

STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Wallan Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

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. We have in excess of 620 enrolled and more than 70 staff including a wellbeing team, Careers and Pathways Manager and staff providing additional support for learning intervention.

Some students that attend our school live locally and tend to walk, while many others travel to school via bus.

Our school is becoming more culturally diverse with some families having a language background other than English, including Pacific Island, Muslim and Laos students. The school also has representation from the Koorie community. Recently the school has also started an International Students Program with students from China. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Wallan Secondary College's School Values and Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values:

- respect
- safety
- success
- learning
- responsibility
- community

Wallan Secondary College motto is 'Learning for Life.' The school's vision is to 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 practices that 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.

3. Engagement strategies

Wallan Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- *high and consistent expectations of all staff, students and parents and carers in accordance with our school values*
- *prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing*
- *creating a culture that is inclusive, engaging and supportive*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *deliver a broad curriculum including, ACE (Extension Class), ASPRIE (Engagement) VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Wallan Secondary College use GANAG as instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Wallan Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- *our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community*
- *carefully planned transition programs to support students moving into different stages of their schooling*
- *positive behaviour and student achievement is acknowledged in the classroom through the Compass Students Rewards System, Positive Week activities once a term and formally in school assemblies and communication to parents*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Group and other forums including year level meetings. Students are also encouraged to speak with their teachers, Year Level Leaders, Assistant Principal and Principal whenever they have any questions or concerns.*

- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Doctors in School, Year Level Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning*
- *All students will have the opportunity to participate in a social and emotional learning curriculum program through Pastoral Care & Positive Week activities.*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*

Targeted

- *each year group has a Year Level Leader, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support for their learning and wellbeing.*
- *A Leading Teacher will be responsible for each sub-school; Middle School 7-9 and Senior School 10-12. They will be responsible for supporting the Year Level Leader in engagement and wellbeing.*
- *all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be mentored by the Wellbeing Coordinator, have an Individual Education Plan and will undertake an Educational Needs Assessment.*
- *Wallan Secondary College assists students to plan their career pathways through individual course counselling and the subject selection process.*
- *students will be assisted to plan their Year 10 work experience, supported by their Career Action Plan.*
- *wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *staff will use a restorative practices approach to build relationships with students and resolve issues in the classroom*

Individual

Wallan Secondary College implements a range of strategies that support and promote individual engagement. These can include:

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *Student Support Group meetings with student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Education Plan and/or a Behaviour Support Plan*
- *Wallan Secondary Support Network may include:*
 - *Classroom Teacher, Year Level Leader, Sub-school Leader, Assistant Principal and Principal*
 - *Parent/Caregiver*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *First Aid Officer*
 - *Learning Support (Equity)*

- *Appropriate external supports such as council based youth and family services, other allied health professionals, Family First, The Bridge Youth Services, Government Youth Services, Headspace, child and adolescent mental health services or ChildFirst*
- *Re-engagement programs such as Navigator and/or Lookout*

Where necessary the school will support the student's family to engage by:

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family*
- *running regular Student Support Group meetings for all students:*
 - *with a disability*
 - *in Out of Home Care*
 - *who identify as Koorie*
 - *and with other educational need and complex circumstances that require ongoing support and monitoring.*

4. Identifying students in need of support

Wallan Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team, Middle and Senior School Team's play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Wallan Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- *personal, health and learning information gathered upon enrolment and while the student is enrolled*
- *attendance records*
- *academic performance*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *attendance, detention and suspension data*
- *engagement with families*
- *student self-referrals or referrals from peers*
- *staff referral*
- *parent/guardian referral*

Appendix 1- Wellbeing Referral flowchart)

5. Student responsibilities and rights

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a teacher or a member of the school leadership team.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Example School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Wallan Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Student Code of Conduct

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.

