STUDENT WELLBEING & ENGAGEMENT POLICY 2024 - 2026

Help for non-English speakers

If you need help to understand the information in this policy, please email the General Office cranbourne.east.sc@education.vic.gov.au.

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.

Cranbourne East 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, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

SCOPE

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

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POLICY

1. SCHOOL PROFILE

Cranbourne East Secondary College is situated in the Hunt Club Estate in Cranbourne East. It is located within a high growth area. The College is a Years 7 to 12 Secondary School. The school commenced in 2011, with an intake of around 150 Year 7 students. The school currently has an enrolment of around 1856 students, with predicted enrolments for 2023 being approximately 1925.The college was established through a private/public partnership. The Student Family Occupation index of 0.56 places the college close to the state mean in relation to the socio-economic profile. Currently in 2022, the college has 171 staff employed including 7 PCO members. Our school is culturally diverse with a significant number of students born overseas (with 5.45% being refugees). Approximately 1% of students are indigenous. We are proud of our diversity and inclusive school community. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

Cranbourne East Secondary College (CESC) is committed to providing an inclusive, safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

CESC students are supported by committed teachers and Education Support staff and a Principal Class and Leading Teacher Team who are committed to improving student learning outcomes. The school is led via a distributive leadership model that promotes shared leadership throughout the College.

CESC provides a broad range of educational opportunities to cater for all students. The College ensures smooth transitions in each year level and works in collaboration with feeder schools and outside agencies to best cater for the holistic needs of the student. It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the students achieving success. The teachers at the College work collectively to ensure that all students feel valued and cared for and that they have meaningful opportunities to contribute to the College and effectively engage with their learning. This College has curriculum and programs that are designed to be engaging and inclusive whilst recognising and responding to the diverse needs of all students.

The College strives to be a learning community where students and staff can relate well to each other, and where different ideas and viewpoints are valued and respected.

This ethos is built on the following values:

- Respect
- Growth
- Achievement
- Responsibility

Cranbourne East Secondary College's vision is to ***"give every student, every opportunity to exceed their potential by providing a high quality pathway to success."***

Cranbourne East Secondary College Statement of Values & Philosophy can be found here.

Guiding principles

Cranbourne East Secondary College strives to provide a secure and stable environment in which students can learn and develop individual skills and abilities. The following strategies include:

- The school collaboratively developing and implementing a fair and respectful whole-school engagement and behaviour management approach
- The school's curriculum including pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and building a culture of learning, community and engagement
- The school promoting active student participation and providing students with a sense of ownership of their environment
- The school supporting families to engage in their child's learning and building their capacity as active learners
- The school promoting active 'student participation' as an avenue for improving student outcomes and facilitating school change
- The school establishing social/emotional and educational support for vulnerable students and monitoring and evaluating progress
- The school establishing processes to identify and respond to individual students who require additional assistance and support
- The school building strong links with the local community to gain access to an extended network of community members; professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

3. WELLBEING and ENGAGEMENT STRATEGIES

Cranbourne East Secondary College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, respectful relationships for all students in our school. We recognise the importance of student friendship and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Pro-social values will be a whole-school focus and include close links with the Curriculum. The Victorian Curriculum and Australian Curriculum include the learning domain of Physical, Personal and Social Learning, which encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In this context, the College curriculum will include values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

There are also intervention strategies in place to address inappropriate behaviours, which can negatively impact on the learning environment of the self and others. A summary of the universal (whole-school), targeted (group-specific) and individual engagement strategies used by our College are outlined below:

Universal strategies	**Targeted strategies**	**Individual strategies**
• Our College will deliver a broad curriculum including offering VET programs, VCE and VCAL • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Our college has high and consistent expectations of all staff, students and parents and carers	• Students identified as needing extra support will have an IEP and/or BSP addressing their learning behaviour needs • All students from Years 7 and above will be assisted to develop a Career Action plan • Koorie students are supported to engage fully in their education, in a positive learning environment	• Strategies to support attendance and engagement of individual students include: ○ Meeting with students and their parent/carers to discuss how best to help the student engage with the College ○ Establishing a Student Support Group

