



**BRENTWOOD
SECONDARY COLLEGE**

**Student Engagement
and Inclusion
Policy**

**Principal: Ms Vicki Forbes
School Council President: Ms Kerry Whitehand**

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1. School Vision and Values

Brentwood Secondary College is a vibrant learning community where all students are supported and encouraged to achieve success and to pursue excellence. A learning community is a place where everyone is learning, both independently and together, and where everyone is continually striving to improve. Students are supported in their intellectual, emotional, social and physical development by a highly professional group of staff. The belief that happy, healthy, resilient students learn best and are therefore able to achieve their best is a guiding philosophy. A Brentwood education will provide every student with the opportunity to develop their talents, to nurture a passion and to grow in confidence about their future. The values and behaviours that underpin the Brentwood learning community are presented in the following table.

Values for Community

Compassion	We demonstrate compassion by: <ul style="list-style-type: none"> • being kind to each other • caring about the wellbeing of others.
Empathy	We demonstrate empathy by: <ul style="list-style-type: none"> • appreciating that we are all different • acknowledging the thoughts and feelings of others.
Integrity	We demonstrate integrity by: <ul style="list-style-type: none"> • being honest, fair and just • being trustworthy in what we say and what we do.
Respect	We demonstrate respect by: <ul style="list-style-type: none"> • caring for ourselves, for others and for our environment • being courteous and valuing the dignity of ourselves and others.
Responsibility	We demonstrate responsibility by: <ul style="list-style-type: none"> • contributing to a safe, caring and sustainable environment • being personally accountable and making the most of our opportunities.

Values for Learning

Creativity	We demonstrate creativity in our learning by: <ul style="list-style-type: none"> • balancing satisfaction and scepticism towards our own ideas • using imagery, analogy and metaphor to find links and make connections.
Curiosity	We demonstrate curiosity in our learning by: <ul style="list-style-type: none"> • being open-minded and asking inquiry questions • looking for new interests and different perspectives.
Discipline	We demonstrate discipline in our learning by: <ul style="list-style-type: none"> • thinking critically and planning methodically • working independently and in collaboration with others.
Reflection	We demonstrate the capacity for reflection by: <ul style="list-style-type: none"> • thinking about and being able to articulate how we learn • identifying our own strengths, weaknesses and areas for growth.
Resilience	We demonstrate resilience in our learning by: <ul style="list-style-type: none"> • coping well with uncertainty and complexity • working hard, persevering and bouncing back from failure.

2. Creating an Engaging and Inclusive School

Student engagement and wellbeing at the college is the daily responsibility of all staff, both inside and outside the classroom. It is supported by a sub-school structure consisting of a junior school and a senior school. Each sub-school is led by a designated head of school and a team of student managers. Year levels are divided into home groups of approximately 25 students. Each home group is assigned a teacher who meets with their home group daily to monitor student attendance and wellbeing. The wellbeing team comprises the student wellbeing manager, chaplain, social worker and counsellor. A number of university placement students studying for degrees in social work, counselling or psychology work closely with, and as an adjunct to, the wellbeing team in their service provision. The wellbeing team provide counselling for students needing support and those students who are at risk of disengaging from learning and from school. An outreach program works with families of disengaged students to ease the transition back into school. The wellbeing team also conducts a number of programs to support students' growth and development. These programs include: peer support, peer mediation, gamification platforms, the year 7 resilience program and a variety of anti-bullying programs.

Student learning takes place within the social context of the school. The social context of a school has a significant impact on both the quality and the opportunity for learning. The Brentwood vision of a vibrant learning community where everyone is learning, both independently and together, supports an engaging school culture. The Brentwood values and behaviours also provide a strong foundation for an engaging school culture where all students are supported and encouraged to learn, to grow and to achieve their potential. The college makes 'reasonable adjustments' to accommodate students with a disability, including those students funded through the Program for Students with Disabilities(PSD). The Student Support Group is the primary source of advice to the principal on the personalised learning and support required for students with a disability. A secure education, training or employment pathway beyond Brentwood is a priority for all students.

