



**Woodville  
High School**

DIVERSITY INTEGRITY RESILIENCE

# Our Woodville

**Student Engagement,  
Inclusion and Community  
Wellbeing Policy**

## Underlying Principles

This policy is underpinned by our belief that positive respectful relationships are the core of successful academic and lifelong success. Our Woodville values are Diversity, Integrity and Resilience

We Believe:

Children and young people's behaviours span a continuum including:

- positive, inclusive, and respectful behaviours that show responsibility for their actions
- low-level, developmentally appropriate transgressions that test the boundaries of established rules, standards, and norms
- These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and young people at a classroom and school level
- challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise
- Behavioural responses include targeted interventions for the individual children and young people involved in addition to universal strategies
- complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.

Our school community works together preparing young people for successful participation in society, focusing on the wellbeing of all community members. Our community includes Students, Parents/Caregivers, all staff and local businesses and community groups.

## Rationale

### Woodville High School Community Members:

- Respect the rights, property and beliefs of others and support and promote our school to the broader community which contributes to our school's general wellbeing
- Ensure an environment that is stimulating, safe and provides learning opportunities catering for individual difference, allowing all students and staff to be challenged and experience success
- Understand that Restorative Justice principles drive our responses to student behaviour, so all parties are heard with behaviour development plans created together focusing on the student's strengths.
- These plans have clear timelines with achievable short-term goals encouraging students to develop a sense of accountability and personal responsibility for their own behaviour.

### Woodville High School supports:

- A physically, mentally and emotionally safe learning environment that is inclusive of all and where behaviours are supported with quality learning
- Community confidence in our school prevention and response to behaviour challenges
- Reported incidents of misbehaviour will be investigated appropriately and support given to all parties involved with transparent and consistent responses applied to all incidents of behaviour challenges.

Protective factors which contribute to student resilience are:

- A sense of trust and belonging to our school community
- Positive achievements and acknowledgment at school
- A significant school adult who believes in, and supports the young person

School community members use consistent statements and interactions to describe successful and appropriate behaviour, and unsuccessful and inappropriate behaviour.

Restorative processes facilitate opportunities for young people to:

- Celebrate diversity and inclusion whilst engaging in critical thinking, reflection and problem solving to find creative ways to resolve conflicts or repair harm
- Be empowered by asking them how they want to repair the harm caused, enhancing emotional literacy, giving agency to change their own narrative
- Work with our community to understand the environmental, social and family context of our students and to use the capacity of these parties to support positive behaviour change

Provide visible, fair and equitable behavioural responses that foster confidence and trust whilst repairing and restoring relationships that have been harmed by behaviours of concern.

## Rights and responsibilities

### All Members of our community have a right to:

- Participate in an environment where they are valued, safe, supported and treated with respect, regardless of religion, gender, race, ability, class, or individual differences encouraging freedom of thought and expression.

### Students

All students have the right to:

- Learn and socialise without interference or intimidation in a safe and secure environment
- Be treated with respect and fairness as individuals
- Expect a learning program that meets their individual needs.

All students have a responsibility to:

- Enact our school values of respecting the rights of others treating them with fairness and dignity
- Contribute to a positive learning environment by listening, working cooperatively, following teacher instructions, staying on task, displaying personal responsibility and accountability for their behaviour
- Be prepared for lessons, attempt all set work and work to the best of their ability, show perseverance by developing their growth mindset to meet new challenges whilst developing self-awareness of personal values and empathy.

### Staff

All staff have the right to:

- Receive respect and support from our school community and work in an atmosphere of respect, order and cooperation in their classrooms
- Use discretion in the application of rules and consequences.

All staff have a responsibility to:

- Build positive relationships with students as a basis for engagement and learning and make their classrooms an inclusive and orderly learning environment
- Follow DfE Protective Practices and Code of Ethics Policies
- Implement recommendations from DfE Behaviour Support Toolkit (2020)
- Provides a rigorous differentiated curriculum and programs that are relevant to current life experiences empowering students to take increasing responsibility for their own learning
- Clarify for students how expectations are translated into action (e.g. by assisting with facilitating SMART goal setting)
- Apply appropriate, consistent supportive responses to student behaviours
- Document and inform where appropriate, Parent/Caregivers, House Group Teacher/ Curriculum Area Leader/ House Leaders / Executive Parents/Caregivers

All parents/caregivers have the right to:

- Know that their children are in a safe, happy learning environment where they are treated fairly and with respect
- Expect a positive and supportive approach to their child's learning
- Expect communication and participation in their child's education and learning.

