



Dimboola Memorial Secondary College

Student Engagement & Wellbeing Policy

**Produced in consultation
with the school community**

**To be read in conjunction with
Student Engagement and Inclusion Guidance (DET)
&
*The Child Safe Standards (Ministerial Order 870)***

(Written May 2010)

Reviewed - March 2019

(Next Review – March 2021)

***Dimboola Memorial Secondary College considers the safety of children as being of
paramount importance.***

Principal: Mrs Anne Gawith

School Council President: Mrs Teresa Smith

1 Rationale and Aims

Dimboola Memorial Secondary College, in line with the Department of Education and Training (DET) is committed to providing a safe, secure and stimulating learning environment. 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. Student wellbeing and student learning outcomes are inextricably linked, and Dimboola Memorial Secondary College aims to promote an understanding of this link in both the school environment, the online environment and in the classroom. It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students.

The *Student Engagement and Inclusion Guidance* framework has been developed for all Victorian Government schools. This guidance came into effect from 1 March 2014 and replaces *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines*. This Dimboola Memorial Secondary College Student Engagement Policy meets current DET requirements. Dimboola Memorial Secondary College is also aware of its obligations under the *Child Safety Standards* (Ministerial Order 870) and many of the requirements are contained herein.

This policy aims to articulate the school community's shared expectations in the area of student engagement, attendance and behaviour. This policy supports the rights and articulates the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment. This school has procedurally fair processes for managing student behaviour. **Corporal punishment is prohibited in all Victorian schools. Corporal punishment must not be used at this school under any circumstance.**

This policy also supports the capacity of Dimboola Memorial Secondary College to respond to individual student circumstances, such as when a student begins to disengage from their learning, regular attendance is not consistent, or positive behaviours are not demonstrated, by outlining a series of processes, actions and consequences developed in consultation with the school community.

Student engagement and wellbeing is one of three key student outcomes that schools and networks are accountable for under the School and Network Accountability and Improvement Frameworks. The goals and targets set by Dimboola Memorial Secondary College to strengthen student engagement and wellbeing reflect the school and network's overall vision, values and purpose, and articulate our strategies for improvement. These goals and targets can be found in the college's Strategic Plan and Annual Implementation Plan.

2 Child Safety Statement

The safety of every child is of paramount importance to Dimboola Memorial Secondary College.

Every child is entitled to be safe, regardless of ability/disability, race, religion, cultural or linguistic background. Every child has the right to be safe when at school and in engaging in school-related activities. Dimboola Memorial Secondary College is committed to **zero tolerance** of child abuse – in every area of the school’s practice. This includes within our physical and online environments. Our school values of RESPECT and CARE underpin the school’s approach to providing a safe environment for all – and there is an understanding that all members of Dimboola Memorial Secondary College and the wider school community share the responsibility of keeping children safe from abuse.

The school will actively engage in preventative strategies to mitigate the risk of child abuse occurring and all staff are fully cognisant of their responsibilities regarding child protection reporting. Human Resource Management processes and protocols will reflect the school’s zero tolerance of child abuse.

3 School profile statement

The fundamental purpose of Dimboola Memorial Secondary College is to enable every student to reach his or her full academic, social and physical potential in a safe environment where they develop independence, self-discipline, a sense of achievement, high self-esteem and respect for others.

Dimboola Memorial Secondary College believes that:

- Every student has the right to be safe.
- Every student has the capacity to learn.
- Every student should have an opportunity to experience success.
- Every student and staff member has the right to learn and work in a safe, caring environment where individual differences are respected.
- Every student should have an opportunity to express their opinions and an opportunity to make a positive contribution to the school.
- All staff members should have an opportunity to develop professionally.
- All staff members should have access to consultative processes as part of the decision making processes at the school.
- The school has a valuable role to play as part of the community.

