

### **Procedures prior to suspension**

With the exception of situations that require an immediate response, the principal of Hopetoun P-12 College should ensure that a range of options (and in particular those to accommodate the needs of students with a disability or impairment) has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required. When it is believed that a student's behaviour warrants suspension, the principal must ensure that every reasonable step is taken to arrange a meeting with the parent, the student and the student support group to discuss:

- the student's behaviour and performance
- the strategies being developed within the school to meet the educational needs of the student.
- the possibility of suspension, should that behaviour continue
- the responsibilities of the parents/carers, should suspension be considered necessary.

The principal must ensure that:

1. the behaviour, the educational needs of a student, disability, age of student and the residential of social circumstances of the student has been considered before suspending a student.
2. a student is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a student support group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required.
3. the parent may be accompanied at that meeting by another person who is not acting for fee or reward.
4. if it is considered warranted by the student or the parent, the principal must ensure that suitable language interpretation facilities are available at the meeting arranged.

### **Grounds for suspension**

1. A student may, by order of the principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- Behaving in such a way as to pose a danger, whether actual, perceived or threatened to the health, safety or wellbeing of any person
- Causing significant damage to or destruction of property
- Committing or attempting to commit or is knowingly involved theft of property
- Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons
- Failing 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.
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates a person based on a protected attribute (see earlier slides on discrimination)
- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any students

### **Procedures for Suspension**

If the strategies outlined in the section above of Hopetoun P-12 College's Student Engagement policy guidelines fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

1. The principal must provide the parents of the student with a copy of the Procedure for Suspension brochure and a notice of suspension on the day on which the suspension commences or within twenty four hours thereof.
2. At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but must convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year.
3. The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, student support group, parents, student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential.
4. A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter.
5. A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the student and will consider other options for meeting the student's educational needs.

### **Period of Suspension**

The maximum continuous period of time a student can be suspended at any one time is five school days. A student cannot be suspended for more than fifteen school days in a school year.

The school shall provide appropriate and meaningful school work to the suspended student that is in line with classroom coursework.

### **Expulsion – General Information**

The School Principal has the authority to permanently exclude a student from Hopetoun P-12 College according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from Hopetoun P-12 College is the most extreme sanction open to the Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted.

### **Grounds for Expulsion**

The principal of Hopetoun P-12 College may expel a student if:

- a) the student does anything for which they can be suspended.
- b) the student's behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the school.

### **Procedures prior to Expulsion**

Prior to an expulsion the principal must ensure that:

- a) a comprehensive range of strategies, consistent with a staged response have been implemented by the College;
- b) despite these strategies, the student's inappropriate behaviour persists; and
- c) the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard.

### **Procedures for Expulsion**

1. The principal is responsible for a student's expulsion. The principal must notify the Regional Director that a student support group is being convened to discuss expulsion.
2. The principal must convene a student support group meeting to:
  - a) provide the student and their parents/carers with a Notice of Expulsion before the day on which the expulsion commences.
  - b) provide a copy of the Procedures for expulsion to the student and their parents/carers.
  - c) identify the future educational, training and/or employment options most suited to the student's needs.
  - d) the principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion to the regional director with a written expulsion report.

### **Transition Arrangements**

If Hopetoun P-12 College expels a student, the College must schedule a meeting with the destination school or registered training organisation of the expelled student.

### **Expulsion Appeal Process**

The principal's decision to expel a student can be appealed by the student or the student's parents/carers. The principal must provide the student and parent/carers with an Expulsion Appeal proforma at the final student support group meeting.

The appeal must be lodged with the principal within ten school days of receiving the Notice of Expulsion and the principal must provide the regional director with a copy of the Expulsion Appeal within twenty-four hours.

### **[5.7] Corporal Punishment**

Corporal Punishment is prohibited at Hopetoun P-12 College and will not be used in any circumstances.

### **[6] Engaging with Families**

Hopetoun P-12 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
- Maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.

- 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.

**[7] Evaluation**

Hopetoun P-12 College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- Student Attitudes to School Survey
- Incidents data (Compass)
- School reports
- Parent Survey
- Case management and SOCs referrals.

**Review Cycle**

This policy was last updated on 14 October 2020 and is scheduled for review in 2023.

## References

School Policy and Advisory Guide

PROTECT; Child Safe Standards

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

School Accountability and Improvement Framework

Effective Schools are Engaging Schools

Disability Standards for Education

Safe Schools

Charter of Human Rights

Equal Opportunity Act

Education and Training Reform Act 2006

VIT Teacher Code of Conduct



**Hopetoun P-12 College**  
**STUDENT ENGAGEMENT & WELLBEING POLICY**  
**BEHAVIOUR MANAGEMENT PLAN**

Approved by SC Updated 12/6/2019

Inappropriate behaviour in the classroom is any behaviour that disrupts the learning of another student and/or the ability of a teacher to teach their class.