All parents/caregivers have a responsibility to:

- Enact our school values by building positive relationships with members of our school community
- Ensure students attend school in uniform and have the appropriate learning materials
- Support our school in its efforts to maintain a productive teaching and learning environment by treating all members of our school community with respect, fairness and dignity.
- Model and promote safe, respectful and inclusive relationships with their children, other students and the general school community

## Roles and Responsibilities

<u>Students</u>	<ul style="list-style-type: none"> <li>● Respect the diversity and rights of others to teach and learn</li> <li>● Attend school and classes punctually, ready to engage and actively participate in learning</li> <li>● Display pride in Our Woodville by wearing the correct school uniform</li> <li>● Demonstrate respectful behaviour in the wider community</li> <li>● Communicate and interact with others; respectfully, politely and courteously, using appropriate language</li> <li>● Engage in behaviour which <i>promotes</i> health and wellbeing</li> <li>● Care for school property and our environment. Respect the property of others, supporting an environment of safety and inclusion</li> </ul>
<u>House Group Teachers (HGT)</u>	<ul style="list-style-type: none"> <li>● Develop rapport with students, accessing student data to ascertain individual students' needs and context fostering an inclusive, welcoming, safe and calm classroom</li> <li>● Have primary responsibility in ongoing communication with Parent/Caregivers re student attendance, homework and Snapshot reports follow up</li> <li>● Familiarise themselves with the developmentally appropriate section of the Behaviour matrixes and when developmentally inappropriate behaviour is present, inform House Leaders.</li> </ul>
<u>Subject Teachers</u>	<ul style="list-style-type: none"> <li>● In the first lesson, together with the students, set classroom expectations demonstrating our Core Values</li> <li>● Use the teacher Practice &amp; Curriculum and Pedagogy and Classroom Interventions sections of the Strategies section of the 2020 SBM Toolkit to develop positive relationships and a positive classroom culture of success rather than punitive responses to behaviour</li> <li>● Encourage and reward success, including positive contact with caregivers.</li> </ul>
<u>House Leaders</u>	<ul style="list-style-type: none"> <li>● Using restorative principles, support the HGT with uniform, homework, attendance, punctuality and behaviour issues</li> <li>● Familiarise themselves with the age-appropriate sections of the 2020 Student Behaviour Support Toolkit (SBST) and address behaviours appropriately, including referring to other supports as required; including the Wellbeing Hub</li> <li>● Keep an overview of lesson attendance patterns in SEQTA and initiate and monitor lesson check and attendance check documents</li> <li>● Discuss students and their learning plan with staff who refer students to the Wellbeing Hub.</li> </ul>
<u>Leadership</u>	<ul style="list-style-type: none"> <li>● Using restorative principles, support HL's and HGT's in maintaining expectations re; uniform, attendance and behaviour</li> <li>● Check the age-appropriate sections of the 2020 (SBST) Toolkit and address behaviours appropriately</li> <li>● Suspend and re-enter students in consultation with the Principal and the House Leaders.</li> <li>● Involve our interagency Behaviour Coach through the Student Services Committee</li> <li>● Ensure that Parents/Caregivers and students have information on appropriate grievance and Appeal procedures</li> <li>● Discuss students and their learning plan with staff who refer students to the Wellbeing Hub.</li> </ul>
Wellbeing Leaders Mental Health Practitioner Youth worker (Mainstream) Youth Worker (Tailored Learning) Pastoral Support Worker Wellbeing Hub Receptionist	<ul style="list-style-type: none"> <li>● Support, model and encourage staff and students to use Restorative Processes and a Growth Mindset</li> <li>● Check the age-appropriate sections of the 2020 SBM Toolkit</li> <li>● Work with students who require support to self-regulate and who behave inappropriately</li> <li>● Organise restorative chats or restorative conferences with individual students, Parents/Caregivers and staff as required</li> <li>● Review DfE and non DfE support for students and families.</li> <li>● Support families and students in the effective re-connection of students after suspension, working with individual students creating an agreed holistic and behaviour development and self-care plan.</li> </ul>
<u>Parent / Caregivers</u>	<ul style="list-style-type: none"> <li>● Work with our school to support their child including informing the school of any circumstances that may affect their child's behaviour at school</li> <li>● Attend all scheduled meetings to work with the student and school to set up and support a Student Development Plan</li> <li>● Provide a safe environment for the student whilst on suspension or exclusion</li> <li>● Use the DfE grievance Procedures if they wish to appeal the process.</li> </ul>

