Box Hill High School

# Student Wellbeing and Engagement Policy

**Help for non-English speakers**
If you need help to understand the information in this policy please contact Box Hill High School on (03) 9877 1177.

Contact us in Mandarin / 则可用中文与我们联系

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## PURPOSE

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

(a) our commitment to providing a safe and supportive learning environment for students
(b) expectations for positive student behaviour
(c) support available to students and families
(d) our school's policies and procedures for responding to inappropriate student behaviour

Box Hill High School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

## SCOPE

This policy applies to all school activities, including camps and excursions.

## CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

## POLICY

### 1. School profile

Box Hill High School's vision and values aim to provide a safe, supportive, and inclusive environment where all students regardless of ability are guided to strive for their personal best. The school continues to maintain an excellent reputation for providing outstanding educational opportunities and holistic care for all students. The school values are *Respect, Resilience, Growth and Creativity* and these values are promoted throughout the school.

Established in 1930, Box Hill High School is a single campus school situated in the inner eastern suburbs of Melbourne. Students at Box Hill High School are strongly encouraged to live up to the school's motto "Ad Altiora Certamus" which means, "We strive for higher things." We are a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways. This philosophy is enshrined in our school values of Respect, Creativity, Resilience and Growth.

A broad range of opportunities exists for students to explore their interests including sports, music, performing arts, solar cars, numerous clubs, and camps. Strong student support structures exist through our Junior and Senior schools and Wellbeing team as well as a strong House system. All students are known by their teachers and supported both academically and personally.

## 2. School values, philosophy and vision

Box Hill High School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our purpose is:

- to ensure an inclusive safe community where students and staff are respectful to each other
- to collaborate to set and achieve challenging learning goals to create an environment where everyone can flourish
- to equip students with the skills to be resilient and passionate life-long learners
- to respect and consider student voice in the classroom and wider school community
- to demonstrate school pride in the way we present and conduct ourselves
- to develop and nurture students who are ethical, think critically and can contribute as global citizens

**School Values:**

**Respect:** We show respect for other members of our school community in the way we treat others and consider the perspectives of others. Fostering a sense of belonging, we value and support diversity and build a positive and safe environment.
**Creativity:** We celebrate creativity in all its forms, providing opportunities for students to explore what is possible for them and the world. We nurture innovation and curiosity by encouraging students to develop original ideas and processes.
**Resilience:** We strive to develop resilient individuals who are able to achieve in different situations and cope with challenges. We build the confidence to solve problems and connect failure to learning. We promote positive education to build skills for a strong mind and healthy body.
**Growth:** We believe all students can learn and grow. We approach the world with a growth mindset in order to become adaptive and autonomous learners. Through active participation and developing skills of self-regulation growth can be achieved. We strive to be our best.

Our Statement of Values is available online.

## 3. Wellbeing and engagement strategies

Box Hill High School has a dedicated space for student wellbeing with an experienced Student Wellbeing Support Team comprising of a:

- Leading Teacher
- Two qualified Student Counsellors
- Mental Health Practitioner
- Psychologists (*Written parental permission must be provided unless there are exceptional circumstances*)
- School Nurse

The Sub School Teams also provide support for student wellbeing and should be the first contact if there are concerns about student wellbeing.

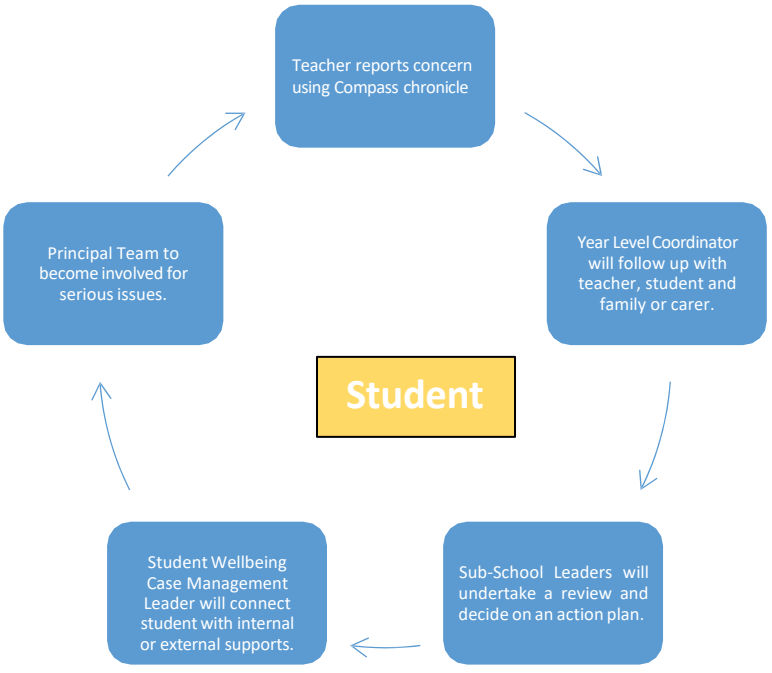
The team is also supported by the Student Support Services (Department of Education). Support might be provided in the following areas (but is not limited to):

