



Montague School

100 Montague Street, South Melbourne VIC 3205

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Student Engagement and Wellbeing Policy

PURPOSE

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

- (a) our commitment to providing a safe supportive friendly and orderly learning environment for all students
- (b) our expectations that students will be supported to re-engage successfully in learning and become part of our culture of learning respect and empowerment.
- (c) our school will provide holistic support to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Montague 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 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 Montague 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.

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1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
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POLICY

1. Montague School Profile

Montague School is a heritage building, which traces its origin to 1889 when it was the Montague State School. The facility and grounds are conducive to an open, relaxed learning atmosphere for students. Montague School also has a gym and a Healthy Living Centre.



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We believe that all students should be able to thrive in mainstream school however, we know that for a small percentage of students this is not always possible. Montague School provides opportunities for young people aged 15 - 19, with a mild intellectual disability or who have disengaged from school or where a mainstream school learning environment is seen to be inappropriate to meet the young person's needs

The background of students at Montague School is diverse but they have in common the experience of trauma in their lives through for example, violence, family breakdown and associated mental health issues. Often young people have not engaged in learning because of chronic anxiety, or specific learning or language difficulties.

Young people seeking enrolment at Montague School will usually be connected with a range of mental health, child protection or youth workers but have been disconnected for some time from schools and teachers. Montague School provides a safe and supportive learning environment that enables young people to reconnect with teachers and learning as embodied in Montague's intent of **"Learning, Respect and Empowerment"**.

We believe that all students would like to be attending school and learning. We have a further strong belief that "students will give the best that they have got", in other words, if they could do better at school, they would. The intention of Montague School is to re-introduce students to learning to the extent that they are able to be successful and to build upon these successes to develop their learning potential and journey to a successful adult pathway.

The program is centred around a developmentally responsive personalised learning and pathway plan with a focus on the development of literacy, numeracy, social development, pursuing student's interests and studies of Art and Physical Education.

Prior to enrolment at Montague School the student attends a series of meetings that enable Montague School staff to better understand the young person in a case managed approach alongside parents, carers and other professionals. This gradual process also allows the student time to become accustomed to the school and teachers and to become aligned with the school values and processes. This intake process is designed to ensure that when the young person starts at Montague School they are prepared and ready to focus on learning.

The Montague School team comprises the educational leadership team of principal, student wellbeing and teaching and learning leaders, teachers and allied health professionals, such as psychologists and administrative staff.

2. School values, philosophy and vision

Montague School provides a safe, supportive, friendly and orderly learning environment that enables young people to reconnect with teachers and learning as embodied in Montague's school values of "Be Respectful, Be a Learner and Be Safe".



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The intention of Montague School is to re-introduce students to learning to the extent that they are able to be successful and to build upon these successes to develop their learning potential and journey to a successful adult pathway.

The aim of Montague School is to engage students with a developmentally responsive personalised education and pathway plan that focuses on the development of literacy, numeracy, social development, art and physical education.

Montague School has different educational options catering for individual students and their capacity to engage in full or part-time programs. We see it is vital to provide a continuum of flexible options for our student cohort.

Montague School provides:

- A positive, calm and structured learning environment
- Small classes and individual learning support
- Teaching based on the learning needs of the young person
- Individual Case management
- Partnerships with agencies to provide holistic support and services as required

Our teachers are actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students at their academic entry level.

We believe that discussing all aspects of learning with students leads to a meaningful, purposeful, authentic learning, which genuinely reengages students in education. The small classes of up to ten students per teacher provides a safe, supportive and caring environment for our students in order to establish trust and to maximize learning opportunities.

PHILOSOPHY

We believe that all students can learn and would like to be attending school. We have a further strong belief that “students will give the best that they have got”, in other words, if they could do better at school, they would.