## Procedures

### Proactive measures to support positive student behaviour

- The development of shared classroom expectations by students and the teachers
- An engaging, differentiated curriculum
- The incorporation of Restorative processes into the classroom including the regular scheduled use of circles, and staff using affective statements with students
- Staff modelling positive behaviour, relationships and respect developing rapport and mutually respectful relationships in the classroom
- The inclusion of empathy strengthening activities into the curriculum in all subjects, by encouraging students to work together more in lessons, offering peer support to each other
- The encouragement of community service, providing students with information and connections with community organisations they could volunteer with
- Resilience building through THRIVE and Health Program.

### Intervention strategies to support student behaviour

- Relationship building with students and families through the THRIVE Program
- Appropriate expectations of students to reach their full potential
- Counselling for students available if required
- Mentoring and guidance by ACEOs, AETs, BSSOs, House Group Teachers
- Emerging student behaviour challenges raised in House Leaders meetings and at Student Services Meetings to allocate internal and external support.

### Restorative Processes in response to Challenging Behaviour

The use of Restorative Chats – may include private corridor chats between staff members and students to unpack emerging behaviour challenges with the student by asking restorative questions:

What were you thinking/feeling at the time?

What have you thought about since?

Who has been affected by the behaviour or conflict?

What do you think you need to do to make it better/what do you think needs to happen to make it better?

At the end of restorative chat an agreement of how to progress is reached.

The Wellbeing Hub's Learner Engagement Room should not be used as a threat to students as processes and inclusive approaches should be implemented first.

If Student Behaviours place the physical and emotional safety of any school community members at risk suspension and exclusion processes may be required. Our Woodville follows the DfE Suspension, exclusion and expulsion guidelines in these circumstances. \*

<https://www.education.sa.gov.au/docs/support-and-inclusion/suspension-exclusion-and-expulsion-of-students-procedure.pdf>

\*All final decisions re suspensions and exclusions are at the discretion of our principal in consultation with school leadership.

## The Wellbeing Hub

The following staff are situated in the Wellbeing Hub:

- Senior Leader Wellbeing and Inclusion
- House Leaders
- Wellbeing Leaders
- Youth Worker Mainstream and Tailored Learning
- Pastoral Support Worker
- Wellbeing Hub Receptionist

The following supports are available for students in the Wellbeing Hub:

- A safe, supervised space to regulate their emotions and/or de-escalate following a crisis, to re-engage with their learning
- Access to staff to problem solve and address issues impacting on their wellbeing, learning and engagement
- Scheduled sessions with a member of the Wellbeing team.

## The Learner Engagement Room

The Learner Engagement Room (LER) is a fully staffed space within our **WELLBEING HUB**.

- When students arrive at the LER they will be greeted by the Supervisor. Their attendance to LER is noted in SEQTA.
- The LER is to allow continuity of effective learning and teaching and to allow students a calm space to self-regulate emotions and continue with schoolwork.
- Email notifications are sent to Parent/ Caregivers with House Leaders follow up
- A Restorative conversation allows the student to calm down, fully think through their emotions, their reactions, their choices, our school values, the impact their behaviour had on themselves and others and what they could have done differently to change their behaviour.
- This process also allows the student to give their account of what occurred, reflect on any harm caused, and it will be integral for a positive restorative chat to occur between the classroom teacher and student.
- If the Supervisor deems the student is capable of a return to learning or the Teacher indicates a time for returning, the student may re-enter the lesson before its completion.
- Alternatively, the student will need to re-enter the next lesson. A restorative discussion between the teacher and student may be required, to determine the agreed expectations to proceed with, and what will happen if the behaviour occurs again
- House Leaders will check the Learner Engagement Room referrals for their House Group and discuss this list every fortnight at Student Services meetings to ascertain patterns of attendance at the appropriate follow-up with students and families will be discussed at these meetings.

