POLICY

KAMBRYA COLLEGE

Student Engagement / Discipline Procedures

Rationale:

Student engagement is influenced by a wide range of factors. Kambrya College recognizes that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes. Intentional design and creative and thoughtful planning are essential to achieving this.

Aim:

Kambrya College ensures that student engagement is underpinned by policies reflecting the following acts: The Equal Opportunity Act 2010 (Vic), The Charter of Human Rights and Responsibilities Act 2006 (Vic), The Disability Standards for Education 2005, Discrimination Act 1992 and The Education and Training Reform Act 2006 (Vic). This policy should be read in conjunction with *Ministerial Order 870- Child Safe Standards,* and the college's *Statement of Commitment to Child Safety*. To ensure ease of access to relevant policy for community members, Kambrya College articulates the following components of student engagement and inclusion as separate policies under the overarching framework of student engagement and inclusion.

Student Engagement and Inclusion Policy Framework:
- Community Code of Conduct
- Child Safe Code of Conduct
- Attendance Policy
- Anti-Bullying Policy
- Equal Opportunity and Anti-Harassment Policy
- Disabilities and Impairments Policy
- Discipline Procedures
- Student Safety: Responding to Critical Incidents Policy
- Uniform
- Class Formation

The policies that sit within the Student Engagement and Inclusion Policy framework reflect the school community's aspirations and the unique local context of Kambrya College. This is critical to developing a positive school culture and supporting a school council's strategic aims.

Implementation:

Student involvement-
- A school environment which provides programs and curriculum which is inclusive and empowering, valuing the positive contributions of students and creating a sense of belonging and connectedness that are conducive to positive behaviours and effective engagement in learning.

- The school will create an environment that is conducive to positive behaviours and effective engagement in learning; linked to school-wide classroom expectations. Consequences for breaching expected behaviour may take the form of (but not limited to):

  - Parent calls
  - Recess and /or lunch 'community service'
  - Lunch-Time or After-School Detention
  - Suspension
  - Expulsion (an ongoing staged response and strategies of support is linked to this means of last resort)

> Kambrya College staff or any person undertaking child-connected work **will not** undertake any form of **_corporal punishment_** as a method of student discipline / student behavioural management (or for any other rationale). Kambrya College in line with DET requirements and morality explicitly prohibits such.

- Opportunities for students to take responsibility and be involved in decision-making will occur via Sub-School Captains, SRC and College Captains. Student voice will assist in building relationships, shared expectations and supporting policy implementation.

- Students will be engaged through dedicated classroom curriculum on behavioural expectations, where students show they are much more likely to commit to them. This will also help to build an inclusive and respectful school culture, where all members of the school community feel empowered to contribute to influencing the culture and practice.

- The school will provide social / emotional and educational support for at risk and vulnerable students identified through school staff or another.

Promoting positive student behaviour

Kambrya College will acknowledge that positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioural expectations. Some students exhibit challenging behaviour and require additional support and interventions to address this behaviour and to develop positive behaviours.

Challenging behaviour interferes with the safety or learning of the student/s or safety of school staff; including:

- **Withdrawn behaviours** (e.g. anxiety, school phobia, truancy, social isolation)
- **Disruptive behaviours** (e.g. tantrums, swearing, screaming or refusing to follow instructions)
- **Violent and/or unsafe behaviours** (e.g. kicking, biting, punching, fighting, running away)
- **Inappropriate social behaviours** (e.g. inappropriate conversations, stealing, property damage)

Influences on student behaviour

There are many potential influences on student behaviour and many factors that can lead to behaviour that is challenging for schools to deal with. Kambrya College will take into account the following student factors, which will require support:

- **Biophysical factors**, such as medical conditions or disabilities;
- **Psychological factors**, including emotional trauma or lack of social skills;
- **Behavioural / social factors**, including where a student's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices;
- **Historical community factors** including students whose family member/s had difficult, sometimes traumatic, experiences of school and government agencies.
- **Cultural factor**s, catering for cultural diversity.
- **Student group dynamics**, such as bullying and teasing or student apathy or hostility.
- **Environmental factors**, for example the level of classroom noise.
- **Classroom organisation issues**, such as inconsistent routines or inadequate materials.

