

# Student Engagement and Inclusion Policy

## Rationale

This policy is intended to provide clear direction and guidance to the staff of Wallan Secondary College in the management of students. The policy follows guidelines as set out by the Department of Education (DET). The College will work collaboratively with staff, students, families and community members to ensure that fair and respectful behaviour policies and practices occur at all time.

## Purpose

Wallan Secondary College's aim is to create a safe, supportive and engaging environment for learning and teaching to occur, that reinforces the school's values. The College community values mutual respect, cooperation and fair treatment (using restorative practices) which helps to build relationships and promote positive mental health and wellbeing for all students.

### 1. School profile

Wallan Secondary College is a Year 7 – 12 Secondary College situated in Wallan, 50 kilometres north of Melbourne, in the Mitchell Shire one of the fastest growing areas outside of the Melbourne CBD.

Land in Wallan and the surround is continuing to be developed, attracting many families to the area. The College opened in 2006 with 110 students. There has been strong enrolment growth in the past 12 months. Preliminary enrolment numbers on Monday 2nd February 2015 were 580, numbers have steadily increased throughout the 2015 school year, and current student numbers are in excess of 620.

Staff of the College, along with the community have high expectations of our students and consequences are consistently enforced. Staff at all times engage students in their learning and have high academic expectations of their students.

The College offers a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complimented by programs in the Arts, Music, Health and Physical Education, Technology subjects and

Indonesian. A wide range of VCE and VET subjects and a VCAL program are offered in Year 10 to 12. Tertiary and employment pathways are well established.

WSC offers a range of enrichment opportunities; performing arts, breakfast and homework club, inter school sporting and co-curricular activities including a Community Service Tour to Vietnam & Cambodia and camps at all year levels.

Students are encouraged to develop their leadership skills; opportunities are provided through a range of learning experiences. All students of WSC should demonstrate and model our school values of Learning, Success, Safety, Community, Respect and Responsibility.

Our school is committed to realising student wellbeing, engagement and achievement through four goals for continuous school improvement:

1. To provide for all students at Wallan Secondary College a challenging and differentiated curriculum that equips each and every student for successful future pathways ensures that they are lifelong learners.
  - To improve the learning growth of every student across all domains but particularly in literacy and numeracy.
  - To improve student achievement and completion rates in VCE, VET and VCAL programs.
2. To provide a stimulating learning environment so that all students are actively engaged in all learning opportunities both inside and outside of the classroom
3. To develop a positive, healthy and safe learning environment that enhances student voice and empowers all students to achieve positive pathways in their own community and beyond.
4. To build the capacity of all staff at Wallan Secondary College in order to develop an equitable, sustainable and high performing teaching and learning environment.

We believe improving student outcomes is achieved through deep learning, outstanding teaching, supportive and authentic relationships.

## **2. School values, philosophy and vision**

### **Vision**

Wallan Secondary College will be a leader in state education. It will be at the forefront of educational initiatives, programs and policies. Wallan Secondary College will apply exceptional teaching and learning practice that will inspire and engage students to achieve excellence in all that they do. It will become the local school of choice for families seeking quality educational options for their children.

### **Mission**

Wallan Secondary College educates, motivates and supports students to become responsible and respectful citizens, engaging in lifelong learning. All students have access to diverse and technical pathways that prepare them for a successful, productive and rewarding future.

## Motto

*Learning for Life*

## Values

- Learning
- Responsibility
- Community
- Respect
- Success
- Safety

### 3. Guiding principles

The College has established a supportive and safe learning environment, in which all students are encouraged to achieve their very best – in all academic, extra curricular, social and personal endeavours.

We believe:

- Students are better prepared for learning when they are healthy, safe and happy
- All young people need care support as they grow towards adulthood
- Student wellbeing is the responsibility of all staff working in a whole school context  
Student learning cannot be separated from wellbeing
- The school will collaboratively develop and implement a fair and respectful learning environment
- Whole-school engagement and behaviour management approach
- The school's documented curriculum will 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
- The school will promote active student participation and provide students with a sense of ownership of their environment

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

- The school will support families to engage in their child's learning and build their capacity as active learners
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change
- The school will establish social/emotional and educational support for vulnerable students, as well as monitor and evaluate progress
- The school will have processes in place to identify and respond to individual students who require additional assistance and support
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators. All 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

#### **4. Engagement Strategies**

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school. We will put in place strategies to identify these students and provide them with the support they need.

