



# STUDENT ENGAGEMENT AND WELLBEING POLICY

*We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.*

## 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.

Beechworth Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

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

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

## ASPIRE

*We set high expectations for ourselves and others, value hard work, effort and a commitment to learning*



## RESPECT

*We build respectful relationships, we have respect for self, value diversity and care for the environment*



## CONTRIBUTE

*We strengthen connections by participating in, and contributing to, the school and wider community*



## POLICY

### 1. School profile

Beechworth Secondary College is Beechworth located 40 kilometres south of Wodonga in North East Victoria. The majority of students come from the surrounding historic towns of Beechworth, Yackandandah and the wider Indigo Valley.

**Our Vision:** We are committed to developing engaged, compassionate and thoughtful global citizens, aspiring to achieve the best they can in everything they do, celebrating diversity and demonstrating integrity.

Our Values provide a framework for achieving our vision.

**Aspire:** We set high expectations for ourselves and others, value hard work, effort and a commitment to learning.

**Respect:** We build respectful relationships, we have respect for self, value diversity and care for the environment.

**Contribute:** We strengthen connections by participating in, and contributing to, the school and wider community.

In 2021, 235 students were enrolled at this school, with no students with EAL (English as an Additional Language). The College also offers Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) program. A Trade Training facility onsite can offer VET Engineering, Vet Furnishing or Building and Construction and VET Music. Students may elect subjects through VLV - Virtual Learning Victoria and VSL- Victorian School of Languages or extension through Emerging Sciences. Years 7, 8 & 9 students may choose to enrol in the Montessori Adolescent Program, MAP, and access the Montessori Curriculum. The school is structured around a Junior, Middle and Senior Mini Schools for student management with Mini School leaders of Wellbeing and Engagement and Learning at each level. There is also a House system linking students.

The staffing profile in 2021: Principal, 1 Assistant Principal, a Business Manager, 2 Leading Teachers and 2 Learning Specialists, with overall 27 EFT teaching staff and 7.00 EFT Education Support Staff. The college has a DET school nurse, 2 days per week. Student Family Occupation and Education index (SFOE) is low - medium. In 2021 we accessed the additional time given through a DET initiative for MYLNS- Middle Years Literacy and Numeracy Support, with direct intervention and building staff capacity within this. This additional support will be continued in 2022. In 2021 we made use of further support and staff with the Tutor learning initiative, and this initiative started identifying students at the end of term 4 2020.

In 2020 the school began demolition of buildings and the second stage of a capital works program following extensive maintenance works completed on the existing buildings. In Semester 1, 2021 the second stage of the capital works program was completed with a new Science, IT and Resource Centre building. In addition to the main building, the capital works include refurbishment of sports courts, which were completed at the end of 2020. The redevelopment of the old library space, a music room, canteen area and landscaping were completed in late May 2021. This has made a significant impact on the school environment and teaching and learning facilities available.

The flexible learning space within the new building has had a positive impact on the teaching practice at all year levels.

## School values, philosophy and vision

### *Connecting Communities - Widening Worlds...*

**Our vision:** *We are committed to developing engaged, compassionate and thoughtful global citizens, aspiring to achieve the best they can in everything they do, celebrating diversity and demonstrating integrity.*

**Our Values** provide a framework for achieving our vision.

**Aspire:** We set high expectations for ourselves and others, value hard work, effort and a commitment to learning.

**Respect:** We build respectful relationships, we have respect for self, value diversity and care for the environment.

**Contribute:** We strengthen connections by participating in, and contributing to, the school and wider community.

**Child Safe:** Beechworth Secondary College is committed to the safety of all students. BSC is committed to preventing child abuse and identifying risks early and removing and reducing these risks. BSC has robust human resources and recruitment practices for all staff and volunteers.

- We want students, staff and volunteers to be safe, happy and empowered.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our policies and procedures.
- We have legal and moral obligations to contact authorities when we are worried about a student's safety, which we follow rigorously.

**Safe Schools:** Beechworth Secondary College is committed to creating a safe and inclusive environment for all its students, including LGBTIQ students.

BSC recognises that LGBTIQ students are a vulnerable group and may require proactive support in order to feel included and safe.