Values

The values modelled at Dimboola Memorial Secondary College are:

- Honesty – seek the truth and be consistent between your words and deeds.
- Respect – care for yourself and others
- Care – be thoughtful of yourself and others
- Excellence – aspire to your best in every area of your schooling
- Freedom – to impact positively on others and allow all to achieve their potential

Context

Dimboola Memorial Secondary College (DMSC) is a relatively small rural college with a stable enrolment around 160 students. Our feeder schools include Dimboola Primary School, Jeparit Primary School and St Peter's Lutheran Primary School (Dimboola). The College also runs a minibus from Horsham. The school has strong community links and regularly participates in community projects as well as making its facilities available to the community. Employment opportunities in our area are predominantly linked to either the agricultural or transport industries.

The College was opened in 1924 (as Dimboola Memorial Higher Elementary School) as a living memorial to the soldiers of the 1914-18 war and continues to be the community's war memorial, with many features of historical and sentimental value, particularly the Matron Paeschke Memorial.

The College provides a quality program from Years 7 to 12. The needs of all students are of paramount importance and special programs exist for those students with disabilities or literacy and numeracy issues. Integration Aides support students with disabilities and negotiated programs designed to meet their specific needs are developed. Some students in Year 7 and 8 students are involved in the QuickSmart numeracy and literacy withdrawal program.

In support of an extensive curriculum, the College provides a wide range of facilities, including a one-to-one laptop program, a sports stadium and extensive outdoor sporting facilities – including a synthetic soccer/hockey pitch, music room, visual art rooms and equipment, a technology centre covering automotive, metal, woodwork and a commercial-grade kitchen. There is a formal assembly hall, well-resourced library, a new Science and Language Centre and video conferencing facilities. The College is working closely with Dimboola Primary School to develop a co-location plan in the near future.

The formal curriculum covers each of the key learning areas at each year level (7-10). The school offers a wide range of VCE studies as well as VET and VCAL in the senior years. Year 10 students can access VCE and VET units. We currently have 2 teaching and around 10 non-teaching staff to implement these programs. Instrumental music tuition is available to students and the school has an annual drama production and debutante ball. A well-developed sports program also exists and is based around a House program for swimming, athletics and cross-country.

We have four buses bringing students from Pimpinio, Gerang Gerung, Katyil-Wallup and Jeparit. The College also runs a minibus from Horsham. Numbers are equally distributed across year levels, resulting in class sizes of approximately 14-15 in years 7 to 10. The relatively small number of students at the College enables close monitoring of student performance in all aspects of school life, and attention to students' individual needs within supportive student welfare and management structure involving Year Level Coordinators, a Student Wellbeing Coordinator, student Mentors and regional Student Support Services personnel. Student leadership is important at DMSC and we have an active SRC with delegates attending School Council Meetings.

4 Whole-school prevention statement

Dimboola Memorial Secondary College provides a strong foundation for student learning with student engagement and wellbeing as a whole-school priority.

Student wellbeing is everyone's responsibility - social and emotional wellbeing underpin effective student learning and positive behaviour. Dimboola Memorial Secondary College recognises that we are preparing young people for their adult lives. We focus on the development of student social competencies by embedding such learning opportunities into our pedagogy, curriculum, behaviour management systems, expectations and structures.

A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. As an effective school, Dimboola Memorial Secondary College is engaging and inclusive, recognising and responding to the diverse needs of their students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- **Behavioural engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.
- **Emotional engagement** encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.
- **Cognitive engagement** relates to students' investment in learning and their intrinsic motivation and self-regulation.

Young people will encounter some difficulty, including learning difficulty, during their school life and will be supported by strategies to address such challenges. Risks for students may involve individual, social, emotional or physical factors, and may be related to family or community factors. The College has in place processes to identify and intervene early when an individual student is at risk of disengaging from learning or from school. Our teachers have a responsibility to respond when students experience difficulty with their schooling. Teachers at Dimboola Memorial Secondary College are supported by a planned, sequential and detailed whole-school approach to student support and by professional learning to assist with implementation. Our teachers need to 'believe they can make a difference and have a commitment to do so ... as well as a belief in the capacity of all students to make progress, given sufficient time and support'. (Hill & Crevola, 1998, pp. 133–57).

The strategies that will be implemented to ensure that Dimboola Memorial Secondary College continues to strengthen student wellbeing and engagement are:

- Evaluation of existing programs and structures, and development of different models to enhance engagement, relationships and wellbeing
- Continuation of professional development for staff and community on Restorative Practice, Poverty Framework, Youth Mental Health First Aid and Inclusive Classrooms.

