

## Student Wellbeing and Engagement

### Overview

This policy has been developed to guide staff in their management of processes related to student's health, wellbeing and engagement in a range of whole school setting and has been developed using the DfE Wellbeing for Learning and Life framework as a guide.

*NOTE: This policy does not anticipate every situation that may occur and the needs of each child or young person must be assessed on an individual basis*

### Scope

To uphold Berri Regional Secondary College (BRSC) values of safety, determination, respect and learning, all staff are required to understand and follow consistent guidelines related to student wellbeing and engagement. This procedure will outline relevant information, expectations and acceptable staff and student actions to ensure the safety and wellbeing of all students and staff.

This document will outline the processes in place to support student health, wellbeing and engagement and will illustrate the clear stages of intervention in place.

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# Detail – Student Wellbeing 1.0

## **Detail:**

To support staff in their understanding of student wellbeing processes, whole school policies and procedures are in place to ensure the consistent management of wellbeing support for students. These policies and procedures are referenced through this policy and outlined in the appendix:

1.1, 1.2, 1.3, 2.1, 2.2, 3.1

## **Internal wellbeing referral process (1.1)**

A whole-school approach which is trauma informed and underpinned by Visible Learning strategies, is implemented to support the wellbeing and engagement of young people at BRSC.

It is an expectation that BRSC staff will aim to build positive relationships with the students that they teach and will provide them with strategies to independently manage their wellbeing.

Staff will participate in professional learning to build their understanding of the impact of trauma on learning and behaviour and how to recognise the warning signs of a student at risk.

Staff will use base line data to inform Wave 1 strategies of intervention that compliment and strengthen the needs of every young person at BRSC.

Staff will promote the BRSC value of *safety*, by ensuring that young people have access to appropriate internal and external wellbeing supports as needed.

At BRSC, a very clear **wellbeing and engagement structure** guides the implementation of the support processes outlined in this document.

## **BERRI REGIONAL SECONDARY COLLEGE WELLBEING AND ENGAGEMENT STRUCTURE:**

To uphold the BRSC values of safety, determination, respect and learning, all staff are required to understand and follow consistent guidelines related to student wellbeing and engagement.

This structure will outline the expectations in place to support student health, wellbeing and engagement and will illustrate key groups of people responsible for intervention based on the promotion of wellbeing and resilience in young people by inspiring, engaging and empowering them. (DfE Wellbeing for Learning and Life Framework)

## **CLASSROOM TEACHERS:**

It is the expectation and entitlement of every student in every classroom that teachers meet the *needs of every young person by a strong site culture of inclusion through personalised intervention.*

### **It is an expectation that teachers will**

- Use Wave 1 intervention strategies to engage, challenge and stretch every young person they teach
- Monitor the behaviour, safety, and wellbeing of all students
- Regularly monitor Daymap for any 'wellbeing concern' flags or other relevant information attached to students and action accordingly
- Aim to build positive relationships
- Implement year level initiatives as directed, to address key areas in as identified through data.
- Teach key curriculum (inc. Child Protection Curriculum) to address and support safety, wellbeing and engagement as required
- Provide students with strategies to independently manage their wellbeing and engagement (by using strategies such as 'ready to learn' plans and check ins)
- Participate in professional learning to build an understanding of the impact of trauma on engagement and how to recognise the warning signs of a student at risk.
- Report wellbeing and/or engagement concerns to key staff (Youth Workers and/or Assistant Principals) as per the Wellbeing and Engagement process.

## **YEAR LEVEL TEAM LEADERS:**

- Support teachers and other key staff to track and monitor the wellbeing and engagement of an identified year level.

- Monitor and action key data sets such as attendance, behaviour, wellbeing and engagement in learning
- Plan and implement key initiatives such as data review cycles, assemblies, positive behaviour support and year level meetings
- Support restorative meetings, personalised ready to learn plans, attendance plans, wellbeing plans, development plans and/or 5-point scales in consultation with students, parents, teachers, support staff and leaders

### **YOUTH WORKERS:**

- Support and respond to teachers and other key staff to track and monitor the safety, wellbeing and engagement of identified students/groups of students at a Wave 2 intervention level.
- Support restorative meetings, personalised ready to learn plans, attendance plans, wellbeing plans, development plans and/or 5-point scales in consultation with students, parents, teachers, support staff and leaders
- To support, plan and implement key wellbeing initiatives (inc. CrossFit, Wellbeing Week, Breakfast Club) as a response to data.
- Regularly monitor Daymap for any 'wellbeing referrals' or other relevant information attached to students and action accordingly
- Case manage identified students and provide strategies to independently manage their wellbeing and engagement
- Refer wellbeing and/or engagement concerns to key support staff (External providers, Non-Department Service Providers and/or Assistant Principals as necessary)

