

Student Wellbeing and Engagement Policy 2017 - 2019



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.

Hallam Senior 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

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2. School values, philosophy and vision
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1. School profile

Hallam Senior College services a diverse residential district within the rapidly expanding south eastern growth corridor of Melbourne. The College draws students from varied social, economic and cultural backgrounds and recognises and values the diversity of its community. The SFOE Index is currently 0.5590.

Hallam Senior College is committed to providing an excellent and inclusive education for all students in a secure, supportive and educationally challenging environment. We provide comprehensive programs at Years 10 – 12 through a broad range of Year 10 subjects, VCE studies, VET certificates and VCAL programs all leading to further education, employment and training. Our purpose is to prepare our young people to confidently and successfully embrace the challenges of life by providing flexible options for students through personalising subjects and programs to meet individual needs. The College values relationships built on respect and responsibility where the relationships between people, learning and the environment frame our actions.

We have worked hard to establish common beliefs and understandings in our school about learning. We believe that all students can learn, achieve and succeed whatever their starting points. Students are treated as young adults with staff-student relationships based on mutual respect, cooperation and a focus on the common goals – learning, achieving and succeeding.

Students come to Hallam Senior College from more than 70 different schools. Many students are seeking access to vocational programs, the Sports Academy or VCE subjects unavailable in their current school.

The College works in "Alliance" with the former colleges of Eumemmerring College (Gleneagles and Fountain Gate Secondary Colleges) as part of the demerge of Eumemmerring College (2008) agreement. The basis of the agreement is that the Colleges must work cooperatively together for the provision of senior secondary education for young people in the area. Described as a "Programs Approach" the focus of provision is on the students and their choices. In practical terms this extends to timetabling, subject provision, alignment of course counselling, activities calendars across the schools for senior secondary students, timetabling of exams and decision around pupil free days.

Hallam Senior College: Student Engagement and Wellbeing Policy 2017 – 2019

While the College has experienced continued growth since the demerge such that in 2013 there were 1000 students enrolled, enrolment trends into 2018 are declining. There are a range of reasons for the shifting enrolment including challenges for a school that has no direct feeder schools. Enrolment and attraction is largely coming from the Alliance with the former Eumemmerring College schools although we have developing relationships with two P-9 schools (Doveton College and Timbarra College). Significant programs within the Sports Academy and an exceptional Trade Training Centre are also significant attractors. These programs are complimented by VET provision through the SELLEN VET Cluster, enabling students from 40 secondary colleges in the South East to access VET Certificates that we have to offer. An additional number of secondary providers have students coming to us seeking VCE subjects, a vocational environment or a “second chance”.

Hallam Senior College is a Registered Training Organisation with 12 VET Certificates on our scope. A further 8 VET Certificates are auspiced by other RTOs. Significant investment has occurred in recent years to ensure that we meet compliance and VRQA audit processes alongside supporting our trainers to meet their obligations and maintain professional development and industry currency.

As mentioned above, the school is also the recipient of Trade Training Centre funds with the significant site being at Hallam Senior College. The TTC partners are Gleneagles SC, Fountain Gate SC, Hampton Park SC, Narre Warren South P-12 College and St John’s Regional College Dandenong.

Our students are grouped into sub schools based on their subject and program selection. This grouping enables students who come from as many as 80 different schools to come together with other students with similar interests and passions. The sub schools are: Traditional Trades and Technologies; Arts and Humanities; Sport and Health Sciences and Science, IT and Commerce. The sub schools are the cornerstone of communication and administration for students and their families. Attendance and pastoral care are administered and monitored by the Sub Schools ensuring that students in each sub school have a group of adults who know them well and follow their progress.

Over the course of the last few years we have focused on embedding a culture of a differentiated style of learning delivery across the certificate areas. Differentiation has been the precursor to the development of a unique pedagogical framework designed for students in the later years of school. Out of this work the IDARE (Intention, Delivery, Application, Review & Engagement) instructional model has emerged. IDARE forms the basis of the learning environment and is currently enhanced by the school’s commitment to the High Reliability Literacy Strategies (John Munro), the AVID program (Advancement Via Individual Determination) and the notion of “growth mindset”. In our school we expect our teachers to have belief in all students’ abilities to learn, achieve succeed and excel.