• Our College will develop behavioural expectations for all members of the College community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families • Our College will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies, RGAR Point Awards and via communications to parents • All students will have the opportunity to participate in wellbeing programs that promote social and emotional learning • Students will have the opportunity to contribute to and provide feedback on decisions about College operations both through the Student Voice and other more informal mechanisms • Our College endeavours to prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing • Our College creates a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued • CESC welcomes all parents/carers and is responsive to them as partners in learning • CESC analyses and responds to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data • Teachers at Cranbourne East Secondary College use an 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 Cranbourne East Secondary College adopt a broad range of teaching and assessment	that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. • our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school • we support learning and wellbeing outcomes of students from refugee background • we provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on LGBTIQA+ Student Support • College wellbeing staff and external agencies will undertake health promotion and social skill development in response to needs identified by classroom teachers or other College staff during the year. • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatised Children, and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care. • Students with disrupted education will be supported through targeted learning programs. • Staff will apply a trauma informed approach to working with students who have experienced trauma • Allocated Home Group teachers will use the allocated time to build relationships and connections with students • All students in out of home care are supported in accordance with the department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an ILP and SSG and being	○ Seeking extra resources under the Program for Students with Disabilities for eligible students ○ Developing a Behaviour Support Plan and/or Individual Education Plan ○ Considering if any environmental changes need to be made, for example changing the classroom set up ○ Referring to internal support services e.g. Student Wellbeing Coordinator or Student Support Services. ○ Referring to external support services including Child First, Local Government Youth Services, Community Agencies – e.g. Headspace, Navigator, Child first, Lookout ○ Provide Care Team meetings with various attendees to support the individual student and family ○ Liaise with Department officers to support individual cases e.g.: Regional Engagement & Attendance officer ○ Establish Student Support Groups for students with disabilities, in Out of Home Care and with other complex needs that require ongoing support and monitoring. diverse learning needs. Further information can be found here. ○ Engaging with our regional Koorie Engagement Support Officers

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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 College has carefully planned transition programs to support students moving into different stages of their schooling
• CESC monitors student attendance and implements attendance improvement strategies at a whole-school, cohort and individual level
• Our College engages in school wide positive behaviour support with our staff and students, which includes programs such as:
  • Respectful Relationships
  • Safe Schools
  • opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities.)
	referred to Student Services for Educational needs assessment
	• students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
	• School Wellbeing team to provide support and where appropriate refer to services such as Navigator and Lift Off to assist families.	

4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Cranbourne East Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Cranbourne East Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Enrolment information including health and medical information
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Observations made by staff in classroom and during the school day.
- Chronical entries made on the student management tool (Compass)
- Engagement with student families and agencies.

See the appendices for support documents in the implementation of engagement strategies in the College:

- **Appendix 1: Statement of Rights and Responsibilities**
- **Appendix 2: Shared Behaviour Expectations**
- **Appendix 3: Staged Response Checklist for Students with Behavioural Issues**
- **Appendix 4: Processes for Responding for Responding to Breaches of Behaviour Expectations**

5. STUDENT RIGHTS AND RESPONSIBILITIES

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

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Students who may have a complaint or concern about any incidents occurring at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

The College is committed to support multi-culturalism, the prevention of racism, sexism, bullying and violence and the recognition of disability discrimination laws. Staff and students must comply with many Acts of Parliament, including:

- Ministerial Order No. 1359 Child safe Standards.
- The Equal Opportunity Act 2010;
- The Disability Discrimination Act 1992;
- The Charter of Human Rights and Responsibilities Act 2006.

This College encourages personal responsibility and self-discipline. Positive attitudes and appropriate behaviour will be rewarded and inappropriate behaviour should result in logical consequences, which encourage students to learn from their mistakes.

The ***Ministerial Order No.1359*** sets out a compliance to child safety, embedding a culture in Victorian schools of 'no tolerance' for child abuse. Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

See the appendices for support documents in the implementation of child safety strategies in the College and further information can be found on the Department of Education and Training website here.