### **EXTERNAL PROVIDERS AND NON-DEPARTMENT SERVICE PROVIDERS:**

- To provide Wave 2 and or 3 interventions for identified students from school site whilst following DfE expectations and legal requirements to ensure the safety and positive outcomes for students

### **ASSISTANT PRINCIPAL – WELLBEING AND ENGAGEMENT:**

- To lead and support the implementation of all aspects of the Berri Regional Secondary College Wellbeing and Engagement Procedure and all subsequent processes in consultation with key staff.
- To respond to and action Wave 3 interventions for identifies students as per the wellbeing and engagement process.

When appropriate, BRSC staff will follow the BRSC Internal wellbeing referral process (1.1) to refer a student to additional wellbeing support when necessary.

*Please refer to **BRSC Internal wellbeing referral process (1.1)** for further details.*

## **Bullying and Harassment:**

At BRSC all members of the school community have a right to learn and engage in a safe and supportive school environment. We all have the right to be treated with fairness, dignity and respect. Everyone has a responsibility to keep others safe and to treat each other as equals regardless of individual differences. Harassment & bullying undermines the development of positive relationships. Bullying can have long-term effects on the health, wellbeing and education of young people. It can damage the atmosphere of a class and the climate of a school.

BRSC aims to provide a safe environment, free from harassment & bullying, for all members of the school community. Objectives are to; reduce the incidence of harassment or bullying; counter the view that harassment or bullying is an unavoidable part of school life; create a supportive climate and provide staff, students and community with options to respond to harassment or bullying. To reduce the amount of bullying incidents it is essential that BRSC students are familiar of the process of how to recognise and report bullying/harassment.

*Please refer to [BRSC Bullying and Harassment Policy for further details.](#)*

## **Gender diverse support (1.3):**

A whole-school approach is implemented to *support* gender diverse and intersex young people and in challenging transphobic and interphobic behaviour.

Staff will *promote inclusive practices* to ensure that young people who may experience marginalisation feel safe and supported.

The *BRSC bullying and harassment policy (1.2)* addresses specific types of discrimination and bullying that may particularly affect young people who may be marginalised on the basis of, but not limited to: culture, race, ethnicity, disability, socioeconomic status, trauma and gender and sexual diversity.

Staff agree to *monitor their own behaviours* and how they plan for, communicate and support young people from diverse backgrounds.



Staff are expected to *monitor and act on boundary violations* such as:

- Inappropriate comments of a sexual nature (e.g. questioning the young person's sexuality)
- Failing to intervene in sexual harassment of young people
- Disrespectful or discriminatory treatment, or manner towards, a young person based on their perceived or actual sexual orientation

*Please refer to [BRSC Gender Diverse Young Persons support Procedure \(1.3\)](#) for further details.*

## Detail – Student Health 2.0

### **Non-Department Service Providers (2.2):**

The Department for Education works together with other government agencies, community and local government partners to support wellbeing in education and health, the home and community environments (Wellbeing for Learning and Life Framework). BRSC adopts a 'community hub' where young people can access a range of non-department service providers on site. This allows appropriate interventions and to enable wellbeing and learning opportunities and equitable access to curriculum.

The Department for Education has a Licence Agreement template, for use when engaging with or when organisations requests to come on site to conduct their primary business with students i.e: occupational therapy or speech pathology.

There are steps to be followed at BRSC to ensure that best practice is followed and to provide information, guidance, instruction, mandated information, behavioural expectations and actions required.

*Please refer to [BRSC Non-Department Service Providers \(2.2\)](#) for specific details of the procedure.*

## **Medical Practitioners on Campus:**

BRSC is committed to addressing the needs of young people and their families by creating community connections and developing a healthy school community.

Data suggests that a high proportion of young people will experience mental health issues and by enabling EARLY INTERVENTION health care, specialised support processes are in place to enable access for all young people.

BRSC is positioned to work with local medical practitioners who, through a stringent process, will enable access to external health support on site. *BRSC will not be responsible for ongoing medical care or payments. Medical consults will be strictly confidential between patient and practitioner and BRSC are not involved in any actions beyond initial referrals to medical practitioners.*

*Please refer to [BRSC Medical Practitioners on Campus \(2.3\) referral process](#)*

## **Detail – Student Intervention 3.0**

**It is the expectation and entitlement of every student in every classroom that teachers meet the** *needs of every young person by a strong site culture of inclusion through personalised intervention.*

Teachers are required to build a sound knowledge of the curriculum and high expectations of students to develop a growing repertoire of practices that connect well with the evidence-based pedagogical practices described in the South Australian Teaching for Effective Learning Framework guide (DECD, 2010). It is an expectation that teachers focus on proactively designing personalised intervention strategies and adapt tasks for diverse learners within their classroom. (Best advice Num/Lit, DfE, 2020)

Wave 1 intervention at BRSC involves unpacking data to design effective, personalised teaching strategies to target the needs of every individual learner.