The mission of Montague School is to re-introduce students to learning to the extent that they are able to be successful and to build upon these successes and in so doing develop their learning journey to a successful adult pathway. The reintroduction of learning occurs with a thoughtful and thorough implementation of trauma informed practice and its integration with all areas of the school’s work.

This trauma informed learning environment fosters the dignity and self-esteem of our students and enables them to thrive in their learning and development

Montague Student Enrolment and Staff induction processes are designed to promote a safe and supportive learning environment. To ensure that staff and students are aware of their responsibilities



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to each other, a comprehensive induction process has been developed for both staff and students under the areas of Learning, Respect and Empowerment:

The fortnightly individual educational plans, called Learning Maps, determine student's learning activities and tasks that enable skill development in literacy and numeracy. We believe in empowering our students to develop responsibility and ownership of their own learning as it helps to build confidence and foster a positive attachment to the school.

Our School believes valuing diversity is crucial in the development of positive, supportive and respectful relationships. We embrace an atmosphere that allows students to develop healthy connections and to have the capacity to be autonomous learners. Particular attention will be paid to the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, out of home care students, same sex attracted, intersex and gender diverse young people as well as the safety of children with a disability.

Every staff member involved in Montague School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Parental/carer's involvement is important, as we recognise that our students are part of a system and not operating in isolation. This is demonstrated through the first contact we have with our students, where their families or carers are involved in their first meeting. We hold student led conferences for students to share goals and reflections on their learning with their parents/carers. We also conduct Student Support Groups, which enable parent and student voices to be heard. This collaborative and integrative process gives a strong and clear message to our students and their families, of everyone working together sharing a common goal.

3. Engagement strategies

Montague School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that all of our students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

Student engagement, regular attendance and positive behaviours are supported through relationship based whole-school and classroom practices, including:

Universal

- The thoughtful and thorough implementation of trauma informed practice and its integration with all areas of the school's work.
- The active and structured case management approach, which facilitates networks of support for students through care team meetings, Student Support Groups, Attendance meetings,



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Student Led Conferences. The student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour

- The commitment to fostering high quality relationships between staff, students, parents/carers and external professionals
- The structured and personalised student intake and induction process which establishes safety, trusting relationships and clear expectations from first contact.
- The sophisticated curriculum and range of evidence-based teaching and learning practices, which effectively support personalised learning.
- The wide-ranging processes for staff professional learning and for organisational reflection and learning, which enable continuous improvement.
- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making in relation to their learning
- developing individualised flexible learning, behaviour or attendance plans
- providing physical environments conducive to positive behaviours and effective engagement in learning
- involving and supporting parents and carers
- individual pathways support from teachers and pathways coordinators
- close collaboration with agencies and service providers
- 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
- 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 VET programs, and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Montague School use the Instructional Model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Montague 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



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- Learning, Respect and Empowerment 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
- Integrated pathways support. Career and pathways exploration, planning and support is integrated from the initial student intake interview onwards. Staff at Montague School support and encourage students to meet their educational goals and continue their reengagement with learning by beginning a VCAL program or transitioning to appropriate further options such as TAFE programs, or returning to mainstream school.
- positive behaviour and student achievement is acknowledged in the classroom, and formally in Student Led Conferences with parents and in Student Support Group Meetings.
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level in accordance with the Attendance Policy.
- students have the opportunity to contribute to and provide feedback about their learning daily in class, in student led conferences with their parents/carers and in induction when they begin to set goals around their learning.
- all students are given opportunity in induction and throughout their enrolment at Montague School to be linked into services. Students who are identified in the clinical range of distress on the Strengths and Difficulties Questionnaire are given priority with referral to services.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Resilience Rights and Respectful Relationships
 - Safe Schools
 - Australian Childhood Foundation SMART modules
 - Calmer Classrooms DET
 - Making Space for Learning- ACF
 - SAFEMinds
 - Zones of Regulation

Specifically, Montague School will seek to reward positive student behaviour at all times and role model positive interactions with students and staff. Montague School undertakes a holistic approach to student behaviour management.

