



WHITTLESEA SECONDARY COLLEGE

Student Engagement and Wellbeing Policy

2014

Restorative Practices, Code of Conduct, Actions and Consequences

College Profile Statement:

At Whittlesea Secondary College we believe powerful learning occurs in an environment offering support, challenge and the development of self esteem. We encourage families, the broader community and young people to hold high expectations for their educational learning. The college takes pride in providing a safe and secure learning environment whilst at the same time offering a full range of challenging academic and vocational programs. We aim to prepare our students for an ever changing world and challenge them to gain the necessary personal, social and academic skills to be successful members of our global community.

We are a school with a country feel and city opportunities that develops all students to become successful learners. We encourage the development of personal values and attributes such as honesty, resilience, empathy and respect for others. Our aim is to promote an environment that nurtures strong learning, personal growth and self esteem, while developing positive relationships between students and teachers, therefore knowing that our students will learn better in a friendly and respectful environment.

Mission

Whittlesea Secondary College aims to provide many and varied opportunities for students to

- develop active and self-motivated learning skills to inspire lifelong learning
- develop strong personal and team building skills
- develop their individual talents and abilities to achieve their full potential
- become valued and responsible global citizens
- develop and encourage a curious and creative mind
- learn through an innovative and flexible curriculum program
- experience and learn in a natural, safe and caring environment

College Values

Teamwork, Respect, Excellence, Integrity, Commitment, Knowledge

The values of Whittlesea Secondary College underpin its cultural and moral framework enabling it to set clear and resolute behavioural codes. These codes, once adhered to, enable the members of the school college community to function in a safe, mutually respectful and highly energised learning community.

Through our College values we uphold the right of all to be respected by others, the right to learn and teach and the right to feel safe and secure in our environment. Personal attributes such as

honesty, resilience, empathy and respect for others reinforce essential life skills to assist building strong relationships.

Whittlesea Secondary College employs the principles of restorative practices to maintain positive relations between all members of the College community. The whole school approach enables students to develop awareness about the effects of their behaviour on others through the use of effective questions. Students are held accountable and responsible for their actions while their dignity is recognised and maintained. Students are actively involved in the disciplinary process and are required to speak about their actions, and are given the opportunity to restore any harm caused and are included in the negotiation of appropriate actions and consequences.

Whole School Staff Student Engagement Procedures

Staff will focus on the following procedures to enhance and create a positive environment, monitor the management of inappropriate behaviours and handle effectively behaviours that are unproductive or disruptive.

Prevention

- Creating and maintaining positive student relationships
- Establishing an understanding of student needs, interests and abilities
- Providing an engaging curriculum that provides opportunities to succeed, and caters for mixed abilities in the classroom
- Establishing a clear understanding of student and staff rights and responsibilities
- Establishing a shared set of expected behaviours to develop a classroom agreement based on the rights and responsibilities as stated in the student planner

Practice

- Maintaining positive clear communication with students
- Modelling appropriate behaviour and conversation in the classroom
- Following the principles of restorative dialogue to maintain relationships
- Modelling fairness and consistency in the application of the classroom management
- Maintaining an adult state, by remaining calm, rational, responsible and objective
- Address minor issues before they escalate

Intervention

- Staff will be responsible for implementing action and consequences for inappropriate behaviour in the classroom
- Reflect and explore the teaching and learning practices, identify possible reasons for misbehaviour and develop strategies for improvement
- Utilising Restorative Practice dialogue and procedures
- Maintain communication with parents by encouraging involvement and keeping them informed to support the student
- Consistently adhere to school procedures, where necessary follow up action by House Managers, Administration and Student Welfare. Including written documentation, participation in subsequent meetings, conferences and /or interviews

Our positive learning environment is monitored through clearly articulated behavioural expectations based on a set of principles that acknowledge student rights and responsibilities.