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*

Establishing a Positive learning Environment

Wallan Secondary College aims to establish a positive learning environment, where students develop an understanding of expected behaviour. The College emphasises respectful 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:

- Recognising positive behaviours and awarding 'Student Reward Points' for effort and achievement in curriculum areas and for upholding our school values
- Providing parents and students with regular 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 and positive 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
- Encouraging involvement in the College's Positive Week each term
- Consistently implementing school policy.
- Improve teacher/student relationships through restorative practices

Respectful Relationships

Wallan Secondary College is a lead school in *Respectful Relationships*. *Respectful Relationships* is defined as 'primary prevention' according to the public health model. Primary prevention focuses on preventing issues from occurring in the first place by targeting risk factors and social determinants of health through education and legislation. The college will work towards

- promoting equal and respectful relations between men, women, boys and girls
- promoting non-violent social norms and reduce the effects of prior exposure to violence
- promoting access to resources and systems of support (VicHealth, 2007).

The College maintains a zero tolerance for violence and physical harm. We promote a 'hands off' policy to encourage students to use other forms of conflict resolution.

Disciplinary measures that may be applied include:

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *referral to the SMT (short exit or long exit)*
- *restorative practices*
- *detentions*
- *suspension*
- *behaviour reviews*
- *expulsion*

Wallan Secondary College Clear Expectations - Appendix 3

Wallan Secondary College Classroom Management Procedure 4

Wallan Secondary College Discipline Procedure – Appendix 5

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Wallan Secondary College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff via Compass and Facebook, supported by the Wallan Secondary College Communication policy
- providing parent volunteer opportunities so that families can contribute to school activities

- involving families with homework and other curriculum-related activities
- involving families in school decision making, represented by the school council
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Wallan Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

[WSC CHILD SAFE POLICY](#)

[WSC ATTENDANCE POLICY](#)

[WSC Anti Bullying Policy](#)

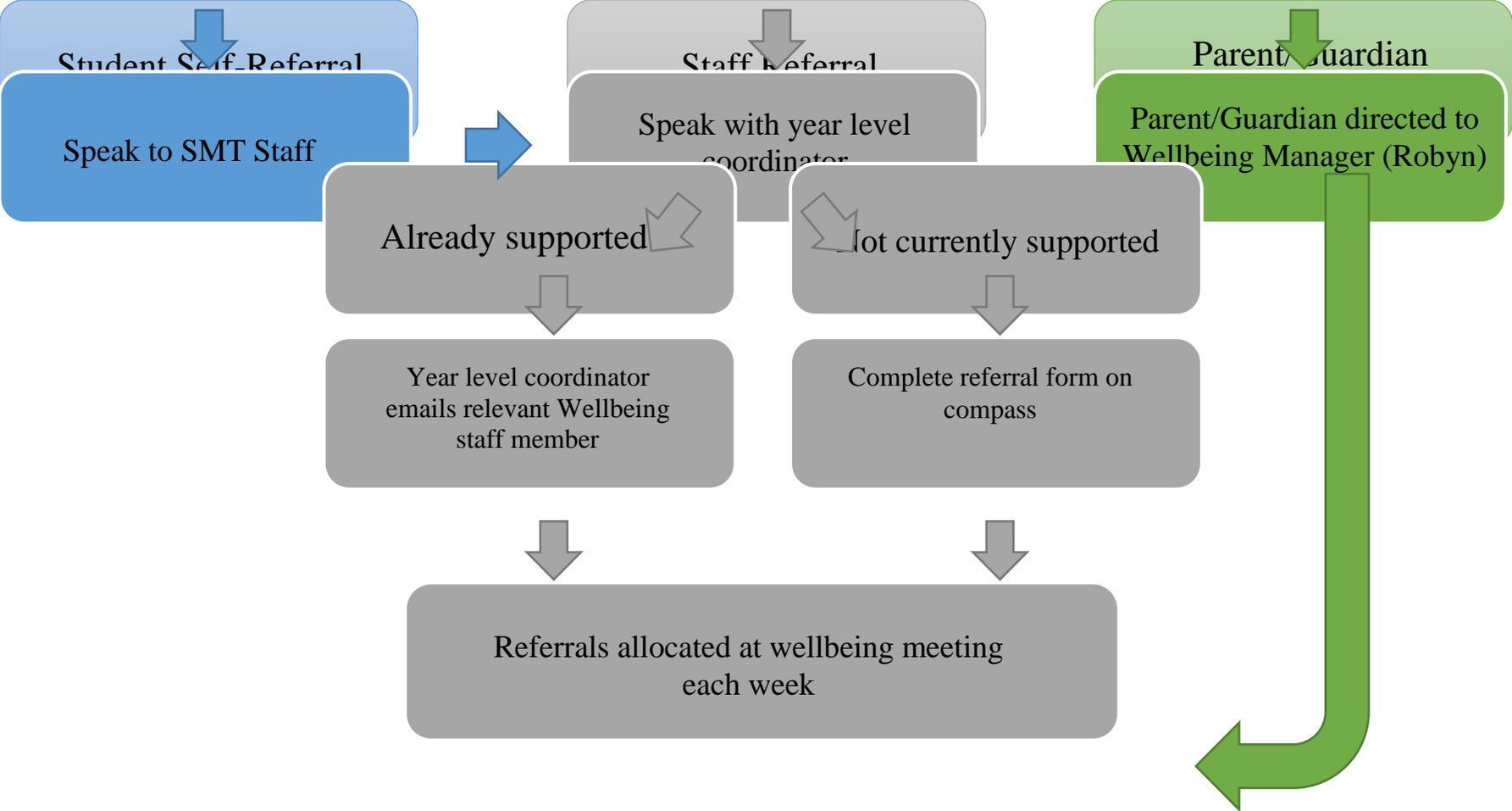
[WSC Mobile Phone and Electronic Devices Policy](#)

