

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.

Hazel Glen College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

SCOPE

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

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POLICY

1. School profile

Hazel Glen College is located in the City of Whittlesea. Hazel Glen College forms an important school community hub for the Doreen/Mernda community. Hazel Glen College first opened in 2014 commencing with 143 students and 13 staff in Years Prep-6. The College has rapidly grown to over 3000 students and over 300 staff members. Hazel Glen College has been one of the fastest and largest growing schools across Australia during this time. Hazel Glen College has built its educational model around the stages of learning comprising a Kindergarten, Junior School- Years P-4, Middle School - Years 5-8 and Senior School - Years 9-12. 2020 sees our first Year 12 cohort graduate from the college.

The College motto, Learners today - Leaders tomorrow, leads the direction for our students. Our staff work hard to capacity build the student's skills, attitudes and values needed to fully participate in the rich educational life of our College. Hazel Glen College enjoys outstanding physical resources, modern

facilities and up to date teaching and learning which provides exciting opportunities for all students. Student agency is a priority area that the college is focussing on developing in all of our students.

School values, philosophy and vision

Hazel Glen 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 respect, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

The college values of Resilience, Responsibility, Relationships and Respect are constantly revisited and workshopped through our Personal Enrichment programs across the college so that they are values that we work and play by.

Our Statement of Values is available online at: <http://www.hgc.vic.edu.au/statement-of-values/>

Engagement strategies

Hazel Glen College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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
- 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 VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Hazel Glen College use IMPACT as 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 Hazel Glen 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 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 moving into different stages of their schooling
- 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 the Student Representative Council, Student Voice groups and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Instructional Leaders, Heads of School, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through House events, school production, athletics, music programs and peer support programs
- All students are welcome to self-refer to their Home group/class teachers, Student Wellbeing staff, Year Level Leaders, Instructional leaders and Assistant Principals 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
 - PEP programs
 - Connections programs
 - Clubs programs
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer support programs/House

Targeted

- each year group has a Year Year Leader, Instructional Leader/Head of School and student wellbeing leader who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- all students from Year 7 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- provide all Koorie students with contact details of Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Hazel Glen College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- wellbeing staff and the mental health practitioner 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Year Level Leaders, Heads of School/Instructional Leaders/Student Wellbeing Leaders will implement and organise Student Support Groups
- Class teachers, Year Level leaders and Instructional Leaders/Heads of School will implement Individual Learning Plans and Behaviour Support Plans in consultation with Student Wellbeing Leaders.
- Student Wellbeing Leaders will facilitate the Program for Students with Disabilities
- Students will be referred to Student Wellbeing staff and Student Support Services where necessary.
- Referral to Orange Door, Headspace, CAMHS, YFlex
- Navigator
- Lookout

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

- Class teachers, Student Wellbeing Leaders, Year Level Leaders and Instructional Leaders/Heads of School build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Class teachers, Student Wellbeing Leaders, Year Level Leaders and Instructional Leaders/Heads of School meet with student and their parent/carer to talk about how best to help the student engage with school
- Class teachers and Year Level Leaders develop Individual Learning Plan and/or a Behaviour Support Plan in consultation with Student Wellbeing Leaders
- 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 Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

2. Identifying students in need of support

Hazel Glen 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. Hazel Glen 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
- development of snapshots for students identified as having academic, known disability, behavioural or wellbeing needs
- intervention for academic needs through the MultiLit programs
- connections program to support students in Years P - 4
- collaborating with SSSO personal to develop behaviour support plans
- use of the Learning Enhancement Center (LEC) to support students from Year 5 up identified with additional needs
- 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

3. 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, 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.

4. Student behavioural expectations

The College has begun the process of becoming a School Wide Positive Behaviour School.

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 Hazel Glen College's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Hazel Glen College 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 disciplinary action taken by teachers and other school staff.

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 Year Level Leader
- restorative practices
- detentions
- student support group meetings
- behaviour review meetings
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

5. Engaging with families

Hazel Glen 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, supported by our [Respect for School Staff Policy](#).
- providing training for parents/carers to help in the classrooms
- providing parent volunteer opportunities so that families can contribute to school activities

- involving families with home learning and other curriculum-related activities
- providing communication platforms such as Seesaw and Compass
- involving families in school decision making
- providing opportunities for parents voice through subschool advisory committees
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

6. Evaluation

Hazel Glen 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/chronicles
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

<http://www.hgc.vic.edu.au/policies/>

[Bullying Prevention](#)

[Statement of Values](#)

[Child Safe Standards](#)

[Code of Behaviour](#)

[Respect for School Staff Policy](#)

REVIEW CYCLE

This policy was last updated on 9th June 2020 and is scheduled for review as part of the College 1-2 Yearly annual review cycle