



## **NORTH GEELONG SECONDARY COLLEGE**

### **STUDENT ENGAGEMENT AND INCLUSION POLICY**

#### **(Including Bullying and Harassment policy and procedures)**

Every student deserves a safe and positive learning experience where they are engaged and supported to reach their full potential.

#### **Rationale:**

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

#### **Aims:**

- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner. Corporal punishment of any kind is not part of the school ethos and will not be used in the school.
- To establish well-understood and logical consequences for inappropriate student behaviour.

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## **1. Implementation:**

- This policy is in alignment with 'The Student Engagement and Inclusion Guidance (DE&T)', and was developed through a process of community consultation. It outlines amongst other things, agreed behavioural expectations, responsibilities of all parties and management strategies.
- Restorative Practices and School Wide Positive Behaviour Support (SWPBS) will be used as a key elements for developing a positive learning and behaviour environment in the school. The school's READ values (Respect, Excellence, Achievement and Diversity) will underpin the expectations of student behaviour and positive relationships.
- Student individual academic reports will include details regarding student behavioural achievement and attendance.
- Student Year Level Coordinators, Sub-School Managers, Student Wellbeing Coordinator and Assistant Principals constitute the Student Management Team and are responsible for the implementation and communication of the Student Engagement Policy.
- An up-to-date database of student behaviour will be maintained.
- All staff will undertake professional development on student engagement, behaviour and discipline management.
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, loss of privileges or suspension according to the NGSC Staged Response Model.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.
- Communication emphasising positive behaviours will be communicated via letters home, assemblies, newsletters, and other appropriate forums.

## **2. Strategies to promote positive behaviour in the school community**

- Whole school focus on positive relationship building.
- Actively and explicitly teaching students whole school engagement, attendance and behavioural expectations creates a highly predictable environment that allows students to understand what is expected of them and what they can expect.
- Restorative practices - The school is committed to the use of Restorative Practices with students. Restorative Practices facilitate an environment of safety, trust and connectedness and promote awareness and empathy of the needs and feelings of others. Restorative Practices involve direct and voluntary participation of those affected by misconduct in its resolution and attempt to repair the harm.

- Year level system of student management to build student - school connectedness and enable monitoring and follow up of incidents.
- The Student Wellbeing Team has an active role in preventative approaches e.g. student counselling, referral to specialist expertise and running group programs to meet identified needs and trends.
- The School Nurse has an active role in health promotion, counselling and referral to specialist services.
- The school will provide a wide range of positive extra-curricular activities for students including sporting, performing and visual arts, leadership, community service and appropriate leisure pursuits.
- Positive student behavioural achievement will be appropriately recognised, e.g. attendance awards.
- Individual Education Plans for students who are DHHS clients and students who are at high risk of early school leaving. These plans address social and inter personal issues and include case management if required.
- Comprehensive and compulsory health education program in years 7 - 9 with a focus on student wellbeing, developing resilience, drug and alcohol education, specific bullying prevention programs and cyber safety programs.
- Communication of anti-bullying and anti-harassment messages through the school newsletter.
- Students are educated on safe, appropriate and ethical use of the Internet and mobile phones. The school newsletter will be regularly used to communicate information to parents and students about cyber bullying and social media. The school has an Internet Usage Policy, ICT Acceptable Use Policy, a Student iPad Agreement and an Electronic Device Policy to support the safe and appropriate use of digital technologies.
- Professional development on various aspects of behaviour management such as Restorative Practices, Calmer Classrooms, Classroom Management, Bullying Prevention, Positive Education and Building Resilience.
- Learning environments that are safe and supportive.
- Creating opportunities for student voice and student engagement in decision making i.e. Student Representative Council.

### **3 Rights and responsibilities**

#### **3.1 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.

#### **3.2 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)

### **3.3 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. These rights include:

- 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 DE&T 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

The school is required to complete the Human Rights Charter Compliance Checklist for DE&T.

### **3.4 Students with disabilities and special learning needs**

All students who are on the Program for Students with Disabilities will have a scheduled Program Support Group (PSG) meeting at least once per term. An Individual Educational Plan will be developed at these meetings. The college employs two PSD Coordinators who provide additional support to students on the PSD and lead the PSG in the development of individual behaviour management plans.

