STUDENT WELFARE, BEHAVIOUR, ENGAGEMENT and INCLUSION POLICY

Policy Statement:

Kurnai College is driven by the core values of ENGAGEMENT, EXCELLENCE, WORK ETHIC and RELATIONSHIPS. The College's stated purpose is "To build a learning community with global perspective which promotes respect and achievement". We place a premium on working in partnership with parents, students and staff to achieve our goals.

At Kurnai College we value:

Respect - All members of the College community will be respectful of each other and their race, gender, religion and cultural and individual diversity.

Responsibility - All members of the College community take responsibility for their actions, behaviour and attitudes towards others, learning of self and others, and the physical resources that supports the learning environment.

Pride - All members of the College community take pride in their learning, behaviour and learning environment.

Our College will:

- Focus on establishing positive and respectful relationships, between all members of the College community, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- Collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- Encourage and provide multiple opportunities for all members of the College community to play an active part in the life of the school and the education of their children.
- Have curriculum that include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Promote active student participation and provide students with a sense of ownership of their environment.
- Support families to engage in their child's learning and build their capacity as active learners.
- Establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- Have processes in place to identify and respond to individual students who require additional assistance and support.
- Build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

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- Protect the health of all members of the College community, the school will take all necessary measures to ensure there is no violation of law or school rules. If considered necessary, the right precautions will be taken, whether it be confiscation of impractical items or protections of student belongings.

Kurnai College strives to provide a safe and supportive community of life-long learning where respect, diversity and pride are valued by all. The College links with community to provide a depth of extra-curricular activities and leadership opportunities for students and encourages outstanding performances in the areas of leadership, academic achievement, sport, performing arts, cultural and artistic achievement. Our students are actively engaged in all levels of the decision making within the school community and the College places high value on the expertise of our teachers and the role of parents as partners in learning.

Kurnai College responds to the needs and expectations of all members of the College community by providing educational programs that cater for a variety of learning styles, student needs and ambitions. The College sees the community as vital partners in the educational process and seeks their active participation through different forums at campus and College level.

Implementation:

Preventive School Culture

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of the College's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour.

The College Council and leadership team consults with all members of the College community to ensure we are responsive to the community's social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in the Student Leadership Team, formulation of classroom protocols, various student forums (SRC & PBS) and educational decision making committees including School Council. Students have multiple opportunities to input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have created. The College continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the College leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding

to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy.

Prevention Programs

Attendance

The College understands that full attendance is a key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively. The College has actively embraced the Its Not OK To Be Away approach and has employed an attendance officer to ensure that student attendance is monitored effectively.

Restorative Practices and School-wide Positive Behaviour Support (SWPBS)

Kurnai College has introduced Restorative Practices to encourage engagement, and build pride, respect and responsibility in each individual student. This will be extended to the classroom and be the basis for respectful communication, relationships and how to respond to behavioural issues. To further build on this approach Kurnai College has introduced a School Wide Positive Behaviour Support (SWPBS) approach and has identified a SWPBS project team to develop data collection systems and to focus on the development of an action plan for improved student engagement, attendance and behaviour.

How we support positive behaviour and relationships

The College requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through Planning For Success interviews, reports, parent-teacher conversations, phone calls and meetings.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs the College will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate the College will inform and involve parents in these processes through a Student Support Group. The following restorative approach will be used.

A restorative question approach:

When things go wrong	When someone has been hurt
What happened? **What were you thinking at the time?** **What have you thought about since?** **Who has been affected by what you have done? In what way?** **What do you think you need to do to make things right?**	**What did you think when you realised what had happened?** **What impact has this incident had on you and others?** **What has been the hardest thing for you?** **What do you think needs to happen to make things right?**

A Staged response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves Student Manager and Advocates or a Principal; all persons affected in the incident will document it.

- There will be situations where a formal conference involving the before-mentioned people, parents, support persons and convenor will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour. This may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outline 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.

All Members of the Kurnai College community have a right to –
- fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion.   - be treated with respect and dignity.   - feel valued, safe and supported in an environment that encourages freedom of thought and expression.

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All Members of the Kurnai College community have a responsibility to -		
- acknowledge their obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community. - participate and contribute to a learning environment that supports the learning of self and others. - ensure their actions and views do not impact on the health and wellbeing of other members of the College community.		
All students have the right to:	*All staff have the right to:*	*All parents have the right to:*
- Learn and socialise without interference or intimidation in a safe and secure environment - Be treated with respect and fairness as individuals - Expect a learning program that meets their individual needs	- Expect to be able to work in an atmosphere of order and cooperation - Use discretion in the application of rules and consequences - Receive respect and support from the school community	- Know that their children are in a safe, happy, learning environment where they are treated fairly and with respect - Expect a positive and supportive approach to their child's learning - Expect communication and participation in their child's education and learning
All students have a responsibility to –	*All staff have a responsibility to –*	*All parents have a responsibility to –*
- Be prepared to learn - Explore their full potential - Respect the rights of others	- Build positive relationships with students as basis for engagement and learning - Use and manage the resources of the school to create stimulating, safe and meaningful learning	- Build positive relationships with members of the school community - Ensure students attend school and have the appropriate learning materials - Promote respectful relationships

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	• Treat all members of the College community with respect, fairness and dignity	

4. Shared Expectations

Kurnai College has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our College community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

The values of Kurnai College community are demonstrated by the following core values:

ENGAGEMENT - We actively participate in our own learning

EXCELLENCE - We do the best that we can

RELATIONSHIPS - We value and respect each other

WORK ETHIC - We are committed to work hard

<u>Expectations - Staff</u>

The College leadership team will:

Uphold the right of every child to receive an education up to the compulsory age of schooling.