Targeted

Student engagement and wellbeing is the responsibility of all members of staff at Montague School. Teachers who provide the central relationship with students are supported by a range of student wellbeing and support staff alongside community partnerships with other agencies. Our staff seek to improve the physical, emotional, cognitive and environmental aspects of students' lives in order to support them to live fulfilling lives and reach their full learning potential. We do this by seeking an extensive professional learning culture of coaching, mentoring, briefings, meetings invited speakers and external professional learning consultants to ensure that students' health and wellbeing remains paramount. Secondary consultation is also provided with a range of agencies to assist staff to



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understand the impact of trauma on our students' lives and support our staff to make suitable adjustments.

At Montague School we identify students with current or emerging mental health and learning issues so that we can provide preventative and early intervention approaches where possible. Teachers are supported through the child safety standards and mental health awareness and trauma training to recognise early concerns. Preliminary assessment of our students overall distress and prosocial behaviours are conducted for all students. Protocols exist to facilitate support, referrals and family engagement. We also actively build on students' help seeking skills.

Our intensive intake system provides a comprehensive developmental history and assessment for every student. The school is then able to develop a holistic approach to management of our students and their families. Our daily briefings include all staff members to help support and monitor students and the regular professionals meetings contribute to stronger community partnerships and inclusive coordination and planning of services around the student and their families.

Maintaining an outstanding education for all of our students also requires the school to support a high level of professional learning for all staff. Staff participate in professional learning daily, in teaching and learning and student wellbeing meetings, briefings, in teams and individually through coaching, mentoring, modelling, through consultation and with guest speakers within the Performance and Development accreditation guidelines.

The leadership team have a significant role in providing Professional Learning from within the school including the implementation of the Child Safety Standards, SAFEMinds, Calmer Classrooms and Making Space for Learning, and the Australian Childhood Foundation modules " Understanding the neurobiology of complex trauma ."

We also have the regular support and expert consultancy from Early in Life Mental Health Services who support our staff on assisting children recover from trauma, which contributes to our growing store of prevention and early intervention strategies. We have worked closely with the leadership team to ensure the close monitoring of students through the program for Students with Disabilities, and the provision of counselling services, or referrals to other services.

Montague School has an extensive wellbeing team working across campus to support students in their mental health, school engagement and learning.

Other targeted supports include:

- all students are assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- connect Koorie students with a Koorie Engagement Support Officers
- all students in Out of Home Care are appointed a Learning Mentor, have an Individual Learning Plan and are referred for an Educational Needs Assessment
- Montague School assists students to plan work experience, supported by their Career Action Plan



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- Where appropriate, students are referred to camps and excursions through other agencies and services e.g. Koorie camp, Leaders camp, school holiday snow trip etc.
- Programs are developed in partnership with other agencies to address issue specific behaviour (i.e. social skills programs)

Individual

Montague School implements a range of strategies that support and promote individual engagement.

Students are linked into other agencies when they require support and Student Support Groups are conducted for all students on a needs basis. Our teachers provide a pivotal role in determining individual student's wellbeing and subsequent referral.

In alignment with the strategic plan, each student completes a Strengths and Difficulties questionnaire in Term 1 and Term 4 to assist in screening those young people in need of immediate referral to other agencies and to assess their progress in prosocial skills and reducing overall stress. Students identify prosocial goals and pathways goals, and teachers monitor and ensure success with individual students learning and engagement.

Recognizing that our students may lack the necessary skills to develop a strong sense of self, our school is committed to enhancing student's resilience and confidence through the acknowledgement and celebration of success in their learning as well as the positive relationships and connections they make within the school and outside school. The Montague Program is as follows:

Individual Learning at Montague School ensures our students become confident literate and numerate citizens.