[WSC Dress Code Uniform Policy](#)

REVIEW CYCLE

This policy was last updated in July 2018 and is scheduled for review in November 2020

Interim Bullying Policy



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 3 Wallan Secondary College Expected Behaviour

<i>Wallan Secondary College Clear Expectations</i>		
Expected Behaviours	Engagement strategies and Consequences	Responsibility
<p>1. Classroom incidents</p> <p>a. Arrive on time</p> <p>b. Bring required equipment</p> <p>c. Bring school planner/diary</p> <p>d. Complete or attempted homework (bring a note if unable to complete)</p> <p>e. Respect the learning of others</p> <p>f. Speak respectfully / use manners / actively listen</p> <p>g. Use class time effectively; completing classwork to the best of the student's ability</p> <p>h. Use College equipment appropriately</p> <p>i. Respect the equipment of others</p> <p>j. Only have approved food and water in class</p> <p>k. Follow the Mobile Phone and Electronic Devices Policy</p> <p>l. Maintain a safe and positive classroom and uphold college values</p>	<p>1. Teacher uses WSC Classroom Teacher Engagement Guide</p> <p style="padding-left: 20px;">a. Engagement Strategies</p> <p style="padding-left: 20px;">b. Classroom Routine</p> <p style="padding-left: 20px;">c. Classroom Behaviour Management</p> <p>Exit Procedure</p> <p>2. Clear warning and outline the expected behavior</p> <p>3. Try to break the task down and engage the student in learning</p> <p>4. Secondary Warning; teacher sets a short-term goal</p> <p>5. Move the student to another seat in the class</p> <p>6. Exit – Decide on a Short</p>	<p>Classroom teacher manages the classroom</p> <p>Classroom teacher to take detentions issued by themselves as part of Classroom Behaviour Management</p> <p>Yr Level Leader to be notified</p> <p>Compliance Officer to record details and issue sanction as appropriate (where a student has been exited).</p> <p>SMT to conduct afterschool detentions and contact parents as appropriate</p>