2. School values, philosophy and vision

Hallam Senior 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 of Relationships, Respect and Responsibility, basing our behaviours on our Guiding Principles and Actions at every opportunity.

Our school’s vision is to provide all students with the maximum opportunity for personal and academic growth in a supportive environment, one specially designed for students in the later secondary years.

Our Statement of Values is available on the Hallam Senior College website at www.hallamssc.vic.edu.au

Hallam Senior College Whole School Engagement Statement

Hallam Senior College intends to create a positive learning environment through a focus upon student engagement, attendance and wellbeing. It understands that student engagement forms the basis for learning. The school’s strategic plan aims to implement teaching and learning practices that engage all students and respond to their learning needs. Hallam Senior College also understands that students must feel valued, safe and secure if they are to achieve their personal and educational potential. It has created student management structures and wellbeing programs which respond to diversity, promote connectedness to school and facilitate wellbeing. All members of the school community are expected to build relationships that respect diversity and individual rights and promote individual responsibility for learning and behaviour. The school promotes positive behaviours and uses a staged response of logical consequences to acknowledge positive behaviour and address inappropriate behaviour. Student behaviour is monitored and communicated to relevant staff and parents where appropriate via the Compass School Manager program.

Corporal punishment of students is prohibited.

In order to understand and meet the needs of our students the school consults with students, parents, partner organizations, support organizations and the broader community. This consultation is both informal and formal, ranging from conversations and focus group discussions to formal surveys on specific issues which are used to inform decision making about school issues. Student voice is developed through the Student Leadership Program and students are asked to provide opinion about many of the factors that influence their time at school including such things as dress code, pastoral care, school events and teacher performance through surveys and focus groups.

3. Engagement Strategies and Structures

Sub School Structure

Students at Hallam Senior College are grouped into one of four sub schools depending upon their learning program. Sub school staff monitor the educational and social/ emotional welfare of each student in the sub school and build positive relationships with students in order to do so. Sub school staff implement processes to maximise attendance, facilitate successful completion of the relevant senior certificate (VCE or VCAL), promote health and wellbeing and facilitate pathways planning.

Attendance

The College believes that full attendance promotes engagement and facilitates successful teaching and learning. The College has initiated a student management system that focuses on monitoring attendance and applying interventions when students are absent from school. Teachers are accountable for roll marking and reporting of absences through Compass School Manager. Engagement Officers in each Sub School follow up absences. Regular feedback to students and their families, counselling and Attendance Improvement Plans are features of the attendance process.

The School has implemented PANDA Awards (Perfect Attendance No Days Absent) to encourage improved attendance.

Please see the school's Attendance Policy, Attendance Improvement Procedure and Student Attendance Contract.

Study for Success Program

The school provides supervised study sessions in the Library, Tuesday to Thursday from the end of the school day until approx. 5:30pm. Teachers volunteer their time and the coordinator of the program arranges for tutors from universities to be present to assist students. An afternoon snack is provided to students.

Breakfast Club

A breakfast club is run on a Friday by a dedicated group of teachers who work with community organizations to provide our students with breakfast once a week. The program is designed to improve knowledge about nutrition as well as build relationships between students and students and teachers.

Esmart framework

The school is committed to the ESMART framework (Alannah & Madelaine Foundation) which informs the school's digital technologies safety policies and practices. Please refer to the College Digital Technologies Acceptable Use Policy.

SMART class

All students have regular timetabled access to an adolescent health promotion program through SMART class. Students meet in sub school groups once a week for fifty minutes to learn about a range of health and wellbeing issues including Mindfulness training (e.g Smiling Minds). SMART class is also the vehicle for the Career Action Plans as well as other pathways and pastoral activities.

Student Voice & Student Leadership

The school continues to build its student leadership program and extend the range of opportunities for student voice to be captured and used to inform teaching practice, including the design and evaluation of school programs. During 2018 the current student leadership team will be expanded to include a Student Representative Committee and will be consulted on a variety of student issues including student wellbeing and mental health, college environment and learning and cocurricular programs and events.

