



**PRAHRAN
HIGH
SCHOOL**

STUDENT WELLBEING, ENGAGEMENT AND RELATIONSHIPS POLICY

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to fostering a learning environment which is underpinned by a deep commitment to human relationships
- (b) our commitment to providing a safe and supportive learning environment for students
- (c) our expectations for positive, respectful student behaviour
- (d) the ongoing supports available to students and families
- (e) our school's policies and procedures for responding to inappropriate student behaviour.

At Prahran High School we work from the belief that understanding the power and importance of human relationships is fundamental to everything else that we aim to be, do and create. Further, at our school, 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. At Prahran High School we believe that student wellbeing and student learning are deeply connected and we value both equally as part of the overall purpose of our school.

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

SCOPE

This policy applies to all stakeholders of our learning community. This policy also applies to all school activities, including camps and excursions.

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POLICY

School Profile

Prahran High School is an uniquely urban, inner-city 7-12 co-education school environment. Situated on High Street, Windsor, we are well serviced by public transport – trams, trains and buses all within easy walking distance. With no car parking on site, this ease of access is important and helpful. Most students who attend our school reside within the local community area, meaning that walking and bicycle riding are also convenient.

Our school is a purpose-built, co-educational, vertical campus in one of Melbourne's most creative and eclectic inner-city urban villages. Our school is built to accommodate approximately 700 secondary students and is integrated into Prahran's education and arts precinct. Spanning four levels that encircle a vast light-filled central atrium, our school truly presents as an innovative, unique and contemporary school campus. Our curriculum, approach to pedagogy, wellbeing and culture works in harmony with the design of the school buildings.

A central feature of the design is a series of cascading bleachers that interconnect the various levels, while acting as informal learning and gathering spaces. The architecture of the school motivates physical movement, vertical circulation and open visibility. This together with the learning terraces and many, varied breakout spaces creates a learning environment that aligns with our unique Models of Learning and Wellbeing.

The ground floor houses the library, music and drama facilities. Science labs, art and technology spaces extend throughout the next three levels, while learning spaces on each level open to outdoor learning terraces. The third floor features a gymnasium and an outdoor recreation zone with a rebound court and running track. A multi-purpose area with trees and a garden occupies the rooftop level. There is a dedicated Senior School Personal Study Lounge, along with study corrals and break-out spaces scattered throughout the building to support our Senior School students and their unique needs.

We believe that the development of a young person's character, together with the attainment of academic excellence are essential to a life lived with purpose and meaning.

School values, philosophy and vision

Vision

The vision of Prahran High School is for all of our students to learn and to develop the intellectual rigour and character required to make a positive impact in their world.

Mission

Our mission is to foster curiosity, creativity and empathy in the students in our care in order to develop young leaders of character and purpose who can confidently embrace life's challenges and make a positive impact in their world.

School Values

Creativity, Curiosity, Challenge, Character. Making an impact!

❖ **Creativity**

The ability to think creatively and critically will be a defining trait of tomorrow's successful young adults. We encourage creative, independent and original thinking in all aspects of our school curriculum, fostering an environment of active collaboration and exploration.

❖ **Curiosity**

Curiosity is the doorway to exploration, understanding and the acquisition of knowledge and wisdom. We encourage our students to be lifetime learners and are inspired by what Albert Einstein once said: *"I have no special talent. I am only passionately curious."*

❖ **Challenge**

Today's students will learn to live, grow and work in the most challenging of times characterized by complexity, uncertainty and constant change. We will strive to strengthen resilience, resolve and intellectual rigour in our students so they will be up for the challenge.

❖ **Character**

Character traits including empathy, compassion and self-awareness are essential to living a meaningful and purposeful life. At PHS we emphasize the development of sound and strong character alongside the achievement of academic excellence.

❖ **Making an Impact**

By challenging our students to be curious, creative, collaborative and courageous, we aim to develop the intellectual capacity, sense of purpose and strength of character required for them to make a positive impact in the world around them.