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, harassment and victimisation.

As an education provider North Geelong Secondary College 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.

Additional teacher aide supervision in the schoolyard and classroom support is provided for PSD students who are experiencing social and behavioural challenges. Where recommended, individual students are provided with access to a space to calm down and become more settled prior to entry to class. Withdrawal from the schoolyard at recess and lunchtime is considered a temporary option if a student is experiencing conflict in social relationships that is causing personal distress.

Students who have special learning needs or who meet the VCE Special provision guidelines have classroom adjustments when doing assessment tasks. This includes the following students:

- Students who are on the Program for Students with Disabilities.
- New arrival students and some EAL students – Recommendations made by EAL teachers.
- Students with high levels of absence due to illness
- Students who have diagnosed specific learning difficulties.

The adjustments are outlined in the North Geelong Secondary College Assessment and Reporting Guide.

A North Geelong Secondary College Medication Policy sets out procedures for administration of medication at school.

### **3.5 Bullying and harassment**

All members of the school community (staff, students, parents and visitors) have the right to participate in school life in an environment that is free of all forms of harassment and bullying. Harassment, bullying, intimidation and violence are not acceptable in any form at North Geelong Secondary College.

The North Geelong Secondary College Bullying Prevention policy is linked to the following policies, guidelines and legislation.

1. Expectations for student conduct – these expectations are published annually in the Student Planner.
2. The Classroom Rules are displayed in classrooms and include 'Respect others and their property' and 'Consider everyone's safety'.
3. The Safe Schools are Effective Schools Anti Bullying Policy and Strategies

4. The National Safe Schools Framework – the poster is on display in the school corridor.
5. Restorative approaches to classroom and out of the classroom situations
6. Work cover `Safe at Work' material – available to staff.
7. The Victorian Government Schools Reference Manual (on line)
8. The Victorian Equal Opportunity Act (1995) – it is illegal to discriminate against other people or to engage in sexual harassment of other people.

### *Definitions*

*Harassment* – an abuse of power, it is an act of aggression which can be verbal, physical, sexual, written, gestures or exclusion. Harassment can make people uncomfortable, hurt, upset or embarrassed. Harassment can be:

- Name calling
- Physical aggression - pushing, shoving, fighting, pinching, spitting
- The use of put down comments, insults, teasing or spreading malicious rumours
- Inappropriate gestures or body language
- Deliberate exclusion from group/activities
- The setting up of humiliating experiences, threatening behaviours or words
- Offensive written comments
- Racist – spoken or written comments, racist graffiti
- Sexual remarks, unwanted touch, gestures or jokes
- Offensive or threatening comments using phone, internet or social media
- Any action that is reasonably likely to humiliate, offend, intimidate or distress a student who has a disability
- Using digitally altered images of a person to cause embarrassment or humiliation
- Use of phone or internet to harass

*Bullying* is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion. There are four categories of bullying:

- Direct physical bullying e.g. hitting, tripping, and pushing or damaging their property.
- Direct verbal bullying e.g. name-calling, insults, homophobic or racist remarks, verbal abuse.
- Cyber bullying, which involves the use of email, text messages, Face Book and other social media, You Tube or chat rooms to humiliate, distress or threaten other people.
- Indirect bullying - This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone and damaging someone's social reputation and social acceptance

If a student sees another student being harassed or bullied they should tell the student who is being harassed that they witnessed the incident and advise them to report it to a teacher. However, if their friend is harassing another student, students are advised to let them know that their behaviour is unacceptable. Students receive the message that bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully. If a student is being harassed or bullied he/she should tell the person they don't like what they are doing and they want them to stop. Students are advised to discuss the matter with the Year Level Coordinator, Sub-school Manager, Student Wellbeing Coordinator, Assistant Principal or a teacher that the

student feels comfortable with. Student concerns will be taken seriously and students may be asked to independently write down a written statement of the incident.

Other behaviours

There are other examples of socially unpleasant situations that may require teacher intervention and management. These situations include:

- Mutual conflict where there is an argument or disagreement between students – there may not an imbalance of power, there may be some provocation or there may be a build-up in the conflict due to circumstances outside the school.
- Social rejection or loss of friendship
- Single episode acts of nastiness, meanness, fighting or intimidation.