The ***Equal Opportunity Act 2010 (Vic)*** sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.
Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- Age
- Breastfeeding
- Gender identity
- Impairment
- Industrial activity
- Lawful sexual activity
- Marital status
- Parental status or status as carer
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes).

The ***Charter of Human Rights and Responsibilities Act 2006 (Vic)***

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity.

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The Charter outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. The Human Rights are listed below:

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights.

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must act compatibly with the Charter and consider appropriately human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights.

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

The ***Disability Standards for Education 2005*** clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 2005.* The standards cover enrolment, participation, curriculum development, student support services, harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional staffing, providing special resources or modifying the curriculum
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers

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- Benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

The ***Education and Training Reform Act 2006 (Vic),*** which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that;

  - realises their learning potential and maximises their education and training achievement
  - promotes enthusiasm for lifelong learning
  - allows parents to take an active part in their child's education and training.

6. STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students, are grounded in our school's Statement of Values and student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Student bullying behaviour will be responded to consistently with Cranbourne East Secondary College's Bullying Prevention policy.

The College's whole-school behaviour management approach is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus is on prevention and early intervention strategies that: -

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for problem behaviour
- Establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- Provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Provide a physical environment conducive to positive behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour.

The agreed classroom behaviour expectations listed below apply to all classes across the College and staff are expected to reinforce these daily:

- Wait outside classroom for your teacher and follow the classroom lesson expectations
- Listen to and follow instructions
- Be pleasant to other people and allow them to get on with their work
- Take care of the classroom/learning space and the equipment you use
- Follow all safety expectations of the school.

Shared behaviour expectations for students, parents/carers and school staff are detailed in **Appendix 2.**

ATTENDANCE

So that students maximise their educational opportunities at the College, regular, consistent attendance is essential. Attendance is closely monitored by the College attendance officers and individual attendance is tracked, and contact is made with home in a timely manner, to alert parents and guardians of unaccounted for absences. Parents can use Compass when advising the school in advance of an absence or if a student is absent from school then parents can use

Compass to notify the school or students can, on their return, provide a parent signed note explaining their absence to their Home Group Teacher.

If students absent themselves from College without parental/guardian consent, or if the College deems the reason for the absence as unacceptable, then an appropriate consequence for this action will be applied.

In the case of ongoing or frequent absenteeism, a meeting that could include Year Level Co-ordinator, Student Wellbeing Co-ordinator, Assistant Principals, Principal, student and parents/guardians will be arranged. Means to support the student to attend College will also be examined. Parental support in these matters is vital to ensure the best possible educational opportunities for our students.

Students who are taking extended absences from school must have a Student Absence Learning Plan to support the education of students who are absent from school for an extended period. It may also be useful to develop a Return to School Plan for students who have been absent for an extended period.

LATE FOR SCHOOL

All students who are late to school must sign in at either the front office or year level admin office where they are issued with a late pass. This is regardless of whether a phone call has been made or it has been entered on Compass in advance. Repeated lateness will result in contact made with families, meetings held to determine the issues of concern and appropriate consequences negotiated.

LEAVING SCHOOL GROUNDS

The College undertakes legal responsibility for students during College hours, including recess and lunchtime. No student may leave the grounds without permission, in writing, from a parent/guardian and countersigned by a member of the student's Year Level Leadership team. They must then sign out at either the front office or year level admin office where they are to present the consented note before leaving the school.

7. SCHOOL ACTIONS- RESPONDING TO CHALLENGING BEHAVIOUR & DISCIPLINE

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of challenging behaviour, a more targeted response will be required which may include both support measures and disciplinary measures. The disciplinary measures that may be implemented for incidents of challenging behaviour will depend on the nature and severity of the incident. Successful interventions are underpinned by strong staff-student relationships, as they require an understanding of the underlying factors influencing behaviour and the immediate triggers for its occurrence. Intervention strategies may include:

- Developing a Behaviour Support Plan and/or Individual Education Plan
- Considering if any environmental changes need to be made, for example changing the classroom set up
- Explicit teaching of replacement behaviours (recognise students will need time to practice these before they become habitual).
- Engaging appropriate support services, such as a Student Welfare Coordinator, Student Support Services or community agencies to undertake assessments and/or provide specialist support
- Establishing a student Support Group to establish the student's needs and supports required
- Implementing appropriate disciplinary measures that are proportionate to problem behaviours
- Considering alternative learning or behaviour management options such as Student Development Centres or re-engagement programs.