- Learning difficulties and disability
- Family and relationship changes
- Mental health problems and trauma
- Financial support
- Social-emotional development
- Goal-setting and self-regulation
- Attendance and school refusal
- Return to school support following suspension
- Stress Management
- Drug and Alcohol issues
- Family violence
- Gender and sexuality

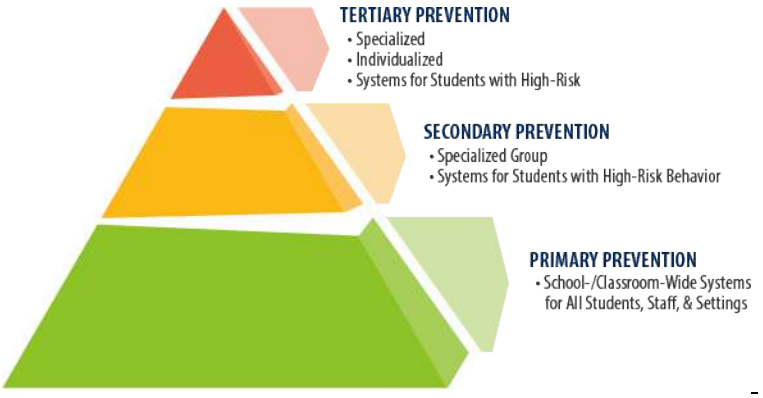
Teachers and Year Level Coordinators might refer students to the Wellbeing Team based on observable behaviours indicating a need for further support and intervention.

Students can also self-refer if experiencing challenges in their personal life or at school and wish to seek support.

The process for referral might follow this pathway:



The wellbeing of young people is enhanced, and their learning outcomes optimised when they feel connected to others and experience safe and supportive relationships. BHHS is committed to providing whole-school strategies to optimise student wellbeing and engagement along with targeted programs to meet the specific needs of our students. The school allocates programs based on a tiered model emphasising prevention.




## Primary Prevention – Whole-School Strategies

Each classroom incorporates the BHHS Values, Positive Learner Behaviours and Positive Behaviour Expectations.

The following are core components to our whole-school approach to health, wellbeing, inclusion and engagement that the school implements to strengthen our whole-school student wellbeing strategies.

- Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. The school collaborates with parents/carers and students to develop and implement these consistently
- The school works with parents/carers and families to develop students' social and emotional skills in self-managing their behaviour. Student voice and agency is used to help develop and promote school anti-bullying and behavioural policies
- Diversity is celebrated, promoted and protected throughout the school. The school is well integrated into the broader community
- Cognitive strategies to enhance psychological wellbeing are integrated across the curriculum.
- The school ensures that its curriculum plan includes social and emotional health units which are taught explicitly.

BHHS incorporates the Australian Student Wellbeing Framework to the whole-school strategies.



Specific elements of the Australian Student Wellbeing Framework that BHHS focuses on include:

- School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning
- Actively seek the involvement of school staff, students and families in the promotion and recognition of positive behaviour
- Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community
- Implement a whole school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families
- Engage in professional learning to support the consistent implementation of the school's plan for wellbeing and support for positive behaviour
- Critically analyse and evaluate school data to inform decision making in order to effectively respond to the changing needs of students and families
- Respect the diversity of the school community and implement proactive strategies in order to
- build a cohesive and culturally safe school.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

## Universal

- High and consistent expectations of all staff, students and parents and carers
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Deliver a broad curriculum including electives, the GAPP program, VET programs and VCE to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers at Box Hill High School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs to support students moving into different stages of their schooling
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council (SRC), School Captains (who are active on School Council) and other forums including class captain meetings, student surveys and student focus groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns
- Create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs

- All students are welcome to self-refer to the Year Level Coordinators, Sub School Leader, Wellbeing Leader, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
    - Respectful Relationships
    - RAISE mentoring
    - Safe Schools
    - Restorative Practices
    - Peer Support Programs
- Trauma informed and culturally aware
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Measures are in place to empower our school community to identify, report and address inappropriate and Harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.
- build a cohesive and culturally safe school.

## Targeted

- Each year group has a Year Level Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through additional supports such as our multicultural aides, buddy program and EAL club
- We support learning and wellbeing outcomes of students from refugee backgrounds through connecting with families and consulting with community supports
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support.
- All students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program and induction program with a dedicated coordinator
- All students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.

## Individual

Box Hill High School's Sub School Leaders and Wellbeing Leaders use a case management approach when supporting individual students. In collaboration with the key stakeholders, an agreed action plan is created that students are accountable for committing to. Regular revision of the plan is encouraged. Strategies often used to support individual students include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- making reasonable adjustments in the classroom to support specific needs
- Student Support Groups (parents/carers; student; Engagement leaders; allied health professionals when appropriate
- Individual Education Plans (IEPs)
- Behaviour Support Plans
- Student Safety Plans
- School Attendance Plans
- Disability Inclusion
- One-on-one Classroom Educational Support
- Referral to Student Wellbeing Leader
- Referral to student counsellor
- Referral to one of the school's psychologists
- Referral to DE Student Support Groups
- Referral to Child First, Headspace, CYMHS
- Mental health and wellbeing toolkit
- Navigator
- LOOKOUT

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
    - with a disability
    - in Out of Home Care
    - with other complex needs that require ongoing support and monitoring.

### 1. Identifying students in need of support

Box Hill High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Box Hill High School will utilise the following information and tools to identify students in need of extra emotional, social, or educational support:

a. personal, health and learning information gathered upon enrolment and while the student is enrolled
b. attendance records
c. academic performance and learning growth
d. observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation

e. attendance, detention and suspension data
f. engagement with families
g. self-referrals or referrals from peers

## 2. 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:

a. participate fully in their education
b. feel safe, secure and happy at school
c. learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
d. express their ideas, feelings and concerns.

Students have the responsibility to:

a. participate fully in their educational program
b. display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
c. respect the right of others to learn.

d. Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

## 3. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Box Hill High School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores, and implements positive and non-punitive interventions that are trauma informed and culturally aware to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- trauma informed regulation strategies
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator

- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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

- Suspensions Policy
- Expulsions Policy
- Restraint and Seclusion Policy

Inline 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.

The Principal of Box Hill High School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

## 4. Engaging with families

Box Hill High School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

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

a. ensuring that all parents have access to our school policies and procedures, available on our school website
b. maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
c. providing parent volunteer opportunities so that families can contribute to school activities
d. involving families with homework and other curriculum-related activities
e. involving families in school decision making
f. coordinating resources and services from the community for families
g. including families in Student Support Groups and developing individual plans for students.

## 5. Evaluation

Box Hill High School collects data each year to understand the frequency and types of 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:

a. student survey data (e.g., AtoSS)
b. incidents data
c. school reports
d. parent survey
e. case management
f. CASES21, including attendance and absence data

Box Hill High School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- Suspension process
- Expulsions - Decision

## FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- Attendance
- Behaviour - Students
- Child Safe Standards
- Expulsions
- Koorie Education
- LGBTIQA+ Student Support
- Restraint and Seclusion
- Student Engagement
- Students with Disability
- Supporting Students in Out-of-Home Care
- Suspensions

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Action Plan - Aboriginal Learning, Wellbeing and Safety
- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Complaints Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

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| Policy last reviewed | June 2026 |
| Consultation | School Council |
| Approved by | Principal |
| Next scheduled review date | June 2028 |