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. (Appendix 3)

#### **5. Identifying students in need of extra support**

Our school will utilise the following information and strategies to identify students in need of extra support:

- Personal information gathered upon enrolment
- Attendance records
- Academic performance, in core subjects, English, Maths, Science, Humanities & Health and PE
- Behaviour observed by classroom teachers
- Student Management data
- Student Mapping Tool
- Engagement with student families

(Appendix 3 – Student Support Structure)

#### **6. Behavioural expectations**

##### **Student Code of Conduct**

The Principles Underling each code of conduct are:

1. All individuals in the WSC community are valued and treated with respect
2. All members of the WSC community, including visitors, have a right to work in a safe environment where without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions
3. Parents and students have an obligation to support the school in its efforts to maintain a positive teaching and learning environment
4. The Principal and staff have an obligation to fairly, reasonably and consistently implement the code of conduct
5. The code of conduct is our school's public statement on the management of student behaviour. It is concerned not only with student discipline, but with the general enhancement of positive student behavior.

## **7. School actions**

### **Establishing a Positive learning Environment**

Wallan Secondary College aims to establish a positive learning environment, where students develop an understanding of appropriate and inappropriate behaviours. The College emphasises harmonious relationships. We encourage students to exercise self-discipline, respect for the rights of others and to take responsibility for their own actions.

A positive atmosphere will be fostered by:

- Encouraging students by providing programs and support to enable students to work to their full potential
- Recognising positive behaviours and awarding Vivo points for effort and achievement in both curriculum areas and co-curricular activities
- Providing parents and students with written and verbal feedback that is meaningful and tracks the achievement of students
- Providing a challenging, varied and inclusive curriculum. This includes programs such as sport, excursions, camps, social activities.
- Ensuring that all staff model appropriate attitudes and behaviours
- Promoting a sense of responsibility for one's own behaviour and an understanding of its impact on others
- Discouraging inappropriate attitudes and behaviour
- Encouraging involvement in the College's Positive Week each term
- Consistency implementing consequences for inappropriate behaviour. At Wallan Secondary College, we are guided by the concepts of restorative practices

### **Responding to challenging behaviour**

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance.

### **Discipline**

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused; emotional, social and physical)
- Withdrawal of extra curricular activities
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. Consequences for student behaviour is detailed in:

- Response to Classroom Behaviour – Appendix 4
- Wallan Secondary College Clear Expectations – Appendix 5
- Wallan Secondary College Discipline Procedure - Appendix 6

These documents act as a guide. The College may need to work with individual students and families for individual student needs.

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the Principal and our College will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

## **8. Engaging with families**

The School 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.

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 create successful partnerships with parents/carers and families by:

- Ensuring all parents/carers are aware of the school's Student Engagement Policy
- Conducting effective school-to-home and home-to-school communications, through a range of media, written letter, student diary, parent portal; via Compass, phone call and Student Support Groups Meetings
- Providing volunteer opportunities to enable parents/carers and students to contribute
- Involving families with homework and other curriculum-related activities
- Coordinating resources and services from the community for families, students and the school
- Involving families in Student Support Groups.

The responsibilities of parents in supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and

constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values

## 9. Evaluation

### Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the effectiveness of school-based strategies and approaches.

Some of sources of data used are:

- The Attitudes to School Survey data
- School level report data
- Parent survey data
- Data from classroom exits and suspensions
- Data from case management work with students
- Data extracted from software such as CASES21 or SOCS

### Review of this policy

This policy will be reviewed in accordance with the College Council policy review and ratification schedule or when necessary due to changes in regulations or circumstances.

## 10. Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Engagement Strategies

Appendix 3: WSC Student Support Network

Appendix 4: Response to Classroom Behaviour

Appendix 5: WSC Clear Expectations

Appendix 6: WSC Discipline Procedure

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Related policies:

Wallan Secondary College attendance Policy -

Wallan Secondary Enrolment Policy

Wallan Secondary College is committed to the protection and wellbeing of all students whilst participating in school activities both during and outside school hours. Staff have responsibility for building and maintaining a child safe environment. This responsibility extends to the identification and timely response to all concerns with regard the safety of any student of our College.

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## Appendix 1

### STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe 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 Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the 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.

