



## Student Wellbeing and Engagement Policy

### Purpose

As a College we recognise that as followers of Christ, baptised into his redeeming death and resurrection, we are called to always be people of care, empathy, compassion, mercy and forgiveness.

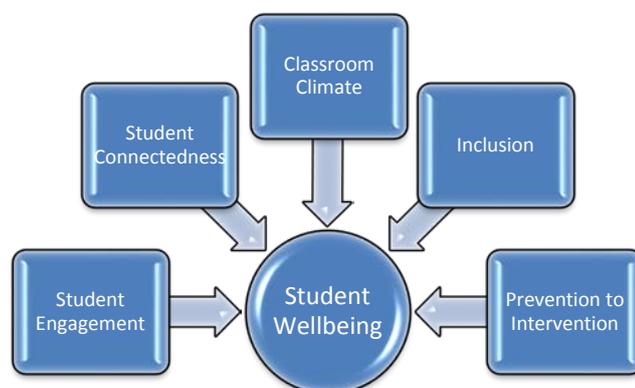
The purpose of the Student Wellbeing and Engagement Policy and Procedures is to provide a whole school approach to guidance and support for staff and students to foster student wellbeing and engagement. It may also serve as a procedural guide when student behaviour/s cause harm to individuals, interfere with their learning and the learning of others and is inconsistent with the core values of Antonine College.

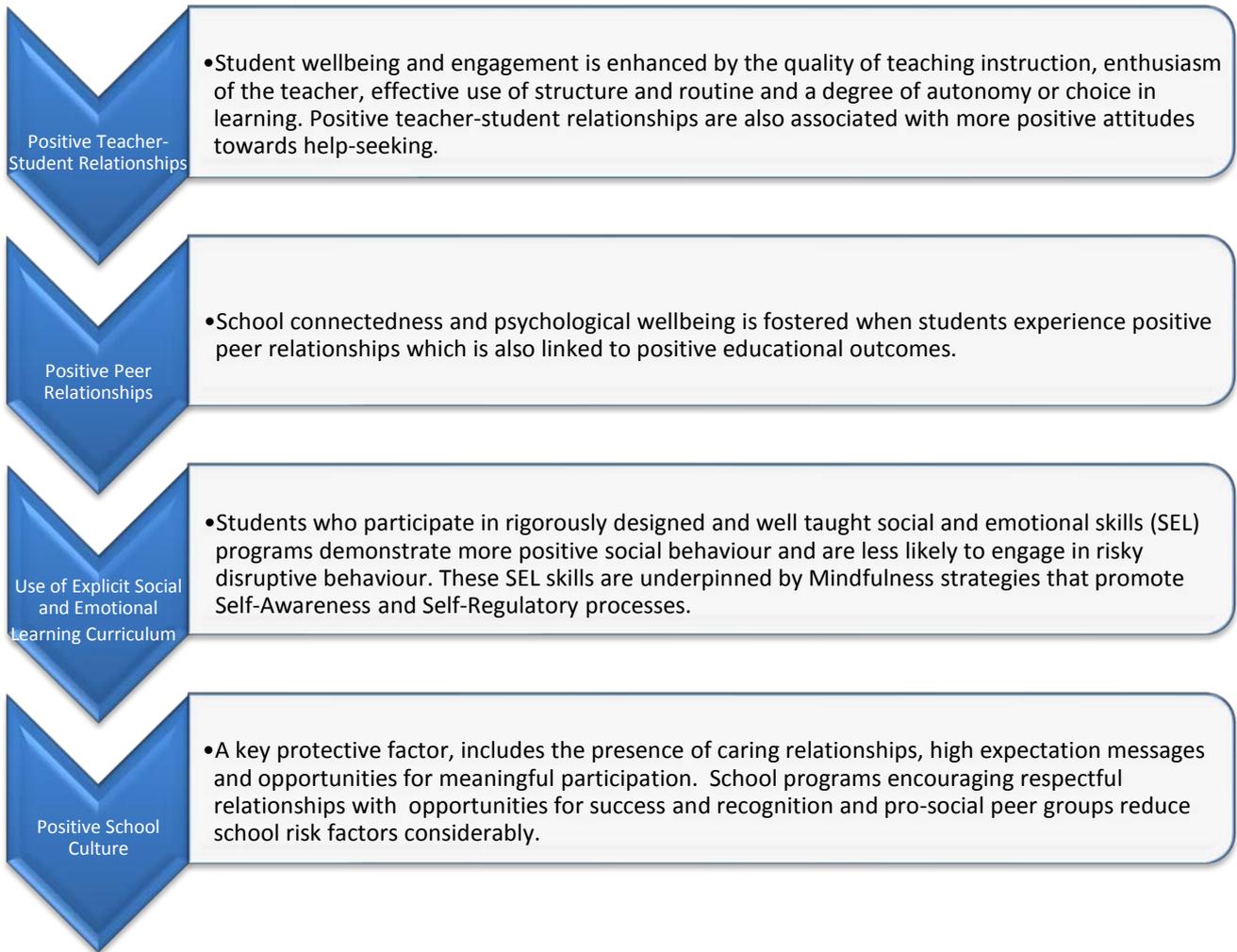
The common good of the Antonine College community is guaranteed when its members recognise and observe their mutual rights and duties and work in cooperation to ensure the rights and duties of all community members are recognised, respected and fulfilled.

