

## STUDENT WELFARE, BEHAVIOUR, ENGAGEMENT and INCLUSION POLICY

### **Policy Statement**

Kurnai College is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Our heterogeneous profile means that in any given class a range of student ability exists, in some cases spanning five years. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values of diversity, achievement, responsibility and endeavour throughout the curriculum, in co-curricular activities, and in our daily operations.

Our teaching and learning philosophy is based around our 4Rs. (Refer to L& T Statement) That is:

- The teaching and learning is relevant to each student's interests, lives and aspirations
- The teaching and learning is rigorous, and each teacher will make a commitment to appropriately support, build and challenge every student
- Relationships are an essential component of effective learning and teaching
- Our practices are responsive to contemporary research and innovation.

Included with this Student Welfare Policy is the School Student Engagement Policy and Processes – see Appendix A.

### **Our College will:**

- Focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- Collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- Encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.

- Have curriculum that include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Promote active student participation and provide students with a sense of ownership of their environment.
- Support families to engage in their child's learning and build their capacity as active learners.
- Establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- Have processes in place to identify and respond to individual students who require additional assistance and support.
- Build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- Protect the health and safety of students, staff and visitors, the school will take all necessary measures to ensure there is no violation of law or school rules. If condemned necessary, the right precautions will be taken, whether it be confiscation of impractical items or protections of student belongings.

### **Implementation:**

#### *Program*

The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:

- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs

The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing parents/carers with a learning program that best suits their child's needs
- involving students and parents in programming and planning decisions
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed

Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making

- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

[Calmer Classrooms: A Guide to Working with Traumatized Children](#), developed by the Office of the Child Safety Commissioner, provides teachers and schools with effective relationship based classroom and school-wide strategies.

Involvement in our school by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, the Parent Association, volunteering and staying up to date with news about what is happening in education via our newsletter.

The school's strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. The Victorian Essential Learning Standards (VELS) includes the learning domain of Physical, Personal and Social Learning, which encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In the context of the VELs, the school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. There are five dimensions to student participation:

1. student involvement in school and community development
2. students as researchers and co-enquirers
3. student feedback on teaching and learning
4. students as peer-tutors
5. student involvement as a manifestation of inclusion principles

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through student council or in focus groups associated with school strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Welfare Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school

- providing opportunities to enhance parenting knowledge and skills

Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare Policy at our school. Prevention and early intervention strategies the school will deploy include:

- defining and teaching school-wide and classroom expectations
- establishing consistent school-wide and classroom consequences for problem behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- providing school-wide and classroom processes for the ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

The school will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support
- providing a staged response

Respond to individual students who require additional assistance and support. The school will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- trauma management plan
- protocol for mandatory reporting
- Student Support Group's for children in need
- bullying survey of students and school environment

Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some sources of data are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students

The Student Mapping Tool (previously known as the Students at Risk Mapping Tool) allows our school to easily identify students who have characteristics that are known to increase disengagement at school.

Risk Factors explored by the Student Mapping Tool include:

- poor attendance
- low literacy
- low numeracy
- problematic school behaviour and relationships through the number of suspensions and the number of days suspended
- low income or unemployed family background - the occupation code of parents
- Koorie or Torres Strait Islander background
- refugee or ESL status
- presence of a physical disability
- presence of learning disorders leading to integration support
- receipt of Youth Allowance
- restricted access arrangements as a result of parent separation
- presence of a risk alert
- experience of significant health issues

The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- mentors – providing support for ‘at risk’ children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups
- relevant DET support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)

The protection of students, staff and visitors

- Confiscation of dangerous materials and possessions
- Where a teacher has cause for concern, a student will be instructed to empty pockets and or bag for inspection.
- Students are aware that lockers and desks may be searched at any time
- Personal items are to be left in bags and lockers at all times.

#### *SECURITY CAMERAS IN SCHOOLS*

Kurnai College strives to create and maintain a safe school and work environment. Security cameras (closed circuit television systems - CCTV) are installed in the College to monitor school property, to assist in detecting and deterring unacceptable behaviour or activities, and to provide an historical record to assist in investigation.

Security cameras are used to accomplish three important goals:

- To enhance the safety of students and staff;
- To protect school property against theft or vandalism;
- To assist in the identification of intruders and of persons endangering the health, wellbeing or safety of school community members.