Inappropriate behaviour outside is any behaviour that does not reflect the College values.

The following applies to both the classroom and playground.

Level 1 Minor Incidents	Processes/Actions	Managed by:	Reporting
Littering Uncooperative behaviour Disorganised Inappropriate use of technology (e.g. games, wrong site) Late to class Inappropriate or disrespectful language	<p><b>Step 1</b> – Minor behaviour – non-verbal response such as teacher signal, eye contact, proximity; redirect behaviour by referring to matrix values</p> <p><b>Step 2</b> – Repeat of minor behaviour – redirect behaviour by referring to matrix and values</p> <p><b>Step 3</b> – Repeat of minor behaviour – move student within the classroom or playground away from enablers.</p>	Classroom teacher or yard duty teacher	<p>Teacher keep personal notes of incident.</p> <p>Minor incident report completed at Step 3 (Compass Chronicle)</p>
Level 2 Major Incidents	Actions/Possible Consequences		
Repeated Level 1 incidents Defiance Continual absence issues Leaving class without approval Destruction of property/Vandalism Theft Directed offensive language (e.g. swearing) Violence Bullying Jeopardising safety of self or others.	<p><b>Step 4</b> – Major behaviour – removal of student to a Buddy Classroom and return when ready to display positive behaviour. If incident occurs during recess or lunch, student is sent to an isolated area where they can be easily supervised.</p> <p><b>Step 5</b> – Return to class conference – if a student refuses to return to class, the classroom teacher, with assistance from the YLC, must have a conference with the student prior to the next period for that subject to negotiate return. If no agreement is made the incident becomes extreme.</p> <p><u>The following actions</u> may be taken at this level depending on the nature of the incident:                      Informal detention (by teacher and YLC).                      Conference with student.                      Return to School Plan (after extended absences).                      Attendance Management Plan.                      Behaviour Support Plan.                      ILP.                      Parents contacted by teacher or YLC.</p> <p>Referral to Wellbeing Officer or Chaplain for counselling.                      Referral to external support services (e.g. Psychologist, Wellbeing, DE&amp;T)</p>	Teacher and YLC	<p>Major incident report completed by teacher (Compass Chronicle).</p> <p>Teacher keeps personal notes of incident.</p> <p>Teacher &amp; YLC</p> <p>Teacher &amp; YLC</p> <p>Referral forms. Notes by Wellbeing/Chaplain</p>
Level 3 Extreme Incidents	Processes/Action	Managed by:	Reporting:
Repeated Level 2 incidents Severe and repeated bullying. Cyberbullying. Behaviour which vilifies, defames, degrades or humiliates another person. Inappropriate use of technology (e.g. pornography) Physical violence Vandalism Drugs Assault	<p>Immediate referral to Prin/AP.</p> <p>Formal detention by AP/Prin (school time or after school).                      Parents called to school.                      Removal from school by consent.                      Mandatory reporting.                      Police, CASA, SOCiT, DET.                      Suspension.                      Expulsion.                      Re-entry interview &amp; return to School Plan must be put in place prior to the student's return.                      Counselling (school based or external support)</p>	Managed by Prin/AP	<p>Extreme behaviour report completed on Compass Chronicle.</p> <p>Extensive notation by prin/AP and other parties involved.</p> <p>Child Safe Standards report.</p>



# STUDENT WELLBEING POLICY

## Rationale:

- The emotional, social and physical wellbeing of our students is pivotal to their success at school, and in future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults. Developing the wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy. A culture of positive reinforcement and encouragement will permeate all facets of our school.

## Aims:

- To provide an educational environment which recognises, values and builds student wellbeing.
- To support students to be as physically and emotionally healthy as possible.
- To develop a whole school approach to well-being and behaviour support using SWPBS

## Implementation:

- Our school focuses on the “School Wide Positive Behaviour” philosophy to develop a whole of school approach to wellbeing and behaviour support.
- Our school will value and encourage student individuality, differences and diversity.
- A Student Wellbeing Team consisting of staff, parents, students and external agencies will be established to develop and oversee a whole school Student Wellbeing strategy, SWPBS.
- Strategies from the *Student Engagement and Inclusion Guidelines* and *SWPBS strategies* will be used to promote student engagement, attendance and positive behaviours in our school.
- The curriculum will be broad, will provide for the needs of individual students.
- Programs that support the wellbeing of parents and families will be sought and accessed if required and available.
- The school will aim to provide a student welfare counsellor, and will access Department of Education regional and network staff with wellbeing and/or welfare expertise as required.
- Programs dealing with issues such as Drug Education will form part of the school's curriculum.
- An active Student Representative Council will form part of the school's decision-making team.
- Staff will be provided with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues.
- Student work and achievements will be regularly showcased and publicly recognised at school and in the wider community.

## Evaluation:

This policy will be reviewed as part of the school's three-year review cycle or earlier as required.

This policy was last ratified by School Council on: 2019