### **3.6 Attendance and Punctuality Expectations of Students**

Students are expected to regularly attend school and be punctual to class.

A minimum attendance level of 90% in an individual subject is required for satisfactory completion of a VCE unit. A minimum attendance of 90% (after making allowance for time on student work placement) is required for satisfactory completion of a VCAL unit. A minimum overall attendance of 90% is recommended as a condition for promotion in years 7 -10. Year 11 and 12 students may be entitled to a work redemption process if they miss assessment tasks due to an approved absence. Students must provide a medical certificate if they miss an assessment task. VCE students should not take overseas leave during the school term for a period exceeding one week.

Students should arrive at school between 8.30 and 8:40am. Students who arrive at Home Group after 8.48 are considered to be late and need to sign in at the Attendance Office with a note provided by parent/guardian wherever possible. They will be given a late pass that is to be given to their teacher and a pass to be taken home if no note is provided and be returned to school signed by the parent/guardian the following day. Students will receive a lunchtime detention if they arrive late at school without a note. Any student who does not sign in upon arriving late to school will receive an afterschool detention.

If students are absent from school parents are requested to ring the Attendance Office on 5240 5899. If a phone call has not been made in the morning then an SMS will be sent to the parent/guardian stating that their child is absent. Parents need to reply to this message or have their child bring a note signed by a parent/guardian explaining the reason for absence on their return to school. The Student Managers will follow up extended absences and if necessary referred to the Student Wellbeing Coordinator.

If students need to be absent for part of a day, e.g. appointments with a doctor or dentist, they are required to bring a note to show their teacher prior to leaving class. They are then required to hand the note to the Attendance Office and receive a leave pass. On return to school they need to sign back in with their leave pass. It is preferred that appointments are made outside school hours, when possible, to avoid disruption to the child's schoolwork.

The college has an Attendance Assistant for each sub-school who manages and monitors student attendance including late arrival and early departure from school.

Sports, school camps and other excursions are considered to be as much a part of each child's schooling as classroom lessons, and students should not be absent on these occasions.

The NGSC Attendance Flowchart will be used by the School Attendance officers, Student Wellbeing Team and Student Managers to monitor and support student attendance.

## Rights and Responsibilities of Parents/ guardians and carers

Rights	Responsibilities
<p><b>Parents/guardians and carers have a right to:</b></p> <ul style="list-style-type: none"> <li>• Expect that their child will be educated in a safe and secure environment in which care, courtesy and respect for the rights of others are encouraged</li> <li>• Be contacted if their child is truanting, involved in a serious behaviour incident at school or is not making satisfactory progress</li> <li>• Participate in Program Support Group meetings, Individual Education Program planning meetings and behaviour management meetings</li> <li>• Receive regular feedback on the learning progress of their child.</li> </ul>	<p><b>Parents/carers have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>• Ensure their child's regular attendance</li> <li>• Engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students.</li> <li>• Provide students with essential books and materials.</li> </ul>

## Rights and Responsibilities of Teachers

Rights	Responsibilities
<p><b>Teachers have a right to:</b></p> <ul style="list-style-type: none"> <li>• Be able to teach in an orderly and cooperative environment</li> <li>• A safe working environment both within the classroom and in the school yard</li> <li>• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> <li>• Be treated in a respectful manner, which includes non abusive communication with students and parents</li> <li>• Professional development and appropriate resourcing for effective delivery of learning programs</li> </ul>	<p><b>Teachers have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Fairly, reasonably and consistently, implement the Student Engagement Policy and other school policies</li> <li>• Follow the DEECD requirements of 'Duty of Care' towards students</li> <li>• Comply with school staff attendance and student supervision requirements, including yard duty rosters</li> <li>• Accept, respect and value the cultural diversity of the school community and be non discriminatory in behaviour towards students, parents, staff and the broader community</li> <li>• Behave in a professional manner at all times</li> <li>• Respect confidentiality and privacy</li> <li>• Know how students learn and how to teach them effectively</li> <li>• Know their students.</li> <li>• Create and maintain safe and challenging learning environments.</li> </ul>

