



Ringwood Secondary College

Behaviour Management Policy

Version No: 2

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Committee: Policy and Education

College Context

Ringwood Secondary College actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The College works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the College's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others. The College appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the College's curriculum and co-curricular programs.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. Our Wellbeing team supports at risk students. External agencies work with students and families on a more targeted and individualised level.

When relationships break down between members of the College community, we use "Restorative Practices" to restore and rebuild them. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The College places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and our sub-school coordinators follow up student absences. Attendance support group meetings are an important mechanism through which teachers and parents can work together to combat absenteeism and truancy.

Aims:

- To encourage the positive social development of students with the understanding that members of the College community are responsible for their own behaviour.
- To promote a proactive approach to behaviour management and wellbeing through the use of effective teaching practices, the establishment of sound classroom management practices and creation of a general college atmosphere that will be conducive to learning and co-operation.
- To develop a consistent whole school proactive approach to school and classroom behaviour management.
- To assist each student to reach his or her potential from participation in college experiences.
- To foster communication and involvement between parents, teachers and students to ensure a safe, positive and supportive learning environment.
- To delineate areas of responsibility.

Implementation Guidelines

Implementation of this policy must take into account the Ringwood Secondary College Vision and Values.

- A whole school plan for implementation, which includes structures for identifying and supporting students in need; agreed codes of acceptable behaviour; strategies for teaching appropriate behaviour; and strategies for recognising positive achievements and applying appropriate consequences for misbehaviour.
- A plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students.
- Regular information / reinforcement and update of any changes to policy be communicated to parents and students
 - Through the newsletter and/or Compass
 - Annual update of the Student Services Handbook
 - School and year level commons/assemblies
- Student behaviour will be regularly monitored by all staff. Reports of student support group meetings, interviews, incidents and sanctions will be maintained.
- Regular discussions regarding behaviour management will be held at sub-school meetings to ensure a consistent approach is adopted.
- Information regarding students that is deemed to be of value with regard to improving that student's outcomes, be passed on from one year level to the next.
- Adherence to Department of Education and Training (DET) regulations regarding suspension and expulsion to be followed if other strategies have been unsuccessful in modifying student behaviour.
- School Council should ensure that the policy is reviewed regularly and that the processes used involve the greatest possible number of parents, teachers and students.

Plan for Implementation

For the Behaviour Management Policy to be effective all parties involved need to be aware of the rights and responsibilities that they have within the policy. (*See Appendix 1*)

Principal and Assistant Principals

The Principal and Assistant Principals provide leadership within the College to foster a cohesive and effective approach to wellbeing and behaviour management. In this role they should:

- Support both classroom teachers and community coordinators in the overall management of student behaviours
- Deal with the various legal aspects of wellbeing, which may include custody restrictions, police matters.
- Communicate with parents and outside agencies in the areas of wellbeing and behaviour management as they affect students.
- Take responsibility for overseeing appropriate support for members of the school community in the event of a crisis situation.
- Monitor the attendance strategy and Behaviour Management Policy.
- Ensure the *Procedures for Suspension* are understood by the community coordinators, and are adhered to.
- The Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.
- When requested, mediate disputes, assist with parent interviews and, in consultation, decide on appropriate action to deal with serious and/or persistent wellbeing or behaviour management matters.
- The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

Community Coordinators

- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.

- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator.
- Community Coordinators are responsible for disseminating information concerning student wellbeing and behaviour management to parents and/or teachers.
- When counselling students, parents and teachers on matters of wellbeing and behaviour management, Community Coordinators should work in a team with appropriate school personnel such as the Student Welfare Coordinator, Careers Practitioner and the Assistant Principal.
- In conjunction with other staff, promote and organise wellbeing programs in the school.
- Pass on transitional information on students as they move from year to year.
- Liaise with primary school and/or previous schools of students in their year level where relevant.
- Monitor attendance and academic progress of students with the view to recognising students at risk.
- Where students interfere with their own or others learning through misbehaviour on a regular basis, they will be referred to their Community Coordinator, so that appropriate action may be taken in accordance with the College behaviour management approach.

Student Welfare Coordinator

- Coordinate student support structures that ensure the provision of wellbeing for students at the College. This necessitates liaison with and between students, Community Coordinators, staff, parents, administration, school nurse, Educational Psychologist, Social Worker, Youth Worker, and community support agencies.
- Promote and assist all teachers in the use of restorative practices.
- Liaise and work with the Student Wellbeing and Pathways Leader in supporting "Students at risk".
- Participate in attendance conferences with sub-school managers.
- Develop prevention and early intervention programs and strategies that contribute to a positive school culture.

Teachers

- To be familiar with the Behaviour Management Policy and be consistent in its implementation.
- Must endeavour to implement the proactive whole school approach to behaviour management and wellbeing within their classroom.
- Develop and review their Student Management plan
- Ensure that each child is safe, valued and recognised within his or her classroom
- Ensure that each child learns in their classroom
- Monitor student behaviour and attitude changes with the view to recognising students at risk. Concerns for students should be communicated to Community Coordinators, and/or Student Welfare Coordinator and/or Careers Practitioner.
- Use Compass to communicate progress, achievements, concerns/issues
- Become practised in using restorative practices.
- When breaches of the Behaviour Management Policy occur, classroom teachers must provide written documentation including strategies taken to deal with the problem before the matter is referred to the Community Coordinators.
- In extreme circumstances the threat is to be referred immediately to the Principal Class.

Students

It is expected that students will develop responsibility for their own actions and an understanding of how their actions may help or hinder the wellbeing of others. They should be aware of their rights and responsibilities under the Student Engagement and Inclusion Policy and the Behaviour Management Policy.

School Action and Consequences

Ringwood Secondary College will apply a range of consequences to address inappropriate student behaviour. Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (*see Appendix 5*)

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision – making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported 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
- Engaging in “Restorative Practices”

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Community Coordinator, Student Welfare Coordinator, Psychologist where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Discipline

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

Disciplinary measures that may be applied include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- Contracts for conduct/attendance/bullying
- Detention
- Convening of a support group
- Suspension (in-school and out of school)
- Expulsion

The process for breaches of behaviour expectations is included in *Appendix 2*

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment will NOT be used at Ringwood Secondary College under any circumstances.

Suspension and expulsion are measures of last resort and are only applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met. The College will follow the procedures listed in *Ministerial Order 625: Suspensions and Expulsions*.

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

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

School and Classroom Behaviour Management

The success of the School and Classroom Behaviour Management Plan relies on its implementation by ALL staff on a consistent basis. Restorative Practice is being used by the sub-schools in order to promote a harmonious environment and a sense of justice for all stakeholders. Restorative practices will be used in conjunction with the new focus of the Pastoral Care model implemented in 2015.

Expectations for students are:

1. Adhere to staff instructions promptly and respectfully
2. Respect the rights of others to:
 - Learn without disruption
 - Be free of physical and verbal abuse
 - Feel safe
 - Have property respected
3. Be punctual to all classes
4. Adhere to the College uniform policy and procedures
5. Stay within the school boundaries unless given written permission to do otherwise
6. Not possess, store, nor use tobacco, alcohol, illegal substances, solvents nor apparatus associated with illegal drug use.

All teachers are to have a Classroom Management Plan based on proactive principles and strategies of behaviour management.

The classroom plan is to include classroom rules, positive reinforcement and consequences and should:

- Promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
- **Where possible, respond more often to appropriate behaviour** than to inappropriate behaviour
- Encourage student self-discipline
- Encourage an environment of mutual respect and adherence to class norms
- Include a behaviour management plan with rules and consequences
- Apply sanctions with consistency and fairness to ALL students
- Promote the values of honesty and fairness

(The College has a Classroom Management Plan proforma – see *Appendix 3*)

Laptops and iPads - for all incidents involving ICT devices, refer to the College Cybersafety and Responsible Use Agreement Policy.

Suggestions for classroom routines

Students should:

- Line up quietly outside the classroom

- Stand behind chairs on entering the room (Compulsory for Years 7 and 8)
- Follow any reasonable instruction given by a teacher
- Put up their hands if wanting attention
- Behave in a way that enables all students in the class to learn
- Bring all necessary materials and equipment to class
- Be punctual to class and not leave until dismissed

It is expected that different subjects will have additional routines that are subject specific. Those routines will need to be agreed to and consistently applied within the faculty.

REINFORCING POSITIVE BEHAVIOUR

- Responses need to be planned and be ones with which staff are comfortable
- Responses should be provided as soon as possible after the student has chosen to behave in an appropriate manner.

Suggestions

- Specific verbal encouragement for achievement
- Acknowledgement of student by name
- Non-verbal eye contact, smile
- Stickers, tokens, written comment
- Compass note or email home
- Phone contact with parents
- Parent/Teacher interview
- Display student work
- Preferential use of specialised equipment
- Group rewards – lunches
- Homework pass
- Recognition of achievement via Year Level Meeting/College Assemblies/Administration
- Use non-food incentives where possible
- **Never let students leave class early as a reward**

Misbehaviour

Teachers must develop their own set of graded consequences to deal with misbehaviour in the classroom.

Students need to be aware of the consequences that will follow if they misbehave.

When misbehaviour of a student is persistent or extreme the teacher should follow the plan for referral as set out below.

Suggestions for Consequences of Misbehaviour

- Non-verbal warning – eg eye contact / hand movement / shake of head / teacher positioning to stand near misbehaving student(s)
- Verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour
- Moving student in the room to a less disrupting situation
- Separate student from the class for a short period of time while you settle class/get them working
- Readmission to class activity based on student agreeing to class rules
- Student required to stay in after class for set period of time
- Student required to complete work during recess / lunchtime
- Student given yard duty or cleaning duties supervised by classroom teacher

Staff Networks

TO BE USED FOR PERSISTENT OR EXTREME MISBEHAVIOUR.

If a student by his/her behaviour is:

- Not allowing other students to learn and is not responding to the normal set of graded consequences as suggested in the classroom management guidelines document.

The teacher should implement the following procedure:

- The student is to be isolated by being sent to another appropriate class as arranged and timetabled. (Teachers taking other classes and happy to offer support to other staff members within their faculty or peer group, to set up timetable of rooms and times they are available).
- The student is to be accompanied by at least one responsible student to ensure he/she goes to the alternative classroom.
- Incident report to be completed and given to the relevant Community Coordinator.

In the event a student's behaviour is extreme and involves any of the following:

- Verbal abuse of teacher
- Wilful disobedience
- A danger to other students

Or in the event that the student will not leave the room when requested:

- Send a responsible student to the Assistant Principal with a request that the AP come and remove the student.
- If AP is not available, then a Community Coordinator who is available should be contacted.

Community Coordinator to interview student about the incident(s) with consequences for misbehaviour to include:

- Apology to teacher
- Counselling
- Lunchtime detention
- Yard duty
- After school detention (recorded)
- Conduct / Attendance card
- Consultation with parent via interview /phone contact
- Removal from normal class activity
- Deprivation of privileges
- Withdrawal from excursions
- Referral to Assistant Principal, Student Welfare Coordinator

Disciplinary Procedures – *see Appendix 4*

Following referral to AP or Principal, student and his/her parents may be involved in:

- Referral to Support Agency
- Consultation via phone or interview
- Case conference
- Suspension
- Expulsion

Procedures as laid out in Ministerial Order No. 625, 23/12/2013, Procedures for Suspension and Expulsion. (Effective March 1 2014) Student engagement advice and all relevant proformas:

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

Appendix 1

Rights and Responsibilities:

It is the right of all members of the College community to experience a safe, pleasant 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.

Expectations and responsibilities of students

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 extra curricula program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Expectations and responsibilities of parents/carers

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.

Expectations and responsibilities of teachers

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 and Behaviour Policy.

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

Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers and Staff
<p>Engagement (participation in the classroom and other school activities)</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> • <i>preparedness</i> to engage in and take full advantage of the school program • <i>effort</i> to do their very best • <i>self-discipline</i> to ensure a cooperative learning environment and model the school values • <i>team work</i> 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
<p>Attendance</p>	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the Compass portal or by phone or email 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> • proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absences promptly and consistently • identify trends via data analysis • report attendance data in the school's Annual Report • support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual

	Students	Parents/Carers	Principals/Teachers and Staff
			strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the schools core values of diversity, achievement, responsibility and endeavour • always treat others with respect. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others. • bring correct equipment to all classes • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes • wear the correct school uniform 	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the school's behavioural expectations • Communicate with the school regarding their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs • Support the College's Dress Code Policy 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behaviour Management Policy through a shared collegiate understanding, restorative practice and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.</p>

Appendix 2

Process for responding to breaches of Behaviour Expectations

Rules	Classroom Teacher Responsibility	Sub-School Community Coordinators
<p>Overall behaviour</p> <ul style="list-style-type: none"> • Students must obey all reasonable requests of staff. • Students must always treat others with respect. • Students must respect the rights of others to learn. No student has the right to impact on the learning of others. • Students must respect the property of others. • Students must bring correct equipment to all classes • Students must work to the best of their ability. • Students must wear the correct uniform and follow the Student Dress Code Policy 	<p>Follow the “5 Steps to Classroom Control”:</p> <ol style="list-style-type: none"> 1. Remain calm 2. Warn with rights based warning “Your behaviour is disturbing others, please stop”. 3. Reassert “I understand and we can discuss this later. Right now please...” 4. Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc 5. Follow through with graded consequences: <ol style="list-style-type: none"> a. Move student to another seat / isolated area of the classroom b. Remove to another classroom for time out c. Organise conference/restorative discussion to include sub-school leader /Assistant Principal <p>Continued misbehaviour warrants:</p> <ol style="list-style-type: none"> a. Incident Report to sub-school Community Coordinator. b. Contact with parent after consultation with Sub school Community Coordinator 	<p>Implement a staged response:</p> <ul style="list-style-type: none"> • Speak with the student prior to actioning • Student to ring and inform parent of misbehaviour in presence of Community Coordinator • Behaviour sheet • Attendance sheet • Placement into VCE class • Restorative discussion with affected parties • Behaviour Plans • Student Contract • Parent contact • Student support group meeting • Before school or lunchtime detention • In-house suspension • Recommendation to externally suspend and referral to Assistant Principal
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all classes • Students who are late to period one must report to the general office to get a late pass. • Students who leave school early must have permission from a 	<p>Check late pass. Adjust Compass Roll to reflect when late arrival.</p> <p>Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to sub- school leader if on-going</p> <p>Report to sub-school/Admin</p>	<p>Speak to student about lateness issues.</p> <p>Ongoing lateness: Before school or lunchtime detention and/ or organise for parent conference to resolve issue.</p> <p>Follow through with student and / or parent/guardian/carer</p> <p>After three days absence:</p>

Rules	Classroom Teacher Responsibility	Sub-School Community Coordinators
<p>parent/carer via Compass, email, phone or a note from home prior to signing out through the Compass kiosk in the General Office.</p> <ul style="list-style-type: none"> • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (ie advice via Compass, phone, email or signed note or medical certificate) must accompany all absences. • Students must not leave the school grounds without permission. 		<p>Organise for attendance conference as per the College’s attendance strategy. Inform Student Welfare Coordinator. Inform the sub-school Assistant Principal.</p> <p>Repeated offences: Set up SSG meeting to discuss student progress and strategies for improving attendance.</p>
<p>Uniform</p> <ul style="list-style-type: none"> • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times. 	<p>Check uniform pass. If no pass, inform student they are to report to their sub-school at the next break.</p> <p>Report extremes in appearance to sub-school.</p>	<p>Check uniform pass. If no pass, confiscate the item of clothing and impose a before school or lunchtime detention.</p>
<p>Bullying</p> <ul style="list-style-type: none"> • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. 	<p>Report to Sub-school Community Coordinator</p>	<p>Contact parents and involve Student Welfare Coordinator. Refer to schools Acceptable Use Agreement.</p> <p>Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</p> <p>Refer to the College’s Anti-Bullying Policy. Consequences may include apology, anti-bullying contract, student task related to anti-bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</p>