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

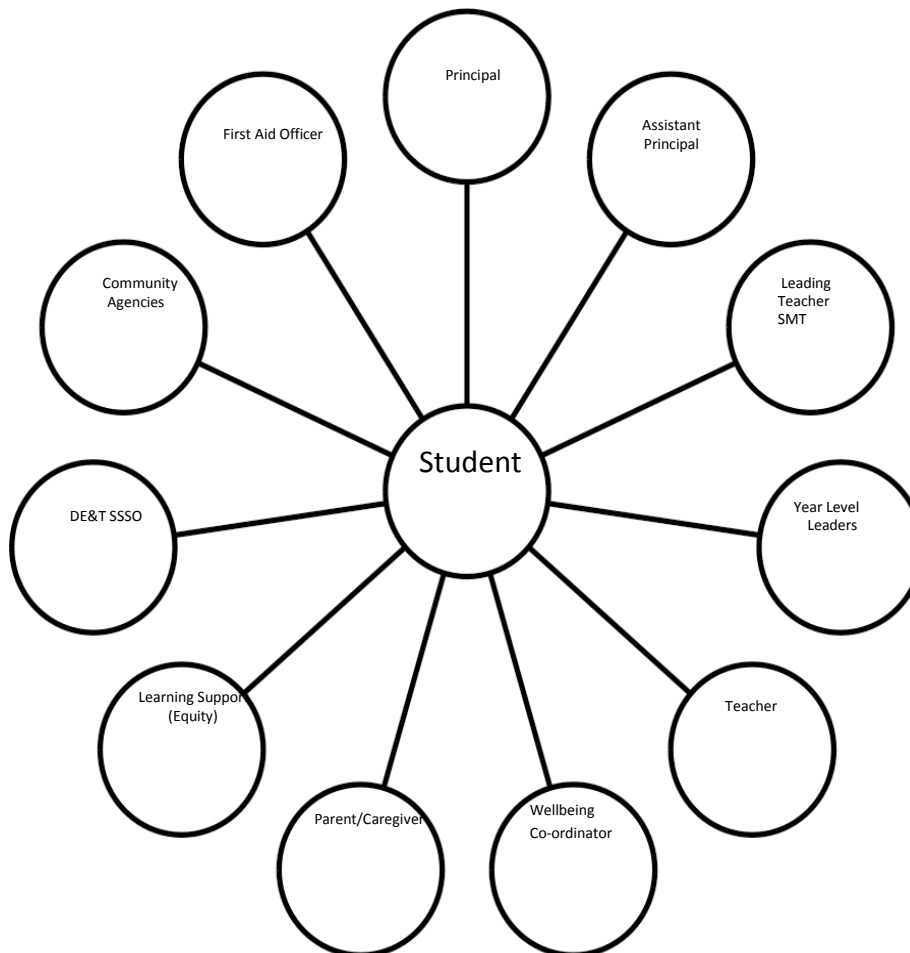
## Appendix 2

### Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> <li>• Our school will deliver a broad curriculum including VET programs, VCE and VCAL.</li> <li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.</li> <li>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families.</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> <li>• All students will have the opportunity to participate in a social and emotional learning curriculum program through Pastoral Care &amp; Positive Week activities.</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council .</li> </ul>	<ul style="list-style-type: none"> <li>• All students from Years 10 and above, and all Koori students from Years 8 and above, will be assisted to develop a Career Action plan.</li> <li>• All students in Out of Home Care will establish a Student Support Group and will be referred to Student Wellbeing Services for an Educational Needs Assessment.</li> <li>• School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</li> <li>• Staff will use a restorative approach to build relationships with students and resolve issue in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include:               <ul style="list-style-type: none"> <li>○ Meet with student and their parent/carer to talk about how best to help the student engage with school.</li> <li>○ Establish a Student Support Group.</li> <li>○ Seek extra resources under the Program for Students with Disabilities for eligible students.</li> <li>○ Develop a Behaviour Support Plan and/or Individual Education Plan.</li> <li>○ Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>○ Refer to internal support services eg Student Welfare, Yr Level leader or Student Support Services.</li> <li>○ Refer to external support services including Child First, Family First, The Bridge Youth Services, Government Youth Services, and Community Agencies.</li> </ul> </li> </ul>

## Appendix 3

### WSC Student Support Network for Students



#### **How to access support**

##### **When a teacher has a concern about a student's wellbeing they are advised to do the following:**

- Discuss/approach/assist the student directly
- Report their concern/consult with the student's Yr Level Leader (SMT)
- Seek advice from the Wellbeing Team where necessary.