Multicultural Day

An event designed to celebrate the diversity of the students and staff at the college. The event is open to the community and enables deeper understanding and positive recognition of the cultures represented at the school.

Positive Recognition Program

The school continues to build a positive recognition program that rewards students for achievement, effort and citizenship with a range of awards. The program is designed to strengthen students' relationship with the school community. It allows members of the school community to give positive feedback and express their gratitude for those whose behavior demonstrates school values. Please refer to the College's Positive Recognition Program.

Professional Learning

The school has committed to enhancing teachers' ability to support the wellbeing of our young people by utilizing the Resilience Rights and Respectful Relationships Program (RRRR). Professional learning sessions about issues relevant to our students' lives will continue to be offered to staff on a regular basis using the expertise of wellbeing staff and agencies associated with our school. There will also continue to be a professional learning emphasis upon teachers further developing and sharing behavior management strategies that promote positive behaviours.

Literacy & Social Support Program

Hallam Senior College provide a literacy and social support program for students with an identified need.

Community Partnerships

We engage with a range of agencies and external organizations to address the needs and enhance the experience of our students in the senior years of schooling.

3.1 Supporting Positive Behaviour and Relationships

Teachers encourage positive behaviour through frequent positive feedback to students, both formal and informal. They communicate positive behaviours to parents through the reporting system and parent teacher meetings/ conversations. Student participation and achievement is recognised and celebrated within the school community through the Compass merit system, newsletters, assemblies and awards presentations.

The College has introduced the IDARE Instructional Model to assist teachers to plan and deliver lessons that builds on prior knowledge, makes the learning intentions for each lesson known to students and informs them of the criteria needed for success. Teachers ensure new knowledge is embedded, and sufficient practice is provided for mastery. The school's Performance and Development Program will continue to focus upon improving the range and quality of feedback that students receive on how to improve their learning. This is because our staff believe that when students are more confident with their learning they are more engaged with school.

The Hallam BASICS have been introduced to ensure that all students received consistent messages about what behaviours are required to assist successful learning, and to allow teachers and students to create a purposeful and orderly learning environment. Teachers are expected to develop their own classroom management plans and strategies around implementation of the BASICS with the support of their Sub School Teams and the Leadership Team. A staged response to infractions of the basics is implemented with strategies to support students to change challenging and self-defeating behaviours before there is serious impact on their participation in classes.

Hallam Senior College acknowledges that parents and care givers expect to be involved in their student's schooling. It fosters a cooperative approach through regular and timely communication including program enrolment interviews, phone calls, emails, parent teacher interviews and meetings. Parents have access through the Compass School Manager program to reports and attendance records. The school informs and involves parents in student engagement issues where appropriate, establishes a Student Support Group and will include intervention from specialist services and community agencies when necessary.

Should students show signs of being disengaged with their learning through absence, unsatisfactory academic achievement or inappropriate behaviour teachers refer to their class room management plans to encourage positive behaviours and evaluate their pedagogy. Teachers seek support from their sub school colleagues and wellbeing staff in a timely manner for continuing or serious issues.

With respect to breaches of the Student Code of Conduct any imposed consequence is combined with a process that focuses on encouraging the student to take positive action to address the situation and repair damaged relationships. A restorative approach will form part of the response to encouraging positive behaviours. For example:

A restorative question approach:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • What did you think when you realized 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 to inappropriate behaviour

- The restorative 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 Learning and Engagement Leaders, Sub school Leader and or a Principal; all persons affected in the incident and be documented.
- There will be situations where a formal conference involving the before mentioned people, parents, support persons and convener 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.

4. Identifying and Supporting Students with Individual Needs

Collection of student data and information (new enrolments)

Members of the Student Support Team conduct transition meetings with Alliance Schools and Timbarra and Doveton P-9 colleges during Term 4 to gather any learning or social/behavioural information on individual students that will assist with their learning. All students and parents are interviewed for enrolment and, in addition to subject and elective selections, information is gathered on any individual needs. Where appropriate authority is signed to seek additional information from external services or previous schools, as well as permission for further testing.

Handover information may include current school reports, psychological and/or speech pathology assessments and reports from external services.