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance **(see Appendix 3).**

DISCIPLINE

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- A restorative approach (e.g. repairing damage caused)
- A withdrawal of privileges
- A withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness **(see Appendix 4).**

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 Cranbourne East Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

8. ENGAGING WITH FAMILIES

Cranbourne East 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.

CESC values the input of families into its operations and curriculum offerings and seeks feedback through the Parent Opinion Survey and from parent representatives on College Council. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The College will create successful partnerships with parents/carers and families by:

- Ensuring all parents/carers are aware of the College's Student Engagement Policy and that all parents have access to our school policies and procedures, available on our school website
- Conducting effective College-to-home and home-to-College communications and maintaining an open, respectful line of communication between parents and staff
- Involving families with homework and other curriculum-related activities
- Involving families as participants in College consultation
- Coordinating resources and services from the community for families, students and the College
- Involving families in Student Support Groups and developing IEP's for students

Parent and guardian responsibilities for supporting their child's attendance and engagement are outlined under the Shared Behaviour Expectations **(Appendix 2).** Furthermore, parents are expected to act in a respectful and

constructive manner when dealing with our College. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Rights and Responsibilities **(see Appendix 1).**

9. EVALUATION

Cranbourne East Secondary College will collect data each year to understand the frequency and types of wellbeing, engagement and attendance issues that are experienced by our students, this will enable the College to measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data used include:

- The Attitudes to School Survey data
- College level report data
- School reports
- Parent survey data
- Data from case management work with students
- Data extracted from software such as CASES21 or SOCS.

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
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES

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

- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQA+ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion

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

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy

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- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Appendix 1

STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the College community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the College's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the College community.

Parents/carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the College in maintaining a safe and respectful learning environment for all students and to engage in regular and constructive communication with College staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure College property is appropriately used and maintained.

Appendix 2: **Shared Behaviour Expectations**:

Please refer to CESC Statement of Values Policy

Appendix 3: **Staged Response Checklist for Student Behaviour Issues**

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	**College actions**
Define and teach College-wide expectations for all.	Cranbourne East Secondary College strives to provide a secure and stable environment in which students can learn and develop individual skills and abilities. School wide expectations are explicitly taught to students as part of their transition to Cranbourne East Secondary College. This continues throughout the year for all students in classes, home group and during year level assemblies. In pastoral care, pathway to success and other

	year level programs, personal goal setting and how to a make success out of school is explored. A whole school behaviour code pyramid and expectations features in all classrooms and used to reinforce consistent college behaviour expectations. Year level meetings and communication between parents, students and college staff - face to face, on the phone and via an online student management tool reinforce these expectations as well
Establish whole school positive behaviour programs.	The school values of Respect, Responsibility, Achievement and Growth are embedded in our curriculum. The college delivers targeted prevention programs for small groups of students as well as for year levels and whole school. These promote wellbeing, mental health, safety and inclusion of everyone in the college community. All sub-schools have a dedicated Assistant Principal and all year levels have team leaders and team leader assistants that uphold student management and wellbeing in the college.
Establish consistent College-wide processes to identify and support students at risk of disengagement from learning.	The College has behaviour management processes for working with students who are having difficulties with behaviour at school. The classroom teacher is the first point of contact and the home group teachers and team leaders work closely with them in partnership with the parents/carers of students who are presenting with behavioural issues or concerns. Where problems escalate Year Level Leaders, members of the College Wellbeing Team and members of the Principal Class are involved. Students Support Groups Meetings are formed and meet with key college staff, the student and their family. Individual cases may be referred to DHS, Headspace, Child First, Psych Triage, DET SSSO staff, ELHMS and Region as a matter of course. Cranbourne East Secondary has a full time social worker, wellbeing coordinator and "Storm" trained staff that conduct risk assessments where warranted. Referrals are made to the Student Services Officer and the relevant Assistant Principal by concerned staff and a management program is put into place involving the relevant personnel.