Engagement Strategies

Prahran High School has developed a range of strategies to promote student engagement, positive behaviours and respectful relationships for all members of our school community. We understand that some students need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn, from entry in Year 7 to Graduation in Year 12. We also deeply believe that prioritising the development of mutually respectful, kind and authentic relationships is the foundation from which all else grows.

We work collaboratively with students and families/parents/carers to establish fair and respectful behaviour policies and practices, based on the Prahran High School values, expected social competencies and positive peer relationships. We commit to the relationship compact that we know best serves the needs of students: parents, students and staff all with important roles to play. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

A summary of some of the universal (whole of school), targeted (year group specific) and individual engagement strategies embraced by Prahran High School follows.

Universal

- At Prahran High School, one of two Assistant Principals has overall responsibility for our Positive Climate for Learning (7-12). This role oversees wellbeing, engagement, behaviour and inclusion.
- At Prahran High School, one of two Assistant Principals has overall responsibility for Learning, Teaching and Innovation (7-12)
- At Prahran High School the Principal and both Assistant Principals understand and embrace their roles as leaders of people and each member contributes to the development of positive relationships and behaviours
- Supported by a dynamic team of other leaders, the Student Wellbeing and Engagement Team becomes the key team driver of this work in our school
- We prioritise positive, respectful relationships between staff and students, believing that this is fundamental
- We work to understand how to build, nurture and repair relationships and provide support in the form of a *PHS Connecting Us* relationships toolkit
- Using the principles of the School Wide Positive Behaviours Support (SWPBS) approach, Prahran High School collaboratively develops and implements a fair, consistent and respectful whole-school engagement and behaviour management approach
- We understand that a safe, respectful and orderly school climate is a fundamental precondition for all else to flourish
- We collect and analyse a wide range of relevant school data, such as attendance, student attitudes to school, parent opinion survey, staff opinion survey, NAPLAN achievement and school level assessment data
- We deliver a broad, deep curriculum which is supported by our unique PHS Model of Learning
- We continue to develop a proactive, restorative approach to student wellbeing and engagement which is underpinned by a rich evidence base
- We value the research of Positive Psychology, SWPBS and Unconditional Positive Regard as the supporting frameworks, or pillars, which underpin our unique, inclusive PHS Model of Wellbeing
- Our curriculum includes pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement
- Our PHS values are framed more as learning dispositions and are incorporated into our curriculum and daily school life: **creativity, challenge, curiosity and character**

- Our school promotes genuine and meaningful opportunities for student participation in all aspects of the culture and leadership of their school, working to ensure that students have a true sense of ownership of their learning environment
- We actively support families to engage with their child's learning and build their capacity as active learners
- Prahran High School highly values student voice, agency and engagement as a key driver to improve student learning and wellbeing outcomes and facilitating school improvement and change
- We are committed to developing a culture where our students and staff co-create their school as we progress
- Prahran High School has clear processes in place to identify and respond to individual students who require additional assistance and support.
- We build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that build the capacity of our school and our staff to respond to the needs of the students.
- Prahran High School is a Child Safe organisation and complies with its obligations under the Child Safe Standards

Targeted

- We are constantly nurturing, refining and improving our positive climate for learning in which relationships are the foundation of all else
- Our Middle Years Sub-School Leader oversees student engagement, behaviour and connection to school across Years 7-9
- Our Senior School Sub-School Leader oversees student engagement, behaviour and connection to school across Years 10-12
- We have Mentor Teachers assigned to each class and this person becomes a key relationship with their particular class of students and their families
- The Sub-School Leaders support the work of Mentor Teachers through capacity building, program and relationship support
- We have a vibrant approach to *Life@PHS* which is a range of Clubs and activities which take place after school and at lunchtimes
- We have a Homework Club which runs before and after school
- Our school establishes social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- PHS has a rich, diverse and highly qualified Student Wellbeing and Engagement Team who lead this work for our students and community
- All Indigenous students are supported with the development of an Individual Learning Plan
- All PSD funded students, highly vulnerable/complex care students and Out of Home Care students are supported with the development of an Individual Learning Plan
- Our school teaches the Respectful Relationships curriculum through the Healthy Body, Healthy Mind learning area
- Relevant teaching staff will apply a trauma-informed approach (using *Calmer Classrooms: A Guide to Working with Traumatised Children*, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.