<p>2. Classroom Incidents (long exits)</p> <p>a. Continued disruption of the learning environment</p> <p>b. Continued refusal to follow instructions</p> <p>c. Creating an unsafe environment (inside or outside class)</p> <p>d. Overt bullying</p> <p>e. Abuse language towards other members of the class including the teacher</p> <p>f. Significant interruption to the learning environment</p>	<ol style="list-style-type: none"> 1. Student Reflection Sheet completed 2. Restorative Conversation 3. Lunch time detention 4. After School Detention for 3 long exits 5. Suspension for the 4th long exit <p><i>Further sanctions may result</i></p>	<p>Classroom teacher to complete restorative conversation</p> <p>Yr Level Leader to be notified. Classroom teacher to access support from SMT</p> <p>Compliance Officer to record details and issue sanction as appropriate (where a student has been exited).</p> <p>SMT to conduct afterschool detentions and contact parents as appropriate</p>
<p>3. Uniform infringement – No school approved uniform pass</p> <p>Students to wear uniform correctly as per the Uniform Policy. The following items are not part of the Uniform Policy;</p> <ol style="list-style-type: none"> a. Facial piercings other than a clear nose stud b. Hooded tops c. Non WSC hats or beanies d. Make-up, nail polish <p>Students are required to be in full school uniform to participate in college excursions.</p>	<p>Student brings a signed note from parent/guardian to validate out of uniform</p> <ol style="list-style-type: none"> 1. Incorrect item is removed 2. Where possible, students will temporarily be provided with uniform and sent back to class 3. Lunch time detention for minor infringements 4. Refusal to remove items (a-d) will result in student remaining in SMT until it is resolved <ul style="list-style-type: none"> • Repeat offenders will face further disciplinary action • Exclusion from excursion 	<p>All staff to monitor uniform</p> <p>Session 1 teachers to check uniform daily and issue infringements on Compass</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>3. In the Yard and movement around the school (including before and afterschool)</p> <p>a. Respect other students around you and the activities they are participating in</p> <p>b. Move around the school in a calm, safe and orderly way</p> <p>c. Speak respectfully / use manners / actively listen</p> <p>d. Use College equipment and facilities appropriately</p> <p>e. Respect the equipment of others</p> <p>f. Only have approved food and drink (no energy drinks and other items not approved by the DET).</p> <p>g. Follow Mobile Phone and Electronic Devices Policy</p> <p>h. Dispose of rubbish in bins provided</p> <p>i. Respect all classroom or study environment</p> <p>j. Use the library for study, homework and purposeful applications</p> <p>k. Maintain the good order of the school and uphold college values</p>	<ol style="list-style-type: none"> 1. Student reminded of expectations 2. Warning 3. Community service in the yard 4. Time out from the yard 5. Lunch time detention 6. After school detention 7. Repeat offenders will face further disciplinary action <p>Mobile Phone/ Electronic Devices Policy to be followed</p>	<p>All staff encourage expectations in the yard; issue warnings and community service</p> <p>Yard duty staff to actively supervise their area</p> <p>All staff to issue time out from the yard and inform SMT</p> <p>Yr level Leader, SMT, Compliance Officer to monitor, record and issue sanctions.</p>
<p>4. Locker bay</p> <p>a. Attend locker bay on time</p> <p>b. Gather items for the next two sessions</p> <p>c. Move out of the locker bay quickly to allow room for other students</p> <p>d. Leave locker bay before the second bell</p> <p>e. Arrive to class on time</p> <p>f. Maintain the good order of the school and uphold college</p>	<ol style="list-style-type: none"> 1. Students asked to move promptly from the locker bay 2. Warning 3. Community service in the locker bay 4. Lunch time detention 5. After school detention 6. Repeat offenders will face further disciplinary 	<p>All staff to encourage locker bay expectations (including staff passing through locker bays)</p> <p>All staff to provide warnings and Community Service in the locker bay</p> <p>All staff to inform SMT of repeat offenders</p> <p>Yr level Leader, SMT, Compliance Officer to monitor, record and issue sanctions.</p>

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		sanctions (issue afterschool detention) & record details
<p>1. Physical contact with other students</p> <p>a. Keep your hands to yourself</p> <p>b. Remove yourself from the situation before conflict arises</p> <p>c. Don't use physical violence to resolve conflict</p> <p>d. Don't retaliate to physical violence with physical violence</p>	<ol style="list-style-type: none"> 1. Warning 2. Mediation 3. Lunchtime detention 4. Afterschool detention 5. Suspension <p>(SMT to issue sanctions in relation to the severity of incident.) Student who strike another student- suspension will be considered.</p>	<p>All staff issue document details of the incident on Compass. SMT to issue sanctions in relation to the severity of incident. Compliance Officer to record details on Compass.</p>
<p>8. Smoking or Passive Smoking</p> <p>e. Don't possess smoking paraphernalia (including e-cigarettes)</p> <p>f. Don't smoke on school grounds (at any time)</p> <p>g. Don't smoke at any time in WSC uniform</p> <p>h. Don't passive smoke or be in the company of a student actively smoking</p>	<ol style="list-style-type: none"> 1. Parent/guardian contacted 2. Education Program 3. Drug and alcohol program 4. Suspension 	<p>SMT to issue sanctions and Compliance Office to record details on Compass</p>