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	**School actions**
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 such as Student Development Centres (if available)	

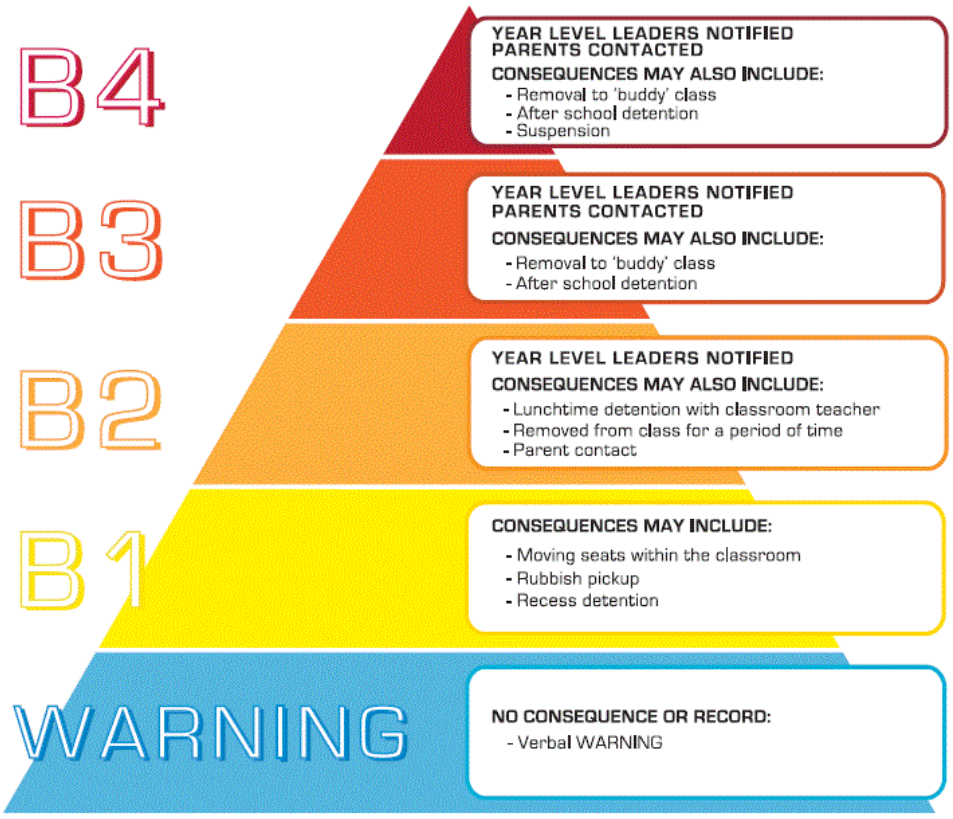
Appendix 4: Process for responding to breaches of Behaviour Expectations