After five referrals to the Wellbeing Hub in one term further Restorative process and a Restorative Conference should be considered with the family as an intervention. This process is

actioned and monitored by the House Leaders.

The use of the LER should be one of a variety of Behaviour Support methods and should certainly not be the first. Restorative Processes and inclusive approaches should be implemented first. (to be read in conjunction with **(Appendix 1)**)

The development of positive relationships based on this principle is the most effective form of classroom behaviour support. Staff are to use our Core Values as cornerstones of restorative conversations coupled with the principles of a Growth Mindset.

Teachers are advised to refer students to the Learner Engagement Room for:

- Disrespectful behaviour
- Persistent and wilful inattention, which interrupts their peers' abilities to learn and/or the teacher's ability to teach
- Repeated refusal to follow instructions
- Wilful breach of safety.

The Learner Engagement Room Referral Procedures for Staff and Students for classroom behaviours which are not supportive of agreed classroom expectations (to be read in conjunction with Appendix 2, SEQTA Referral Process)

Referrable behaviour does not include lateness, lack of equipment, or accidental swearing (with the exception of swearing at other students or the teacher).

### Classroom Procedure: (Appendix 2)

- A student interrupting learning or teaching is given two clear reminders using supportive statements to modify their behaviour:

Please follow this procedure:

- Positive statement about the student
- THEN address student's current behaviour and the effect of the behaviour on the class THEN say how you need the student to change their behaviour
- THEN ask the student if they understand the instruction and expectations?

If behaviour continues, please say:

- Positive statement about the student
- THEN readdress student's current behaviour and the effect of the behaviour on the class
- THEN say how you need the student to change their behaviour.
- THEN ask the student if they understand the instruction and expectations.
- THEN EXPLAIN: "This is your second reminder...If you continue to behave in this way again, then your behaviour will lead you going to the Learner Engagement Room
- THEN ask the student if they understand.
- A quiet corridor discussion may occur as part of the second reminder if appropriate

If the behaviour continues as a third response, please say:

- Readdress the student's current behaviour and the effect of the behaviour on the class THEN explain that you have provided 2 clear reminders and now you have no alternative but to send them to the LER to reflect on their behaviour.
- Offer them the opportunity to meet and discuss the behaviour together and have a restorative chat before they re-join the class next lesson

### Classroom Challenges

A student sent to the LER who leaves the class but does not attend the Wellbeing Hub is:

- Considered both; to have not followed a reasonable teacher request and will be referred to a House Leader who will follow Restorative/Ethical decision-making chart.
- A teacher faced with a student refusing to leave the classroom:
  - Explains the situation and consequences to the student using a restorative chat, then asks for compliance a second time
  - May ask a student from the class or a class nearby to take a note or message to the Wellbeing Hub to access a House Leader
  - Call the Wellbeing Hub for assistance from a team member. Mobile 0429 924 731/ Extension 224

Students who feel that they have been unjustly dealt with must:

- Attend the Wellbeing Hub when sent
- Give their perspective on the situation that led to a referral to LER
- (May choose to) present their complaint to the appropriate House Leader - The House Leader will follow Restorative processes and procedures and may find a Restorative conference or mediation between teacher and student necessary.

### (Appendix 3)

#### Professional Development

As part of our partnership with the Centre for Restorative Justice, staff will receive regular training in restorative practices and our Wellbeing Team will in-service staff in our policy and the use of the Wellbeing Hub and Learner Engagement Room.

Our school's Learning Hub has some excellent professional development resources, including video materials, to assist staff to reconsider or improve and update their behaviour support methods.

The Centre for Restorative Justice  
<https://www.restorativejustice.com.au/>

# Appendix

## APPENDIX 1

### The Wellbeing Hub/ Learner Engagement Room Process for Staff and Students

Our processes are based on the principle of consistency and certainty of responses from staff to student behaviours. Our process reflects the colours and philosophy of the Department for Education Behaviour Support Toolkit which defines behaviours as:

- **Green:** Developmentally Appropriate
- **Amber:** Concerning
- **Red:** Serious.