**Links:**

[DET - Child Health and Wellbeing](#)

Charter of Human Rights [http://www.austlii.edu.au/au/legis/vic/consol\\_act/cohrara2006433/](http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/)  
<http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx>

**APPENDICES**

Appendix A: Student Management Policy & Process

Appendix B: Managing Student Behaviour

Appendix C: **The Learning Environment: Right and Responsibilities**

**Evaluation**

This policy will be reviewed as part of the College’s four year review cycle.

<b>Date Implemented</b>	Week 3 – Term 2 - 2014
<b>Approval Authority (Signature and date)</b>	
<b>Dates Reviewed</b>	Week 7 – Term 4 – 2014
<b>Responsible for Review</b>	Student Wellbeing Committee
<b>Next Review Date</b>	Week 7 – Term 2 - 2017

## **APPENDIX A: - STUDENT MANAGEMENT POLICY & PROCESSES**

### **1. Whole-School Prevention Statement**

The College actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The College works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The College appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our Skills Enhancement Program and provision of ESL and Language Centre classes provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our pastoral and mentoring programs (including peer support) are tailored to address students' personal and social learning at various stages of their secondary education. Our Disability and Impairment program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, the house system, the role of the school captains and our peer support mentors.

Students receive added support in their learning through our community networks. These networks include Freehills Law Firm Mentoring Program, the Inner Melbourne VET Cluster and Monash University (Schools Access Monash) Program, the Salvation Army Homework Mentoring Program and Hawthorn Rotary Student Exchange.

The employment of multicultural aides is important in communicating effectively with our Chinese and Vietnamese families, many of whom reside overseas. The College also uses interpreters where appropriate to assist parents/ carers to engage in the learning and progress of their child. This also enhances our capacity for effective decision making due to the greater diversity of perspectives and inputs.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the DET Psychologist, the Director of Student Well-Being and the Adolescent Health Nurse and School Chaplain. External agencies such as Boroondara Youth Services, the Salvation Army, and Camcare work with students and families on a more targeted and individualised level.

When relationships break down between members of the school community, we use “Restorative Practices” to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our Sub school Managers. Attendance conferences are an important mechanism through which teachers and parents can work together to combat absenteeism and truancy. (Refer to our Attendance Policy).

The College values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents’ Association in our efforts to build a sense of community.

## **2. Rights and Responsibilities:**

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

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

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

Parents/ carers have a responsibility to take an active interest in their child’s educational progress, model and reinforce positive behaviours and ensure their child’s regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child’s learning.

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

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

**3. Shared expectations:**

	<b>Students</b>	<b>Parents/Carers</b>	<b>Principals/Teachers &amp; Staff</b>
<b>Engagement (participation in the classroom and other school activities)</b>	<ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	<ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• All students are expected to:</li> <li>• attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>• be prepared to participate fully in lessons</li> <li>• bring a note from their parents/carers explaining an absence/lateness</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Carers are expected to:</li> <li>• ensure that enrolment details are correct</li> <li>• ensure their child attends regularly</li> <li>• advise the school as soon as possible when a child is absent</li> <li>• account for all student absences</li> <li>• keep family holidays within scheduled school holidays</li> <li>• Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	<ul style="list-style-type: none"> <li>• In accordance with DET procedures the school will:</li> <li>• Proactively promote regular attendance</li> <li>• mark rolls accurately each lesson and follow up on absences</li> <li>• Identify trends via data analysis</li> <li>• Report attendance data in the school's Annual Report</li> <li>• Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>

<p><b>Behaviour</b></p>	<ul style="list-style-type: none"> <li>• Students are expected to:</li> <li>• take responsibility for their learning and have high expectations that they can learn</li> <li>• take responsibility for their behaviour and its impact on others</li> <li>• model the schools core values of diversity, achievement, responsibility and endeavour</li> <li>• comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/Carers are expected to :</li> <li>• have high expectations of their child’s behaviour and an understanding of the schools behavioural expectations</li> <li>• Communicate with the school in regards to their child’s circumstances</li> <li>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focussing on pro-social behaviours in curriculum content</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>
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**5. School Action and Consequences**

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.](#)