- Investigation of alternative organisational structures to increase student engagement
- Increase in the use and of the XUNO – Student Management Tool in order to track students at risk
- Allocation of significant resources for a Student Wellbeing Coordinator. (10 period time allowance)

DMSC will improve student monitoring, tracking and pathway planning processes by:

- Implementing a revised structure for supporting student transition in the College
- Investigating Personalising Education and delivery of Individual Learning Plans for every student.
- CAPS plans for all students
- DMSC Mentor Program – involving all staff and students
- MATES Mentoring Program
- Regular review of student attendance data by the utilisation of an SMS system to promptly notify families of their child’s absence.

5 Rights and responsibilities

5.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

5.2 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
- 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).

5.3 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.

- 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.

5.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools 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 disability. An adjustment is a measure or action taken to assist a student with 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 Disability Discrimination Act and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

5.5 Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying 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 – including images
- defamation.

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

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance

- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

5.6 VIT Teacher Code of Conduct

The Code of Conduct has been developed for and by the Victorian teaching profession. It identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community.

www.vit.vic.edu.au

5.8 Rights and Responsibilities of school community members

Everyone in our school community has rights and responsibilities, which ensure that teaching and learning takes place in a supportive and co-operative environment. This includes students, staff and parents/carers.

Rights of students	Responsibilities of students
<ul style="list-style-type: none">• To be shown courtesy and cooperation• To feel safe and secure• To be treated with respect and to be valued as an individual• To be involved in learning• To have access to quality teaching and programs• To know that their property is safe• To work in a clean and tidy school	<ul style="list-style-type: none">• To allow others to feel safe and secure• To treat others with respect• To value others as individuals• To allow other children to learn• To respect and care for other people's property• To make best use of opportunities provided to them as learners.• To help keep our school clean and tidy

<p>Rights of staff</p> <ul style="list-style-type: none"> • To feel safe and secure. • To be valued and respected • To be shown courtesy and co-operation • To know that their property is safe • To work in clean and tidy school 	<p>Responsibilities of staff</p> <ul style="list-style-type: none"> • To treat others with respect. • To provide quality educational programs using VELs. • To inform parents of student’s progress • To promote a safe and supportive environment • To maintain professionalism at all times
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<p>Rights of parents/carers</p> <ul style="list-style-type: none"> • To feel safe and secure. • To be shown courtesy and to made to feel welcome. • To access a cooperative environment. • To feel valued and respected • To be informed about their child’s progress 	<p>Responsibilities of parents/carers</p> <ul style="list-style-type: none"> • To support and respect rules within the school • To support the educational needs of students • To value and respect the staff of the school and other members of the school community
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6. Shared expectations

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school’s values are based on the Australian Government’s nine values, for Australian schools, which are:

- **Care and Compassion**
Care for self and others
- **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect** Treat others with consideration and regard, respect another person’s point of view

- **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**
Be honest, sincere and seek the truth

School expectations of students include:

- positive participation
- ask for help/ask questions
- enjoy being in class
- treat classmates/teachers with respect and dignity
- value school resources
- regular attendance
- support classmates/teachers

School expectations of teachers include:

- create an engaging lesson
- provide enjoyable and inclusive classrooms
- make sure every student has an equal opportunity to participate
- ask for student input into the curriculum and class environment
- listen to students and value their contribution
- listen to parents' insights into their children's learning
- provide a wide range of resources to engage students
- understand the needs of students and accommodate those needs

School expectations of principals include:

- provide leadership, not only to school staff but to students as well
- ensure staff, students and the wider school community understand their expectations
- staff and students have the resources and equipment to assist them in the process of teaching and learning
- the curriculum of the school takes into account the needs of specific students where practicable (such as students with disabilities)
- encourages the participation of parents

School expectations of student wellbeing and support staff include:

- support at any time of the school day

- accessibility and availability
- non-judgemental attitudes
- trust and confidentiality
- understanding and caring

School expectations of parents/carers include:

- support for their children attending the school
- cooperation with requests from the school
- promotion of positive educational outcomes for their children
- communicate clearly with the school about the needs of their children

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

7. School actions and consequences

Student engagement, regular attendance and positive behaviours will be 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 where appropriate for individual students
- consistently acknowledging all students

- empowering students by creating multiple opportunities for them 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 responded to 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.
- Contact with parents

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- Mentor Groups
- tutoring/peer tutoring
- 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: VETiS and VCAL, work education, camps/outdoor education/creative arts
- involving community support agencies.