All new Year 10 students complete the ON DEMAND literacy and numeracy testing during their transition program. This is repeated later in the following year.

Individual Learning Plans, MIPs & Career Development Programs

Students need to be guided to make decisions and set goals that help them to progress through school and transition to employment, further education and training. Our World of Work program, Applied Learning programs, Work Placement/ Experience programs and MIPs planning process are important components of a whole school career development program that helps students to achieve self-awareness, obtain knowledge about different career paths and develop strategies that help them to achieve independence. Individual Learning Plans are negotiated and implemented for students at risk of not achieving success in their chosen program.

Student Support Services Team

The school's Student Support Services Team is a multidisciplinary team overseen by the Assistant Principal (Student Wellbeing and Engagement) and coordinated by the Leading Teacher – Student Support. This team collaborates to ensure that school and DET resources are employed to meet individual student needs. A broad range of community resources are accessed to assist students as appropriate. The college currently employs two full time social workers, a speech pathologist, an additional counsellor and a team of Teaching Assistants to support students with individual needs in the classroom. The school has a School Nurse to focus on health and mental health education two days per week. The school also has a Headspace counsellor one day per week and a worker from the Centre for Multicultural Youth one day per week. The school is also part of the Doctors in Schools Program and provides medical services for students one day per week.

The team meets weekly with SSSO in attendance and management plans are discussed for students involved with the team. New referrals are allocated to the appropriate personnel during these meetings. Additional testing may be indicated.

ATSI, Pasifika and Refugee support

The college annually appoints teachers to support roles for discrete groups of students. Each of the teachers is provided with a time allowance to identify needs and coordinate support for students in these cohorts.

5. Student Rights And Responsibilities

Hallam Senior College's declaration of Rights and Responsibilities is consistent with state and federal laws. These laws include the Child Safe Standards, Ministerial Order No. 870 (2015), Equal Opportunity Act(2010), the Disability Discrimination Act(1992), this Disability Standards(2005), the Education and Training Reform Act (2006) and the Victorian Charter of Human Rights and Responsibilities Act (2006) which states the following:

- All people are born free and equal in dignity and rights
- Human rights belong to all people without discrimination
- The diversity of the people of Victoria enhances our community Human rights come with responsibilities
- Human rights must be exercised in a way that respects the human rights of others

The Hallam Senior College community is enhanced by diversity (see school profile data) and it does not tolerate the expression of discriminatory attitudes and behaviours. It rejects racism, sexism and ageism as well as disability- based, religious, class- based, and homophobic discrimination.

The school community does not accept any form of harassment, bullying, violence, vilification, intimidation or exclusion. This includes cyber bullying and harassment using mobile technologies.

All members of the College community have the right to:

- Be treated with respect and dignity
- Participate fully in an environment free of discriminatory behaviour
- Feel valued, safe and supported in an environment that encourages freedom of thought and expression

All members of Hallam Senior College community have the responsibility to:

- Understand that discrimination is unlawful
- Act in a way that respects equality of human rights for all members of the community
- Contribute to a positive learning environment for all members of the school community.
- Ensure that their behaviour and views do not impact upon the wellbeing of other members of the school community

All students have the right to:

- Learn and socialise without interference or intimidation in a safe and secure environment
- Be treated with respect and fairness
- Access a learning program that meets their individual needs as they move through the senior years of secondary schooling

All students have the responsibility to:

- Respect the rights of others to learn and socialise without interference or intimidation in a safe and secure environment
- Treat all members of the school community with respect and fairness and follow school policies and procedures
- Participate fully in their learning program

All staff have the right to:

- Receive respect and support from all members of the school community
- Work in a safe, orderly and co-operative environment
- Use discretion in the application of rules and consequences

All staff have the responsibility to:

- Build relationships with students to encourage engagement in learning, regular attendance and positive behaviour
- Treat all members of the school community with respect and fairness and abide by school policies and procedures
- Deliver curriculum that meets the learning needs of individual students
- Behave in accordance with Ministerial Order No. 870 (Child Safe Standards, 2015) and the Hallam Senior College Child Safe Code of Conduct.