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised

support when required. (Please refer to our Attendance Policy and Behaviour Policy). Whole school practices include:

- 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 where appropriate for individual students
  - Consistently acknowledging all students
  - Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
  - Providing physical environments conducive to positive behaviours and effective engagement in learning
- Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student’s background and needs
  - Ensuring a clear understanding of expectations by both students and teachers
  - Providing consistent school and classroom environments
  - Scaffolding the student’s learning program
  - Engaging in “Restorative Practices”
- Broader support strategies will include:
- Involving and supporting the parent/carer
  - Involving the Director of Student Engagement and Well-Being, the Pathways and Transition Manager, the Disability and Impairment manager and guidance officer where appropriate
  - Mentoring and /or counselling
  - Convening student support group meetings
  - Developing individualised learning, behaviour or attendance plans
  - Providing broader educational programs ( work experience, camps)
  - Involving community support agencies
  - Contact with the Regional Office
- Discipline Procedures – suspension and expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate ,parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.

- Convening of a school support group.  
When considering suspension or expulsion, the College follows the Department of Early Childhood and Development's procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

## **APPENDIX B: MANAGING STUDENT BEHAVIOUR**

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

### **Behaviour unchallenged is behaviour condoned**

#### ***Responsibilities of the Classroom Teacher:***

- **Involve and engage all students, set high expectations, seek feedback from students and "give out two messages to every child –'you can succeed' and 'I will help you do that'.**
- **To be familiar with and implement the following two documents: "*Protocols for Maintaining an Orderly Learning Environment*" and "*Learning Environment: Rights and Responsibilities*".**
- **To be familiar with the College Behaviour Policy and be consistent in its implementation.**
- **Become practised in using restorative practices.**
- **When breaches of College Behaviour Policy occur, classroom teachers must follow protocol. Classroom teacher must provide *written* documentation including strategies taken to deal with the problem for these reasons before the matter is referred on to Sub School Manager.**
- ***In extreme circumstances the threat is to be referred immediately to the Principal Class.***

#### ***Responsibilities of the Subschool Managers***

##### **A. Promotion of Positive Behaviours:**

- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.

- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator.

**B. Attendance:**

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.
- Participate in transition team meetings to develop the Student Mapping Tool.

***Responsibilities of the Leading Teacher of Engagement and Well-Being***

The Leading Teacher of Engagement and Well-Being is responsible for:

- developing, implementing and evaluating the College's Student Engagement Policy Guidelines
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- develop a whole school approach to student attendance and to participate in attendance conferences with sub school managers.
- To liaise and work with the Pathways and Transitions Manager in supporting "Students at risk".
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the College's Student Engagement guidelines.

**Responsibilities of the Assistant Principal**

**The Assistant Principal is responsible for:**

- Supporting both classroom teachers and Sub school Managers in the overall management of student behaviours.
- Monitoring the attendance strategy and Behaviour Policy.
- Ensuring the *Procedures for Suspension* are understood by the Sub school Managers, and are adhered to.
- The Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.

***Responsibilities of the Principal:***

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

***School Action and Consequences***

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our *Attendance Policy* and *Maintaining an Orderly Working Environment Protocols*). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
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- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

**Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:**

- Understanding the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”

**Broader support strategies will include:**

- Involving and supporting the parent/carer
- Involving the Director of Student Engagement and Well-Being, the Pathways and Transition Manager, the Disability and Impairment manager and guidance officer where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs ( work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

<b>Rules</b>	<b>Classroom Teacher Responsibility</b>	<b>Subschool Managers</b>
<p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>• <b>Students must obey all reasonable requests of staff.</b></li> <li>• <b>Students must never physically or verbally abuse others.</b></li> <li>• <b>Students must always treat others with respect.</b></li> <li>• <b>Students must respect the rights of</b></li> </ul>	<p><i>Follow the “5 Steps to Classroom Control”:</i></p> <ol style="list-style-type: none"> <li>1. <i>Remain calm</i></li> <li>2. <i>Warn with rights based warning “Your behaviour is disturbing others, please stop”.</i></li> <li>3. <i>Reassert “I understand and we can discuss this later. Right now please...”</i></li> <li>4. <i>Give choice “You have a choice. If you will not</i></li> </ol>	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> <li>• <i>Speak with the student prior to actioning</i></li> <li>• <i>Student to ring and inform parent of misbehaviour in presence of Subschool Manager</i></li> <li>• <i>Behaviour sheet</i></li> <li>• <i>Attendance sheet</i></li> <li>• <i>Placement into VCE class</i></li> <li>• <i>Restorative chat with</i></li> </ul>