## Rights and Responsibilities of Students

Rights	Responsibilities
<p><b>Students have a right to:</b></p> <ul style="list-style-type: none"> <li>• Work and play in a safe and secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambitions</li> <li>• Participate fully in the school’s educational program</li> <li>• Be informed of the purpose of their learning and the teacher expectations for their work</li> <li>• Receive accurate and regular feedback on their learning progress</li> <li>• Access a curriculum or learning program that prepares them to meet the age appropriate learning standards or agreed developmental learning.</li> <li>• Be encouraged and supported to take greater responsibility for their own learning.</li> </ul>	<p><b>Students have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Participate fully in the school’s educational program</li> <li>• Attend regularly and be punctual to class</li> <li>• Bring correct books, student organisers and materials to class</li> <li>• Work to the best of their ability and try to complete the set work by due dates.</li> <li>• Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>• Respect the right of other students to learn without disruption</li> <li>• Respect the right of teachers to teach in an orderly and cooperative learning environment</li> <li>• Follow all reasonable instructions of teachers and speak to teachers in a polite manner</li> <li>• Wear correct school uniform</li> <li>• Take care of school property and do not damage the property of others</li> <li>• Help keep the school buildings and grounds clean</li> <li>• Behave safely at school and on the way to and from school.</li> </ul>

### 4. Shared expectations

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

- Owned and implemented by all members of the school community, including students
- Clear and specific
- Focused on positive and pro-social behaviours
- Focused on prevention and early intervention
- Supported by relevant procedures
- Consistent, fair and reasonable
- Linked to appropriate actions and consequences.

North Geelong Secondary College has the 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.

#### **4.1 Diversity in the school community**

NGSC is cognisant of the diversity of all students in the broadest sense of the term. It provides a safe and inclusive learning environment for learners who are: culturally diverse (including Aboriginal and Torres Strait Islanders, migrants and refugees); gender diverse; students from diverse socioeconomic and family backgrounds; and students with disabilities.

The school aims to address diversity by:

- Providing a pro social school environment
- Highlighting Diversity in the College's values (READ)
- Providing opportunities to all students to participate in college activities
- Promoting Diversity through wellbeing activities
- Whole school celebrations of cultural diversity
- Support for the operations of the Geelong English Language Centre which is located in the school grounds
- Targeted and individualised English as an Additional Language support programs
- Broad school and community representation on the Multicultural Committee which advises and plans strategies to enhance cultural diversity
- Planning for gradual entry of recently arrived students to mainstream schooling and development of personalised learning pathways
- Attracting and maintaining a motivated, highly skilled and culturally diverse workforce
- Increasing the cultural awareness and range of knowledge, skills and experiences available in the workforce
- Links to Diversitat and other community groups with the aim of providing referral pathways and social support for all students including recently arrived students, PSD students and Aboriginal and Torres Strait Islander students.

#### **4.2 School Expectations of Principal Class and Teachers**

All members of staff are expected to perform their duties according to:

- The Teaching Service Act and Order (Victoria)
- The role and responsibilities statements and professional standards for Principal, Assistant Principals, classification levels within the teaching service and classification levels of Education Support staff.
- The Victorian Institute of Teaching Code of Professional Conduct.
- Ministerial Order 199
- Instructions from the Principal on hours of attendance, student supervision, performance development and review and other professional practice requirements.
- Legislative requirements including the Equal Employment Opportunity Acts, Racial and Religious Tolerance Acts and the Occupational Health and Safety Acts
- Departmental regulations and guidelines as set out in the Schools Reference Manual and Circulars.

Specific expectations of teachers include:

High expectations for all students, including the belief that students can learn (both academically and socially) and those teachers can make a difference by:

- Inclusive teaching practices
- Accessible educational provision for all students
- Communication with parents/carers
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student support services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

### **4.3 School Expectations of Parents and Members of the Community**

1. All visitors to the school are to report to the school reception area. A staff member should accompany parents if they are walking through the school buildings or grounds.
2. Parents are not to drive into the main school gates to drop off or pick up students. This is a safety issue.
3. Parents are expected to ensure that their son/daughter regularly attends school.
4. Parents are requested to regularly check the student organiser and make contact with the teacher or Student Year Level Manager if there are concerns about the progress or behaviour of their son or daughter.
5. Parents are requested to provide their son/daughter with essential books and materials.
6. Parent – staff interactions will be courteous, polite, non-abusive and non-threatening.