Kambrya College staff will understand challenging behaviour by seeking to understand the role of behavioural triggers.

Positive Behaviour Support

Kambrya College will utilise a variety of DET support measures to promote positive student behaviour; which may include the following-

- The Education Department's **Positive Behaviour Support** (SWPBS) School-wide Positive Behaviour Support as an evidence-based framework for preventing and responding to student behaviour to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

- **Restorative Practices:**

  The school is committed to the use of restorative practices with students to aid in the resolution of issues with peers and teachers. 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 2001b)
  - Promote relationship management rather than behavior 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).

- **Bullying and peer relationship issues**- Bully Stoppers is the Department's online resource dedicated to bullying prevention, providing advice for teachers, parents and students on how to identify, respond to and prevent bullying in their school community. The College will promote a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their College environment. Bullying that is carried out through an internet service, such as email, chat room, discussion group instant messaging or by any other technology method is considered cyber bullying.

- **The National Safe Schools Framework:** Kambrya College will utilise this framework as a set of guiding principles in the maintenance of a safe and supportive learning community. These principles will assist to promote student wellbeing, develop respectful relationships and a school secure from harassment, aggression, violence and bullying. For more information, refer to: The Safe Schools Hub.

- **Health promotion (**Healthy Together Achievement Program). An initiative to create healthier environments for learning. It can assist schools to integrate health and wellbeing activities into strategic plans to improve student engagement and wellbeing outcomes.

- **Mind Matters-** A whole school approach to mental health promotion in secondary schools. For more information, refer to: Mind Matters

  Kambrya College employees several full-time Student Welfare staff members and School Chaplin who will assist with issues across a broad range of student wellbeing issues. They will provide guidance on which supports can best address the needs of vulnerable students; including:

- Supportive measure to students where absenteeism has become an issue;
- Investigating strategies and supports beyond the school (e.g.: re-engagement programs (internal / external) and other supportive services such as ARC / Oakwood / Head Space / Casey Youth Services
- Students affected by homelessness or Out-Of-Home care will have specific supportive provisions, where their absenteeism will be monitored on a case-by-case basis.

Child Safety Standards: Kambrya College staff will:

- Promote the participation, engagement and empowerment of all children; providing teaching and learning environments that are free from discrimination in all forms, including those based on race, ethnicity, gender, ability, disability, sexuality and religion.
- Provide support and respect of all children, as well as our staff and volunteers.
- Create systems to protect children from abuse and will take all allegations and concerns seriously; having mechanisms in place to ensure consistency in line with school, DET and DHS protocols.
- Promote cultural safety and safe learning environments for Aboriginal children, the disabled and children from culturally / linguistically diverse backgrounds.
- Empower and provide an inclusive environment for Aboriginal children, the disabled and children from culturally / linguistically diverse backgrounds.

The development of a Student Engagement and Discipline Policy assists our legal obligations under relevant legislation; including:

Equal Opportunity Act 2010 **(Vic)** which prohibits discrimination on the basis of: race, religion, disability, sex, age, gender identity and sexual orientation.

Charter of Human Rights and Responsibilities Act 2006 **(Vic),** which requires government schools and their employees, to act within human rights and to consider human rights when making decisions and delivering services; including 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.

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.

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-

(i)   Realises their learning potential and maximises their education and training achievement;

(ii) Promotes enthusiasm for lifelong learning;

(iii) Allows parents to take an active part in their child's education and training.

Information contained within this policy has been obtained from DETs website, specific to Student Engagement: http://www.education.vic.gov.au/school/principals/spag/participation/Pages/engagement.aspx

Rights and Responsibilities of Students

Students have a right to:

- Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition.
- Participate fully in the school's educational program.

Students have a responsibility to:

- Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.

- As students' progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.
- Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Rights and Responsibilities of Parents/carers

Parents/carers have a right to:

- Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Parents/carers have a responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Ensure their child's regular attendance.
- Engage in regular and constructive communication with school staff regarding their child's learning.
- Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Teachers have a right to:

- Expect that they will be able to teach in an orderly and cooperative environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to work effectively.
- be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.

