Rainbow P-12 College

STUDENT WELLBEING AND ENGAGEMENT POLICY

**Purpose**

The purpose of this policy is to ensure that all students and members of our school community understand:

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school’s policies and procedures for responding to inappropriate student behaviour.

Rainbow P-12 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

**Policy**

1. **School profile**

Rainbow P-12 College is located in the northwest corner of Victoria. It is located in a predominantly grain and sheep farming region. In 2020, the school had a student population of 114 students, spread evenly between the junior and senior sections of the school. Our students are from Rainbow and the surrounding districts, including Jeparit, Yaapeet and Kenmare. The school’s socio-economic band value is low-medium. There are no Aboriginal and Torres Strait Islanders (ATSI) students.

The school offers a broad curriculum from Prep to Year 12. Rainbow P-12 College provides specialist classes for Arts, Music, Food Technology, Digital Technology, German Language, Health and Physical Education and Science for all students from Prep to Year 6.

Rainbow P-12 College is an active member of the Southern Mallee Lakes Cluster along with Yaapeet Primary School, Jeparit Primary School, Beulah Primary School, St. Joseph’s Catholic Primary School in Hopetoun and Hopetoun P12 College.

There are excellent ties with the community. The school provides fortnightly Shake, Rattle and Read Literacy sessions for preschool families. The students have, through school-related activities, connections with the Lions Club, Parks Victoria, Rainbow Men’s Shed, Rainbow Oasis, Landcare, The Hindmarsh Shire Council, The Wimmera Southern Mallee Local Learning and Employment Networks (WSMLLEN), Skill Invest, Uniting Wimmera, West Wimmera Health Service and Federation University.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

1. **School values, philosophy and vision**

Rainbow P-12 College’s Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

Our school’s vision is *“to inspire our students and community to flourish by making a positive difference to every student’s wellbeing, engagement and achievement. This will be accomplished by promoting and developing in them strong character underpinned by a supportive and highly effective positive education for all our students”.*

1. **Engagement strategies**

Rainbow P-12 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**

* 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, VCAL and SBAs to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
* teachers at Rainbow P-12 College use the Rainbow Instructional Model 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 Rainbow P-12 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, School Council and the Student Forum. Students are also encouraged to speak with their teachers, Home Group Teachers, 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 Team, Home Group Teachers, 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
* programs, incursions and excursions developed to address issue specific behaviour (i.e. Man Cave and Flourish Girls)
* opportunities for student inclusion (i.e. sports teams, music programs, school plays and recess and lunchtime activities)
* Avocadoes (cross-age support groups)
* buddy programs, peers support programs
* tutoring groups

**Targeted**

Each year group has a Home Group Teacher 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

* all students from Year 10 and above will be assisted to develop a Career Pathways Plan, with targeted goals and support to plan for their future
* all students in Out of Home Care will be assigned to the Targeted Intervention Coordinator, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
* Rainbow P-12 College assists students to plan their Year 10 work experience, supported by their Career Pathways 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 the Berry Street approach to working with students who have experienced trauma

**Individual**

Rainbow P-12 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 Learning Plan and/or a Behaviour Support Plan
* considering if any environmental changes need to be made, for example 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
* 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.
1. **Identifying students in need of support**

Rainbow P-12 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. Rainbow P-12 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, usually chronicled in Compass
* attendance, detention and suspension data
* engagement with families
* self-referrals or referrals from peers
1. **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.

1. **Student behavioural expectations and management**

Behavioural expectations of students, staff and families are grounded in our school’s Statement of Values. Student bullying behaviour will be responded to consistently with Rainbow P-12 College’s Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Rainbow P-12 College will institute a staged response, consistent with the Department’s Student Engagement and Inclusion Guidelines and Behaviour policy. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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
* referral to the appropriate Wellbeing Coordinator
* restorative practices
* detentions
* behaviour support and intervention meetings
* suspension
* 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>

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 Rainbow P-12 College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

1. **Engaging with families**

Rainbow P-12 College values the input of parents and carers, and we will strive to support families to engage in their child’s learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

* ensuring that all parents have access to our school policies and procedures, available on our school website
* maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
* providing parent volunteer opportunities so that families can contribute to school activities
* involving families with homework and other curriculum-related activities
* involving families in school decision making
* coordinating resources and services from the community for families
* ChildFirst support
* including families in Student Support Groups and developing individual plans for students.
1. **Evaluation**

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

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

* student survey data
* incidents data
* school reports
* parent survey
* case management
* CASES21 and Compass, including attendance and absence data
* SOCS

Rainbow P-12 College 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
* Made available in hard copy from school administration upon request

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](https://www2.education.vic.gov.au/pal/suspensions/guidance/1-suspension-process)
* [Expulsions - Decision](https://www2.education.vic.gov.au/pal/expulsions/guidance/decision)

**Further information and resources**

* Statement of Values and School Philosophy
* Bullying Prevention
* Child Safe Standards

## POLICY REVIEW AND APPROVAL

|  |  |
| --- | --- |
| Policy last reviewed May 2021. Approved by | School Council |
| Next scheduled review date | May 2024 |

**APPENDIX A: Student Wellbeing and Engagement Flowchart**

**Student Code of conduct**

**School Processes**

**Welfare/Engagement Policies**

**Classroom management issues**

4 step process

Warning - move – detention - removal

**Out of class management issues**

**Welfare Issues**

**Referral to Co-ordinator**

Via Compass Chronicle

**Referral to Co-ordinator**

Via Compass Chronicle

Talk to student

Agreed consequence

Restorative practices

Ring Parent

Meeting with Parents

In school suspension

**Suspension**

Consult Principal

Pre suspension meeting

Consult

Co-ordinator/Form teacher/ Teacher/Advocate

Ring Parents

Meeting with parents

Referral

Student support

CAMHS

**Depending on issue**

**Bullying**

**(Register)**

Co-ordinator provides timely feedback to teachers re: engagement strategies

Maximum consecutive days : 5 days

Maximum period in one year : 15 days