Student knowledge and capacity is developed by:

- Having high expectations for every student to reach their individual learning goals
- Challenging our students to be responsible and accountable
- Following a comprehensive instructional model for every student
- Matching teaching strategies/approaches to students interests and prior learning
- Being explicit about purposeful, authentic numeracy and literacy learning

We achieve this by:

- Developing a deep understanding of numeracy and literacy content and teaching strategies
- Having strong on-going assessment and evaluation practices that incorporate constructive feedback to our students
- Monitoring and analysing student learning using evidence-based assessment tools and data
- Embedding the school's strategic planning within an effective, continuous improvement cycle

Other strategies that support and promote individual engagement.



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- building trusting relationships with students who are vulnerable due to complex trauma
- Regular SSGs and Care Team meetings
- Regular updates of Individual Learning Plans and where necessary, Behaviour Support Plans
- referring the student to:
 1. Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFIRST, Lookout
 2. Re-engagement programs such as Navigator

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 Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 1. with a disability
 2. in Out of Home Care
 3. and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Montague School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Montague School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Teacher formative and summative assessment
- A commitment to improved practice with evidence-based goals
- Strengths and Difficulties Questionnaire identifying all students in clinical range as an immediate referral for support.
- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance data
- engagement with and information from families and carers
- self-referrals or referrals from peers



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- information provided by referrals to other organisations and services such as DHHS, ELMHS, Navigator, Lookout, ChildFIRST, Anglicare, Good Shepherd, Salvo Care
- Students can access psychologists from Headspace and SSS services for counselling or assessment needs.

5. 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.

Rights and Responsibilities of the Montague School Community

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a safe secure environment where, without intimidation, bullying (including cyber-bullying) harassment violence and discrimination they are able to fully develop their talents, interests and ambition • participate fully in the school’s educational program • be free of corporal punishment • feel safe secure and happy at school • express their ideas feelings and concerns 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school’s educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn • contribute to an engaging educational experience for themselves and other students. • Be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community as they progress through school. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • with support, be expected to participate fully in the school’s educational program and to attend regularly. • display positive behaviours that demonstrate respect for themselves, their peers, their



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	teachers and all other members of the school community.
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Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. Ensure their child's regular attendance Engage in regular and constructive communication with school staff regarding their child's learning. Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Staff.

Rights	Responsibilities
<p>Staff have a right to</p> <ul style="list-style-type: none"> expect that they will be able to teach and work in an orderly and cooperative environment be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program and working environment for that student work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition 	<p>Staff have a responsibility to</p> <p>Cater for individual needs.</p> <ul style="list-style-type: none"> Fairly, reasonably and consistently, implement the engagement policy. Know how students learn and how to teach and work with them effectively. Know the content they teach. Know their students. Plan and assess for effective learning. Create and maintain safe and challenging learning environments. Use a range of teaching strategies and resources to engage students in effective learning.



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	<ul style="list-style-type: none">• Are non-judgemental in their statements and attitudes.• Provide understanding and caring.
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6. Student Behavioural Expectations

Montague School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive and to support students and families who come from a diversity of backgrounds, communities and experiences.

Effective schools share high expectations for the whole-school community. Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

Montague School will provide:

- inclusive teaching and learning practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

At Montague School, Staff will **learn by**:

- Working collaboratively in teams
- Actively seeking professional learning opportunities
- Showing interest in all specialist areas
- Self-reflection and participating in reflective practice
- Participating in review/feedback processes

Staff at Montague School will demonstrate **respect** by:

- Acknowledging and appreciating challenges and difficulties faced in the work we do together



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- Communicating effectively with one another
- Sensitively giving and receiving appropriate feedback
- Accepting a responsibility to develop a culture of shared celebration
- Supporting each other in a non-judgmental, empathetic manner

Staff at Montague School will feel **empowered** by:

- Committing to working together in the best interests of the students and a shared belief in Montague's vision
- Working collaboratively to share responsibility for the continued development of Montague
- Drawing on one another's capacity to develop our skills
- Providing holistic support to one another
- Maintaining a solution focused rather than problem driven approach

Staff at Montague School are expected to:

- Create engaging lessons
- Provide enjoyable classrooms
- Ensure the right of every student to anticipate
- Listen to students and value their contribution.
- Listen to parents insights into their child's learning styles
- Understand the needs of the whole child and to the best of their ability accommodate those needs.
- Are non-judgmental in actions
- Offer trust and confidentiality.
- Are respectful to students and staff.