Teachers have a responsibility to:

- Fairly, reasonably and consistently, implement the engagement policy.
- 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.
- Use a range of teaching strategies and resources to engage students in effective learning.

School Actions and Consequences

Guiding principles:

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

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.

Broader support strategies will include:

- Involving and supporting the parents/carers.
- Involving the student wellbeing coordinator, managed individual pathways or careers co-ordinators.
- 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 experiential learning, work education, camps/outdoor education/creative arts.
- Involving community support agencies.

Discipline Procedures- Behaviour Management Plan

The College jointly negotiated with members of the local community and student body to develop the shared expectations of students through a formal Behaviour Management Plan (BMP). The BMP provides a clear and specific overview of appropriate behaviours and consequences, focusing on positive and pro-social behaviours. The BMP should be read in conjunction with the College Statement of Purpose, Values and Intent. It should also be read in conjunction with procedures listed in the DET guidelines published under the banner of *Student Engagement and Inclusion Guidelines* which provide flowcharts and proformas for use in suspension and expulsion procedures.

These guidelines are underpinned by *Ministerial Order 625*

http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx provides links to all DET suspension and expulsion proformas

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

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Approved by Kambrya College School Council	May 2018
Responsible for Review	Paul Looker- Assistant Principal
Next Review Date	May 2021

Responsible Behaviour Plan for Students

	Be safe	Be responsible	Be prepared	Be respectful to yourself, others and the environment
All settings	▪ Follow reasonable instructions ▪ Respect rights of others ▪ The area within or en-route to and from school is smoke, drug and alcohol free	▪ For your own actions ▪ For your own learning ▪ Place all litter in bins ▪ Look out for your friends – report if they are being bullied ▪ Take every opportunity to learn ▪ Represent your school positively ▪ Use ICT appropriately	▪ Wear appropriate school uniform ▪ Adhere to all uniform guidelines as stipulated by school council ▪ Be on time ▪ Attend appropriately to all forms of communication from the school	▪ Respect your surroundings- the furniture, the buildings, the people ▪ Respect other people's property and your own ▪ Be tolerant and respect the opinions of others ▪ Attend to personal hygiene ▪ Use only appropriate and polite language ▪ Be courteous and polite at all times ▪ Be honest ▪ Respect the personal space of others ▪ Leave chewing gum at home
Learning areas	▪ Leave bags in locker at all times ▪ Move carefully and orderly into and out of the room ▪ Follow set safety procedures ▪ Use equipment for designed purposes ▪ Sit safely	▪ For your own actions ▪ For your own learning ▪ For your own behaviour ▪ Listen to and follow instructions ▪ Respect other people ▪ Stay seated unless otherwise directed ▪ Stay on task ▪ Make the most of all learning opportunities ▪ Leave mobile phones turned off	▪ IN CLASS, ON TIME ON TASK! ▪ Have necessary materials for each class ▪ Be in correct uniform ▪ Be prepared for assessment ▪ Be prepared to listen ▪ Have homework completed ▪ Have a positive mental attitude ▪ Be prepared to complete work set ▪ Turn off mobile phone before entering the classroom	▪ Dispose of rubbish immediately ▪ Respect the personal space of other people ▪ Dress appropriately for class ▪ Respect other people's right to learn ▪ Respect your learning space and the equipment you use
School grounds	▪ Walk – don't run around buildings and on pathways ▪ Remain in school grounds ▪ Do not climb onto the roof of any building at any time ▪ Do not jump up and hang onto the edge of any roof ▪ Stones and sticks remain on the ground ▪ Be sun safe (wear a hat, sit in	▪ Report safety issues and accidents ▪ Keep personal valuables safe ▪ Follow all reasonable teacher instructions ▪ Look out for your friends ▪ Car park areas are out of bounds ▪ Place bags in lockers or	▪ Respond to all bells and announcements immediately	▪ Take care of the gardens, pathways and surrounds ▪ Place all litter in bins ▪ Place lost property in designated areas ▪ Keep lockers orderly and tidy ▪ During breaks use only the areas designated to your year level ▪ Physical Intimacy is not appropriate in school grounds

