

STUDENT WELLBEING & ENGAGEMENT POLICY			
Policy No: ES12		Version No: 1.2	
Ratified: June 2023	Review Cycle: 2 year		Last Review: June 25
Policy Owner: Assistant Principal Wellbeing		Approver: Principal	

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.

Fairhills High School is committed to providing a safe, supportive 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.

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

POLICY

1. School vision, philosophy and values

Fairhills High School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and

carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

School Vision

'Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment'.

School philosophy

Fairhills High School is a learning community for all. It is the school's duty to provide every student with the learning environment to thrive in.

Our values ensure we build and maintain respectful and positive relationships. The School Wide Positive Behaviour Framework, high expectations of community members and consistency of teaching practices via the FHS instructional model enables a supportive and orderly learning environment for our students.

We focus on innovative and engaging learning strategies that capture each student's interests at their point of need.

Through our personal growth programs our students are given the necessary learning and life skills to overcome any obstacles they will face at school and beyond.

Fairhills High School's values

Showing Respect – by providing learning opportunities that encourage cooperation, cohesion and compassion among students and staff, we aim to develop kindness, mutual respect and thoughtfulness.

Acting Responsibly – by providing opportunities for students to take responsibility for their learning and behaviour we aim to develop life-long learners.

Building Relationships – by focusing on positive, empathetic interactions and genuine communication we aim to develop supportive relationships that allow students to be engaged in their school and education.

2. Engagement strategies

Fairhills High School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. Our focus is to build a structure of learning around the School-Wide Positive Behaviour Support (SWPBS) framework developed by the Department. 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 school), targeted (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 specialisms, electives, VET programs, VCE and VCE VM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers at Fairhills High School use our LEARN Instructional Teaching 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
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies, communication to parents and positive behaviour compass posts.
- 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 Student Voice and other forums including year group meetings. Students are also encouraged to speak with their teachers, Year Level Team Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- Students are welcome to self-refer to the Student Wellbeing Team if they would like to discuss a particular issue or feel as though they may need support of any kind.

Targeted

- Each year group has a team leader, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- All students are involved in career education and senior students develop a Career Action Plan, with targeted goals and support to plan for their future
- connect all Koorie students with a Koorie Engagement Support Officer through termly SSG meetings and the development of an IEP.
- All students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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 including through [insert any specific you have in place to support CALD students]
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#) [insert any specific measures at your school to support LGBTIQ+ students]
- 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.

- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#).
- Wellbeing and health staff will provide targeted health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.

Individual

Fairhills High School implements a range of strategies that support and promote individual engagement. These can include:

- building supportive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students and their parent/carer to talk about strategies to support the student to engage with school
- developing an Individual Learning Plan and/or a Behaviour Management & Support Plan
- 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
 - Re-engagement programs such as Navigator

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 Strategy Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - Koorie
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

3. Identifying students in need of support

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

- a. personal, health and learning information gathered upon enrolment and while the student is enrolled
- b. attendance records
- c. academic performance
- d. observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- e. attendance, detention and suspension data
- f. engagement with families
- g. self-referrals or referrals from peers

4. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity.

Students have the right to:

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

Students have the responsibility to:

- e. participate fully in their educational program
- f. display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- g. 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.

5. Student behavioural expectations

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 Fairhills High School's Bullying Prevention Policy. An overview of responses to bullying is provided below:

Fairhills High School Bullying Response Process

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. It can be direct/indirect/physical/verbal and includes cyberbullying.

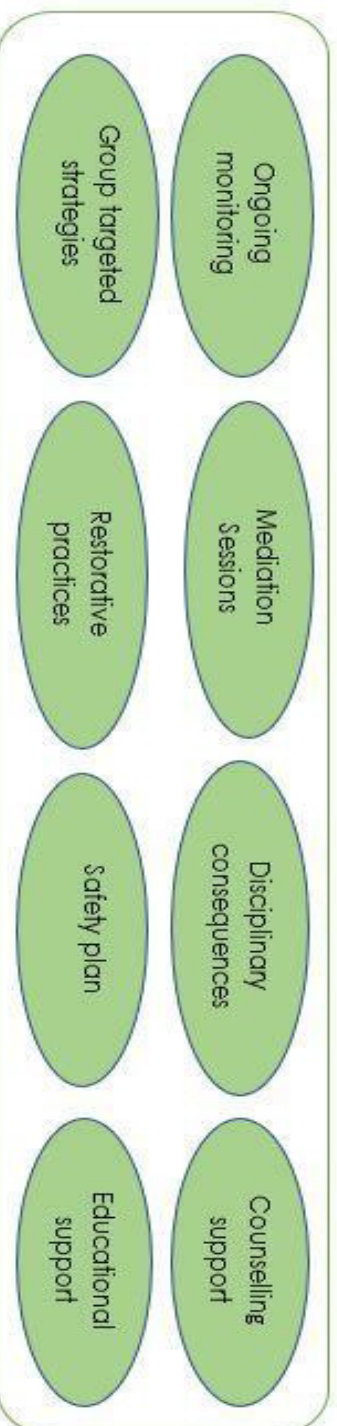
The Year Level Team Leader (YLT) will investigate any potential bullying issue in a timely manner