- Every student's situation is managed in a discrete and confidential manner.
- All students have the right to an education and to feel safe at school.
- BSC will manage any inappropriate behaviours towards LGBTIQ students in line with the intention and actions of this policy.
- All BSC students will receive education within Health classes around sexual orientation and wellbeing.
- Some students may benefit from additional support services and these needs will be identified on a case-by-case basis by the Wellbeing and Engagement team.
- Individual students can self-refer to supports at any time.
- Families will be involved in the support partnership unless not appropriate to do so.
- Male, Female and gender-neutral bathroom facilities are available at BSC.

**Respectful Relationships:** At Beechworth Secondary College we believe in a whole-school approach to Respectful Relationships which recognises that our school is:

- a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom
- a workplace where all staff should feel equally respected, safe and valued and have equal opportunities
- part of the wider community that can model gender equality and respectful relationships.

## 2. Engagement strategies

Beechworth Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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 Strategies

- 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
- 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
- Deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers at Beechworth Secondary College are developing an 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 Beechworth Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- 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 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, or request to be referred, to the Wellbeing support staff, School Nurse, Mini School Leaders, Assistant Principal or 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 SWPBS - School Wide Positive Behaviour Support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools
- Programs, incursions and excursions developed to address issue specific behaviour
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

- Buddy programs, peer support programs

### Targeted Strategies

- Each year group belongs to a mini-school leader responsible for their year, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- All students from Year 9 and above will be assisted to develop a **Career Action Plan**, with targeted goals and support to plan for their future
- Connect all Koorie students with a Koorie Engagement Support Officer
- All students in Out of Home Care will be appointed a Learning Mentor, have an **Individual Education Plan** and will be referred to Student Support Services for an Educational Needs Assessment
- Beechworth Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- All of these staff and systems are provided with the ongoing consultation and support from the Principal class.

### Individual Engagement Strategies

Beechworth Secondary College implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an **Individual Education Plan** and/or a **Behaviour Support Plan** with the Learning Support Coordinator, Year Level Coordinator or Principal class
- considering if any environmental changes need to be made, for example changing the classroom set up
- considering if any program changes should be made, for example creating a customised timetable or learning pathway in consultation with the student and their parent/carer
- referring the student to:
  - school-based wellbeing supports (school nurse, counsellor, Mini-School Leaders, Principal class)
  - **Student Support Services (SSS)**
  - Appropriate external supports such as council-based youth and family services, other allied health professionals, **Headspace**, **NECAMHS** or **ChildFirst**
  - Re-engagement programs such as **Navigator** or **Junction services**

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 Plan** or **Return to School plan** in collaboration with the student and their family
- running regular Student Support Group meetings for all students:

- with a disability
- in Out of Home Care, and
- with other complex needs that require ongoing support and monitoring.

### **3. Identifying students in need of support**

Beechworth Secondary College 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. Beechworth Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- Transition information from Primary and previous schools

### **4. Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

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

Students have the responsibility to:

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

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. If parents or carers become aware of any situation which contravenes the school values, rights or responsibilities then we expect them to inform a staff member as soon as is practicable.

### **5. Student behavioural expectations**

Beechworth Secondary College is working towards becoming a School Wide Positive Behaviour Support school. We work to promote our values of Aspire, Respect and Contribute and educate our students to understand how to apply these values to their time within our school. We also believe in and promote the principles of the Respectful Relationships and Safer Schools programs.

When a student acts in breach of the behaviour standards of our school community, Beechworth Secondary College 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 inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. 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
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- withdrawal from class where an alternative, supervised space can be provided in line with Department Restraint and Seclusion policy\*
- referral to the Mini School Leader or Assistant Principal
- restorative practices including restorative conferencing
- detentions, for up to, but no longer than, half of recess or lunch break, or after school if families are provided with 24 hours' notice, to a maximum of 45 minutes duration
- behaviour reviews or Student Support Group meetings
- suspension
- expulsion

*\* Seclusion does not include timeout, safe space, or chill out rooms. It also does not include or refer to situations such as supervised in-school suspensions, detentions, exam situations, situations where the student can freely exit an area or other situations which are not a response to behaviours of concern.*

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at: <https://www2.education.vic.gov.au/pal/student-engagement/policy>

### **Grounds for suspension**

In order for suspension to be an option, the following conditions must be in place:

The student's behaviour must have occurred:

- whilst attending school
- or travelling to or from school
- or while engaged in any school activity away from the school
- or travelling to or from any school activity.

The student's behaviour must meet one or more of the following conditions:

- behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- causes significant damage to or destruction of property
- commits or attempts to commit or is knowingly involved in the theft of property
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons



- fails 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 engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Note: for incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

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

## 6. Engaging with families

Beechworth Secondary 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 education or behavioural plans for students.

## 7. Evaluation

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

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

- student survey data

- incidents data
- school reports
- parent survey
- case management
- Compass
- CASES21
- SOCS

## **FURTHER INFORMATION AND RESOURCES**

BSC Statement of Values and School Philosophy

BSC Bullying and Harassment Policy

BSC Mobile Phone policy

BSC ICT Acceptable Use Agreement

BSC Child Safety policy

BSC Respectful Relationships commitment

## **REVIEW CYCLE**

This policy was last updated in December 2021 and is scheduled for review in December 2022.



## Appendix 1: Shared Behaviour Expectations

	Students	Parents/Carers/Guardians	Principals/Teachers/Staff
<b>Engagement (participation in the classroom and other school activities)</b>	<p>Should demonstrate:</p> <ul style="list-style-type: none"> <li>• <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs.</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment.</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary.</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups.</li> </ul>	<p>The school will:</p> <ul style="list-style-type: none"> <li>• Comply with its Duty of Care and Child Safe Standards obligations and have a responsibility to provide an educational environment that can effectively engage all students.</li> <li>• Will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</li> </ul>
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• Attend and be punctual for all timetabled classes every day that the school is open to students.</li> <li>• Come to class, fully prepared to participate in lessons.</li> <li>• Bring a note from their parents/carers/guardians explaining an absence/lateness.</li> </ul>	<p>Parents/Carers/Guardians are expected to:</p> <ul style="list-style-type: none"> <li>• Ensure that their child's enrolment details are correct at all times.</li> <li>• Ensure their child attends regularly.</li> <li>• Advise the school as soon as possible when a child is absent.</li> <li>• Account for all student absences.</li> <li>• Keep family holidays within scheduled school holidays, wherever possible.</li> <li>• Support their child's learning during absences and work with the school to reintegrate students after prolonged absences.</li> </ul>	<p>In accordance with legislation released March 1, 2014, and in accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> <li>• Actively promote regular attendance.</li> <li>• Mark rolls accurately each lesson.</li> <li>• Follow up on any unexplained absences promptly and consistently (Office staff will aim to text by 10.30 am).</li> <li>• Identify trends via data analysis.</li> <li>• Report attendance data in the school's Annual Report.</li> <li>• Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.</li> </ul>
<b>Behaviour</b>	<p><b>Students are expected to:</b></p> <ul style="list-style-type: none"> <li>• Model the schools core values of Respect,</li> </ul>	<p><b>Parents/Carers are expected to:</b></p> <ul style="list-style-type: none"> <li>• Have high expectations of their child's</li> </ul>	<p><b>The school will:</b></p> <ul style="list-style-type: none"> <li>• Deliver an inclusive and comprehensive</li> </ul>

	<p>Achievement and Contribute.</p> <ul style="list-style-type: none"> <li>• Always treat others with respect.</li> <li>• Never physically or verbally abuse others.</li> <li>• Take responsibility for their behavior and its impact on others.</li> <li>• Follow all reasonable requests of staff.</li> <li>• Respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Respect the property of others.</li> <li>• Bring correct equipment to all classes.</li> <li>• Comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes.</li> </ul>	<p>behaviour and an understanding of the school's behavioural expectations.</p> <ul style="list-style-type: none"> <li>• Communicate with the school regarding their child's circumstances.</li> <li>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs.</li> </ul>	<p>curriculum which promotes positive behaviours and emphasises the well-being of every child.</p> <ul style="list-style-type: none"> <li>• Will employ whole school, and classroom, practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.</li> <li>• Will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</li> <li>• Recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.</li> </ul>
--	--	--	---

## Appendix 2: Staged response checklist for student behaviour issues

<b>Stage 1: Promoting positive behaviour and preventing behavioural issues</b>
<b>School strategies</b>
Define and teach school-wide expectations for all.
Establish whole school positive behaviour programs.
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.

<b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>
<b>School strategies</b>
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer).
Consider if any environmental changes need to be made.
Teach replacement behaviours.
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support.
Establish a student support group.
Implement appropriate disciplinary measures that are proportionate to problem behaviours.
Consider out-of-school behaviour management options.