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

- Establishing predictable and fair classroom 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

The classroom teacher, home group teacher and Year Level Coordinator will communicate concerns and achievements with parents (school planner, email or phone calls).

### **4.4 Classroom Behaviour Expectations of Students:**

The five North Geelong Secondary College classroom expectations are:

1. Be on time and prepared for work
2. Respect others and their property
3. Listen without talking when someone else is speaking
4. Consider everyone's safety
5. Follow instructions willingly and promptly.

Students are permitted to bring mobile phones to school. Mobile phones and earphones must not be seen, heard or used in the classroom, assemblies or similar organised activities. Earphones can only be used in study periods. Breach of these rules will result in the phone or earphones being confiscated.

### **4.5 Out of Classroom Behaviour Expectations**

Teachers supervise the schoolyard during recess and lunchtimes. The key principle is that both teachers and students have the right to be safe and free from harassment in the corridors and schoolyard.

The six out of classroom expectations are:

1. Respect others and their property
2. Follow instructions willingly and promptly
3. Keep food and wrappers off school grounds and in the bins

4. Remain in the school grounds and consider everyone's safety
5. Play ball games in the designated areas.
6. Help stop harassment and bullying (includes cyber bullying)

Students are expected to follow the maps and instructions for out of bounds areas. Students are not to go over the road at recess, lunchtime or any other time during the school day. Students are to promptly and politely follow teacher instructions about movement in the schoolyard.

Students must consider personal safety when using earphones when walking around the schoolyard and travelling to and from school. Students are to remove their earphones if a teacher is speaking to them.

North Geelong Secondary College has a position of zero tolerance towards weapons being brought to school. If this happens students will face the consequence of mandatory suspension and possible legal action.

At the beginning and end of the school day the students are expected to cross the road at the traffic lights. Students are required to line up in an orderly manner at the bus stop and behave in an appropriate manner when travelling to and from school. Cyclists and scooter riders are required to wear a helmet. Students are not permitted to drive within the school grounds.

## **5. School actions and consequences**

### **A. Promoting and Rewarding Positive Behaviour**

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

There are positive consequences for meeting high expectations and putting in additional effort.

The classroom teacher, home group teacher and Year Level Coordinator will communicate concerns and achievements with parents (school planner, email or phone calls).

### **B. Support Strategies**

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required. Student Managers use a student management data base to assist identification of repeated inappropriate behaviours and record follow up and referral support processes. Inappropriate behaviours, including irregular attendance, will be responded to through a varied response that may include:

- 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.

Broader support strategies include:

- Involving and supporting the parents/carers,
- Involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- Tutoring/peer tutoring/mentoring/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 alternative programs, work education, camps/outdoor education/creative arts
- Involving community support agencies.

### C. Development of Self-Responsibility – Restorative Practices

Students are encouraged to accept responsibility for their actions, and to participate fully and positively in their educational experience. The Restorative Practices Approach is implemented as a way of building effective working relationships between teachers and students and providing a framework supporting expectations that teachers can teach and students can learn without interference.

### D. Actions and Consequences of Inappropriate Classroom Behaviour

#### Stage 1:

Teachers develop sanctions to address lateness and not bringing the appropriate books and materials to class. These sanctions may include keeping the student in for up to 10 minutes at recess or lunchtime or a lunchtime work catch up session.

If a student is disrupting the learning of other students or preventing the teacher from teaching the teacher will follow the behaviour modification strategy of the Four R.s:

1. REMINDER - The student is given a non-verbal/contact warning;
2. REDIRECTION - The student is reminded of the Classroom rules;
3. REPOSITION - The student is moved to another seat, if needed or if space is available
4. RELOCATION - The student is placed in time-out – following a conversation about expectations without the audience of the rest of the class;
5. The student is relocated and handed a Think Sheet to fill out. Another student will accompany the student to the appropriate sub-school office. The student will then be relocated to senior class and an entry will be made on XUNO. The relocating teacher will then enter the details of the inappropriate behaviour onto XUNO. The Sub-School Managers or the Assistant Principals will become involved if the student refuses/runs off from relocation or if a suitable alternative class cannot be found.
6. The student returns to the class at the end of the lesson or at a time arranged with the teacher. The student hands the completed Think Sheet to the teacher and engages in a conversation aimed at 'fixing' the problem. This *Restorative Approach* focuses on improving student behaviour. The teacher contacts the parent/guardian about the behaviour and logs the relocation on the student management database.
7. The 'Think Sheet' is then forwarded to the Year Level Coordinator who, if necessary, will speak with the student, contact parents or follow up with other appropriate consequences as required given the individual situation. The Student Manager is immediately informed if the student does not cooperate with the relocation process.