	Be safe	Be responsible	Be prepared	Be respectful to yourself, others and the environment
	the shade) ▪ Play ball games in designated areas ▪ Wear appropriate footwear ▪ Observe safety barriers ▪ Stay out of "out of bounds" areas ▪ Walk do not ride bikes through school ▪ Contact sport is not permitted ▪ All visitors must report through the front office- do not meet up with unauthorised visitors at any time during the school day	designated areas ▪ All visitors must report through the front office- do not meet up with unauthorised visitors at any time during the school day		
Under cover areas / Corridors	▪ Ball games in designated areas ▪ Use lockers and locker bays for the purpose for which they were designed ▪ Keep exits and entrances clear	▪ Leave area clean ▪ Return all equipment to correct location	▪ Place your rubbish in a bin	▪ Leave areas clean ▪ No eating and drinking in the buildings ▪ During breaks enter buildings only to see a teacher
Toilets / Drinking Taps	▪ Wash your hands ▪ Eating or drinking in the toilets is unhealthy ▪ Flush toilets after use	▪ Go to the toilets during breaks ▪ Report inappropriate behaviour ▪ Report all damages ▪ Toilet blocks are only for attending to personal hygenine	▪ Use toilets at break times ▪ Use a lanyard at all times when out of class	▪ Leave it clean; others will need to use the facilities after you ▪ Respect other's privacy ▪ Wait for your turn ▪ Ensure taps are off
Canteen	▪ Line up in an orderly manner ▪ Place all bags in lockers ▪ Canteen area is for purchasing and consumption of food only ▪ Sitting on rails is dangerous	▪ Protect valuables by keeping them on your person or leaving at home or the office ▪ Line up responsibly	▪ Have money ready ▪ Order lunch as early as possible ▪ Bring own money for lunch	▪ Buy food for yourself only ▪ Letting people into line is disrespectful ▪ Follow all instructions given by the supervising and/or canteen staff ▪ Be courteous when ordering food ▪ Place all litter in bins ▪ Requesting and/or pressuring students for money is considered bullying

	Be safe	Be responsible	Be prepared	Be respectful to yourself, others and the environment
Excursion / School activities	- Wear appropriate clothing - Remain seated on the bus - Follow staff and bus driver's instructions - Walk calmly on and off the bus - Use seatbelts where provided - Bus drivers need to focus and not be distracted - Follow safety procedures at train stations and when crossing - Earphones should remain in pocket at all times during excursions	- Ensure that your name is recorded before entering the bus - Bring all equipment required for the excursion to school - Ensure that all forms and monies are paid prior to the excursion - Represent the school appropriately - Where possible, seats should be made avilable to the elderly, disabled or heavily pregnant when using public transport	- Have all equipment needed for the excursion - Wear the appropiate clothes as specified	- Be polite and friendly to peers and others in the community - Follow instructions of staff as requested - Dress appropriately as you are representing your school - Respect the environment and property you are visiting - Follow rules and regulations of the venue/ host
Travelling to and from school	- Follow the road rules as cyclists and pedestrians - Bike riders wear a helmet - Use the crossing - Earphones should remain in pocket while walking or using public transport to avoid accidents	- If you are late report to the appropriate office and sign in - Take responsibility for your own safety and of others with vehicles, bicycles and other traffic	- Move directly in and out of school in a sensible manner - Once at school remain at school unless signed out - Bring a note to explain absence	- Put all litter in the bins - Treat all other students with respect - Make use of cycle paths
Assemblies/ Performances/ Celebrations	- Enter and depart area under staff direction - Leave area in an organised manner	- Listen to staff directions - Be responsible for your actions - Sit in designated area in straight lines	- No food or drinks - Have equipment as directed by teacher	- Listen respectfully and do not interrupt the performance - Remove hats - Stop talking and listen - Applaud achievements - Respect speakers - Be punctual - Leave area clean

Levels of Behaviour, Interventions and Consequences

ASSL- Assistant Sub School Leader   **SSL**- Sub-School Leader   **PCO**- Principal Class Officer