Individual

- We strive to develop and nurture kind, positive and constructive relationships with all students
- We are even more intentional in our efforts to develop and nurture positive, supportive and constructive relationships with students at risk, students who are especially vulnerable and students who have complex individual learning, social and emotional needs
- We work from a belief in the power and fundamental importance of relationships, seeking to speak, meet and communicate regularly with families/carers to best support and engage students in school
- We hold regular, supportive Student Support Group meetings for students whom this structure is required. These meetings must be (at least) termly

- We proactively seek further assessments for students and funding support through the Program for Students with Disabilities
- Where required, we collaboratively develop Individual Learning Plans, Behaviour Support Plan and Student Attendance Plans
- We consider if any environmental changes need to be made to better support students in their learning, for example changing Learning Space set-up. This becomes even more important as we move into Senior School and commit to supporting the inclusion of all students by making reasonable adjustments as needed
- We refer to internal school support services - Assistant Principal/s, Sub-School Leaders, Student Wellbeing Leader, Mentor Teachers
- We refer to external support services as necessary - Stonnington Council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services, Child First

Identifying Students in Need of Extra Support (Including Senior Secondary Students) – Reasonable Adjustments

Prahran High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing and Engagement Team leads the development and implementation of strategies to help identify students in need of support and enhance student wellbeing.

Where reasonable adjustments are required to support the inclusion of students these will be made.

Prahran High School will consider the following information to determine whether any reasonable adjustments need to be made:

- the nature of the student's special needs or disability
- any adjustments that have previously been provided
- any recommended or alternative adjustments

Our school uses the following information and tools to identify students in need of extra support using the following strategies:

- SSG* Meetings upon enrolment (including prior to their Senior Secondary Year)
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Behaviour observed by visiting teachers/allied professionals
- Deep engagement with families
- Screening assessments

** SSG is a partnership between school staff, parents/carers, the student, and relevant agencies. The group works together to plan and support the educational, health, social, cultural, and emotional wellbeing of students with diverse learning needs.*

The information gathered will enable school staff to better understand the young person in a case managed approach and allows for reasonable adjustments to be made for students with learning or behavioural difficulties and include but are not limited to:

- Multimodal delivery of content – Oral, physical, ICT
- Flexible learning arrangements
- Flexible break times for students

From time to time reasonable adjustments or special provision will be required for Senior Secondary assessments and exams, a list of possible adjustments is provided below:

- Rescheduling school-based assessment tasks.
- Extra time to complete assessment tasks.
- Extra reading time, writing time, rest breaks.
- Alternative format exam papers (e.g. enlarged print, Braille).

- Replacing a task with a task of a different kind.
- Using a single task to assess more than one of the learning outcomes.
- Using technology (e.g. laptops), integration aides, or other special arrangements.
- Extensions of time to complete folio and production items.

Reasonable adjustments or [Special Provision](#) may also be granted for examination arrangements:

- Extra reading time, writing time, rest breaks.
- Alternative format exam papers (e.g. enlarged print, Braille).
- Use of assistive technology.
- A reader and/or scribe.
- A clarifier.
- Alternative examination venue (e.g. separate room, home, hospital).
- Receiving a derived score for external examinations where a student has been ill or affected by personal circumstances

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
- ensure that their behaviour is safe for themselves and others at all times
- display positive behaviours that demonstrate respect for themselves, their peers, staff and members of the school community
- respect the right of others to learn

Prahran High School Statement of Rights and Responsibilities

It is the right of all members of the Prahran High School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, abuse, discrimination or intimidation. (Refer to our Bullying and Harassment Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to

support Prahran High School in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement, Wellbeing and Relationships Policy.

All members have an obligation to ensure school property is appropriately used and maintained safely and carefully.