#### **Green (developmentally appropriate)-**

**Behaviour represents expected response to developmental challenges and is infrequent, transient or minor. Behaviour responds to universal school and classroom wide strategies.**

#### **Amber (concerning)-**

**Behaviour indicates that the child or young person is experiencing challenges that are difficult for them to manage on their own. Behaviour is problematic due to the severity, frequency, duration or impact. Behaviour responds to targeted interventions at the individual level or small group.**

#### **Red (serious) –**

**Behaviours are a significant barrier preventing the child or young person from learning. Behaviour may be severe, of high frequency and/or extended duration and may be unsafe for the child/ young person and /or others. Individualised, intensive and specialised supports are required.**

Classroom behaviours that interrupt the teachers right to teach and the students right to learn will be responded to by clearly established classroom strategies that are listed in the chart. Students will receive greater interventions and specialised supported from the Wellbeing Team and community specialists if their behaviours are in the Amber or Serious domains.

Link to The

DfE Behaviour Support Toolkit  
[Behaviour Tool Kit](#)

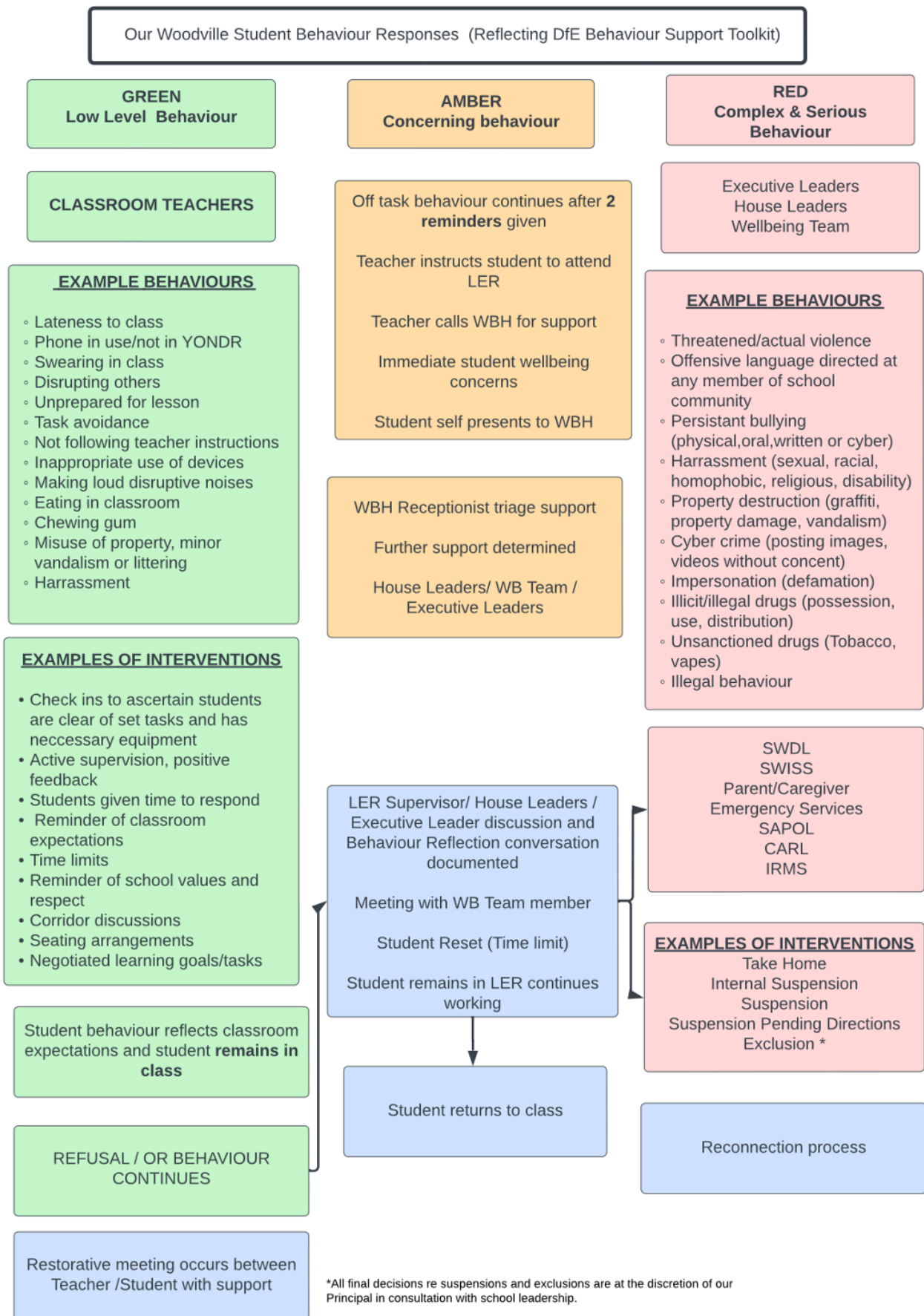
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<https://www.education.sa.gov.au/docs/support-and-inclusion/suspension-exclusion-and-expulsion-of-students-procedure.pdf>