The YLT will speak to 1-3 and 4-5 if necessary:

1. The alleged victim(s). Student(s) complete an incident report
2. Witnesses and obtain a witness statement
3. The alleged perpetrator(s). Student(s) complete an incident report
4. Relevant staff members e.g. Assistant Principal- students
5. Relevant external stakeholders e.g. Parents

If bullying has occurred the following factors need to be considered when determining a response (not an exhaustive list):

• Any element of provocation	• Impact on victims(s)	• Severity and frequency of the bullying
• Age and maturity of students	• Past behaviours	• Group or individual bullying



For further information please refer to the Bullying Prevention Policy on the school website

When a student acts in breach of the behaviour standards of our school community, Fairhills High School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the actions taken by teachers and other school staff. Refer to the following Student Behaviour Management Plan for a summary of behaviours and actions that will be taken if these are not met.

Fairhills High School Student Management Plan

Infingement level	School Values (Abs)	Responsibility	Actions and Strategies	Reporting
+	<p>Not an exhaustive list</p> <p>Act Responsibility can be demonstrated by:</p> <ul style="list-style-type: none"> Develop high expectations Lead by example Follow school rules <p>Build Relationships can be demonstrated by:</p> <ul style="list-style-type: none"> Be honest, authentic and inclusive Be reliable & trustworthy Show integrity <p>Showing Respect can be demonstrated by:</p> <ul style="list-style-type: none"> Look after yourself, others and the school Use appropriate tone and language Develop a safe & caring environment 	All staff members	<p>Not an exhaustive list</p> <ul style="list-style-type: none"> ✓ Verbal praise ✓ Compass award ✓ Communicate with Year Level Team Leader (TL) ✓ Communication with home ✓ Nomination(s) for the Awards night ✓ Leadership application ✓ Excellent school report 	<p>Compass</p> <p>Staff member who recognised the positive behaviour.</p>
1 Low level Minor Behaviours	<p>Not an exhaustive list</p> <ul style="list-style-type: none"> Incomplete coursework Minor class disruptions Talking in class without permission Uniform Use of mobile phones 	<p>Classroom Teacher</p> <p>All staff members</p>	<ul style="list-style-type: none"> Implementation of school policies & procedure e.g. Mobile phones Implementation of classroom agreement and PCB management strategies Other strategies/actions suggested by the TL 	<p>Compass</p> <p>Classroom Teacher</p> <p>Staff member</p>
2 Persistent low level minor or medium Behaviours	<p>Not an exhaustive list</p> <ul style="list-style-type: none"> Distracting others from learning Initial refusal to follow instructions Swearing- not towards a person Refusal to complete coursework Truant 	<p>Classroom Teacher</p> <p>Teacher on duty</p>	<ul style="list-style-type: none"> Implementation of school policies & procedure e.g. Mobile phones Implementation of classroom agreement and management strategies Other strategies/actions suggested by the TL 	<p>Compass</p> <p>Classroom Teacher</p> <p>TL</p>
3 Persistent medium level or Major Behaviours – Non - Negotiables	<p>Major Behaviours Non- Negotiables</p> <ul style="list-style-type: none"> Bullying & harassment Dangerous/violent behaviour Destruction of property Repeated refusal to follow instructions Swearing/threatening towards a person Major disruption/defiance 	<p>TL</p> <p>MSL/SSL</p> <p>AP-Students</p> <p>Principal</p>	<ul style="list-style-type: none"> Implementation of strategies in line with the Department of Education's & FHS policies & procedures. Counselling Educational support/behaviour Individual Education Plan/Safety & Behavioural Plan Referral/notification External Agencies/IRIS Alerts Suspension (internal & external) 	<p>Compass</p> <p>Incident reports</p> <p>TL (Parents)</p> <p>MSL/SSL (Parents)</p> <p>AP-Students (External Reporting)</p> <p>Principal (External reporting)</p>

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Actions and strategies that 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. Strategies and actions at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Actions and strategies that may be applied include:

- caution 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
- removal from class as per the FHS 4-R process
- removal from class for non-negotiable behaviours
- withdrawal of privileges
- referral to the year level team leader
- restorative practices, including Restorative Conversations
- detentions
- behavioural support plans
- 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.

The principal of Fairhills High School 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

Engaging with families

Fairhills High School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities

- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

6. Evaluation

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

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

- student survey data
- student forums and conversations
- incidents data
- school reports
- parent survey
- case management
- Compass data
- SOCS

FURTHER INFORMATION AND RESOURCES

For further information refer to related policies:

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

REVIEW CYCLE

This policy was last updated in December 2023 and is scheduled for review in Dec 2025.

VERSION CONTROL TABLE

Version	Author	Date	Change Made
1.1	Silvana La Leggia	December 2023	updated title panel, added version and date to footer and added version control table
1.2	Toni Kirk	July 2025	Updated as per Child Audit recommendations