A diverse co-curricular program provides many opportunities for students to participate in the life of the college. There are a variety of formal and informal opportunities for students to develop their talents and deepen their sense of belonging to the Brentwood community. Sub-school assemblies, year level assemblies, the valedictory dinner and senior school formals all promote college values and celebrate student achievements. The co-curricular program provides opportunities for students to participate in sport, performing arts and instrumental music. There is an extensive camps program that provides students with a range of local, national and international experiences. Language students also have the opportunity to visit one of the college's two sister schools either in Germany or Japan. Under the auspices of the student representative council (SRC) a comprehensive range of student leadership and service groups contribute both to Brentwood and the broader community. The SRC coordinates a number of events on the college calendar which aim to strengthen students' sense of belonging and community. There are two student executive groups, one in junior school and the other in senior school, made up of the six year level captains. These groups meet regularly with the principal and assistant principals to discuss matters of interest and to provide advice.

3. Rights and Responsibilities

3.1 Guiding principles

The Department of Education and Training (DET) policy guidelines within which all government schools operate articulate the guiding principles for all school policies. The following legislation is particularly relevant: the *Equal Opportunity Act 2010 (Vic)*, the *Charter of Human Rights and Responsibilities Act 2006*, the *Disability Discrimination Act 1992*, the *Sex Discrimination Act 1984* and the *Education and Training Reform Act 2006*. The DET policy guidelines also apply to expectations regarding appropriate digital citizenship. Digital citizenship refers to the norms of behaviour expected of all digital users. The following areas of law may be applicable in matters relating to inappropriate digital behaviours: privacy legislation; intellectual property rights, especially copyright infringement; defamation; and matters relating to criminal law, including harassment and offensive material.

3.2 Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • learn in a safe, caring and inclusive environment • to learn in an environment that is free from intimidation, bullying, cyber bullying or harassment • learn in an environment that enables them to fully develop their talents, interests and ambitions • participate fully in the life of the college. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school’s educational program • attend school regularly and to be punctual • to attend classes ready to learn and with the appropriate resources • develop an understanding of themselves as learners • demonstrate respect for the rights of others to learn • take greater responsibility for their own learning, growth and participation as they move through school.

3.3 Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/guardians have a right to:</p> <ul style="list-style-type: none"> • expect that their children will be educated in a safe, caring and inclusive environment in which courtesy and respect is the norm for all. 	<p>Parents/guardians have a responsibility to:</p> <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours • ensure their child’s regular attendance • ensure the regular and timely completion of homework • engage in regular and constructive communication with school staff regarding their child’s learning • ensure the physical and emotional health and wellbeing of their child.

3.4 Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • expect that they will be able to teach in a safe, caring and inclusive environment • be informed, within Privacy legislation requirements, about matters relating to students that will affect the teaching and learning program for that student. 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • implement the Student Engagement and Inclusion Policy in a fair and just manner • know their students, how they learn and how to teach them effectively • plan and assess for effective learning • create and maintain a safe and caring learning environment • use a range of teaching strategies and resources to engage students in effective learning • motivate and help students to learn effectively and to achieve their potential • review the quality of their teaching practices with the aim of improving the learning outcomes and experiences of students.

3.5 Rights and Responsibilities of Education Support Staff

Rights	Responsibilities
<p>Education Support Staff have a right to:</p> <ul style="list-style-type: none"> • expect that they will be able to work in a safe, caring and inclusive environment • be informed, within Privacy legislation requirements, about matters relating to students that will affect their work duties. 	<p>Education Support Staff have a responsibility to:</p> <ul style="list-style-type: none"> • implement the Student Engagement and Inclusion Policy in a fair and just manner when and where this is appropriate to their work duties • review the quality of their work practices with the aim of improving the learning outcomes and experiences of students.

3.6 Rights and Responsibilities of all Users of Digital Technologies

Rights	Responsibilities
<p>Users of digital technologies have a right to:</p> <ul style="list-style-type: none"> • expect that they will be able to work in a safe and secure digital environment • learn about the norms of behaviour for responsible digital citizenship • be informed of the Brentwood Secondary College Digital Technologies Policy. 	<p>Users of digital technologies have a responsibility to:</p> <ul style="list-style-type: none"> • adhere to the Brentwood Secondary College Digital Technologies Policy • demonstrate ethical digital behaviours consistent with the Brentwood values • display appropriate digital etiquette • manage, as far as possible, their own personal safety, security and reputation within digital environments.