The procedure is a guideline and the response will depend on the nature of the situation in regard to severity, safety and repetition of similar behaviour. In the event of swearing at the teacher or more serious misbehaviour the teacher may go straight to step 5. If a student refuses to follow the teacher's instruction to move or if the teacher requires assistance in responding to a student fight, the teacher will send a 'red card' to the Assistant Principal or General Office for immediate assistance.

#### Stage 2:

There will be consistent consequences for student lack of cooperation or repeated behaviour incidents.

The class teacher may contact parents directly to discuss issues. In addition to notes in the student planner and/or contacting parents, the classroom teacher will implement consequences as appropriate and these may include warnings, catch up homework, accompanying the teacher when he/she is on yard duty, or a teacher-run detention. The consequence should be appropriate to the act. For example if a student was to graffiti a table it would be appropriate they clean the table.

The home group teacher may also follow up on student issues by checking the student planners, plus the initial follow up on attendance and absence notes, and phoning home for reminders of

issues such as attendance, school uniform and the need to bring materials to class. The home group teacher will communicate issues and unresolved matters to the Year Level Coordinator via the Student Management database.

The Year Level Coordinator will follow up on student issues through communication with class teachers and home group teachers. He/she will follow up on unresolved relocations as well as implementing further consequences as required in any given situation. The Year Level Coordinator can use the following student management and wellbeing responses.

#### *Counselling*

The Year Level Coordinator and Sub-School Managers can meet with the student, and teachers if needed, to discuss issues or problems that are preventing the student from performing to the best of their ability, or issues that are affecting the student's ability to cope at school in general. It may be appropriate to develop strategies and then monitor progress. If appropriate there will be a referral to the wellbeing team or other support personnel within the school. Telephone or written contact with parents may be appropriate.

#### *Lunchtime detention*

A member of the Student Management Team will place the student on a detention list and communicate this to parents/guardians via the student planner or a phone call home. The severity of the situation will dictate the number of detentions and the failure to attend a detention will result in multiple detentions. Students will receive an automatic lunchtime detention if they are over the road at recess, lunchtime or during school time.

#### *After School detention*

After School detentions will be run on scheduled days and will be supervised by an Assistant Principal.

Parents will receive at least 24 hour notification if an after school detention is to be issued. This will be done so through the school planner, a phone call home or a letter. Bus transportation home from school and/or a part-time job will not excuse a student from an after school detention. It will be expected other arrangements be made by the parent/guardian. If a student does not attend a lunchtime detention twice in a row he/she will be placed on after school detention. In a severe situation, the lunchtime detention may be skipped and the Assistant Principal may place the student on after school detention immediately. For repeated behaviours resulting in after school detentions, a parent meeting will be called.

#### *Communication with Parents*

Multiple relocations and repeated misbehaviour for which detentions have been issued will result in communication with parents requesting a parent meeting. Inability to contact parents by telephone for any reason will be followed up through a letter to the home address. Parents may be called in for a meeting to discuss strategies for the student whose behaviour is unacceptable and not improving through set measures. At this meeting, a discussion about Suspension may be necessary. Parents may be called in for a meeting if there are welfare issues. At this time, strategies for supporting the student and family would be discussed with referrals to other agencies as appropriate.

#### Stage 3

The Principal may suspend a student if the student's behaviour meets the criteria as set out in Ministerial Order 625. The parent is to be provided with the required suspension documentation and the student provided with work to complete during the suspension. A Student Support Group meeting may be required to discuss the behaviour concerns and a Behaviour Management Plan may be created.