All parents have the right to:

- Know that their child is learning in a safe environment that encourages wellbeing
- Expect communication from the school and participate in their child's education and learning
- Expect that their child will have access to a learning program that meets their individual needs

All parents have the responsibility to:

- Build respectful relationships with members of the school community through courteous behaviour
- Promote their child's regular attendance and provide the appropriate learning materials
- Become familiar with school policies and procedures that are relevant to their child's education

6. Shared Community Expectations

The school community has developed values and shared expectations to ensure that the learning, safety and rights of all members of the school community are respected. Our expectations are intended to be positive in that they set out what is expected and appropriate behaviour 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. Teacher, student and parent forums acknowledge the importance of creating relationships built upon respect and responsibility. The expectations below have been decided by the student body and endorsed by teachers and parents.

Respect

We acknowledge and accept each person's culture and views
We treat each person with empathy and courtesy
We make others feel secure and safe in the school environment

Responsibility

We lead by example and own our actions
We are trustworthy and loyal
We know that we have a job to do and we do it

Relationships

We communicate and work together, we believe in cooperation and coexistence

We encourage and support each other

We understand how our behaviour affects other people

6.1 Staff Expectations

Engagement

The College leadership team:

- Upholds the right of every young person to receive an education that provides an individual pathway to further education, employment and training.
- Ensures that 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
- Works with the school community to develop policies and procedures consistent with its values and the Department's guidelines
- Ensures that school programs are responsive and relevant to diverse student needs
- Provide opportunities for student views to be represented in the design of school policies and procedures

Teachers

- Develop relationships with students that encourage engagement, wellbeing and learning
- Develop a pedagogical style that engages students with a range of preferred learning styles
- Develop curriculum and assessment that allows students to achieve success and extend their capabilities
- Reward and recognise positive behaviour
- Develop a consistent, staged response to inappropriate behaviour that incorporates a restorative approach
- Communicate issues / incidents to the relevant school staff and parents/ carers

Attendance

Staff promote the importance of regular student attendance to all members of Hallam Senior College Staff implement the school's attendance policy and procedures.

Behaviour

The College leadership team will:

- Work with the school community to create and implement policies, structures and procedures that promote positive behaviours
- Provide professional learning and support structures to assist staff to increase their ability to foster positive behaviours
- Monitor behaviour issues at the school and facilitate a whole school approach to management and prevention

6.2 Student Behavioural Expectations

Engagement

All students are expected to:

- Respect and learn from other people's views
- Be fully committed to their learning and use the resources available to them
- Behave in ways that allow others to learn

Attendance

All students are expected to attend classes every day that the school is open to students. If a student is unable to come to school then he/ she must provide an explanation to the school. Students should be on time to class and come prepared to learn with the appropriate materials.

Behaviours

Students are expected to:

- Behave in a way that supports the wellbeing and safety of all members of the school community as outlined in the Student Code of Conduct which is included in the student diary
- Understand that bullying, including cyber bullying and harassment using mobile technologies, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Understand that the school will apply a staged response to encouraging positive behaviour

6.3 Parents/Carers Expectations

Engagement

Parents / carers are expected to:

- Support the school's efforts to foster the learning, safety and wellbeing of young people by supporting school policies and procedures and promoting an understanding of school policies to their children
- Provide the school with all relevant information about their child and communicate any issues they may have about their child's welfare or education
- Participate in student support group meetings when requested
- Respond to phone, email or written requests for contact, and attend parent teacher interviews, student activities and celebrations as appropriate

Attendance

Parents are expected to:

- Ensure that their child attends school regularly
- Provide the school with an explanation of their child's absence from school on every occasion
- Provide accurate contact details to the school

6.4 Actions and Consequences

6.4.1 Recognition of positive behaviour

Hallam Secondary College acknowledges students who meet shared expectations through recognition and encouragement. The Rewards and Recognition program includes:

- An emphasis on strength based feedback /growth mindset in classrooms
- Compass merit system
- AVID merit awards
- Principal awards
- PANDA awards
- Celebration assemblies
- Reports
- References
- Newsletters
- Leadership opportunities
- The right to represent the school
- Scholarships
- Awards night