##### **When a Yr Level Leader has become aware that a student is experiencing difficulty they may:**

- Discuss/approach/assist the student directly
- Seek assistance from Leading Teacher of SMT or Principal Class
- Refer to Wellbeing Team or SSSO.

##### **When the Wellbeing receives a referral for a student they may:**

- Assist the student directly
- Consult with teacher, parent, co-ordinator
- Initiate case management with Leading Teacher of SMT or Principal class

- Link with appropriate Community Agency /DE&T SSSO

**When the Class receives a referral from the Wellbeing Team they may**

- Assist the student directly
- Consult with teacher, parent, co-ordinator or Wellbeing
- Case manage the student
- Link with appropriate Community Agency/DE&T SSO

**In emergency situations there is a critical incident plan – see Assistant Principal.**

## Appendix 4

### Response to Classroom behaviour

#### Classroom Behaviour management

- If behaviour warrants detention, classroom teacher sets detention at recess or lunch.
- Teacher reports incident /detention.
- If student does not attend teacher should reschedule the detention and make attempts to collect the students and inform parents.
- Further failure to attend by the student results in referral to Year Level Coordinator.

#### Relocation- Sustained and Ongoing Disruption

- Student commits repeated significant infringements of classroom rules during the same lesson.
- Correct warning process must be followed.
- Teacher needs to refer student to SMT in P4 for relocation with a completed relocation request and work.
- Teacher must collect relocation sheet from their pigeon hole at the end of the day and arrange restorative conference with student and Coordinator if required.
- Add outcome notes to SMTtool and return relocation/reflection sheet to Liz's pigeon hole.
- If further follow up is required please contact SMT.

#### Serious Incidents

- Extreme classroom situation which requires an immediate exit from class.
- Relocation request should be completed and sent with the student or with another student depending on circumstances.
- Student sent to SMT, relocation may occur but in extreme circumstances students will be isolated.
- Exact details of the incident should follow as an immediate consequence may need to be issued.
- All incidences must be recorded on SMTtool.

#### Wallan Secondary College SMT Procedures

#### Student Engagement Strategies

- Welcome student to your classroom in order to start on a positive note.
- Have your Aims or Goals on the board so that students can have an overview of their learning during the lesson.
- Be informed-If a potential problem arises ask questions of the student before making any judgements or taking action.
- Allow students to make the right choices by offering them alternatives; avoid direct confrontation where a student has no alternatives.
- Avoid reacting to secondary behaviours and make sure students have take-up time.
- Be prepared to offer students "time out" in class to think about doing the right thing.
- Remain calm and assertive, avoid an aggressive manner.
- Begin each lesson with a fresh start, do not hold over issues with a student from previous lessons- a restorative session with the student can help to resolve any such issues prior to the lesson.
- Know your students and their needs, set appropriate work in line with the abilities and modify work when required.
- Be prepared to allow some down time for students who may demonstrate mental fatigue after a period of sustained work, build in a physical activity or alternative task.
- Be flexible in your approach, rules and procedures are guidance but need to be applied with professional judgement in order for them to be effective.

#### Housekeeping

##### Uniform

- Teachers should check ALL students EVERY lesson
- Ask for passes if a student is out of uniform.
- Report any students to SMT if they do not have a pass
- Students wearing wrong coloured or banned items eg Hoodies should be sent to SMT to change by HG teachers.

##### Rolls and Lateness

- Record rolls for every lesson on E-cases.
- Record any lateness and the time.
- Allow late students to enter the class, continue with your lesson until you have available time to quietly challenge the student about their punctuality.
- Report persistent offenders to SMT and contact parents.

##### General

- Try to have a spare textbook or copies for any student without equipment.
- Bring paper and pens to avoid sending students to lockers.
- Always sign a planner and give your out-of-class pass to students' when leaving your classroom and only ever send one at a time.

## Appendix 5

### Wallan Secondary College Clear Expectations

Unacceptable Behaviour	Consequences	Responsibility
<p><b>1. Classroom incidents</b></p> <ul style="list-style-type: none"> <li>a. Late to class</li> <li>b. Not equipped for class</li> <li>c. No planner in class (excluding PE)</li> <li>d. Planner not signed</li> <li>e. Incomplete or un attempted homework (no note)</li> <li>f. Backchat / lack of manners / lack of respect g. Failure to use class time appropriately</li> <li>g. Classroom disruption</li> <li>h. Misuse of College equipment</li> <li>i. Interfering with the belongings of others</li> <li>j. Inappropriate food in class, chewing gum</li> <li>k. Use of iPod, MP3 player, etc. without permission</li> </ul>	<ul style="list-style-type: none"> <li>1. Warning</li> <li>2. Classroom Time out</li> <li>3. Classroom sanctions such as detention issued by class teacher,               <ul style="list-style-type: none"> <li>a. Confiscation of item</li> </ul> </li> <li>4. Classroom exit</li> <li>5. After school detention</li> <li>6. 'How am I going?' Booklet</li> </ul>	<p>Classroom teacher to take detentions issued by themselves</p> <p>Yr Level Leader to be notified</p> <p>Compliance Officer to record details and issue after school detention as appropriate (where a student has been exited).</p> <p>SMT to conduct afterschool detentions and contract parents as appropriate</p>
<p><b>2. Serious Classroom Incidents</b></p> <ul style="list-style-type: none"> <li>a. Significant disruption of the learning environment</li> <li>b. Refusal to follow instructions (significant)</li> <li>c. Creating an unsafe environment (inside or outside class)</li> <li>d. Refusal to sit in allocated seat</li> <li>e. Gross misconduct</li> </ul>	<ul style="list-style-type: none"> <li>1. Parent contact</li> <li>2. After School Detention</li> <li>3. Internal Suspension</li> <li>4. External Suspension</li> </ul> <p><i>Further sanctions may result</i></p> <p>SMT Staff / Assistant Principal as required. This should be referred to the SMT or Assistant Principal</p>	
<p><b>3. Uniform infringement – No school approved uniform pass</b></p>	<ul style="list-style-type: none"> <li>1. Warning</li> </ul>	

<ul style="list-style-type: none"> <li>a. Hat/Cap worn in class</li> <li>b. Incorrect uniform (or worn inappropriately) in public</li> <li>c. No hooded tops to be worn with the College uniform</li> <li>d. Jewelry regulations as stated in the planner</li> <li>e. Make-up, nail polish</li> <li>f. Students will not be permitted to participate in any</li> <li>g. College excursion when not in correct uniform</li> <li>h. Breach of rules re facial piercings</li> </ul>	<p>2. Lunchtime detention</p> <ul style="list-style-type: none"> <li>I. Where possible, students will temporarily be provided with uniform and sent back to class</li> <li>II. Repeat offenders will face further disciplinary action and may be sent home</li> <li>III. Exclusion from excursion</li> <li>IV. Piercing removed and student sent home</li> </ul>	<p>All staff infringement slips</p> <p>Compliance Officer to administer sanctions and record details</p> <p>Yr level Leader, SMT, Compliance Officer to monitor, record and issue sanctions.</p> <p>Contact parents where appropriate.</p> <p>Staff member to refer to SMT when student is not complying with instructions</p>
<p><b>4. Incidents</b></p> <ul style="list-style-type: none"> <li>a. No 'Out of Class' pass</li> <li>b. Absence note not supplied</li> <li>c. Backchat / lack of manners / lack of respect</li> <li>d. Misuse of College equipment including leaning back on chairs</li> <li>e. Interfering with the belongings of others f. f. Littering</li> <li>f. iPod, MP3 or similar headphones used without permission</li> <li>g. Breach of Mobile Phone Policy</li> <li>h. Socially inappropriate language (insulting, abusive)</li> <li>i. Chewing gum at school</li> <li>j. Minor theft</li> </ul>	<p>Graded sanctions ranging from</p> <p>Warning,</p> <p>Note in Planner, Lunchtime detention, After School detention Parent Contact Sanctions as defined in</p> <p>Mobile Phone / Electronic</p> <p>Devices Policy</p>	<p>All staff infringement slips Compliance Officer to administer sanctions and record details</p>
<p><b>5. Serious Incidents</b></p> <ul style="list-style-type: none"> <li>a. Missing a Lunchtime or Classroom detention</li> <li>b. Leaving class without</li> <li>c. Permission face further disciplinary</li> <li>d. Throwing items &amp; spitting, spit balls,</li> <li>e. Failure to arrive promptly at exit class</li> <li>f. Disruptive behaviour in exit class</li> </ul>	<ul style="list-style-type: none"> <li>1. Warning</li> <li>2. After school detention</li> <li>3. Repeat offenders will face further disciplinary action.</li> </ul>	<p>All staff issue</p> <p>infringement slips Compliance Officer to administer</p>