Student Behaviour Expectations

At Prahran High School all students are expected to:

- ✓ move and act safely at all times
- ✓ treat themselves, peers, school staff and community members with respect
- ✓ actively embrace and model the principles which underpin our PHS school values
- ✓ respect and value the rich diversity of our school community and the differences of others, seeking to celebrate our shared humanity
- ✓ attend school every day, arriving at each class on time and ready to learn

Positively Managing Student Behaviour

At Prahran High School, as in life, we understand that our actions have consequences – be they positive or negative. It is a part of life and part of being a member of a community. The work of our school is to help young people understand this and make the very best choices possible to ensure the majority of their actions lead to positive outcomes.

At PHS we do not believe that arbitrary punishment necessarily leads to behavioural improvement, and we seek to achieve this through empathy, meaningful follow-up and understanding, rather than a punitive culture. This work takes time, skill and understanding.

This work does also involve suitable consequences for inappropriate behaviour at times. Some examples follow and more detail is provided in the Guidelines for Positive and Consistent Behaviour Management documents.

- Clear, calm and consistent in-class, stepped system of behaviour management
- If a student's behaviour is repeatedly inappropriate, the teacher may ask the student to meet with a Sub-School Leader or Assistant Principal
- Withdrawal from class activities for a specified period so that a relationship restoration can occur. If this happens, families/carers will be informed of such withdrawals
- In-class actions by teachers such as asking students to move position or remain at the end of a session for a conversation
- Relationship repair conversations – facilitated by a third party where required; restorative justice principles will be used in all repair conversations
- Withdrawal of privileges
- Suspension (in-school and out of school)

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

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

<https://www2.education.vic.gov.au/pal/suspensions/policy>
<https://www2.education.vic.gov.au/pal/expulsions/policy>
<https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

Further information is also available at:

- [Procedure for Suspension](#)
- [Information for Parent and Carers about Expulsions](#)

The Principal of Prahran High School is responsible for ensuring all suspensions and expulsions are recorded on CASES21. See <https://www2.education.vic.gov.au/pal/expulsions/policy>
Communication of the above procedures will be communicated to parents and guardians via the school website, the school portal (COMPASS) and via parent meetings as per the DET guidelines: [Expulsion Policy Resources](#) and [Suspension Policy Resources](#) “

Prahran High School is a Child Safe Organisation. We ensure this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of Child Safety at the school, having a Child Safety Policy/ Statement of Commitment to Child Safety and having policies and procedures to manage child abuse.

Engaging with families

Prahran High School values the input of parents and carers, and we strive to support families to engage in their child's learning and build their capacity as active learners. We are committed to being partners in learning with parents and carers in our school community. Indeed it is a clear Strategic Plan priority.

We work hard to create successful partnerships with parents and carers by:

- Regular family engagement and wellbeing events hosted at the school
- Regularly inviting parents and carers to contribute to school activities and school learning opportunities
- Actively invite families to share their expertise to support student learning at our school
- Involve families with school programs, homework and other curriculum-related activities where appropriate
- Actively involve families in school decision making
- Coordinate resources and services from the community for families
- Always include families in Student Support Groups, and in the development of Individual Learning Plans for students
- Ensure that all parents have access to our school policies and procedures, available on our school website
- Maintain an open, respectful line of communication between parents and staff, supported by our school Communication Policy

EVALUATION

Prahran High School will collect data each year to understand the frequency and types of engagement and 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 Attitudes to School Survey data
- Prahran High School specific student survey data
- Incident reports and data, collected in Compass

- School reports
- Parent opinion survey
- Case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Attachments to the Student Engagement and Wellbeing Policy

1. Guidelines for Positive and Consistent Behaviour Management
2. A Model for Wellbeing – the evidence base for our unique approach to wellbeing
3. Statement of Values- Promoting Healthy, Safe and Respectful School Communities

This policy is informed by the Department of Education and Training Student Engagement and inclusion <http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

REVIEW PERIOD

This policy was shared with the School Council, students and staff in July 2020. It will likely be updated with input at that time. While this does not need to be ratified by Council, this policy will be reviewed by the community every 3 years. It will be discussed and uploaded into our school policy area of Compass and the website.