



Student Engagement & Wellbeing Policy Guidelines

Baltara School follows the DEECD Student Engagement and Policy Guidelines whenever possible. In this case, “Effective Schools are Engaging Schools, Student Engagement and Policy Guidelines 2009”.

The policy in regard to the Secure Welfare Campuses is drawn from our whole school discipline policy. It is drafted in a manner to take into account the particular circumstances of these campuses.

Student Engagement and Wellbeing Policy

The Student Engagement and Wellbeing Policy aims to ensure a safe and inclusive school environment for everyone. It also outlines the school community’s expectations for student engagement, attendance and behaviour.

Baltara School’s Student Engagement and Wellbeing Policy should:

- create a positive, fair and respectful culture
- build a safe and supportive environment
- encourage positive and respectful relationships that value diversity
- encourage student participation and student voice
- proactively engage parents/carers

Baltara’s shared expectations:

- The whole school community must be involved in developing shared expectations for the participation and behaviour of staff, students and their parents/carers. Part of this is ensuring students respect themselves, their peers and their teachers and are well behaved. When this does not happen, a staged response will be used by the school to support improved behaviour.

Given the nature of the students, maximum effort is given to informal solutions to behavioural indiscretions.

Engagement will be attempted over a wide variety of approaches within the school program in an attempt to engage. Only when all informal options are exhausted will the formal processes be invoked.

1. All students not in the school program will not access the program areas in school times.
2. Students who appear not school ready, i.e. drug affected, violent, ill, abusive, will be assessed by the school team leader and the DHS team leader as to their suitability to attend. The final arbiter must be the School team leader.

SCHOOL EXCLUSION & RE-ENTRY PROCESSES.

A staged response is used in regard to exclusion

MINOR INCIDENTS

- (a) If school staff consider a student to be disruptive to the school program they will be removed from the program areas and appropriate work will be provided for them.

Inappropriate behaviours that will warrant removal by DHS staff includes:

- Conduct that compromises teacher or student safety
- Damaging of property or equipment
- Repeated failure to follow/comply with reasonable teacher directions

This is an informal approach, designed to create the least disruption and is taken into consideration;

- (b) The immediate emotional and physical needs of the young people take priority. Consequently students may be withdrawn from class so these needs can be addressed.

A student may negotiate re-entry for the next session with school staff

A student returning to the program must participate in a re-entry to class process. This process will include a discussion with the teaching staff to discuss the behaviours or further time-in.

The emotional state of the young person needs to be appropriate to return to class.

MAJOR INCIDENTS

The reasons for suspension fall within the following areas:

- (c) Students can be suspended if, while at school, travelling to or from school or during an out of school activity (including travel there and back), they:
- (1) threaten or constitute a danger to the health, safety for wellbeing of any person
 - (2) commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property.
 - (3) possess, use, or deliberately assist another person to use prohibited drugs or substances
 - (4) fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
 - (5) consistently interfere with the wellbeing, safety or educational opportunities of any other student
 - (6) consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer

EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances. This policy was last ratified by School Council on the 23rd of March 2015