<ul style="list-style-type: none"> <li>g. Loitering in toilet area e.g. Out of bounds</li> <li>h. Disruption of classroom or lunchtime detention</li> <li>i. Stealing</li> <li>j. Breach of bullying policy</li> </ul>		sanctions (issue afterschool detention) & record details
<p><b>6. Very Serious Incidents</b></p> <ul style="list-style-type: none"> <li>a. Physical violence- striking another student and wrestling</li> <li>b. Substance abuse incl. smoking repeat offenders, alcohol, legal or illegal substances, 'fake' drugs</li> <li>c. Conduct prejudicial to the good order of the College representation in the</li> <li>d. Failure to attend an after school detention, internal term of the suspension</li> <li>e. Arguing about going to Classroom exit when directed</li> <li>f. Serious verbal abuse of a teacher or another person</li> <li>g. Ongoing or significant failure to follow instructions costs</li> <li>h. Serious breach of Bullying Policy</li> <li>i. Breach of Student contract</li> <li>j. Disruption of an after school detention or internal</li> <li>k. Disruption of another class</li> <li>l. Requiring another teacher to assist in class exit</li> <li>m. Real or replica weapon brought to school</li> <li>n. Other serious breach of College Values</li> <li>o. Major theft <i>the</i></li> <li>p. Vandalism, damage to school property or personal property of any member of the College community</li> </ul>	<p>Parent Contact</p> <p>Suspension (Internal or External)</p> <p>No Interschool Sport</p> <p>Recovery of costs or student duties to meet damage – in line with restorative practice</p> <p><i>In relation to 6b – any illegal drug related incidents will be reported to Wallan police.</i></p> <p><i>Other incidents in the category may be reported to the Wallan Police or referred to external agencies as determined by LT Student Management, Wellbeing team and Principal class</i></p>	<p>SMT, Wellbeing Officer, Assistant</p> <p>Principal, Principal</p> <p>Issuing staff member to inform Yr Level Leader – information details of incident and sanction to be forwarded to compliance</p> <p>Compliance Officer to record details and produce correspondence as required.</p>
<p><b>7. Breaching the "Hands Off" Policy</b></p>	<ol style="list-style-type: none"> <li>1. Warning</li> <li>2. Lunchtime detention</li> <li>3. Afterschool detention</li> <li>4. Further disciplinary action determine by SMT</li> </ol>	<p>All staff issue infringement slips Compliance Officer to administer sanctions and record details.</p>
<p><b>8. Smoking or Passive Smoking</b></p> <ul style="list-style-type: none"> <li>a. If students smell strongly of smoke, or are in the presences of smoker</li> <li>b. Repeat offenders may face additional sanctions</li> </ul>	<ol style="list-style-type: none"> <li>1. Parent called</li> <li>2. Suspension</li> <li>3. On return complete smoking information kit at</li> </ol>	<p>SMT to administer sanctions &amp; Compliance Officer to record details</p>