Please see the Hallam Senior College Positive Recognition Program document

6.4.2 Consequences for Inappropriate Behaviour

Should a student not meet expectations staff act to encourage the student to adopt positive behaviour. These consequences:

- Are fair and consistent

- Are staged and incremental
- Are relevant and meaningful
- Encourage the student to take responsibility for their actions
- Encourage the student to empathise with others
- Include emphasis on repairing broken relationships

6.4.3 Range of Consequences

Hallam Senior College will apply a range of consequences to address inappropriate student behaviour. The exact consequence will depend upon the nature of the behaviour and the student's behaviour record. Consequences include:

- Talking to the student about rights and responsibilities
- Giving demerit points
- Discussing appropriate behaviours and making agreements
- Teaching appropriate behaviours
- Contacting parents
- Actions to make things right (this may include apologies, cleaning up, paying for damaged property, going home to change into uniform)
- Asking the student to undertake tasks to assist development of positive behaviour (this may include mediation, anger management etc.)
- Designing Individual Learning Plans
- Behaviour Support Plans
- Safety Plans
- Counselling
- Behaviour contract
- Withdrawing privileges (may include staying in part of lunch / recess due to repeated lateness)
- Giving detentions/redemptions (these are given after parents have been notified)
- Withdraw temporarily from class (this may include internal suspension for short periods of time/ supervised timeout)
- Holding student support group meetings (include parents/ care givers and relevant support staff)

The following consequences are used as a last resort for continuing inappropriate behaviour or isolated incidents that threaten the health and wellbeing of any member of the school community.

- Negotiating alternative pathways or settings
- Suspension

Suspension / expulsion procedures are determined by Ministerial Order 1125

<https://www.education.vic.gov.au/Documents/school/teachers/studentmanagement/MinisterialOrder1125SIGNED.PDF>

6.4.4 Student Management Process

1. Low level classroom or community incidents (e.g in the yard, on an excursion)

Teachers create an individual classroom management plan based upon the Hallam Senior College Student Engagement Policy and consistent implementation of the Hallam BASICS to encourage positive behaviour in students.

Individual teachers are expected to act to address inappropriate behaviours in the first instance using a consistent, staged approach.

- The teacher's classroom management plan should include a restorative approach and consequences for inappropriate behaviour consistent with those outlined above and Section 3.1 of this document.
- Teachers document incidents on Chronicle and are expected to initiate communication with parents / guardians as appropriate. Teachers are encouraged to seek advice about managing student behaviour from Sub School Staff.

- Teachers will receive relevant information about the learning, social / emotional needs of individual students in their classes etc.

2. Ongoing inappropriate or disruptive behaviours in the classroom or community (e.g. yard or on an excursion)

- Teachers respond to ongoing or severe, disruptive behaviour by referring through the Compass student management system, and sub school staff.
- The LEL counsels the student, and consults with the teacher, Wellbeing and Pathways staff and the Assistant Principal (Student Engagement and Wellbeing), where appropriate, to decide consequences. Consequences must be embedded in a restorative approach and support the student to develop positive behaviours (e.g. include a behaviour support plan).
- Consequences and interventions are recorded on Compass and communicated to parents / guardians and the relevant staff in a timely manner by sub school staff or assistant principal as appropriate.

3. High level defiance or unsafe behaviours

- Teachers who require immediate assistance for behaviour threatening the safety of staff or students, or severely disruptive behaviour seek assistance from a colleague (teacher in nearest staff room, sub school leader, LEL, member of the principal team). The incident must be logged on Compass and followed up as per Step 2.

Please see the Hallam Senior College Staff Handbook for associated policies and procedures.

5. Evaluation

Hallam Senior College collects 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
- Compass Chronicle entries
 - incidents
 - wellbeing
 - attendance
 - positive recognition
- school reports – including academic at risk
- parent survey
- case management
- Doctors in Schools data
- Nationally Consistent Collection of Data (DET)
- CASES21
- SOCS

Review Date	November 2016 (updated September 2018)
Review Team	BOW, LYA, MAR, CAU, BUZ, ,Geoff Brown
Date of Next Review	November 2019
Links / Resources	Student Engagement - School Policy and Advice Guide