### Guiding Principles

*“Antonine College seeks to ingrate faith, life and culture in a safe, affirming and supportive environment where Gospel values are reflected in our daily practices”*

- Catholic schools are rich places involved with young people during their most formative years and as such the College recognises its position in fostering the positive development of students that emphasises and builds on their capabilities
- Research concerned with student health and wellbeing emphasises the relationship between academic achievements of students and the promotion of wellbeing
- The development of students’ spiritual, social-emotional, academic, organisational and communication skills along with their academic progress is a responsibility shared collectively by the individual teacher and the entire school community
- The outcome and benefit of promoting positive behaviour in schools is to create safe, supportive learning environments that lead to increased student engagement and improved academic outcomes
- Antonine College is committed to enhancing the wellbeing of its students through a whole school and tiered approach in the following areas

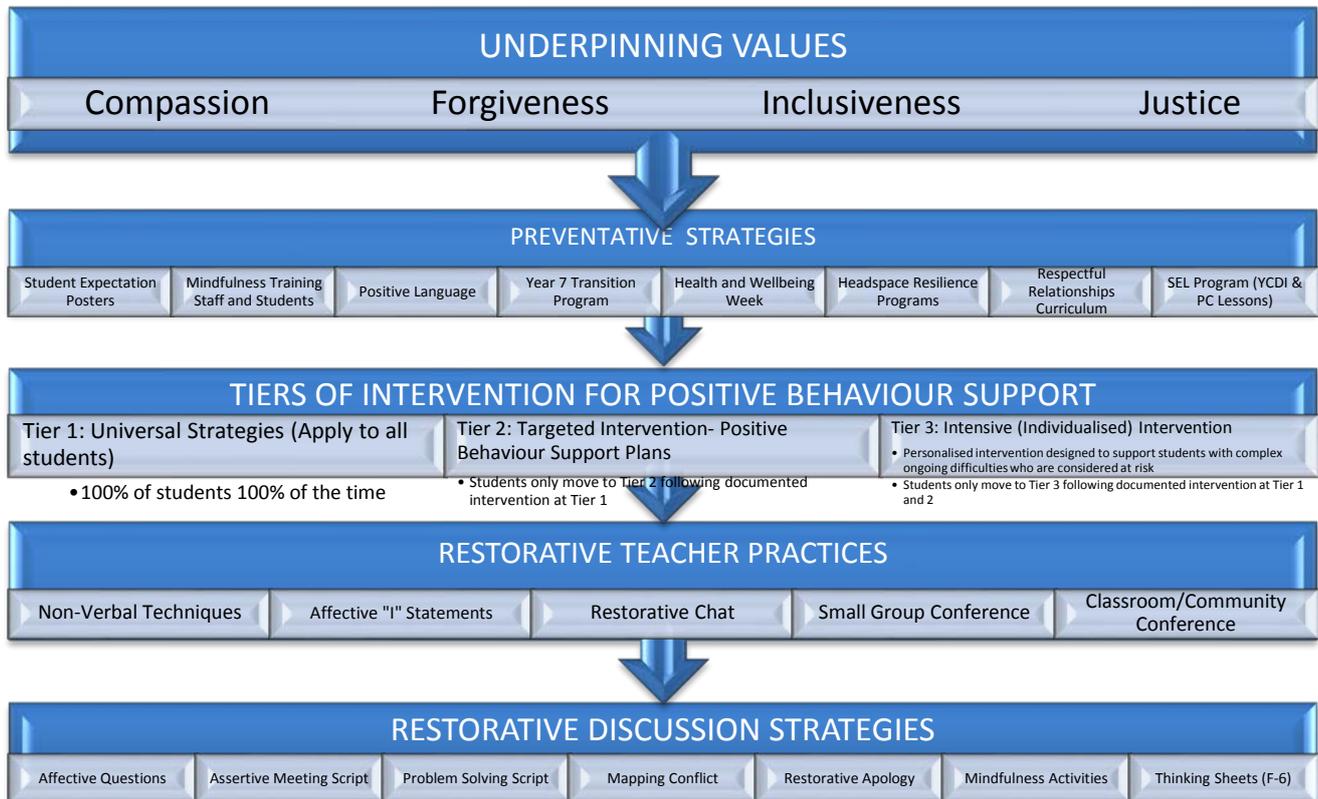




Cahill, H et al., (2014) Department of Education and Early Childhood Development, Building Resilience in Children and Young People.



## Continuum of Strategies Supporting Student Wellbeing and Engagement



### Tier 1: Universal Strategies

The key features of this tier include:

- Explicit teaching of positively stated behaviours
- Respond to high-frequency, low intensity behaviours as part of regular practice
- Teachers take responsibility for managing behaviour

The following continuum of support reflects the collective responsibility of all teachers within their classrooms and in the school community in supporting student wellbeing and engagement:

1. Teachers routinely refer to the School Expectations of Student Behaviours displayed in classrooms or student planners
2. Teachers to work with students to establish individual class behavioural expectations that are consistent with the school stated expectations
3. All students receive high-quality, scientifically based instruction, differentiated to meet diverse student capabilities
4. Staff explicitly teach positively stated behaviours
5. Modify teaching strategies, curriculum and learning environments as required to support positive student engagement
6. Use of informal through to formal restorative practice strategies to re-engage learning, restore relationships and manage emotions



## Tier 2: Targeted Intervention Strategies

The key features of this tier include:

- Intervention strategies outlined in this tier apply to students who have been identified as not making adequate progress in the core curriculum and require additional support
- These strategies are implemented in the regular learning environment

Continuum of support:

1. Continue to apply and reinforce universal strategies
2. Establish a Positive Behaviour Support Plan (PBSP) with the support team that involves parents/guardians
3. Use Identification and Referral -Behavioural Concerns Form to collect relevant data
4. Use data to develop a PBSP with support group and student
5. Review the PBSP and use data to modify
6. Seek relevant school based/external support (if necessary)

**Continue to use the support group as the decision-making body to determine if the above intervention strategies are supporting positive engagement, if further, more intensive support is required move to Tier 3.**

## Tier 3: Targeted Intervention Strategies

This level of intervention is designed to provide intensive support for students presenting with complex ongoing difficulties and who are considered significantly at risk. The school Principal/Deputy Principal of Student Wellbeing and Wellbeing Support Team in consultation with the Catholic Education Office (if required) target complex behaviours to remediate and further escalation. They along with other key staff, are responsible for managing and coordinating the Positive Behaviour Support Plan (PBSP).

Continuum of Support:

1. Intensively apply and reinforce universal strategies
2. Continue to use key staff members and leadership as the key decision-making body-considerations for external support may be utilised
3. Use additional data and advice to review and redevelop the PBSP
4. Evaluate the intervention and determine further steps or procedures for student behaviour management



## Serious Incidents

Teachers may be required to respond to a serious incident, this can occur:

- with a student who has been supported and monitored as per the positive behaviour support continuum
- as a one-off incident with a student who has no prior history of requiring support and /or intervention

### Strategies for De-escalation

It is important that teachers be aware and recognise the indicators that a student's behaviour is escalating and have a planned response. These actions are critical to minimising behaviours of concern and the risks to the student and others. In some cases, these strategies may be documented in the PBSP and teachers should be made aware of them if this is the case.

Key de-escalation strategies may include:

- remaining calm and speaking in a lowered tone of voice
- in some cases, distracting the student may be helpful
- providing short, positive instructions, indicating what they should do (not what they should stop doing) eg "please move to back to your seat/the restorative space and take a mini-break"
- being careful to maintain a non-threatening stance and move slowly
- allow reasonable personal space and do not attempt to touch or stand near the student
- use non-verbal cues, particularly where these have been established

If the student moves to a safe area/restorative space, allow them to cool off prior to seeking to engage in conversation.

## CORPORAL PUNISHMENT

The use of corporal punishment is expressly prohibited at the School and under the *Education and Training Reform Act 2006* (Vic).



## RESTORATIVE PRACTICE

### Rationale

Antonine College acknowledges that education in schools is largely about relationships, which can often develop into conflicts which require resolution, forgiveness and healing. Restorative practices help students learn from their mistakes and reconcile and resolve problems with others.

### Restorative practice:

- Focuses on repairing the harm done to people and relationships rather than on punishing offenders. This process thus focuses on healing and the empowerment of those affected by an incident and therefore enhances relationships and build a sense of community and connectedness.
- Involves strategies that move from less formal through to formal
- When wrongdoing or misconduct occurs, it is perceived as damage done to a relationship rather than the breaching of school rules
- Engages students in meaningful dialogue and restore relationships by involving those most directly affected.





## ONGOING PROBLEMATIC BEHAVIOUR

When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, Antonine College will implement a targeted response to identify and address the presenting issues. This may involve the following support strategies:

- Convening a Program Support Group (PSG) meeting involving parents/carers/Learning Support Leader/Relevant Wellbeing Leader and the student where appropriate.
- Developing/Revising a Personalised Learning Plan (PLP) or attendance plan
- Development of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students
- Referral to Catholic Education or external Health or Allied Health providers
- Contact with the Regional/Diocesan Office

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. Measures should always be proportionate to the nature of the behaviour, and are best used with support measures to identify and address causes of the behaviour. Disciplinary measures will be implemented in accordance with the CECV Positive Support Guidelines and may include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention (during Break)
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class.
- In circumstances where the student is unable to calm, remains in a heightened state of anxiety or is a danger to self or others, the parents will be asked to take the student home for the remainder of the school day.
- Lesson Evaluations/Attendance Targets /Bullying Intervention and Support
- Suspension (in-school and out of school)
- Expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and wellbeing of other students, staff or themselves at significant risk.



## PROCEDURAL FAIRNESS

The Student Wellbeing and Engagement Policy will ensure that the school's response to student behaviour concerns is administered fairly, so that all matters are handled in a manner that is deemed just. In any disciplinary decision, students and parents may question the reasons for a decision and to expect a reasonable explanation, in this case matters can be referred to Senior Leadership/Principal.

## COMMUNICATION WITH THE SCHOOL COMMUNITY

The Student Wellbeing and Engagement Policy can be accessed via the Antonine College School website and by staff via SIMON in the Staff and Student Wellbeing Folder.

Expectations and procedures are conveyed to the students and staff:

- At college assemblies
- At staff meetings
- Via Wellbeing Leaders at Year Level assemblies
- Via Homeroom/Classroom Teachers
- The college bulletin

Parents are kept informed of expectations and procedures via:

- The college newsletter published on the Antonine College Website
- Parent Information Evenings
- Parent Letters



## Supporting Documents to the Wellbeing and Engagement Policy

1. Student Expectations and Procedures (including Bullying)  
Access via SIMON- Knowledge Banks- Student Information-Student Expectation and Wellbeing
2. Recommended Procedures for Student Behaviour Management  
Catholic Education Melbourne June 2016 (Revised)  
  
<http://www.cem.edu.au/About-Us/Policies/Pastoral-Care-of-Students/Procedures-for-Student-Behaviour-Management.aspx>
3. CECV Positive Behaviour Guidelines – Catholic Education Commission of Victoria (Ltd)  
<https://cevn.cecv.catholic.edu.au/Melb/Document-File/Students-Support/Autism-Spectrum-Disorder/Supporting-Students-with-an-ASD/Positive-Behaviour-Support/CECV-Positive-Behaviour-Guidelines.pdf>
4. Restorative Space Resources  
Found in Student Wellbeing and Engagement Leader’s Office
5. Restorative Practices  
Access via SIMON- Knowledge Banks- Student and Staff Wellbeing- Restorative Practices Video Clips and Presentation
6. Identification and Referral – Behavioural Concerns Form  
Access vis SIMON – Knowledge Banks- Staff and Student Wellbeing-Student Wellbeing and Engagement Policy and Procedures 2018-2019
7. College Uniform and Dress Code  
Access via SIMON – Knowledge Banks- Student Information- Uniform

## Policy Evaluation and Review

The Student Wellbeing and Engagement Policy and its application is to be regularly monitored and evaluated for effectiveness, and where required adjustments made in consultation with the school community.

Review Date December 2019