<p><b>others to learn. No student has the right to impact on the learning of others.</b></p> <ul style="list-style-type: none"> <li>• <b>Students must respect the property of others.</b></li> <li>• <b>Students must bring correct equipment to all classes</b></li> <li>• <b>Students must work to the best of their ability.</b></li> </ul>	<p><i>comply you will have to meet with me at lunchtime, afterschool etc</i></p> <p>5. <i>Follow through with graded consequences:</i></p> <ol style="list-style-type: none"> <li><i>Move student to another seat / isolated area of the classroom</i></li> <li><i>Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)</i></li> <li><i>Remove to another classroom for time out</i></li> <li><i>Organise conference/restorative chat to include Subschool Manager /AP</i></li> </ol> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> <li><i>Incident Report to Sub School Manager.</i></li> <li><i>Contact with parent after consultation with Sub school Manager</i></li> </ol>	<p><i>affected parties</i></p> <ul style="list-style-type: none"> <li>• <i>Behaviour Plans</i></li> <li>• <i>Student Contract</i></li> <li>• <i>Parent contact</i></li> <li>• <i>Student support conference</i></li> <li>• <i>Friday afternoon detention</i></li> <li>• <i>In house suspension</i></li> <li>• <i>Recommendation to externally suspend and referral to AP</i></li> </ul>
<p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>• <b>Students must be on time to all classes</b></li> <li>• <b>Students who are late to period one must report to the general office to get a late pass.</b></li> <li>• <b>Students who leave school early must have a note from home signed by their sub school manager prior to signing out</b></li> </ul>	<p><i>Check late pass. Adjust entry on eCASES to Late</i></p> <p><i>Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to Sub School Manager if on-going.</i></p>	<p><i>Speak to student about lateness issues.</i></p> <p><i>On going lateness: Friday afterschool detention and/ or organise for parent conference to resolve issue.</i></p>

<p><b>at the office.</b></p> <ul style="list-style-type: none"> <li>• <b>Students absent from school must ensure that a signed note or medical certificate is presented immediately upon returning to school. (see attendance policy)</b></li> <li>• <b>Notification from home must accompany all absences.</b></li> <li>• <b>Students must not leave the school grounds without permission.</b></li> </ul>	<p align="center"><i>Report to sub school/admin</i></p>	<p><i>Follow through with student and / or parent/guardian/carer</i></p> <p><i>After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Leading teacher of Engagement and Well-Being. Inform the Principal Class via distribution list.</i></p> <p><i>Organise for environment duty that day or next day and link to Area A or B teacher.</i></p> <p><i>Repeated offences: as above and limit the student to Area A.</i></p>
<p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>• Students must adhere to the school uniform requirements. This includes extremes in personal appearance.</li> </ul>	<p><i>Check uniform pass. If no pass, inform student's their name will be given to the Principal Class. Report extremes in appearance to Principal Class.</i></p>	<p><i>Check uniform pass .If no pass, confiscate the item of clothing and impose a Friday afternoon detention.</i></p> <p><i>Notify Admin if student should be sent home over uniform issues.</i></p>
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• <b>Students must not bully, intimidate, exclude or harass others. This includes any verbal, Cyberbullying, physical or sexual conduct which is uninvited,</b></li> </ul>	<p><i>Challenge behaviours and make a report to Subscool Manager</i></p>	<p><i>Contact parents and involve Leading Teacher of Engagement and Well-Being. Refer to Anti-Bullying and Cyber –Bullying Policies and Guidelines</i></p> <p><i>Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying,</i></p>