### Appendix 3: Process for responding to breaches of Behaviour Expectations

Expectations	Classroom Teacher Responsibility	Mini School Leaders/AP/P
<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>• All students are responsible for their own behaviour.</li> <li>• Everyone has a right to be safe and secure.</li> <li>• Everyone is to be treated with politeness, courtesy and respect.</li> <li>• Every student is to listen when a teacher gives instructions.</li> <li>• Everyone has a right to learn without interference.</li> <li>• School and personal property is to be respected.</li> <li>• Students must bring correct equipment to all classes.</li> <li>• Students must work to the best of their ability.</li> <li>• Students shall comply with any teacher request needed to ensure these rights and responsibilities are met.</li> </ul>	<p>Follow the school’s Classroom Behaviour Management strategy:</p>	<p>Implement a staged response in line with <b>Appendix 4: BSC Behavioural Flowchart</b></p>
Expectations	Classroom Teacher Responsibility	Mini School Leaders/AP/P
<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>• All students (Years 7-12) are required to attend school for whole days on every day that school is available to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Check late pass.</li> <li>• <b>EITHER:</b> Adjust the Form Group roll, indicating</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to student about lateness issues.</li> <li>• General Office staff to have contacted parents by 10-30 am regarding student absences.</li> </ul>

<ul style="list-style-type: none"> <li>• Students must be on time to all classes</li> <li>• Students who are late to school must report to the General Office to get a late pass.</li> <li>• VCE students who have study periods must also report to the General Office to sign in/out. They are expected to attend for the full day.</li> <li>• Students who leave school early must bring a note from home. They must sign out at the General Office when leaving.</li> <li>• Students absent from school must ensure reasons for the absence have been communicated with the school.</li> <li>• Notification from home (ie: signed note or medical certificate) must accompany all absences.</li> <li>• Students must not leave the school grounds without permission.</li> </ul> <p>Policy: <b>BSC Attendance Policy</b></p>	<p>the student was late.</p> <ul style="list-style-type: none"> <li>• Speak to student about lateness.</li> <li>• Report to Mini School Leader if on going.</li> <li>• Contact Parents/carers re absence.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing lateness: Mini school leader, HG teacher, Engagement and Wellbeing LT(SSWC) to follow through with student and/or parent/guardian/carer.</li> <li>• AP/P may make home visits as necessary to assist students to come to school or referral to Navigator.</li> </ul>
<b>Expectations</b>	<b>Classroom Teacher Responsibility</b>	<b>Mini School Leaders/AP/P</b>
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>• Students must adhere to the school uniform requirements.</li> <li>• It is compulsory for all students to wear appropriate footwear at all times.</li> </ul> <p>Policy: <b>BSC Uniform</b></p>	<ul style="list-style-type: none"> <li>• Check uniform pass. If no pass, inform student their name will be given to the Principal Class or Mini School Leader and mark on Compass</li> <li>• Report extremes in appearance to Principal Class.</li> </ul>	<ul style="list-style-type: none"> <li>• Check uniform pass.</li> <li>• If no pass, this may lead to removing the item of clothing until the end of the day.</li> <li>• A suitable item of clothing may be lent to replace this.</li> </ul>

Expectations	Classroom Teacher Responsibility	Mini School Leaders/AP/P
<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li> </ul> <p>Policy: <b>BSC Bullying and Harassment Policy</b></p>	<ul style="list-style-type: none"> <li>Report to Mini School Leader or Principal Class.</li> <li>Ensure Chronicle entry on COMPASS</li> </ul>	<ul style="list-style-type: none"> <li>Contact parents and involve Child Safety Officer and Engagement and Wellbeing Leader.</li> <li>Refer to the Acceptable Use Agreement.</li> <li>Refer to the Bullying Prevention Policy. Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</li> <li>Some cases may warrant immediate suspension. This decision must be made by the Principal or their nominee.</li> <li>Student removed from classroom. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</li> </ul>
Expectations	Classroom Teacher Responsibility	Mini School Leaders/AP/P



**Property and security**

- Students are to respect all school property.
- Students must not enter staff rooms or offices unless supervised.
- Students must place all rubbish in bins.
- Students must not have the following at school: Chewing gum, permanent markers, and liquid white out.
- Students must return borrowed school material on time.
- Students must limit valuables brought to school. School will not be responsible for loss of valuables. Valuables can be left with the AP/General Office for safe-keeping.
- Students must leave school bags in lockers.
- Personal Mobile Devices must not be used in classes unless approved by Principal/Assistant Principal for express use for educational activity. They can be handed in to the General Office for safe-keeping.
- Classrooms must be left neat and tidy.
- Graffiti of any kind will not be tolerated.

- Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.
- For repeated offences, refer to Mini School Leaders or AP.
- Confiscate any suspicious property and take to the AP/General Office.
- During classes, use of personal mobile devices without express permission for class use will result in confiscation with the device stored securely at the General Office until 3:30.
- Organise for students to remain behind and tidy the room or area.
- Retain any evidence of graffiti and report to Principal Class.

- Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the school grounds.
- For repeat offenders, yard duty or after school detentions may be necessary
- For deliberately damaged property, parent to be notified. Student may be required to repair damage or have an after-school detention for other consequence.
- Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.

# Appendix 4: BSC Behaviour Flowcharts

Creating Positive Classrooms						
Teacher before class	Behaviour	Teacher during class	Teacher after class	Mini School Leader	Leadership	
<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>Know your learners</li> <li>Relationship building</li> <li>Learner data</li> <li>Differentiation</li> <li>IEP</li> <li>BMP</li> <li>Seating plan</li> <li>Collaboration groups</li> <li>Chunked activities</li> <li>Model behaviour expectations</li> </ul>	<p><b>Moderate Behaviours</b></p> <ul style="list-style-type: none"> <li>Late to class</li> <li>Disruptive behaviour</li> <li>Off task</li> <li>Disrespectful</li> <li>Refusal</li> <li>Talking too much/too loudly</li> <li>No equipment</li> </ul>	<p><b>Remind</b></p> <ol style="list-style-type: none"> <li>Describe specific behaviour of concern</li> <li>Student has a chance to acknowledge/respond</li> <li>Remind of expectations</li> <li>Check for understanding</li> </ol> <p><b>Refresh</b></p> <ol style="list-style-type: none"> <li>Re-state behaviour of concern</li> <li>Reexplain the task</li> </ol> <p>Select 1 option from a, b or c</p> <p>A. Move seat B. Restorative conversation outside C. 5-minute break + Restorative conversation outside</p>	<input type="checkbox"/> Add entry to Compass (Moderate behaviour referral)			
	<p><b>Major Behaviours</b></p> <ul style="list-style-type: none"> <li>No adjustments made to behaviour</li> <li>Highly disruptive</li> <li>Offensive behaviour</li> </ul>	<p><b>Relocate</b></p> <ol style="list-style-type: none"> <li>Complete relocation slip</li> <li>Relocate to a senior class with set work</li> <li>If a student is relocated, they will be required to return to the classroom teacher at the end of the lesson</li> </ol>	<input type="checkbox"/> Discuss reflection questions with student (give to MSL when completed) <input type="checkbox"/> Add behavioural entry to Compass (Major behaviour referral) <input type="checkbox"/> Phone call home on the day of the incident <input type="checkbox"/> Assign a detention to make up learning time lost.	<input type="checkbox"/> Monitor Compass <input type="checkbox"/> If a student has 2 relocate Compass entries in one day or 3 within 5 days contact home to arrange an SSG <input type="checkbox"/> Behaviour Support Plan developed <input type="checkbox"/> Record follow up on Compass under teacher's entry		
	<p><b>Extreme Behaviour</b></p> <ul style="list-style-type: none"> <li>Violence (including threats)</li> <li>Harassment and intimidation</li> <li>Substance abuse</li> </ul>	<p><b>Remove</b></p> <ul style="list-style-type: none"> <li>To Mini School Leader Office (7-10 library, 11-12 A-Block and MAP to MAP room)</li> </ul>	<input type="checkbox"/> Add entry to Compass (Extreme behaviour referral)	<input type="checkbox"/> Investigate incident <input type="checkbox"/> Phone call home on the day of the incident <input type="checkbox"/> Arrange an SSG prior to students return to school <input type="checkbox"/> Record SSG minutes on Compass	<input type="checkbox"/> Support MSL to determine consequences <input type="checkbox"/> Attend SSG	



## Further Information and Resources

- DET School Policy and Advisory Guide:

- [Supervision](#)
- [Duty of Care](#)
- [Child Safe Standards](#)
- [Visitors in Schools](#)

## Review Cycle

This policy was last updated in August 2019 and will be scheduled for review in February, 2021.

This policy will also be updated if significant changes are made to school grounds that require a revision of Beechworth Secondary College Yard Duty and Supervision Policy.

Proposed amendments to this policy will be discussed with student representative groups, teachers, and school council.

This policy was ratified by School Council in August, 2020

Council President: **Gael Evans - Barr**

Principal: **Patricia Broom**