All students have the right to:

- Be treated fairly and with respect regardless of physical, intellectual, sexual, racial, cultural or religious differences
- Be valued as individuals and have their unique learning styles recognised and catered for so that they can learn and maximise their potential
- Have a safe, secure environment that is free from intimidation, bullying and harassment
- Be provided with exemplary role models by all staff of the College
- Be regularly informed of their progress
- Be involved in the decision making processes of the College

All students have the responsibility to:

- Be respectful of the beliefs, feelings and opinions of others
- Behave in a positive manner that contributes to the learning of fellow students and does not disrupt the learning of students and enables teachers to teach in an atmosphere of cooperation
- Take responsibility for their learning and use the resources and teachers of the College to facilitate and support their learning

All parents have the right to:

- To be informed and aware of current College policies and procedures
- Expect that their children will be educated in a safe, supportive and secure environment
- Have their children treated equally and fairly
- Be frequently informed of the learning progress of their children
- Be provided with information on general school activities
- Be involved in the decision making process of the school (as determined by DEECD policies)

All parents have a responsibility to:

- Support the College's Code of Conduct and policies, including uniform and attendance
- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Communicate with the College if they have concerns about their child's progress or well-being
- Support the College in its efforts to maintain a safe and positive teaching and learning environment
- Respect all members of the College community and property

All teachers have the right to:

- To be treated fairly and with respect and teach without interference or disruption.
- Be supported by the co-operation of parents and the school community.
- Access appropriate support and Professional Development.
- Have their concerns heard.
- To be informed of privacy requirements.

All teachers have the responsibility to:

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- To be informed and aware of current College and DEECD policies and procedure
- Fairly, reasonably and consistently implement these policies
- Know their students, the content they teach and use a range of teaching strategies and resources to engage students in effective learning.
- Treat each student with respect, dignity and fairness.
- Create a stimulating learning environment.
- Teach and encourage students to reach their full potential.
- Model and promote positive relationships with all College Community members.
- Acknowledge and/or reward positive actions or achievements
- To communicate to other key staff regarding welfare and attendance issues

Our Expectations of Student Behaviour:

Students are expected to be polite, sensible, respectful and fair towards each other, staff and other members of the College community.

Therefore, it is expected that students will:

- respect other students' right to learn and the teacher's right to teach.
- be responsible for their own learning, behaviour and attitude.
- approach their work in a focused, orderly and safe manner.
- attend school consistently and all classes and activities punctually with the required equipment.
- set goals and work towards achieving them.
- value and participate in all activities related to their learning including sporting events, excursions and camps.
- be supportive and encouraging of others.
- be respectful of the beliefs, values, feelings, and opinions of others.
- respect themselves, peers, staff, and their property.
- behave in a safe, fair and courteous manner at all times including travelling to and from school.
- speak politely and use appropriate language in the classroom, yard, during all school activities and travelling to and from school.
- care for their own and others health and well-being and be aware of items prohibited by the College.
- care for school facilities and the environment.
- follow instructions from staff.
- comply with the school's uniform policy and wear it in a neat and tidy manner.
- comply with College expectations in relation to the use of lockers and bags.
- accept responsibility for inappropriate behaviours, including any resulting sanctions, and work in a cooperative manner to resolve the issue.

SUPPORT FOR STUDENTS

To encourage appropriate behaviour from students in a manner that enables them to exercise personal responsibility and self-discipline. The College fosters a positive school culture which promotes belonging and well-being. The following support structures have been implemented:

1. Using "Shared Responsibility", Restorative Justice Practices, to develop strong social relationships
2. Support by a team of House Managers and School Managers
3. Access to specialist welfare and referral services, including College Chaplain
4. Positive reinforcement and encouragement to build self-esteem
5. Provision of a comprehensive student leadership and development program
6. Implementation of an anti-harassment/anti-bullying policy
7. Provision of peer support, peer mentors and peer mediation programs
8. Regular monitoring of student progress, attendance, participation and welfare

ACTIONS AND CONSEQUENCES FOR INAPPROPRIATE BEHAVIOURS

The consequences of active learning and acceptable behaviour are positive and include:

- Worthwhile learning outcomes, including acknowledgement of achievements and effort
- Reward and praise, which supports an enhanced sense of self worth
- Communication with parents/guardians about students' educational development

A graded series of consequences that emphasise the importance of self-control, responsibility and ownership of one's behaviour will be implemented and enforced.

All breaches of the College Student Code of Conduct may incur some consequences.

Consequences for breaches may include: community service, respite agreement, detentions, suspensions, suspension conferences and possible expulsion, and in serious cases Police referral.

Strategies will be put in place to assist the student to prevent subsequent breaches of the College rules.

The College's Engagement and Wellbeing Code of Conduct and the administration of sanctions will be implemented in accordance with the DEECD guidelines.

No form of Corporal Punishment is issued in this College.

Full documented 'Actions and Consequences' for inappropriate behaviours is supported through creating a positive school culture in the Student Engagement & Wellbeing Manual 2014.

Website: - www.whittleseasc.vic.edu.au