<p><b>unwelcome or offensive to a person(see harassment/anti bullying policy).</b></p> <ul style="list-style-type: none"> <li><b>Electronic devices must not be used without permission.</b></li> <li><b>Students must not use prohibited substances.</b></li> <li><b>Students must move around the school in an orderly fashion. All members of the college are required to promote a safe and healthy environment.</b></li> <li><b>In the interest of hygiene students must not spit.</b></li> <li><b>It is compulsory for all students to wear appropriate footwear at all times.</b></li> </ul>	<p><i>Confiscate ipod or mobile phone and take to General office</i></p> <p><i>Report to Principal Class</i></p> <p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the MYLC, VCE Learning Common, Year 10 Centre, ADEC or grounds. Refer ongoing misbehaviour to Subschool Manager</i></p> <p><i>Report to Subschool Manager</i></p>	<p><i>presentation of task to year level, referral to intervention program and/or counselling.</i></p> <p><i>Some cases may warrant immediate suspension. Referral to AP</i></p> <p><i>Inform Principal Class. Student removed from classroom and parent contacted to collect students. Immediate suspension.</i></p> <p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the MYLC, VCE Learning Common, Year 10 Centre, ADEC or grounds.</i></p> <p><i>For repeat offenders, place in the Friday afterschool detention class.</i></p>
<p>Property and security</p> <ul style="list-style-type: none"> <li><b>Students are to respect all college property.</b></li> <li><b>Students must not</b></li> </ul>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the MYLC, VCE Learning Common, and Year 10</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the MYLC, VCE Learning Common, Year 10</i></p>

<p><b>enter staff room, offices or lifts unless supervised.</b></p> <ul style="list-style-type: none"> <li>• <b>Students must bin all rubbish</b></li> <li>• <b>Students must not have the following at school: Liquid paper, chewing gum, medium felt pens.</b></li> <li>• </li> <li>• <b>Students must return borrowed school material on time.</b></li> <li>• <b>Students must keep lockers secure at all times. School will not be responsible for loss of valuables.</b></li> <li>• <b>Students must leave school bags in lockers.</b></li>   <li>• <b>Classrooms must be left neat and tidy.</b></li>   <li>• <b>If a student is suspected of engaging in graffiti</b></li> </ul>	<p><i>Centre, ADEC or grounds.</i></p> <p><i>Gum: scrape gum from tables</i></p> <p><i>For repeated offences, referral to Subschoool Manager</i></p> <p><i>Confiscate the bag. If period 4 class, detain students for 5 minutes.</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p> <p><i>Retain any evidence of tag and report to Principal Class</i></p>	<p><i>Centre, ADEC or grounds.</i></p> <p><i>For repeat offenders, place in the Friday afterschool detention class.</i></p>      <p><i>Parent notified. Community service. Parent may be required to meet costs. If extensive and persistent, parent meeting to review enrolment.</i></p>
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## **APPENDIX C: THE LEARNING ENVIRONMENT: RIGHTS AND RESPONSIBILITIES**

**The College is a workplace.** As soon as you enter into the building you must demonstrate appropriate behaviours:

- Only ever walk through the school. Running is not part of any workplace
- Keep noise to a minimum
- Do not enter other classroom or teaching spaces
  - iPods and mobile phones are not to be used. They must remain switched off unless allowed by the teacher.
  - There is no eating in the buildings or those areas throughout the school that are zoned food free.
- There is to be no graffiti

### **In the classrooms:**

1. You and the teacher have the right to do as much work as possible, therefore:

- Punctuality - You need to be on time
- Come equipped - You must bring all the necessary equipment to class
- Attention – you need to listen when others are speaking
- Effort – you should attempt to do all work

2. You and the teacher have the right to feel comfortable and safe in the classroom, therefore:

- You should pass all objects by hand
- You need to speak to others politely
- You should keep your hands to yourself
- You should not help yourself to other students' belongings

**If you fail to respect the learning environments : ECA Centre, MYLC, ADEC, Science Centre, Year 10 Learning Centre, Performing Arts Centres and VCE Learning Common the following actions may/will be implemented by your teachers:**

- Confiscation of your iPods or mobile phone
- Lunchtime clean up duties
- Entry to a centre only with a teacher

**If you fail to respect the classroom environment then your teacher may implement the following actions:**

- Change your seating position in the classroom
- Direct you to work away from the classroom
  - Direct you to work from another teacher's class for the duration of the lesson
- Detention
- Referral to your Sub School Manager
- In extreme circumstances your teacher may ask you to leave the classroom and report to Administration without implementing any of the above steps. The matter will be followed through by all parties. Contact with your parents may be necessary.