\*All final decisions re suspensions and exclusions are at the discretion of our principal in consultation with school leadership



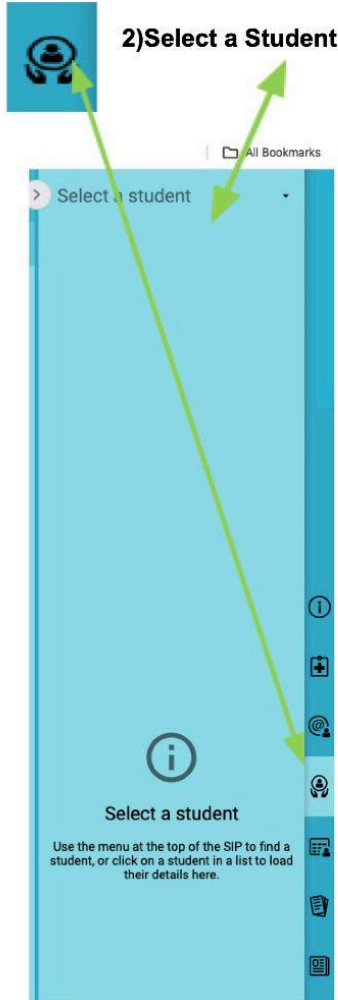
Appendix 2



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## Instructions for Learner Engagement Room (LER) Referral 2025

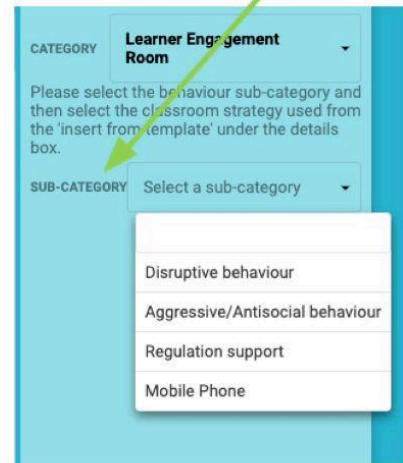
1) On the right hand side of your SEQTA screen: Choose the Enter Pastoral Care notes symbol.



3) CATEGORY: Scroll down to Select **Learner Engagement Room**



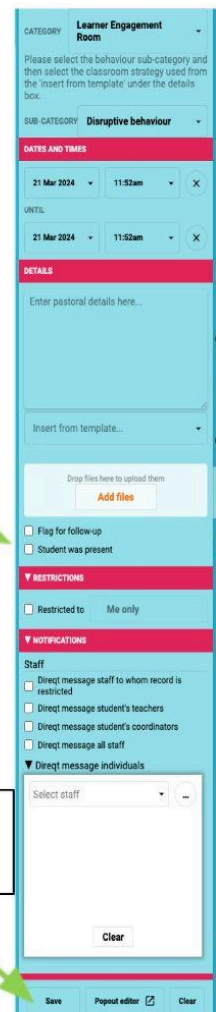
4) Choose a SUB-CATEGORY



5) Enter details



This will be marked by the Supervising Staff member in the LER after student arrives.



6) PLEASE remember to press SAVE