Students who are not progressing at a Wave 1 level of intervention may require additional Wave 2 Intervention which might involve targeted, personalised learning opportunities beyond those in the classroom.

For students who require significant support in their learning, wave 3 intervention is specialised and intensive intervention using evidence based, personalised, frequent, sequential and specialised management, assessment and instruction.

The Inclusive Education Support Program (IESP) is encapsulated at a Wave 3 level and is a functional needs-based funding model for South Australian Government school students with a disability. The model is aligned with the NCCD, and captures all students with disability who require adjustments with their learning needs at the supplementary, substantial and extensive levels rather than their disability diagnosis or label.

All teachers are expected to uphold their legal obligations under the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (the Standards). These obligations focus on providing fair access to education for students with disability enabling them to participate in activities on the same basis as their peers

The purpose of the IESP Application document is to outline a whole school approach for staff to attain extra support for students whom they feel are struggling with an aspect of the learning, behaviour or attendance. The IESP provides significant financial support for our students and it is within our student's best interest that they have access to this funding to support them now, and into the future.

*Please refer to document **Internal IESP Disability Intervention procedure (3.0)***

## **Volunteering and Mentoring:**

Research suggests that statistically, significant improvements in the academic performance of students who engage with community volunteers exists. Volunteers offer another opportunity for students to work with community and to develop connection.

BRSC recognises the value of volunteers and mentors on student engagement and wellbeing and follow BRSC Volunteer Involving Framework to promote safe and effective management of volunteer and mentor processes within school and community settings. This is including people who volunteer online, (for example e-mentors) work in department education and early childhood services, including but not limited to schools, preschools, children's centres, out of school hours (OSHC) care facilities and vacation care.

Education and early childhood service leaders (leaders) must make sure volunteers from:

- Third-party provider organisations that help at an education and early childhood service are managed according to the DfE framework.
- Organisations that have a deed or agreement with the Minister or a memorandum of understanding abide by any volunteer-specific details in those arrangements.

Leaders should also refer to the non-education service providers in preschools, schools and educational programs procedure for any volunteers that work in programs funded by the National Disability Insurance Scheme, Medicare or mental health service

**[Please refer to the Department for Education Volunteering and Mentoring Process](#)**

## **Roles and responsibilities**

### **BRSC LEADERSHIP:**

To uphold all BRSC policies and processes and to support others (teaching and non-teaching staff, school students and community) to follow and implement these processes.

### **TEACHING STAFF:**

To uphold all BRSC policies and processes and to support others (teaching and non-teaching staff, school students and community) to follow and implement these processes.

## **EXTERNAL PROVIDERS:**

To access and work from school site whilst following DfE expectations and legal requirements to ensure the safety and positive outcomes for students

## **STUDENTS:**

To complete required process and referral documents and to follow BRSC process around seeking support and voicing needs while speaking with safe and supportive people. To uphold school values and to seek support as needed.

## **PARENTS/CARERS AND COMMUNITY:**

To complete required process and referral documents and to follow BRSC process around seeking support and voicing needs while speaking with safe and supportive people. To uphold school values and to seek support as needed.

# Definitions

## Guideline

A recommended course of action taken from evidence-based best practice. It provides specific detail on matters that are the subject of legislation, regulation, policy or decision by executive directors and are discretionary.

## Non-department

Organisation outside of a government department or in some instances outside of the department for education

# Related policies

[Children and students with a disability policy](#)

Child protection in schools, early childhood and education and care policy

Screening and suitability child safety policy

Protective practices for staff in their interactions with children and young people

Curriculum, pedagogy, assessment and reporting policy for reception – year 10

[Non-education service providers in preschools, schools and educational programs](#)

[License Agreement](#)

## Record history

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## Approvals

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## APPENDIX 1.1

[1.1 BRSC Internal wellbeing and engagement referral process](#)

## APPENDIX 1.2

[1.2 Bullying and Harassment](#)

## APPENDIX 1.3

[1.3 Gender diverse young person support](#)

## APPENDIX 2.0

[2.2 Non-department service providers](#)

## APPENDIX 2.1

[2.3 BRSC Medical Practitioner on site referral process](#)

## APPENDIX 3.0

[3.0 Disability Intervention](#)