



Help for non-English speakers

If you need help to understand the information in this policy please contact the college on 5996 1044 or visit the Main Office and ask for an interpreter.

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.

Lyndhurst 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

Lyndhurst Secondary College (LSC) is a co-educational secondary college located in the suburb of Cranbourne, in the outer south east suburbs of Melbourne. LSC's vision is 'Empowering students for learning and life'. We are committed to building successful, lifelong learners that are able to not only navigate life beyond school, but thrive in their lives and chosen careers/pathways in the future.

In 2022, our enrolment was 747 students, divided into three sub-schools: a junior school (Years 7 and 8), a middle school comprising of Year 9 students and a senior school comprising of Year 10, 11 and 12 students. Approximately 30% of students have English as an additional language and 3% identify as Aboriginal or Torres Strait Islander.

The values our College community embraces are: Commitment, Excellence, Integrity, High expectations and Respect for self, others and environment. These values provide us with a framework for the way we achieve our vision and provide guidance for all members of our community for the ways in which we operate.

2. School values, philosophy and vision

Lyndhurst Secondary 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 Commitment, Excellence, Integrity, Respect, all of which are underpinned by High Expectations.

Our school's vision is to empower students for learning and for life.

A copy of our Statement of Values and School Philosophy is available from our website.

3. Wellbeing and engagement strategies

Lyndhurst Secondary College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships 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.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 and student management data
- deliver a broad curriculum including VET programs and VCE (including VCE VM) to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- students have a daily home group to build connectedness with at least one adult in the college, as well as access to a weekly Mentor session to build their social and emotional skills
- teachers at Lyndhurst Secondary College use an instructional framework 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 Lyndhurst Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through student voice forums held each term. Students are also encouraged to speak with their teachers, Team Leader, Sub School Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through lunchtime clubs, athletics carnivals, House events and peer support programs
- all students are welcome to self-refer to the Wellbeing Team, School Chaplain, Team Leader, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships, Safe Schools and The Resilience Project
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. wellbeing programs for CALD students)
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each year group has a Team Leader, a teacher responsible for their year, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- PSD funded students are supported to engage in their education through invitation to be part of the college's PACE program
- our English as an Additional Language (EAL) 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 transition sessions between Language School, involvement in the MERLE program and celebration of important cultural days in our community
- we support learning and wellbeing outcomes of students from refugee background through engagement with the RESP program, including having a RESP action plan
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ through our PRISM group and guidance from Safe Schools, and follow the Department's policy on [LGBTIQ Student Support](#)
- 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 Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an 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
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- 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](#)
- all students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- students are assisted to plan their Year 10 work experience, supported by their Career Action Plan

Individual

Lyndhurst Secondary College implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan

- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - 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 Improvement Plan in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

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

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

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.

Students have the right to:

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

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values.

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. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Lyndhurst Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class. Classroom teachers implement a consistent Behaviour for Learning process known as the 5Rs. A summary of this is provided as an appendix to this policy.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate

- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Team Leader
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

In particular, Lyndhurst Secondary College has a consistent process in place for breaches of pre-conditions for learning. This includes the following behaviours:

- Failure to bring required equipment (fully stocked pencil case, student diary, books, folders)
- Failure to wear full and correct uniform
- Failure to bring laptop device
- Using or having mobile phone out on school grounds

For breaches of pre-conditions specifically, the following staged response is applied:

- Non-uniform items and mobile phones confiscated in the case of all breaches
- 1st breach: warning
- 2nd breach: lunchtime detention
- 3rd breach: after school detention
- 4th breach: Principal's detention
- 5th and ongoing breaches: additional consequences which may include suspension

These breaches reset at the start of each semester. Refusal to follow preconditions will result in additional consequences which may include withdrawal from class and yard and detention.

Detentions issued by the college for breaches of pre-conditions as well as other breaches of expectations occur at the following times for consistent amounts of time:

- Lunchtime detention: 1.23pm to 1.43pm (20 minutes) – runs daily
- After school detention: 3.05pm to 3.45pm (40 minutes) – runs daily
- Principal's detention: 3.05pm to 4.05pm (60 minutes) – runs every Friday

Failure to attend a detention will result in a staged response, whereby the detention will be escalated to the next step e.g. miss a lunchtime detention, students will be expected to attend the next after school detention.

Classroom teachers may also choose to issue detentions as a time that is agreed by the student and teacher which may including recess, lunchtime or after school.

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 Lyndhurst 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.

6. Engaging with families

Lyndhurst 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.

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
- inviting parents and carers to attend school events
- involving families in school decision making via our School Council
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

7. Evaluation

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

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- Edapt student data
- Compass including attendance and absence data
- SOCS

Lyndhurst Secondary College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- 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](#)
- [LGBTIQ Student Support](#)
- [Marrung Aboriginal Education Plan](#)
- [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
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2023
Consultation	February 2023 with School Council
Approved by	Principal
Next scheduled review date	February 2025



LYNDHURST
SECONDARY
COLLEGE

Five R's behaviour procedure

1. Remind

"I am **reminding** you that your behaviour does not meet our classroom expectations."

2. Refocus

"Wait outside by the door, I will give you some time to **refocus** and I will come out to talk to you."

3. Relocate

"Please **relocate** to so you can better focus on our lesson."

4. Remove

"I am **removing** you for your behaviour and actions today, please accompany..... To the front office"

5. Restore

A **restorative** conversation will be held between all parties with their sub school

Unsafe, aggressive, or hate driven behaviour may result in immediate removal.

Are you ready to learn?

High expectations for **EVERY** student,
EVERY class, **EVERY** day

Bring your pencil case,
diary and books



Bring your charged and
working laptop



Wear your full uniform



Non-uniform items will be confiscated

No mobile phones



Phones will be confiscated

CONSEQUENCES FOR BREACHES:

- 1st breach: Warning
- 2nd breach: Lunchtime detention
- 3rd breach: After school detention
- 4th breach: Principal's detention
- Ongoing breaches: Suspension



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