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.

Collaborate with the Kurnai College community to develop policies and procedures consistent with its values and aspirations and the Department's Guidelines.

Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.

That teachers will:

Develop flexible pedagogical styles to engage different learners.

Deliver curriculum and assessment that challenges and extends students learning.

Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning.

Provide opportunities for student voice developing a positive school culture in and outside the classroom.

Attendance

In compliance with Departmental procedures College staff will:

- Record student's attendance for each period. With this data being aggregated on the CASES database and communicated to the Department of Education.

- Aggregated student data will be reported to the Department of Education and the wider community each year as part of the Annual report.

- promote regular attendance with all members of the school community;

- monitor and follow up on absences.

- Teaching Staff members will telephone parents of absent students when a student misses a set number of classes.

- Absences will result in Student Advocates communicating with parents and students to implement strategies that will resolve the absences.

- Students in Year 11 & 12 who fall below 90% attendance may fail subjects where this occurs.

Behaviour

Kurnai College will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school community are expected to participate in the educational environment with enthusiasm and mutual respect.

The College leadership team will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business;

- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies;

- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers at Kurnai College will:

- use the Student Engagement policy as a basis for negotiating a class-based set of shared expectations with students;

- teach students social competencies through curriculum content and pedagogical approach;

- employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours;

- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach;

- involve appropriate specialist expertise where necessary.

Expectations - Student

All students are expected to:

- respect, value and learn from the differences of others;

- have high expectations that they can learn;

- reflect on and learn from their own differences.

Attendance

All students are expected to come to school every day that the school is open to students. If students cannot come, they must provide an explanation from their parents/carers to their teacher or attendance officer. Students should arrive at each class on time and ready to learn.

Ongoing unexplained absences, or lack of cooperation regarding attendance will result in a formal attendance conference being organised. Unresolved attendance issues for post-compulsory students may result in a review of their enrolment at the school. Unresolved attendance issues for compulsory students at VCE/VCAL and those who fall below 90% attendance may fail subjects where this occurs. These students may also be reported to the Regional Office Attendance officer for further attention.

All students are expected to:

- Attend school and are only absent if ill or absolutely necessary. Parents/Carers have a further responsibility to provide a written note or phone call to the school explaining why an absence has occurred.
- Contact teachers of missed classes, and arrange to complete any missed work and to stay up to date.
- Advise the school of any absenteeism, including students who are enrolled as independent and not living with parents or guardians.
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Behaviour

Students are expected to:

- Support each other's learning by behaving in a way that is curious and respectful.

- Have high expectations that they can learn.

- Be considerate and supportive of others.

- 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.

- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.

Expectations – Parents/Carers

Engagement

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.

- Parents/carers should also help the school to provide student-centred responses by providing all relevant information to the school.

- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the College through attendance at student/parent/teacher meetings, student activities, College celebrations, student support groups and responding to communications in a timely manner.

Attendance

Parents/carers 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 as soon as possible.

Behaviour

Parents/carers should understand the College's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavours both in and out of school.

Actions and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.

Appropriate Behaviour

Kurnai College acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below. This is to be implemented using the restorative approach outlined in the **prevention section** and summarised as following:

The restorative approach is used to address student behaviour in various settings and levels to:

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- re-establish significant relationships;
- ensure consequences for misbehaviour are relevant and meaningful;
- foster and develop individual responsibility and empathy.

Logical Consequences

Appropriate Behaviour	Inappropriate Behaviour
Appropriate behaviour will be recognised by: • Celebration assemblies • Reports • References • Newsletters • Leadership opportunities • Scholarships • Positive feedback • The right to represent the school • Awards night	• Talking to the student and referring them to the shared expectations • Discussing appropriate behaviours in the classroom • Contact with parents • Making changes to the student's learning program to better equip him/her to behave positively • Implement restorative practices • Conference: Apology • Action to make it right agreed too (may include clean up damage to property) • Ask the student to undertake tasks designed to better equip him/her to behave positively in the future • Counselling • Appropriate behaviours taught and agreed to • Payment for damage sought • Withdraw privileges • Withdraw student temporarily from class • Hold student support group meetings • Give the student detention • Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion

Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns; as part of staged response, a range of strategies will be used. These may include:

Discussing the behaviour problems and reaching an agreement for future behaviour.

Explicit Teaching of appropriate behaviours.

Monitoring and **providing feedback.**

Withdrawal of a student from an activity, class, camp or excursion due to inappropriate behaviour and provide with an alternative educational setting within the school.

Counselling for individuals in order to modify inappropriate behaviour.

Discipline/Student Support Group Meeting involving parents/caregivers and/or relevant DEECD support staff and external agencies to assist with modifying behaviour.

Detention will be given to a student for serious and/or continual misconduct. Detention will be taken after parents/caregivers have received notification.

Suspension and Expulsion: For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184

Animal Therapy Dogs

Introduction
Therapy animals in a school setting can contribute towards improving the overall wellbeing of students. Many children and teenagers naturally enjoy interacting with animals and are therefore likely to respond positively to animal therapy.

This is different to a service dog. *Animal Therapy Dogs* have a natural ability to refocus students who may be feeling upset for a variety of reasons. They will have a space in the Student Wellbeing office where they will spend time if they are not working with students. This will be their 'safe spot'. Their interactions to begin with will be based around showing students how to behave with them and practicing that interaction. All dogs will be thoroughly temperament tested and exposed to a range of experiences such as chickens, wheelchairs, ramps, traffic, schools (both familiar and unfamiliar) and other dogs.

Context
- Students will be educated in appropriate behaviour around the dogs and develop increased responsibility with handling and managing the dogs.

Daily management
- Dogs are not allowed in school if unwell.
- Dogs will be kept on lead at all times.
- Be under supervision at all times.
- Continue to be trained as a therapy dog. This is ongoing.
- Be up to date with all vaccinations, worming and grooming.
- Will not be taken off the site without approval.
- Will have a safe area inside the Student Wellbeing office.
- Dogs will wear training vests to ensure they are recognised as therapy support dogs.

Student expectations
- Will never have sole responsibility for the dog or be left unsupervised around the dog.
- Will be reminded of appropriate behaviours around the dog with each contact.
- Will always be reminded to respect the dog and remain calm around the dog at all times.
- Be gentle and not make sudden movements or attempt to physically contact the dog.
- Will not stare into the dog's eyes.
- Request permission before touching the dog.

- Will not put their face near the dog.
- Always approach the dog in a calm, slow manner and not touch the dog until it is sitting and calm.
- Do not disturb the dog while eating, drinking or sleeping.
- Will not feed the dog.
- Continue beneficial learning into the dog's development.
- Demonstrate collaboration of the dog's role with the whole school community, including staff, parents, students, family members.

Health and Safety
- All persons should always wash their hands after handling the dog.
- Any dog excrement to be cleaned and disposed of appropriately.
- Only Assistance Dogs (eg Seeing Eye, Hearing, etc) allowed on school premises unless other arrangements made with Principal.

If Dog is hurt or injured (accident or by student)
- Dog will be removed from the situation if required.
- Dog to be moved to their safe area.
- Dog will be taken to the Vet if required.
- Parents informed if harm caused by student.
- Follow standard incident protocols.
- Principal to investigate incident.

If someone is hurt by the dog
- Dog to be moved to their safe area.
- Seek medical attention if required.
- Follow standard incident protocols.
- Parents to be notified immediately.
- Principal to investigate incident.

Support
- K9 Support. Therapy Dog Training. Tessa Stow. 31 Davies Rd, Warrenbayne, Vic. 57632471. http://www.k9support.com.au/
- School Therapy Dogs http://www.schooltherapydogs.org/
- Dogs in the classroom http://www.creativeteachingsite.com/dogs/dogs.html

Security Cameras in Schools

Kurnai College strives to create and maintain a safe school and work environment. Security cameras (closed circuit television systems - CCTV) are installed in the College to monitor school property, to assist in detecting and deterring unacceptable behaviour or activities, and to provide an historical record to assist in investigation.

Security cameras are used to accomplish three important goals:

• To enhance the safety of students and staff;
• To protect school property against theft or vandalism;

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• To assist in the identification of intruders and of persons endangering the health, wellbeing or safety of school community members.

Camera footage may be shown to internal or external parties in order to establish identities, prove involvement in incidences or assist with disciplinary/legal procedures.   This may include, but not limited to, police, parents, teaching staff, students, and Department of Education employees.

Protection of students, staff and visitors

- Staff are permitted to confiscate dangerous materials and possessions from students.
- Where a teacher has cause for concern, a student will be instructed to empty pockets   and or bag for inspection.
- Students lockers may be searched at any time
- Personal items are to be left in bags and lockers at all times.

Links:
DET - Child Health and Wellbeing

Charter of Human Rights
 http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx

Evaluation
This policy will be reviewed as part of the College's four year review cycle.

Date Implemented	Week 3 – Term 2 – 2014 - Ver. 1
Approval Authority (Signature and date)	3/12/2019
Dates Reviewed	Week 7 – Term 4 – 2014 - Ver. 2 Week 3 – Term 1 – 2016 - Ver. 3 Week 3 – Term 1 – 2018 - Ver. 4 Week 7 – Term 4 – 2019 - Ver. 5
Responsible for Review	Student Wellbeing Committee
Next Review Date	Week 7 – Term 2 - 2021

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