Refer to the NGSC Staged Response Model

#### **E. Inappropriate Out of Classroom Behaviour.**

Teachers and Student Managers will consistently implement the set consequences for a list of actions which include out of bounds, smoking, being over the road, failure to follow teacher

instructions on movement in the school yard, careless ball use, littering and graffiti. Consequences include restrictions on student movement in the yard, detention, additional clean up or yard duty, excursion bans and withdrawal of privileges.

#### **F. Actions and Consequences of Incidents of Bullying, Harassment, Conflict and Violence.**

The college response will depend on the nature and severity of the incident, rather than a set staged response.

1. North Geelong Secondary College implements a whole school *Restorative Practices* approach in responding to the above incidents. There is a focus on hearing both sides of the story, encouraging students to reflect on the consequences of their action, bringing both sides together to repair the harm and moving on in a positive manner. These restorative strategies and close monitoring of the situation by Student Managers should help to prevent these inappropriate behaviours from escalating to bullying or serious incidents of violence. If required small group conferences and classroom conferences will use Restorative approaches to help fix on going conflict situations.

2. Students who are involved in behaviour that harasses or harms other students in the schoolyard are removed from the yard and spend their recess or lunchtime in a suitable withdrawal area. Parents may be contacted and asked to collect their son/daughter if there are threats to the safety of other students.

3. Students who do not feel safe are encouraged to report their concerns to a teacher and if students request they can spend lunch or recess time within a safe area of the school building. Students are encouraged to report harassment and bullying to their parents, the Student Managers, an Assistant Principal or any other member of staff that they feel comfortable with. Other members of staff are expected to refer on to a Student Manager, SWC or Assistant Principal. Reported incidents are closely monitored on the Student Management database.

4. Processes for responding to reports of harassment and bullying include counselling (for both the victim and the aggressor), mediation (where appropriate) and parental telephone contact or interview.

5. Serious allegations of harassment and bullying of students or staff by teachers will be referred to the Principal for investigation and action according to departmental procedures, i.e. Suspension or expulsion.

6. Students who use their mobile phones to harass other students will lose their right to have a mobile phone at school. This will be for a period of time depending on severity or frequency of repeated offences or involves more serious harassment. Parents will be informed of school concerns.

7. Students who use the school Internet for cyber bullying or passing on inappropriate material will be banned from accessing the school Internet for a period of time depending on severity or frequency of repeated offences. Parents will be contacted.

8. If a student is in a state of rage, appears uncontrollable or is refusing to follow clear, reasonable and repeated instructions from an Assistant Principal or Student Manager the parents will be immediately contacted and asked to take their son/daughter home. When the student has returned to a calmer or more cooperative state there will be a follow up meeting with the Student/Parent/Student Manager to plan strategies to avoid a repeat of the incident.

9. In cases of out of school violence and threats (including via social media) the parents will be advised to involve the Police.

10. In cases of serious assault and serious persistent harassment the school will advise the Police and notify the Department's Emergency Management unit. The college response will be based on Departmental and Police advice.

#### **11. Suspension**

The Principal may suspend a student if, while attending school or travelling to and from school or engaged in any school activity away from school (including travel to and from that activity) the

student behaves in such a manner as to meet the criteria set out in Ministerial Order 625. The parent is to be provided with the required suspension documentation and the student provided with work to complete during the suspension. A Student Support Group meeting may be required to discuss the behaviour concerns and a Behaviour Management Plan may be created.

## 12. Expulsion

All expulsion procedures are required to follow Departmental requirements as prescribed in Ministerial Order 625.

## 6.1 References

- The *Equal Opportunity Act 2010* (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.
- The *Charter of Human Rights and Responsibilities Act 2006* (Vic), which 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. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.
- The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.
- The *Education and Training Reform Act 2006* (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—
- DE&T Student Engagement and Inclusion Guidance  
<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>
- VIT Teacher Code of Conduct
- Ministerial Order 625 – Suspensions and Expulsions

## 6.2 Related Documents

NGSC Staged Response model  
Various NGSC Health and Wellbeing policies  
NGSC Internet Usage Policy  
NGSC ICT Acceptable Policy  
NGSC Student iPad Agreement  
NGSC Attendance Flowchart  
NGSC Child Safe Standards (Ministerial Order 870)

## 7. EVALUATION

This policy will be reviewed as part of the college's review cycle.

This policy was last ratified by School Council on...	
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