DMSC SCHOOL WIDE RULES – See Appendix 1: Student Code of Conduct and Agreement

DMSC SCHOOL WIDE CONTEXT

1. A **warning** may be given (written or verbal).
2. **Detention** may be given (formal or informal).
3. Students may be referred to the **Sub-school Coordinator** or **Year Level Coordinator** who may impose an appropriate consequence
4. Students may be referred to the **Assistant Principal** or **Principal** (this should be the last step) in cases of **severe** or **repeated misbehaviour**.

DMSC CLASS ROOM RULES

Each class will establish up to 6 rules of behaviour. These will be in addition to the school wide rules. Two rules will be common to all classes:

1. No student may interfere with the learning of others.
2. Students must come to class punctually and properly equipped (including home and classroom Work Requirements completed on time).

There will be up to four further negotiated rules for each class which will be overseen by the Year Level Coordinators.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR IN CLASS

There is a hierarchy of consequences and a sequence of steps to follow in order that inappropriate behaviour is managed by classroom teachers and support is provided to them in cases where students do not respond as required.

DMSC Hierarchy of Behaviours - see Appendix 2

Warning

This should involve a clear communication to students that their behaviour is inappropriate in that it is not in accord with agreed classroom behaviour.

Isolation within the classroom

This need not be complete separation from all other students, but involves moving either the misbehaving student or other students so that the offender is in some way apart from others and under closer supervision. While the student's inappropriate behaviour is rejected, this step should not involve exclusion of the student from class activities.

Teacher controlled consequence.

The teacher will impose an appropriate and reasonable consequence with the aim of reinforcing the type of behaviour that is appropriate.

Detention

Detention should be given if the student has failed to respond to the actions of the teacher and should be recorded in the student's diary. Detention brings the student's behaviour to the attention of the Level Coordinator who may initiate other strategies to manage the student. Detention also exposes the student to the potential consequence of suspension.

Referral to Level Coordinators, Sub-school Coordinator or Assistant Principal

At any stage a teacher may refer a behaviour problem to the level coordinator, sub-school coordinator or Assistant Principal who may initiate further action at their discretion. While it is within the role of these people to provide support for teachers in matters of discipline, it is acknowledged that it is the classroom teacher who has the primary responsibility for the management of student behaviour in the classroom.

Removal from class

When a student has displayed a consistent pattern of disruptive and uncooperative behaviour they may be removed from the class to a predetermined area. This will be arranged through the coordinator who will determine the length of the withdrawal, the placement of the student and the program to be followed. The student's parents will be informed of this action.

Severe misbehaviour

Where the misbehaviour is such that it needs to be dealt with immediately and cannot be suitably dealt with in the classroom the student should be sent directly to the Assistant Principal or Principal. The teacher should take steps to ensure that this action and the nature of the offence are communicated immediately to the office. Such behaviour includes violence, abusive language to the teacher and refusal to follow clear and reasonable instructions. The Assistant Principal or Principal together with the Year Level Coordinator shall determine a suitable punishment, after appropriate investigation and consultation, which may include suspension from school.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow *Student Engagement and Inclusion Guidance*. This includes being explicit about the way work is provided to students.

Under Ministerial Order 625 students may be suspended for the following reasons:

The student-

- (a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- (b) causes significant damage to or destruction of property;
- (c) commits or attempts to commit or is knowingly involved in the theft of property;
- (d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- (e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- (f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; **disability**; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes; or
- (g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention (this role will be performed by Sub-School Managers). Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

Attendance

Unexplained absences and worrying absence patterns are identified by Form Teachers, Year Level Coordinators, Mentors, Classroom Teachers, CASES 21 data and/or the use of XUNO – SMT.