Level	Behaviour	Interventions	Consequence
0	***Demonstrating exemplary behaviour by being: Safe, Responsible, Prepared, Respectful*** ▪ Showing leadership in complying with all rules, procedures and policies ▪ Modelling exemplary student behaviour ▪ Wearing school uniform with pride ▪ Actively participating in all school environmental campaigns ▪ Valuing and respecting the learning environment and supporting in the learning of others ▪ Actively participating in ALL school activities with enthusiasm		▪ Nominated for leadership roles ▪ Invited to leadership camp ▪ Invited to act as school ambassadors ▪ Inclusion in all special activities ▪ Rewards as established by SSL ▪ Communication with parents or guardian ▪ Audience with the principal
1	***Following school rules, procedures and policies*** • Complies with all rules, procedures and policies • Demonstrates good behaviour • Wears appropriate school uniform • Values and respects the learning environment • Participates in school activities		▪ Nominated for Home group leadership roles ▪ Inclusion in all special activities ▪ Rewards as established by SSL Communication with parent or guardian
2	***Minor disruptions to learning environment:*** • Not bringing all required equipment • Disrupting teacher and or other students • Failure to stay on task • Not following class expectations • Behaving in an unsafe manner • Failure to complete all set work ***Minor breaches of school rules, policies and procedures*** • Lateness • Incorrect uniform • Chewing gum • Late submission of CATs • Breach of eSmart and /or related policies	1. Ladder of intervention 2. Track patterns of misbehaviour (via Compass) to identify specific triggers, learning areas of concern or negative interactions with individual staff 3. Teacher meeting to establish the student's level of competency in the subject area of concern 4. Target content and instruction at the appropriate level for the individual 5. Modify method of instruction 6. Simplify and break down classroom instructions	*Ladder if Intervention-* ▪ Warning 1: verbal warning with specifics of the misbehaviour ▪ Warning 2: Verbal warning with the specifics of the misbehaviour ▪ Warning 3: 5 minutes time out (either outside or in a different part of the room) this time is then made up immediately following the lesson. ▪ If student required a 4th warning then student is sent escorted to another class (by a trustworthy student with a note from the teacher). An afterschool detention is issued. ▪ Incidents reported on Compass by the teacher and reported to the ASSL or SSL. ▪ Recess, lunch, afterschool detention ▪ Civic duty ▪ Confiscation of Netbook ▪ Email/phone call to parent

Level	Behaviour	Interventions	Consequence
3	**Serious misbehaviour in the playground** • Throwing objects • Student out of bounds • Playing unsafe games • Rudeness and failure to follow instructions given by a staff member on duty • Acts of physical aggression • Student engaging in high - risk behaviour **Causing continual problems in a number of learning areas** • A deliberate failure to follow clear reasonable instructions by a teacher • Deliberate and persistently disruption the learning of others • Deliberate and intentional misuse of facilities and equipment • Interfering with the property of other students and or teacher • Inappropriate and offensive language • Swearing in the classroom **Smoking offences** ▪ Student in possession of and/or providing cigarettes to other students ▪ Students being in the company of smokers **Truancy** ▪ Student deliberately missing learning opportunities **Bullying and Harassment:** ▪ Making inappropriate comments that cause distress, embarrassment and/or cause discomfort to others through words, actions or use of technology **Repeated breaches school rules, procedures and policies** • Defilement of school grounds • Deliberate failure to comply with the uniform policy • Deliberate failure to attend lunchtime and after school detentions • Repeated failure to submit CATs • Repeated opt out of academic work	7. Identify reward system for student 8. Structured lesson to establish class expectations and rules with students to establish that all students WILL act responsibly 9. Affirm student's ability to act responsibly 10. Seating Plan (published to relevant teachers and placed in the classroom) 11. Maintain a consistent response to unacceptable behaviour; firm fair and friendly- seek support as required 12. Identify suitable support group/person for student 13. Specifically teach replacement behaviours 14. Review list of identified triggers; discuss with student 15. Communication to all teachers regarding details of triggers, conflicts etc 16. Teacher develops a concise list of inappropriate behaviours that the student is demonstrating and communicates the list to SSL in preparation for parent meeting 17. Reinforce natural consequences (such as lateness/disorganisation meaning missing out on excursions etc) 18. Parent contact via phone 19. Ongoing communication via phone and email with parent by relevant teachers 20. SSL meeting with student	▪ Referral to internal behaviour modification tasks/programs ▪ Restorative session ▪ Referred to ASSL/SSL ▪ Parent or guardian contact ▪ Parent or guardian interview ▪ BM Plan/Contract/Behaviour Monitoring Card ▪ Afterschool detentions ▪ Possible withdrawal from activity ▪ Participation in related programs ▪ Suspension + referral to internal behaviour modification tasks/programs ▪ Behaviour modification task ▪ Make up equivalent time in detentions ▪ Suspension ▪ Wellbeing referral ▪ Referred to ASSL/SSL ▪ Parent or guardian contact ▪ Possibility of parent or guardian interview ▪ BM Plan/Contract/Behaviour Monitoring Card ▪ Afterschool detentions ▪ Possible withdrawal from activity ▪ Participation in related programs ▪ Implementation of the Promotion Policy ▪ Reimage of netbook ▪ Temporary seizure of netbook ▪ Temporarily revoked network privileges ▪ Staged Response ▪ Suspension + referral to internal behaviour modification