Rules	***Classroom Teacher Responsibility***	***Year Level Leaders***
Overall behaviour expectations • Wait outside classroom for your teacher and follow the classroom lesson expectations • Listen to and follow instructions • Be pleasant to other people and allow them to get on with their work • Take care of the classroom/learning space and the equipment you use • Follow all safety expectations of the school	Adhere to the CESC Behaviour Code Pyramid See **Appendix 5.**	*Implement a staged response:* • *Speak with the student prior to actioning* • *Behaviour and attendance monitoring* • *Teacher meetings* • *Modified timetable* • *Referral for wellbeing support – school based and external as required* • *Restorative chat with affected parties* • *Behaviour Suppport plans* • *Student Support Group meeting with family and student* • *Student and parent contract* • *Lunchtime and after school detentions* • *Internal suspension* • *Recommendation to externally suspend and referral to AP*
Attendance and punctuality • Students must be on time to all classes • Students who are late to period one must report to the general office to get a late pass. • Students who leave school early must have a signed note from home or parent/guardian must have entered an absence chronicle directly onto Compass, which must be sighted by the year level administration or reception. • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (i.e.: signed note or medical certificate) must accompany all absences. • Students must not leave the school grounds without permission.	Check for a late pass from the office or a teacher. Speak to student about lateness and detain at end of lesson. If a pattern presents of lateness or the student circumstances warrant it, the Year Level Leaders and Home Group teachers of the student are informed for further investigation. Making up time missed in class is the preferred consequence, either at recess, lunchtime or after school.	*Track attendance of the Year Level Cohort.* *Set targets and a list of students with attendance concerns.* *Engage with families; run Student Support Group meetings and issue consequences and rewards around.* *Generate weekly reports on student attendance and raise awareness with all students and staff on the importance of attendance.* *Speak to student about lateness issues.* *Ongoing lateness: organise for parent conference to resolve issue.* *Follow through with student and/or parent/guardian/carer* *After three days' absence: Organise for attendance conference as per the school's attendance strategy. Inform Student Wellbeing Coordinator. Inform the Principal Class via distribution list.*

Uniform • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times.	Check for uniform passes issued by Year Level Leaders. If no pass, log the violation on the student data base record (Compass) and inform the Year Level Leaders who will investigate the matter further.	Check for a note from home and issue a uniform pass. **Removable item** 1. First offense – Item removed/confiscated and Lunchtime detention 2. Second offense – Item removed/confiscated and Afterschool detention 3. Third offense – Item removed/confiscated and Removal from class. Parent contact **Non-removable item** 1. Student is sent to Year Level Leader during Home Group 2. Year Level Leader makes contact home, writes a note in the Student Diary and issues consequence as above. 3. Student returns to class.
Bullying • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyber bullying, physical or sexual conduct, which is uninvited, unwelcome or offensive to a person.	*Report to Year Level Leader*	*Contact parents / guardians and run a Student Support Group meeting and involve the Student Wellbeing Team.* *Use educational resources to prompt reflection.* *Refer to the school Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, referral to intervention program and/or counselling.* *If the student behaves in a way that provides the basis for suspension, it will be the Principal's discretion to implement suspension with immediate effect after careful consideration of the severity of the situation.* *In cases of suspension with an immediate effect the relevant person will be contacted to inform of said suspension and a request will be made for collection of student immediately. Adequate supervision will be in place for student until such time, relevant person is able to collect student.* *In cases of suspension not taking effect immediately, a start date will be determined and governed by DET policy guide lines.* *All suspension processes will comply with DET guidelines.* *Where appropriate, run a restorative justice meeting to repair the harm between parties upon completion of consequence.*

Property and security • Students are to respect all school property. • Students must not enter staff rooms or classrooms unless supervised. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables. • Electronic devices must not be used without permission. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated.	Challenge behaviours around rights and responsibilities and impose consequences. For repeated offences, refer to Year Level Team Leader.	*Challenge behaviours around rights and responsibilities and impose consequences and run Student Support Group meetings* *For repeat offenders place sanctions that increase supervision and monitoring of behaviour.* *In the event of serious property damage or breaches of security parent / guardians are notified. Where possible, the student is required to repair damage. Parent / guardian may be required to meet costs if external services are needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.*

APPENDIX 5: CESC Whole School Behaviour Model



COMMUNICATION

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

- Available publicly on school website
- Included in staff induction processes
- Staff meeting/briefing
- Annual staff and school council training
- Staff handbook/manual
- Hard copy of the policy if requested

POLICY REVIEW AND APPROVAL

Policy last reviewed	Term 2 2024
Consultation	Staff consultation – Weekly news Staff consultation – sub school teams Parents – policy committee Parents – via compass communication SRC – student representatives
Approved by	Principal
Next scheduled review date	Mandatory review cycle for this policy is 2 years – Term 2 2026