At Montague School, we have developed the following **POSITIVE BEHAVIOUR CONTINUUM** as a guideline for students:



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	POSITIVE LEARNING BEHAVIOURS	POSITIVE RESPECT BEHAVIOURS	POSITIVES EMPOWERMENT BEHAVIOURS
5	<ul style="list-style-type: none"> I manage my learning to achieve short and long term goals. I can monitor and describe my progress as a learner. I seek challenges that will stretch and help me learn. I use a variety of strategies to manage moods and emotions when pursuing learning goals; for example self- talk, avoiding negative triggers and taking time out. 	<ul style="list-style-type: none"> I can be happy for the success of myself and others. I can make the right choice even if it's hard. I understand peer influence and its positive and negative consequences. I demonstrate motivation in being a positive, proactive member of the Montague community I can positively interact with a diverse range of people. I can identify bias and stereotyping and take positive steps to changing these attitudes. 	<ul style="list-style-type: none"> I am empowered. I can take action to identify and make necessary changes in my life. I recognise the empowering qualities of life-long learning.
4	<ul style="list-style-type: none"> I keep going when learning gets difficult. I ask for help when needed from other students, teachers and adults. I encourage other students with their learning. I receive and welcome feedback for further improvement. I undertake set tasks independently. I practise positive self-talk. I can set personal, social, educational and work related goals. 	<ul style="list-style-type: none"> I show regard and consideration for the feeling and beliefs of others. I resolve conflict with a 'win-win' solution wherever possible. I respect different needs when maintaining positive relationships. I can be accountable for my actions (can admit I am wrong). 	<ul style="list-style-type: none"> I choose strategies and ways of coping that reduce my negative behaviour. I choose to surround myself with people who have a positive impact on my life. I can use positive self-talk to improve my self-esteem. I have the ability to take a stand for what I believe, in a constructive way. I can take action to repair relationships. I know when I am losing control and I am able to calm myself. I can choose behaviour that reduces conflict. I can actively prevent bullying.
3	<ul style="list-style-type: none"> I understand that my interests, skills, values and beliefs can help or prevent me achieving my goals I plan and use my time well. With help I can understand my learning strengths and weaknesses. I ask for help when I need it. 	<ul style="list-style-type: none"> I respect other people's decisions and choices. I respect other people's point of view. I care about the needs of others. I can take appropriate steps to resolve simple conflicts. I can accept that I might be wrong. 	<ul style="list-style-type: none"> I have the power to make informed decisions around positive sexual behaviours. I understand that people have had different experiences to me. I know that sometimes I will feel different emotions-happiness, sadness, anger, fear, safety, jealousy-and that these will pass. I can use a variety of methods to work well with other people.
2	<ul style="list-style-type: none"> I leave my problems outside the classroom and get on with my learning. I work to best of ability. I take pride in my learning and achievements. I learn. I choose and organise my learning. I discuss learning with teacher. 	<ul style="list-style-type: none"> I can accept feedback. I try to make the right choices. I am aware of how my behaviour influences the feelings of others. I identify and accept that there are consequences for my actions. I respect others' race, creed, sexuality, gender, religion and ability. 	<ul style="list-style-type: none"> I choose to come to school and to behave as expected. I choose to actively participate in learning. I recognise that my choices have consequences. I have the power to make positive decisions about my own body. I understand how my beliefs and values impact my decision making