<p>c. Includes bringing cigarettes to school or possession of smoking paraphernalia</p>	<p>lunchtimes</p>	
<p><b>9. Truancy</b></p> <p>a. Missing a class (student on campus)  b. Truancy i.e. ‘wagging’ school (not on campus)  c. Repeatedly late to school</p>	<p>1. After school detention  2. Internal suspension</p>	<p>SMT to administer sanctions Compliance Officer to record details</p> <p>Wellbeing Officer to be notified</p>
<p><b>10. Prohibited items – including:</b></p> <p>a. Mobile phones  b. Inappropriate material  c. Liquid paper  d. Matches, etc.  e. Permanent markers  f. Lighters and smoking paraphilia  g. Lasers</p>	<p>1. Confiscation &amp; Lunchtime detention</p> <p>(Confiscations can be passed to Yr Level leader, LT SMT or Assistant Principal – depending on severity)</p>	<p>Mobile phone to be lodged in the office for parent pick up</p> <p>Other item to be returned to parent of student when the opportunity arises</p> <p><b>Note; Items will not be return to the student</b></p>
<p><b>11. Unreported damage</b></p> <p>In a school, accidents do happen. All breakages must be reported to the Business Manager or Assistant Principal. In the case of accidental damage, the student may be asked to meet the cost of repairs but it will not be treated as a disciplinary matter</p>	<p>1. Suspension  2. Parents contact immediately  3. Recovery of costs or student duties to meet costs</p>	<p>Business Manager &amp;, SMT, Assistant Principal, Principal</p>
<p><b>12. Breaching the Bus policy</b> as administered by Wallan Secondary College.</p> <p>The individual Bus companies also have their own system of disciplinary sanctions for unruly or disruptive passengers consisting of graded sanction warnings and</p>	<p>1. Lunchtime detention  2. After school detention  3. Further disciplinary action</p>	<p>Report from Bus Captain, Bus Driver or yard Duty teacher Compliance Officer to administer sanctions, record details and inform Bus Coordinator</p>

exclusion from the bus		
13. No food to be taken into Science, Resource Centre and surrounding classrooms, ICT rooms, Technology, Music rooms	<ol style="list-style-type: none"> <li>1. Removal from environment</li> <li>2. Lunch time detention</li> <li>3. Afterschool detention</li> </ol>	
<p><b>No set of rules can cover every situation and as such sanctions or procedures may be varied at the discretion of a member of the Principal Class.</b></p>		

## Appendix 6

### WSC Discipline Procedures (Processes for responding to breaches of Behaviour Expectations)

#### Classroom Detention

- Issued by the classroom room teacher for poor behaviour and lack of work
- Will be conducted for a part of either Recess or Lunch
- Student will complete class work or complete activities which help reflect on behaviour
- If a student does not attend a classroom Detention the matter will be referred to SMT for follow up by the Yr Level Leader or Leading Teacher.
- 

#### SMT - Lunch Time Detentions

- Supervised by SMT staff
- Issued by SMT whole school policy infringement, uniform, late to school and classroom exits
- Whilst in detention, students are asked to read and copy out the policy most relevant to their infringement.
- Failure to attend lunch detention will result in an After School Detention.
- After school detention: students will be required to complete school work and/or homework for 45 minutes. Friday afternoon detentions will run from 3:30pm until 4:15pm. The College encourages students to attend on a Friday until 5:00pm to ensure that they complete any outstanding class and homework.

#### **Student Exit Process:** *When a student has been exited from class*

- Student arrives at SMT with an SMT Relocation Sheet, report to staff member supervising SMT
- Data from relocation slip is added as an 'incident' to Compass (whole school student management system)
- Student is then issued with a lunch detention.
- SMT supervisor discusses incident with student to begin the restorative process
- Student completes Relocation Reflection Sheet and submits to SMT supervisor
- SMT supervisor discusses student reflection with the exited student.
- Student remains in SMT for the duration of the session.
- Relocation Reflection Form is given back to exiting teacher at the end of the day. A restorative conversation must occur before the next class (preferable) or within 48 hours of the incident between the exiting teacher and the student, either with or without assistance from SMT.
- Outcome of restorative conversation must be logged on XUNO

- Where a student is exited 3 times in one Term, they will be issued with an after school detention on Friday Afternoon.

## **Suspension**

- In the case where students exhibit behaviour which is outlined in the DE&T Suspension Guidelines, a suspension will result
- Students will complete class work for the duration of the suspension
- For each suspension a **S**tudent **S**upport **G**roup meeting (SSG) will held either prior or post. Coordinated by the Year Level Leader and attended by other WSC staff and other supports as required, at the school's discretion
- Students will return to school on a student goals booklet
- Repetitive suspension could lead to a Behavioural Support Plan for the student.
- Student who are suspended will not be able to represent the College in some extra curricular activities in that Term, this will be at the discretion of the Yr level Leader, Leading Teacher Middle and Senior School and Assistant Principals.

After multiple suspensions the management of a student will have a tiered progression. Where a student has:

<6 Suspension – Yr Level Leader

<10 Suspensions – Leading Teacher Middle or Senior School

10+ Suspension – Assistant Principal of Middle or Senior School