Level	Behaviour	Interventions	Consequence
	• Breach of Acceptable Use Agreement and or related policies (eSmart) ***Plagiarism*** ▪ Breach of College Intellectual Property Policy Breach of VCAA rules for Student assessed coursework and examinations	21. Behaviour Monitor 22. SSL meeting with parent and student 23. SSL &AP meeting with parent and student	programs/tasks ▪ Plagiarism Panel (LY)
4	▪ Serious persistent misbehaviour ▪ Failure to comply with any reasonable and clearly communicated instructions ▪ Consistently behaves in a manner that interferes with the educational opportunities of any other student ▪ Persistent refusal to follow school rules procedures and policies ▪ Possession and/or use of contraband ▪ Consistent bullying and harassment ▪ Repeated breach of eSmart Policy and /or other policies ▪ Consistently neglects to meet the requirements of assessment and learning programs	24. Identification of a mentor/role model 25. Establishment of time out process as required 26. Behaviour Management Plan outlining acceptable behaviours, strategies, and consequences; developed in consultation with parent and student; signed by all parties 27. Ongoing review of Behaviour Management Plan 28. Behaviour modification task/s 29. Restorative meetings 30. Confiscation of items used inappropriately	▪ Referral to internal behaviour modification tasks/programs will accompany every suspension. ▪ Restorative session ▪ Bullying Referral to Wellbeing team ▪ Referral to external programs as available ▪ Student referred to ASSL and SSL ▪ Withdrawal and isolation ▪ Parent interview ▪ Suspension/Exclusion/Expulsion ▪ Staged response ▪ Reimage of netbook ▪ Temporary or permanent seizure of netbook ▪ Temporarily revoked network privileges
5	***Gross misbehaviour & misconduct*** ▪ behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities ▪ commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property ▪ possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by the Director of School Education ▪ fails to comply with any reasonable and clearly communicated instruction of a principal or teacher ▪ engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and	31. Withdrawal from class/excursion 32. Designated duties (such as admin work) 33. Student escorted to and from class 34. Loss of yard privileges 35. Referral to student wellbeing as required 36. Referral to external programs as required 37. Referral to counselling and support agencies as required	Referral to internal behaviour modification tasks/programs will accompany every suspension. ▪ Exclusion ▪ Suspension ▪ Expulsion ▪ Referral to external programs as available

Level	Behaviour	Interventions	Consequence
	ethnic or national origin), marital status, sexual orientation, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment. ***Behaves in a way which threatens the good order of the school's program or facilities*** ▪ possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by the Director of School Education ▪ fails to comply with any reasonable and clearly communicated instruction of a principal or teacher ▪ consistently behaves in a manner that interferes with the educational opportunities of any other student or students behaves in a way which threatens the good order of the school's programs or facilities		