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	<ul style="list-style-type: none"> I show I am interested in learning. 	<ul style="list-style-type: none"> I listen to the views of other people. I demonstrate behaviour which is helpful to other students and staff 	
1	<ul style="list-style-type: none"> I want to learn. I follow expected daily routines. I attend regularly. I attend on time. I can have a conversation with an adult. I use appropriate ways of interrupting. (e.g. excuse me) I work near others quietly. 	<ul style="list-style-type: none"> I am aware of the safety of myself and others. I do not interfere with another person's learning I am considerate and courteous. I behave as I am expected to in class. I don't swear. I don't use put-downs. I respect Montague property. I greet and farewell teachers and students by name. I shower every day, brush my teeth and use deodorant. 	<ul style="list-style-type: none"> I have the power to make better choices. I have the power to look after my own body. I have the power to make choices about my learning and timetable. I have the power to choose to be enrolled at Montague School

6.1 School actions and consequences

Montague School has developed policies related to the discipline of students that are based on principles of procedural fairness. Montague School acknowledges that there is no evidence base for punishment of any kind, including corporal punishment, which is not permitted at our school. Instead, student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by **universal, targeted and individualised** support when required.

Student engagement, regular attendance and positive behaviours are supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making in relation to their learning
- providing physical environments conducive to positive behaviours and effective engagement in learning

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

- understanding the student's background and needs



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- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- Recommencing the intake process
- Universal support strategies will include:
- involving and supporting the parents/carers,
- involving the student wellbeing leadership, managed individual pathways or careers coordinators
- additional classroom support
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, creative arts/physical education
- involving community support agencies.
- Re starting intake process

Specifically, Montague School will seek to reward positive student behaviour at all times and role model positive interactions with students and staff. Montague School undertakes a holistic approach to student behaviour

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, procedures will be followed as per Ministerial Order #1125 / protocols for suspension and expulsion of students in government schools.

6.2 Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act, it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features



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- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

6.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Such as:

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

6.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools



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and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

6.5. Bullying and harassment



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Montague School is committed to providing a safe, supportive and caring learning environment for all students. Each student has to be valued and treated with dignity and respect. They need to be given the right to feel free to express themselves and develop their personal goals, free of judgment, from others in the school community.

Discrimination, bullying or threatening behaviors, or harassment, are unacceptable and will not be tolerated within the school community. It is a primary responsibility of staff at this school to ensure the physical and mental safety of all students at all times. Consequently, the enforcement of the bullying policy is of the highest priority.

Bullying and Harassment Policy

Introduction

Montague School seeks to protect its community members and nurture a culture where individual's learning and thinking are valued as a lifelong process of growth through which they become active, responsible and caring members of a changing society.

Montague School recognizes that bullying occurs to some extent in all schools. Research has demonstrated the long-term social and emotional impact of bullying, both for those who are being bullied and for those students who bully others. The intention of this policy is to provide an outline of the school's response to the prevention of bullying, and the promotion of well-being. All staff have a duty of care to the children of this school, and therefore all staff are responsible for reporting incidents of bullying and harassment.

Montague School is very proactive around bullying. Many students come to Montague School because of the impact of bullying in other schools, so our classroom culture, our values and instructional practice limits any opportunity for bullying to occur.

Definition

Bullying is a repeated, unjustifiable behaviour that may be physical, verbal, and/or psychological that is intended to cause fear, distress or harm to another. It is conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist.

Bullying can come in many forms:

Physical Bullying: Physical bullying includes pushing, shoving, fighting, pinching and any other unwelcome physical contact used intentionally to intimidate or hurt someone

Verbal Bullying: Verbal bullying includes name-calling, offensive language, putting people down behind their backs.

Sexual Bullying: Including touching or brushing against one in a sexual manner, sexually oriented jokes, drawings of, or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, asking questions about someone's private life



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Racial Bullying: Including name-calling based on a person's race or culture

Homophobic Bullying: Bullying, harassment or discrimination on the basis of a person's sexual identity, sexual preference, sexual orientation or sexual behaviour

Telephonic: Repeatedly telephoning a targeted students home with the intention to harass or cause discomfort, or providing text-messages that threaten, hurt or intimidate

Cyber - Bullying: Is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings). Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Exclusion: Leaving others out on purpose, "freezing out" individuals to make them feel as though they don't exist, rumour mongering, or providing social invitations in front of, but not to the bullied student

Extortion: Physically stronger and more powerful students may bully others into giving up possessions, buying food and drink, doing schoolwork for them.

Montague School recognizes that the school environment is the most important setting for socialization outside of the home. As young people shift from being primarily family focused to defining themselves in relation to the peer group, their social experiences at school are crucial for their sense of well-being.

The School is committed to increasing the skills of students in coping strategies, problem solving and social skills. It aims to encourage:

- Open communication about bullying
- Adaptive responses to being bullied
- Peer support for students who are being bullied
- Peer discouragement of bullying behaviour.

There are a number of validated principles of successful practice to reduce bullying in schools. The School has identified a number of these and have adopted the following Health Promoting School Model Practices.

Policy and Practice

It is the responsibility of the School community to ensure that each individual feels safe and supported. Management and classroom practices should enhance a positive social environment and



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hence reduce the likelihood of bullying occurring. The school is committed to treating reports of bullying with clear and consistent action.

To ensure the policy's effective implementation:

- Community awareness of the impact of bullying needs to be maintained at a high level, recognizing that everybody has a part to play in prevention and management of the issues around bullying.
- If bullying occurs, the best method of addressing the issue will be identified drawing on a range of strategies including
 - Method of shared concern
 - Regular SSG's and Care Team Meetings and referral to mental health services
 - Cognitive restructuring
 - Restorative justice
 - Social skill development
 - Mediation conciliation
 - Practical strategies
 - Visualization

Care Teams/ Wellbeing Team

Communications channels should be broad to ensure multi-disciplinary and multi-faceted approach to managing bullying incidents. This may include case conferences, well-being team meetings and use of outside agencies

6.6 Complaints

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.

Complaints are best addressed in an environment where parent/guardians and members of the community feel able to speak up about issues concerning the education and welfare of their children/children in their care or other issues arising at our school. A copy of Montague School's Complaints Policy is available on our website and should be read in conjunction with the DET website for parents outlining the Department's complaint process. This includes advice on how to raise concerns. <http://www.education.vic.gov.au/school/parents/complaints/Pages/default.aspx>

Ensuring the Safety and Wellbeing of Students when engaged in off-site activities

A Camps policy and an Excursions policy have been developed to ensure that clear measures are taken to ensure appropriate supervision and safety of students

Please refer to Montague School Website and the [School Policy Advisory Guide: School Excursions and Activities](#)

Arrangements for Ill Students

Please refer to the school website at www.Montagueschool.vic.edu.au



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Monitoring daily attendance

All students' school attendance will be monitored and recorded daily by sign in system and electronic rolls.

If students do not attend, they will be followed up with a phone call or text and this interaction will be recorded on Compass.

If non-attendance continues SSGs or attendance meetings with the young person and their carer will be convened and other agencies invited for their support. In these meetings attendance plans will be developed in accordance with the attendance policy.

7. Engaging with families

Montague 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:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- involving families with First meetings, Student support groups, care team meetings, attendance meetings, student led conferences, written reports, the Montague School Art Show.
- parent representation on school council
- coordinating resources and referral of services from the community for families

8. Evaluation

Montague School will collect 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:

- student survey data
- Strengths and Difficulties Questionnaire Data
- school reports
- parent survey
- case management
- compass



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- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Links to relevant policies can be found on the school website www.Montagueschool.vic.edu.au

REVIEW CYCLE

This policy was updated September, 2020 and is scheduled for review in September 2022.