



POLICY

STUDENT ENGAGEMENT & INCLUSION

SCHOOL PROFILE

Mansfield Secondary College is a rural Secondary College. At Mansfield Secondary College, we are committed to all students achieving excellence in both academic and vocational streams of education. We are proud of our consistently strong academic outcomes, with highly aspirant students. We acknowledge the importance of Mansfield Secondary College to the socio-economic fabric of the thriving Mansfield community.

WHOLE SCHOOL STATEMENT

Mansfield Secondary College is committed to building a secure learning environment where all students feel culturally, emotionally and physically safe. The College values of Respect, Persistence, and Curiosity are supported by both the student and teacher behaviour matrix, which provide a basis upon which appropriate programs and procedures are developed across the college. The School Wide Positive Behaviour Support Program (PBS) influences the implementation of all programs and procedures, which are designed to; develop a culture that does not tolerate bullying and/or harassing behaviour, while providing an effective framework within to restore positive relationships.

PBS also emphasises that classroom management and preventive school discipline must be integrated and working together with effective curriculum instruction in a positive and safe school climate to maximise success for all students.

All prevention and intervention engagement and inclusion programs are developed in response to student needs that have been determined by up-to-date research, as well as quantitative and qualitative analyses of school data. Data is used to evaluate and refine current programs. We recognise the importance of interagency collaboration in supporting and improving students learning outcomes and wellbeing.

RIGHTS & RESPONSIBILITIES

The school values cooperation and teamwork amongst all the school community. Mansfield Secondary College is committed to all members of the school community working together to provide a safe, caring and stimulating learning environment.

The College School Values are:

- Respect
- Respecting self, others and the environment
- Persistence
- Doing your best all the time
- Curiosity
- An interest in the world and our learning

All members of the school community are expected to model appropriate behaviours as set out by the College Values and the Behaviour Matrix. We believe that the importance of positive personal relationships is one of the key underpinning values of the Mansfield Secondary College community.

All students have the right to:

- Be treated fairly and respectfully by all members of the school community
- Be safe and secure
- Stimulating teaching and learning
- Learn in the classroom without interruption

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- A clean, ordered and safe learning environment
- Equitable access to school programs regardless of gender, cultural background or disability.
- Express their views appropriately through the appropriate channels (eg. Student Representative Council, School Council)
- Receive ongoing communications, effective feedback about both classwork and behaviour, along with assessments and reports about their progress

All students have the responsibility to:

- Come to school in correct uniform
- Bring equipment ready and prepared to learn
- Attend school 95 % of the time or more; be on time to school and all classes
- Remain at school in class for the whole day
- Participate in College programs that are offered appropriate to their year level
- Respect the right of others to learn and be willing to take on all learning opportunities
- Communicate clearly and honestly any issues of concern they have about their learning to an appropriate staff member
- Care for their own property/equipment and respect the property/equipment of other students and of the school
- Respect the individuality of others regardless of gender, religious and cultural background
- Use digital technology and electronic communication in a safe and respectful manner
- Respect their personal health and emotional wellbeing (and that of others) and comply with school regulations associated with prohibiting the use of cigarettes, alcohol and other drugs

SHARED EXPECTATIONS

At Mansfield Secondary College all staff have a shared responsibility for the development and provision of appropriate, relevant and challenging curriculum and co-curricular programs that give students the opportunity to experience success in their learning and future pathway.

Staff Expectations:

- Commit and adhere to the College Values and the Behaviour Matrix
- Use inclusive teaching practices – that provide for individual difference
- To ensure each student experiences success at school
- To have a belief that all students can learn and provide them with engaging curriculum
- To ensure a safe learning environment
- To monitor and follow up student attendance and uniform
- To facilitate the development of student individual strengths and interests
- To provide opportunities for students to explore pathways from Year 7 to 12 (e.g. transition and retention)
- To foster and support the wellbeing of students
- To seek guidance and/or know when to refer students to appropriate school personnel (Careers, Wellbeing, Year Level coordinators, Student Support Team etc.).
- To provide all students with effective feedback, positive reinforcement and rewards

Student Expectations:

- To work in an educational environment that is safe, supportive and inclusive, where they are able to develop their talents, interests and ambitions.
- To participate fully in the school's educational program and to attend regularly.

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- To display positive behaviours that will demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- To take responsibility for their own learning and participation as members of the whole school community.
- To actively contribute to creating a positive learning environment.

Parent/Carer Expectations:

- To expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights and property of others are encouraged
- To promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- To ensure their child's regular attendance. A minimum of 95% attendance is required.
- To engage in regular and constructive communication with school staff regarding their child's learning.
- To support the school in maintaining a safe and respectful learning environment for all students.

SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and positive behaviours will be supported through a relationship based on School Wide Positive Behaviours and classroom practices, including:

- establishing predictable, and fair classrooms and school environments
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students and their cultural diversity
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing safe physical environments that foster positive behaviours and effective engagement with their learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- ensuring a clear understanding of expectations by students, parents/carers and teachers
- providing consistent school and classroom environments
- involving and supporting the parents/carers
- mentoring and/or counselling
- developing individualized flexible learning, behaviour or attendance plans
- linking students and families with community support and health agencies

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.

The Staged Interventions which may be used prior to suspension include:

- Restorative approach (e.g. repairing the damage caused).
- A range of positive behaviour interventions
- Learning plans, Behaviour Support plans and Return to School plans
- Parent/carers contact – telephone conversations and meetings
- Withdrawal/In-school suspension from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may

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be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.

- Referral to Year Level coordinators; Assistant Principal; DET key personnel
- Referral to school based support programs
- Use of the Student Management Tool to monitor and track students at risk with the aim of providing appropriate early intervention
- Convening of a Student Support Group (SSG) and SSG meeting.
- Lunchtime Detentions - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. Lunchtime detentions are used to support the implementation of both the Uniform and Attendance policy. No more than half the time allocated for any lunchtime may be used for this work.

Suspensions and Expulsions:

Suspension and expulsion are measures of last resort and may only be applied when the less severe consequences have been utilised. Suspension and expulsion can only be approved by the Principal and our school information on grounds and processes for suspension and expulsion that our school will follow are available here:

<https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/default.aspx>

Procedural Fairness:

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. More specifically, procedural fairness involves decision-makers informing people of the case against them or their interests, giving them a right to be heard (the 'hearing' rule), not having a personal interest in the outcome (the rule against 'bias'), and acting only on the basis of logically probative evidence (the 'no evidence' rule).

Procedure for conflict between Students/Families/College Management

The procedures with regards to procedural fairness will generally include the following:

- Allegations are to be substantiated in writing to the Principal/Principal's nominee.
- The Principal/Principal's nominee is to inform the student of an alleged breach of the school's code of conduct.
- The student is to be given the opportunity to make a statement pertaining to the alleged breach.
- In order to safeguard maximum objectivity, the Principal is to include another member of staff in the process of investigation.
- The student must be given the opportunity to have an authority of his/her choice (parent/other representative) present during the interview with the Principal/Principal Nominee.
- Prior to a decision by the Principal, the student is to be informed about the possibility and procedure of a review of the decision.
- During the process, the student is to be informed of their right to appeal the decision by The Principal/Principal's nominee.
- The appeal can be made in writing to the Principal or the Assistant Principal or the Department of Education and Training regional office.



POLICY

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Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

EVALUATION

This policy will be reviewed as part of the school's three-year review cycle.