Rules	Classroom Teacher Responsibility	Sub-School Community Coordinators
		<p>Some cases may warrant immediate suspension. This decision must be made by the Principal.</p> <p>Student removed from classroom and parent contacted to collect student. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</p>
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all school property. • Students must not enter staff room, offices or lifts unless supervised. • Students must bin all rubbish • Students must not have the following at school: chewing gum or liquid paper (white-out tape is acceptable) • Students must return borrowed school material on time. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables. • Students must leave school bags in lockers. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated. 	<p>Challenge behaviours around rights and responsibilities and impose consequence eg clean up duties in school grounds.</p> <p>For repeated offences, refer to sub-school Community Coordinator</p> <p>Confiscate the bag.</p> <p>Organise for students to remain behind and tidy the room or area.</p> <p>Retain evidence of graffiti and report to Principal Class</p>	<p>Challenge behaviours around rights and responsibilities and impose consequence eg clean up duties in common room or school grounds.</p> <p>For repeat offenders, place in sub-school detention class.</p> <p>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed.</p> <p>If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</p>

Appendix 3

**Ringwood Secondary College
Classroom Management Plan**

Classroom Rules

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Subject Specific Routines

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My list of positive reinforcements

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- 4

Graded Consequences for misbehaviour

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- 2
- 3
- 4

Appendix 4

Community Coordinators - Behaviour Management Procedures

These procedures were developed following consultation with the sub-schools. This document will assist Community Coordinators to develop consistency throughout the College when dealing with inappropriate behaviour.

When dealing with the behaviour management problems as set out below, it needs to be understood that Community Coordinators must have some flexibility in procedure. This is necessary to cope with varying severity or circumstances surrounding a particular behavioural breach.

Please note:

- 1) Community Coordinators are reminded of the need to fill in Incident Reports
- 2) Community Coordinators are reminded of the need to keep up to date records including running data on students to be passed onto the next Community Coordinators
- 3) Suspensions- refer to Ministerial Order No. 625, March 2014 - Procedures for Suspension and Expulsion.

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

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

Misdemeanour	Recommended Consequence/Process
Bullying Includes: Verbal/Sexual Racial Harassment / Intimidation / Excluding or Isolating behaviour	See Anti-Bullying Procedures sheet
Cyberbullying	See Misdemeanours and Recommended consequences regarding the use of iPads, laptops and related ICT facilities
Fighting/Physical Aggression	Parent meeting Possible suspension
Verbal /Physical abuse including swearing and physical intimidation of teacher	Parent contacted (Interview offered) Possible suspension (depending on the level and context of the abuse). Written apology by student to be counter signed by parent
Disobeying teacher	Teacher to deal with student. (Seek advice where necessary) Typical punishment: Lunchtime detention Staff member to follow up if student does not attend If continual disobedience, utilise Staff Networks, written report to Community Coordinator for follow up. Apology to teacher (countersigned by parent) Possible internal/external suspension
Disobeying Community Coordinator	Parent contacted (Interview offered) Suspension – Internal or External (depending on context)
Accidental damage to school/ student property	Student repair or replace where practical

Misdemeanour	Recommended Consequence/Process
Malicious damage to school/ student property	Damaged items repaired or replaced at student cost. Parent contact (Interview offered) Detention/s / suspension.
Interference to lockers	Clean up locker(s) and bays – removal of locker privileges for a set period of time depending on severity of action Irreparable locker damage - Student is charged up to \$15 for a new locker door, depending on the level of damage
Bringing dangerous items to school	Confiscation of item - parent contacted Suspension and in some cases expulsion
Wagging of classes	Detentions, make up minutes missed. Parent notified.
Smoking	1st offence - Letter home - detailing procedures and policy 2nd offence - Parent contact - two day suspension 3rd offence - meeting with AP and Community Coordinators
Caught in the company of smokers	1st offence - letter home - a week of restricted lunches or College Detention 2nd offence – suspension
Drug and alcohol use at school	Parent Conference with Principal and suspension and/or expulsion. Counselling as appropriate
Other drugs	Marijuana - Parent conference with Principal Suspension, counselling as appropriate - refer Student Welfare Coordinator Heroin / Ice / Other – Parent conference with Principal – refer to Police. Counselling - Suspension and/or Expulsion.
Selling alcohol/ other illicit drugs	Parent conference with Principal, suspension, police involvement – Expulsion
Stealing	From school – 1st offence Parent contact, replacement of stolen article – suspension – refer to Student Welfare Coordinator 2nd offence – suspension refer to police (Assist Principal/Principal involvement necessary) From student – as above
Complaint against teacher	Written statement from student or parent Consult with Sub-school leader who will consult with the relevant teacher Consultation with the relevant Assistant Principal may be required
Out of Bounds	Junior/Middle School – Parent contact and restricted lunchtimes or Detention Senior School- Detention(s)
Repeat offence	Suspension - Internal or External (Community Coordinators /AP discretion)
Attendance	See Attendance Sheet for procedure
Laptops/iPads	See Misdemeanours and Recommended consequences regarding the use of laptops and related ICT facilities
Suspending students	When suspending students, please ensure the DET procedures are adhered to

External Suspension Guidelines

- Department Guidelines to be followed-
<http://www.education.vic.gov.au/school/principals/participation/pages/studengage.aspx>

Post-suspension Student Support Group Meetings

If the suspension is for five days, the Principal must convene a post-suspension student support group meeting on the day of the student's return to school.

The post-suspension student support group meeting should consider:

- The Student Absence Learning Plan including a review of school work undertaken while excluded from school;
- The development of a Return to School Plan;
- The strategies to be developed within and outside of the school to meet the educational, social and emotional needs of the student; and
- The responsibilities of the student, their parent/s, the school and any other professional participating in the meeting to support these strategies.

Internal Suspension Guidelines

- Inform parents/guardians of internal suspension incident
- Note internal suspension details on Compass
- Relevant Assistant Principal may be consulted prior to any final suspension decisions
- Internal Suspension notices must be filed in the official student file and copies provided to Office, relevant Assistant Principal and Student Welfare Coordinator.
- Sub-schools must keep accurate records of Internal Suspension days

Appendix 5

Misdemeanours and Recommended Consequences Regarding the Use Of Laptops / iPads / Mobile Phones and related ICT resources

NOTE: Where laptops/ iPads require re-imaging, student data **will not be backed up by the College** and a fee may apply for the time required for this action – parents/guardians will be invoiced. All students complete the College Cybersafety and Responsible Use Agreement Policy

Misdemeanour	Recommended Consequence
Failure to bring laptop/iPad to class	<p>1st Offence Classroom teacher’s minor detention</p> <p>2nd Offence</p> <ul style="list-style-type: none"> ▪ As per 1st offence ▪ Referral to Community Coordinators ▪ Parent/guardian contacted <p>3rd Offence</p> <ul style="list-style-type: none"> ▪ As per 2nd offence ▪ School detention <p>** <i>Persistent offenders may be suspended</i></p> <p>** <i>Consequences may vary to fit with the Teacher’s Classroom Management Plan</i></p>
‘Day Users’ – failure to return Laptops/Ipads at the end of a school day	<p>1st Offence Warning</p> <p>2nd Offence School detention</p> <p>3rd and Subsequent Offences</p> <ul style="list-style-type: none"> ▪ Parent/guardian may be invoiced pro-rata for the ‘Home user’ lease fee for the remainder of the year (or designated time period) ▪ Parent/guardian involvement ▪ Suspension where appropriate
Laptop/ICT facility used in class for purposes other than those directed by a teacher eg games, music	<p>1st Offence Warning</p> <p>2nd Offence Classroom teacher’s minor detention</p> <p>3rd Offence Laptop/iPad confiscated for lesson/student not permitted to use the ICT facility</p> <p>4th Offence Laptop/iPad confiscated and given to Community Coordinators, laptop re-imaged and parent/guardian contacted, student referred to the Community Coordinators and parent/guardian contacted.</p>
Inappropriate content on laptop/iPad/mobile phone or storage device and/or accessing inappropriate sites	<p>1st Offence (depending on the nature of the material or site accessed)</p> <ul style="list-style-type: none"> ▪ Removal of material ▪ Removal of internet access for a period of time, ▪ Laptop/iPad re-imaged ▪ Classroom teacher’s/school detentions/suspension and parent/guardian contacted ▪ Possible suspension, depending on nature of material

Misdemeanour	Recommended Consequence
	<ul style="list-style-type: none"> ▪ Involvement of authorities where appropriate (eg Police for child pornography) <p>2nd and Subsequent Offences</p> <ul style="list-style-type: none"> ▪ Laptop re-imaged ▪ Suspension with parent/guardian involvement ▪ Possible removal from the Laptop Program / student not permitted to use ICT facilities in the College ▪ Involvement of authorities where appropriate
Distribution of inappropriate material	<ul style="list-style-type: none"> ▪ Laptop re-imaged and parent/guardian involvement ▪ Referral to Community Coordinators/Sub-school Leader/Assistant Principal ▪ Involvement of authorities where appropriate (eg. Police for child pornography).
Changing/altering the configuration of, or installing unauthorised software on, the laptop, the laptop designated for use by another student or other ICT facility in the College (includes peer to peer software and copyright violations)	<p>1st Offence</p> <ul style="list-style-type: none"> ▪ Laptop re-imaged and parent/guardian involvement ▪ No access to Internet for two weeks ▪ Up to \$50 cost or three Community Service sessions ▪ Referral to Community Coordinators ▪ Suspension and/or involvement of the authorities where appropriate. <p>Subsequent Offences</p> <ul style="list-style-type: none"> ▪ Laptop re-imaged and parent/guardian involvement ▪ No access to Internet for rest of term ▪ Up to \$50 cost or 3 Community Service sessions ▪ Continual offences-possible blockage for year
Using a proxy site	<p>1st Offence</p> <ul style="list-style-type: none"> ▪ No access to Internet for 2 weeks <p>2nd Offence</p> <ul style="list-style-type: none"> ▪ No access to Internet for rest of term ▪ Parents/Guardians notified ▪ Continual offences - possible blockage for year ▪ If proxy used for inappropriate material, consequences as above
<p>Inappropriate behaviour, for example,</p> <ul style="list-style-type: none"> ▪ interfering with another student's laptop or work ▪ bullying 	<p>1st Offence</p> <ul style="list-style-type: none"> ▪ Classroom teacher's detention <p>2nd Offence</p> <ul style="list-style-type: none"> ▪ School detention and counselling regarding behaviour/as per the College's Anti-bullying procedures and Behaviour Management Policy ▪ Referral to Community Coordinators <p>3rd and Subsequent Offences</p> <ul style="list-style-type: none"> ▪ Suspension and parent/guardian involvement <p><i>** Laptop may be confiscated where the laptop is used for bullying – this may occur on the first offence</i></p> <p><i>** Students may have access to ICT facilities in the College denied for a designated period of time</i></p>

Misdemeanour	Recommended Consequence
	<i>** In extreme cases, involvement of the authorities may be warranted</i>
Deliberate damage of a laptop or other ICT facilities	<p>1st Offence</p> <ul style="list-style-type: none"> ▪ Confiscation of laptop ▪ Repair of damage – parent/guardian invoiced for repairs <p>2nd Offence</p> <ul style="list-style-type: none"> • As per first offence • Parent/guardian involvement • Referral to Community Coordinators • Possible removal from the Laptop Program/ student access to ICT facilities denied for a designated period of time • Involvement of the authorities where appropriate
Storing laptop or iPad in unlocked locker	<p>1st Offence</p> <ul style="list-style-type: none"> ▪ Confiscation of laptop ▪ Device returned when parents sign note acknowledging incorrect storage and full responsibility for replacement if stolen from an unlocked locker <p>2nd Offence</p> <ul style="list-style-type: none"> • As per first offence/possible internal suspension

These recommended consequences are consistent with the College's whole school approach to wellbeing and behaviour management matters.

Appendix 6

Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	
Establish whole school positive behaviour programs.	
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	

Stage 2: Responding to individual students exhibiting challenging behavior	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	
Consider if any environmental changes need to be made.	
Apply the principles of restorative practice.	
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	
Establish a student support group	
Implement appropriate disciplinary measures that are proportionate to problem behaviours	
Consider out-of-school behaviour management options such as Student Development Centres (if available)	