A staged response will include:

- SMS alert sent on the day of the absence – with follow up phone call from office if no reply to the SMS.
- Secondary contact is made with the parents/guardians by the Form Teacher or Level Coordinator
- A letter is sent to the parents/guardians by the Assistant Principal or School Leader
- An *Attendance Meeting* is organised
- An *Individual Improvement Plan* is developed
- The situation is modified and reviewed by the Level Coordinator or School Leader

A *Student Support Group* is engaged.

Appendix 1 – Hierarchy of Behaviours

Level 1 Behaviours

Students:

- Respect the rights of others
- Are co-operative and self-controlled
- Are attentive and hard working
- Are sensitive, thoughtful and polite

Consequences

- Positive reinforcement
- Values Award
- Students given extra privileges
- Public acknowledgement of student

Level 2 Behaviours

At this level, the student generally respects the rights of others but has difficulties while acting responsibly.

Safety

- Throwing objects while playing
- Running in the building
- Using equipment dangerously
- Being in the classroom without permission

Learning

- Continuous talking in quiet times
- Frequently making distracting noises

Movement

- Unnecessary movement in class
- Late to line up – settle for class
- Out of bounds

People

- Swearing (not malicious)
- Teasing
- Not following directions
- Interfering with others' property
- Touching other people without permission.
- Problem Solving
- Starting arguments
- Talking and Listening
- Interrupting

- Bad manners
- Not listening in class, assemblies

Consequences

At level 2, consequences are generally dealt with by the class or supervising teacher

- Exclusion from relevant activity
- Restorative justice practices
- Behaviour recorded on XUNO
- Making up time
- Completion of work instead of a preferred activity
- Lunch/recess detention
- Loss of a privilege
- Warning

Level 3 Behaviours

At this level students persistently violate the rights of others. They may have a poor attitude to learning or exhibit continuous behaviour at Level 2

Safety

- Makes others feel unsafe
- Unsafe use of equipment
- Outside school boundaries

Learning

- Deliberate distraction of others
- Refusal to share materials or work cooperatively
- Taking up too much teacher time for disciplinary issues
- Refusal to work quietly

Movement

- Persistently in the wrong place
- Persistently late for class
- In school building at recess without permission

People

- Defacing property
- Swearing (abusive)
- Answering back
- Hitting others
- Cruel remarks (racist, sexist)
- Persistent defiance
- Touching/hitting others.

Problem Solving

- Swearing (abusive)
- Physical aggression, fighting
- Loss of self-control
- Talking and listening

- Refusal to comply with communication rules

Consequences

At this level, the classroom teacher and/or Assistant Principal generally deals with consequences. A written record is kept in the Discipline Folder, parents will be contacted. In addition to Level 2 consequences, others could include:

- Time out in another classroom
- Denial of privileges
- Written apology
- Contact with parents by teachers/ YLC
- Walking with yard duty teacher
- Picking up rubbish – cleaning yard
- Contact with parent by student.
- Yard confinement in the school yard
- Student sent to get AP/Prin for assistance
- Yard restrictions imposed.
- Diary student code of conduct - referenced

Level 4 Behaviours

At this level, the student regularly or seriously infringes the rights of others.

Safety

- Serious threat to safety of others
- Assault

Learning

- Persistent disruptions
- Inciting others to disrupt learning

People

- Threatening others
- Bullying - whether it be physical, verbal or cyber, are not tolerated at any level
- Persistent verbal abuse
- Refusal to comply with directions/instructions
- Stealing
- Damage to buildings, facilities, other people's property
- Loss of self-control – aggressive/uncontrollable (drug affected)

Consequences

At this level, the teacher involves the Principal or Assistant Principal and parents must be notified. All incidents are fully documented. The record of this will be logged on XUNO and telephone or letter contact will be made with the parent/guardian and appropriate disciplinary strategies will be discussed.

In addition to the consequences described at Level 2 and 3, the following could be considered:

- Removal from classroom
- Yard restrictions imposed.
- Exclusion from special activities – excursions/camps etc.
- Detention
- Suspension – Internal or External
- Individual counselling involving Student Services.

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Child Safe Standards	http://www.vrqa.vic.gov.au/childsafepages/default.html
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf