



Red Hill Consolidated School

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the administrative team at Red Hill Consolidated School.

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.

Red Hill Consolidated School 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, where student participation is encouraged and valued, 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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POLICY

1. School profile

Red Hill Consolidated School (RHCS) is located near Arthur's Seat on the Mornington Peninsula. The school has an increasing enrolment of approximately 550+ students with a team of 41 dedicated and talented staff employed, including 2 assistant principals, 6 educational support staff, a first aid officer, a learning specialist and a learning support teacher. The school was built in 1951 and was the result of several small rural schools being consolidated in the Red Hill District.

Our school location could best be described as rural, with large grounds, generous outdoor playing spaces, heated swimming pool and beautiful surrounds. Currently we are in a transition period as many of our buildings and areas of the school are undergoing reconstruction or refurbishment. We are proud of the strong environmental focus we exhibit within the community and how this translates in the classroom with our students. We have a magnificent school garden, aviary and garden centre that are utilised as teaching centres for students to access and care for.

At present, there are 25 students with a Language Background other than English 85, students receive support from the Camp, Sports and Excursion Fund and our community includes many families moving from Melbourne for a 'sea change'.

Red Hill Consolidated School sees itself as a progressive, dynamic, enthusiastic and effective school, which generates positive support within the community for its programs and its total shared development of the child. Red Hill Consolidated School, above all, is a Learning Community.

RHCS provides a safe, happy and healthy environment in which children can achieve their maximum potential, and develop high self-esteem and a love of learning. The lead pedagogy at RHCS is constructed around an inquiry approach to teaching and learning. The following key features will underpin a Contemporary Learning Experience at RHCS: **Contextually Relevant, Technology Enriched, Student Centred, Skills Based, Question Driven**

In addition to the comprehensive curriculum offered to students by their class teachers, students from Foundation to Year 6 also attend five specialist classes, Art, Music, Science, LOTE Japanese and Physical Education. Specialist subjects provide extensive diversity to the curriculum allowing students to experience different learning environments and to explore subjects that broaden their understandings.

The school's vision is aligned with its motto: "**To strive for and hold to the best.**"

2. School values, philosophy and vision

Red Hill Consolidated School is committed to providing safe, secure and stimulating learning environments for all students. Students can reach their full educational potential only when they are happy, healthy and confident, and when there is a positive school culture to engage and support them in their learning.

Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked. At RHCS we build and continue to grow and sustain a supportive school culture that fosters relationships and connectedness for students, staff, parents and the community.

Our Philosophy: Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Our Vision: *All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.*

Our Values: *Respect, Responsibility, Resilience, Empathy*

3. Wellbeing and engagement strategies

Red Hill Consolidated School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We 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.

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

Universal

- *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*
- *creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *teachers at Red Hill Consolidated School use our Gradual Release of Responsibility instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Red Hill Consolidated school 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 and School Philosophy 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*
- *carefully planned transition programs to support students moving into different stages of their schooling*
- *positive behaviour and student achievement is acknowledged 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*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice Team (formerly Representative Council) and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, 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*

- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, trusted adult or teacher within the school, 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*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Bully Stoppers*
 - *Safe Schools*
 - *Zones of Regulation*
 - *Growth Mindset Work*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management program or friendship and relationship work)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*
- *measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.*
- *Posters with information about inclusion and non-gendered grouping*

Targeted

- *each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support*
- *Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – (our Action Plan is in its draft stage awaiting approval). All Koorie students have an ILP created for them and includes their input and voice.*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support](#)*
- *all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans*
- *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

This section includes student specific strategies- more information can be located on the Department’s Policy and Advisory Library such as:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Red Hill Consolidated School 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 Red Hill Consolidated 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*

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*
- *engaging with our regional Koorie Engagement Support Officers*
- *running regular Student Support Group meetings for all students:*
 - *with a disability*
 - *in Out of Home Care*
 - *with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support

Red Hill Consolidated School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance

student wellbeing. Red Hill Consolidated School 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*

5. 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:

- Learn (participate fully in their education)
- Feel safe and supported
- Be respected (participate in an environment free from bullying, harassment, violence, discrimination or intimidation)
- Have a voice (express their ideas, feelings and concerns)

Students have the responsibility to:

- participate fully in their educational program to the best of their ability
- uphold our school values and 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
- follow the school rules

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.

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.

6. Student behavioural expectations and management

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

We believe that a successful behaviour management approach is far more than a single program or product. It is an ongoing process involving every member of the school community. Red Hill Consolidated School highlights the values of the school community and the behaviours it expects. It links very closely to our preventative approach through empowering children to recognise and accept responsibility for how they choose to behave. We believe that student management is most effective when parents, students and teachers work together to establish the values and expectations of the school community and appropriate behaviour in the classroom and playground.

When a student acts in breach of the behaviour standards of our school community, RHCS will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate and use of the 'Four R Approach': Remind, Redirect, Relocate, Reflect,
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Withdrawal from privileges
- Parent communication
- TAMB form: Thinking About My Behaviour: student, teacher and parent communication reflection tool.
- referral to the Assistant Principal or Principal
- restorative practices
- repair strategies
- yard withdrawal or restricted play areas
- Positive Behaviour Development Plan
- Suspension (in-school and out of school)
- Expulsion

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at Red Hill Consolidated School under any circumstances.

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Red Hill Consolidated school is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

7. Engaging with families

Red Hill Consolidated School values parent/carer input into its operations and curriculum and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council and the RHCS Community Links work collaboratively towards improving school infrastructure and learning opportunities to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

Red Hill Consolidated School will create successful partnerships with parents/carers, families and the community by:

- ensuring all parents/carers have access to our school policies and procedures, available on our school website.
- conducting effective and respectful school-to-home and home-to-school communications.
- providing volunteer opportunities to enable parents/carers and students to contribute.
- involving families with homework and other curriculum-related activities.
- involving families as participants in school decision-making.
- coordinating resources and services from the community for families, students and the school.
- Providing clear referral options and pathways for students, staff and families to access support services for mental health and wellbeing.
- Providing mental health and wellbeing information to families and the wider community, such as information about local support services and resources about social and emotional learning.
- involving families in Student Support Groups and developing individual plans for students. (SSG meetings are held regularly).
- Establishing partnerships with relevant organisations and health professionals to support mental health and wellbeing practices where appropriate.

8. Evaluation

Red Hill Consolidated School 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
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Red Hill Consolidated school will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- All policies can be found at <https://redhillcs.vic.edu.au/policies/>

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2022
Consultation	<ul style="list-style-type: none">● SVT (Student Voice Team) consulted about policy – June, 22● Shared with school community through newsletter and feedback requested.● Education Sub-Committee discussed feedback – July, 22● School Council reviewed and approved policy - July, 2022
Approved by	RHCS School Council – July, 2022
Next scheduled review date	July 2024