<p>9. Attendance</p> <ul style="list-style-type: none"> a. Attend whole school day 8:50am- 3:15pm b. Attend all classes (student on campus) c. Remain on Campus d. Arrive to school by 8:50am e. Any attendance discrepancies must be supported by parent correspondence. 	<ul style="list-style-type: none"> 1. Lunch Time detention (Unapproved late to school) 2. After school detention 3. Suspension 	<p>SMT to administer sanctions Compliance Officer to record details</p> <p>Wellbeing Officer to be notified</p>
<p>10. Prohibited items –including:</p> <ul style="list-style-type: none"> a. Mobile phones and electronic devices b. Inappropriate material c. Liquid paper d. Permanent markers e. Lighters and smoking paraphilia including e-cigarettes f. Lasers g. Drugs and alcohol h. Real or replica weapons 	<ul style="list-style-type: none"> 1. Confiscation and/or detention/suspension 2. Refer to relevant policies for some items i.e. Mobile Phone Policy <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>Some items to be returned to parent of student when the opportunity arises and requested.</p> <p>Illegal items will be forwarded to Victoria Police for disposal</p>
<p>11. Unreported damage</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>	<ul style="list-style-type: none"> 1. Parents contact immediately 2. Community Service 3. After School Detention 4. Suspension 5. Recovery of costs or student duties to meet costs 	<p>Business Manager &, SMT, Assistant Principal, Principal</p>

<p>12. Breaching the Bus policy 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>	<ol style="list-style-type: none"> 1. Lunchtime detention 2. After school detention 3. Further disciplinaryaction 	<p>Report from Bus Captain, Bus Driver or yard Duty teacher Compliance Officer to administer sanctions, record details and inform Bus Coordinator</p>
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exclusion from the bus		
13. No food or drink to be taken into Science, Resource Centre and surrounding classrooms, ICT rooms, Technology, Music rooms or Auditorium/Study Area	<ol style="list-style-type: none"> 1. Removal from environment 2. Lunch time detention 3. Afterschool detention 	
<p>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.</p>		

Appendix 4 – Wallan Secondary College Classroom Management Procedure

<p>1 Classroom Engagement Strategies</p> <ul style="list-style-type: none"> • Welcome student individually at the classroom door to start on a positive and gauge climate • Know your students and their needs, consult IEP and ILP where required • Set appropriate work in line with their abilities, and modify work where required • Begin every lesson with a fresh start for all students in the class. A restorative conversation should create this opportunity • Ensure your learning goal is on the board at the beginning of the lesson • If an issue presents, ask passive questions before making any judgement or taking a course of action • Remain calm and assertive, avoid an aggressive manner • Allow student to make the correct choice by offering an alternative and providing take up time • Avoid direct confrontation where a student has no alternatives • Are students in a seating plan? <p>General:</p> <ul style="list-style-type: none"> • Try to have a spare text book or copies for students without any equipment • Bring paper and pens to avoid sending students to lockers • Always give an out of class pass to students when leaving your classroom and only ever send one at a time • Out of class passes should not be used in the first 15 minutes and last 15 minutes of class time. 	<p>2 Classroom Routine</p> <p>Goal:</p> <ul style="list-style-type: none"> • Have the goal on the board so students can have an overview of their learning for the lesson • Use the goal as a measure of students’ progress throughout the lesson and provide feedback accordingly • Goal Review: Revisit goal at the end of the end of the lesson. <p>Roll:</p> <ul style="list-style-type: none"> • Record rolls for every lesson on Compass • Record lateness and the time • Allow late students to enter the class, continue with your lesson until you are available to quietly speak to the student about their punctuality • Report persistent offenders to SMT and contact parents. <p>Uniform:</p> <ul style="list-style-type: none"> • Session 1 teachers should check all students uniform • Ask for a note if the student is out of uniform • Complete a chronicle entry on compass for uniform infringements “Out of Uniform (approved/unapproved)” • It is expected that students remove unapproved uniform items such as hoodies and piercings. If students refuse to remove the item they should be sent to SMT. 	<p>4 Exit Procedure - **switch with purple</p> <ul style="list-style-type: none"> ○ Clear warning and outline the expected behaviour ○ Try to break the task down and engage the student in learning ○ Secondary Warning; teacher sets a short-term goal ○ Move the student to another seat in the class ○ Exit – Decide on a Short or a Long <ul style="list-style-type: none"> • Short Exit – Student report to SMT for 10 minutes, then return to the class and waits to be invited back into the lesson. <i>** SMT staff to assess short and long exit</i> • Long Exit - Student does not return to the class until a restorative conversation has been completed. The student will fill in a reflection sheet. <ul style="list-style-type: none"> ○ Teacher must collect relocation sheet from their pigeon hole at the end of the day. ○ A restorative conversation must be arranged and occur with the student prior to the next class or within 48 hrs. ○ Teacher should contact SMT if assistance is required ○ Notes should be completed in the comment section of the exit on compass ○ The reflection form should be signed and returned to the Compliance Officer’s pigeon hole <p>Relocation room supervisor to enter details of exit onto Compass</p>
<p>3 Classroom Behaviour Management</p> <ul style="list-style-type: none"> • Classroom teacher conducts recess/lunch time detention for low level repetitive behaviour (chronicle entry on compass, and an opportunity for a restorative conversation) • If student does not attend, teacher should reschedule and follow up with student • Failure to attend the rescheduled detention referred to the Year Level Leader. <ul style="list-style-type: none"> ○ ** Refusal to stay back for lunch detention 	<p>5 Immediate Long Exit</p> <ul style="list-style-type: none"> • Extreme classroom situation • Exit form should be completed and sent to SMT with the student or another student depending on circumstances • Relocation room supervisor to enter details of exit onto Compass • In extreme circumstances students may remain in SMT • Further details should be emailed to the Year Level Leader and the Sub-School Leader (Middle/Senior). 	

Appendix 5

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

Classroom Detention

- ☐ Issued by the classroom room teacher for lack of work and poor behaviour
- ☐ 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, teacher should reschedule and follow up with student
- ☐ Failure to attend the rescheduled detention, referred to the Year Level Leader

SMT - Lunch Time Detentions

- ☐ Supervised by a staff member
- ☐ 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 on Friday afternoon from 3:30pm until 4:15pm.

Student Goals Booklet

- Goals Booklets will monitor student's progress for 5 consecutive school days attended
- Short term goals are set by the Year Level Leader to provide students with a focus on learning.
- They provide the opportunity for regular positive feedback; lesson by lesson
- The Goals Booklet is to be signed each night by parents and regularly by the SMT staff
- Students work towards an agreed accumulative score for each day, which is tracked by SMT staff

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

- Clear warning and outline the expected behaviour
- Try to break the task down and engage the student in learning
- Secondary Warning; teacher sets a short-term goal
- Move the student to another seat in the class
- Exit – Decide on a Short or a Long
 - **Short Exit** – Student report to SMT with an exit slip for 10 minutes. Short exit recorded on Compass by SMT supervisor
 - While in SMT student completes a reflection sheet and discuss with SMT supervisor
 - After 10 minutes the student will return to the class and waits to be invited back into the lesson
 - ** SMT staff to assess short and long exit
 - **Long Exit** - Student does not return to the class until a restorative conversation has been completed
 - Student reports to SMT with an exit slip. Exit recorded by SMT supervisor on Compass and a lunch time detention issued for the exit
 - The student will fill in a reflection sheet and discuss with SMT supervisor
- A restorative conversation must be arranged and occur with the student prior to the next class or within 48 hrs
- Teacher should contact SMT if assistance is required
- Notes should be completed in the comment section of the exit on Compass
- The reflection form should be signed and returned to the Compliance Officer's pigeon hole
- Relocation room supervisor to enter details of exit onto Compass
- Where a student has accumulated 3 Long Exits in one Term, they will be issued with an afterschool detention on Friday Afternoon.

- Student will be required to complete a Student Goals Booklet

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 **Student Support Group** meeting (SSG) will be held either prior to returning to classes. 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