4. Actions and Consequences

Student's behavioural, cognitive and emotional engagement is enhanced by regular attendance, participation in learning and adherence to the Brentwood values. Positive relationships form the basis of all learning interactions. The principal and staff at Brentwood are responsible for:

- creating and maintaining a safe, caring, fair and just environment where everyone is treated with courtesy and respect
- involving students in the development of classroom and whole school expectations of rights and responsibilities
- creating opportunities for students to take responsibility and be involved in decision-making processes
- ensuring that the physical environment is conducive to students' engagement in learning.

Brentwood Secondary College is committed to the use of restorative practices in all matters relating to student management. Restorative practices promote relationship management rather than behaviour management. They are concerned with establishing or re-establishing social equality in a relationship and restoring a damaged relationship. Restorative practices involve the voluntary participation of those affected and separate the deed from the doer. Class groupings are carefully considered so that combinations of students are conducive to a positive classroom environment. All teachers are expected to engage students in the development of a set of classroom rights and responsibilities that reflect the learning values and community values of the college.

A graduated response is the preferred method for addressing inappropriate behaviours, including irregular attendance. All responses will demonstrate an understanding of the individual student's needs and background and will ensure a clear understanding of expectations by both students and teachers. Expectations should be consistent with the values of the college and the class expectations pertaining to rights and responsibilities.

Consequences for inappropriate behaviours will be graduated, will be cognisant of restorative practices and may include one or more of the following actions.

- Requests for a student to adhere to class rights and responsibilities.
- Conversations with a student regarding inappropriate behaviour.
- Moving a student within the classroom.
- Implementing a class seating plan.
- Detention to complete class work.
- Notice sent to parents/guardians.
- Head of Faculty or Student Managers informed.
- Conversations with parents/carers.
- Referral to the Student Wellbeing Team.
- Withdrawal from class.
- Convening a support group for a student.
- Suspension from school.
- Expulsion from school.

A broader range of strategies to support students may include one or more of the following actions depending on the needs and circumstances of the student.

- Supporting the parents/carers.
- Individual or small group tutoring and/or peer tutoring.
- Mentoring and/or counselling.
- Guidance from the Careers/Pathways Co-ordinator.
- Providing broader educational programs: experiential learning, workplace education, camps/outdoor education or creative arts programs.
- Accessing the services of community support agencies.

Ministerial Order 625 – Procedures for Suspension and Expulsion, defines the grounds for suspension and expulsion of students in Victorian government schools, and the procedures to be followed in relation to suspensions, expulsions, and appeals relating to expulsions. All actions taken by staff at Brentwood Secondary College will be consistent with this order. The *Education Training and Reform Act (2006)* prohibits the use of corporal punishment in this or any Victorian Government school.

Detentions

- No more than half the time allocated for recess or lunchtime may be used for a detention to complete class work.
- Where students are required to undertake school work after school, the time should not exceed forty-five minutes. The principal should ensure that parents/carers are informed at least the day before the detention.
- Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

Suspensions and Expulsions

- A student may only 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.
- Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 625.
- In order for suspension or expulsion to be an option, the student's behaviour must have occurred: whilst attending school; or travelling to or from school; or while engaged in any school activity away from the school; or travelling to or from any school activity.

Ratified: School council 18 July 2016

References

Charter of Human Rights and Responsibilities Act 2006 http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Disability Discrimination Act 1992 https://www.legislation.gov.au/Series/C2004A04426
Equal Opportunity Act 2010 (VIC) http://www.legislation.vic.gov.au/domino/web_notes/ldms/pubstatbook.nsf/f932b66241ecf1b7ca256e92000e23be/7CAFB78A7EE91429CA25771200123812/\$FILE/10-016a.pdf
Ministerial Order 625 http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF
Sex Discrimination Act 1984 https://www.legislation.gov.au/Series/C2004A02868
VIT Teacher Code of Conduct and Ethics http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics