Box Hill High School

Student Engagement and Well-Being Policy

Produced in consultation with the school community

To be read in conjunction with Effective Schools are Engaging Schools – Student Engagement Policy Guidelines

2010

Principal: Kate Mitchell
School Council President: Greg Hunt
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1 School profile statement

Box Hill High School is an award winning co-educational DEECD secondary school offering well established select entry accelerated learning and overseas students programs.

The purpose of Box Hill High School (BHHS) is to educate to their highest potential all individuals within our school community through collaborative, supportive and personalised approaches to learning. We value and promote in our students a love of learning, a thirst for knowledge, a desire to contribute to the community and a pride in themselves and their school.

Box Hill High School was founded in 1930. Our reputation has been built on a long tradition of academic excellence, on the commitment of our staff and on the quality of care of the individual student.

Box Hill High School offers a unique educational approach for students from Year 7-12, in a co-educational environment which benefits all students who attend the school, including our large cohort of gifted children. In 1994 BHHS was established as a SEAL (Select Entry Accelerated Learning) school.

Students have the opportunity to explore their passions through a variety of extra-curricular activities including sports, music, performing arts, solar cars debating, camps, leadership programs and numerous clubs. Our pride in the combination of tradition and innovation is most eloquently reflected in the comments of the children themselves- "BHHS has made me strive harder." “Always do your best, that is what I have learned.” “I now know it is OK to be smart" and the learning environment at BHHS “inspires me to do better.”

Students at Box Hill High School are strongly encouraged to live up to the school's motto 'Ad AltioraCertamus' which means 'to strive for the highest'. Students at Box Hill High School respect academic success and embrace the ideal of achieving their potential.

Students are expected to care for the school environment and to treat each other with courtesy and consideration. The excellent working atmosphere of the school is supported by a code of conduct which is enforced strongly but sensitively.

2 Whole-school prevention statement

BHHS is committed to improving student engagement and wellbeing. We have innovative and professional teachers who teach our students in exciting and interesting ways.

There is a strong and successful program of integration for SEAL and mainstream enrolled students and for international and local students at the senior levels.

We have a strong extra-curricular program and through our sporting, artistic, creative, musical and solar car programs we offer a wide variety of opportunities to further engage our students. We also offer many leadership opportunities through our House system, prefect and peer support programs. Students are also offered leadership opportunities through the SRC, Technical Crew and library monitors.

Box Hill High School prides itself on the care that it offers for every student. We are committed to providing effective student welfare and support for our students. We have a strong student welfare team including an outstanding School Psychologist and School Social Worker. The success of our programs, our strong supportive structure is clearly evidenced through the key performance indicators yet we still strive to improve.
The average number of absent days per student of 11.8 in 2009, has shown an increase although it is still well below the state mean of 17.2.

The student survey data indicates strong connection of our students to the school. However the school continues to work on improving the student’s connectedness and wellbeing at the school. To this end the school has put into place many initiatives for 2010.

First, it has re-structured and extended the House system so that it incorporates the environment, including locker areas, debating, music, performances and spelling-bee, in addition to regular house sporting events. A bullying survey will also be carried out across the school twice during the year and the results analysed.

Secondly, school facilities have been improved and the school lunchtime has been extended to incorporate many additional lunchtime activities, such as choir, solar car, instrumental music rehearsals and performances, Dr Who Appreciation Society, Animee Club, Knitting Club, Chess Club and many sporting training sessions. Student have access to the new gymnasium, outdoor performing arts area and cafe style seating, the new VCE common room, study room and outdoor courtyard for Year 12 students and the new library spaces. Initiatives in 2009 saw the establishment of a breakfast club which is open to all staff and students.

For 2010 we have changed our leadership structure to reflect our commitment to achieving the best outcomes for our students. This team will work collaboratively with the school community to maintain an environment that is learner-centered, whilst catering for individual differences in learning and abilities.

We offer a comprehensive student leadership program. Students are given the responsibility and authority to organise many school-based activities including a jazz night, sing-offs, spelling bees and the annual Talent Quest. In 2009 our students also created a Faculty of Engineering Technology. As part of this project the students are developing and building robots.

### 3 Rights and responsibilities

#### 3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

#### 3.2 Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
• sex
• sexual orientation
• personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006
The Charter sets out a list of 20 rights that reflect the following four basic principles:
• Freedom
• Respect
• Equality
• Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.
• The right not to be discriminated against
• The right to privacy and reputation
• The right to freedom of thought, conscience, religion and belief
• Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:
• Encourage compliance with the Charter
• Support others to act compatibly with the Charter, and
• Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with disabilities
The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:
• the nature of the student’s disability
• his or her preferred adjustment
• any adjustments that have been provided previously
• any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that
these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

Definitions
Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:
- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include
- poor health — anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.
Student Engagement and Well-Being Policy

Subtle: (The most common)
They include:
• Offensive staring and leering.
• Unwanted comments about physical appearance and sexual preference.
• Racist or smutty comments or jokes.
• Questions about another’s sexual activity.
• Persistent comments about a person’s private life or family.
• Physical contact e.g. purposely brushing up against another’s body.
• Offensive name calling.

Explicit: (obvious)
They include:
• Grabbing, aggressive hitting, pinching and shoving etc.
• Unwelcome patting, touching, embracing.
• Repeated requests for dates, especially after refusal.
• Offensive gestures, jokes, comments, letters, phone calls or e-mail.
• Sexually and/or racially provocative remarks.
• Displays of sexually graphic material—pornography.
• Requests for sexual favours.
Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as
• grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving.
• publicly excluding a person from your group
• taking or breaking a person’s property
• knocking a person’s books or belongings out of their hands or off their desk
• teasing a person because of their looks

Cyberbullying
Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:
• the language you use and the things you say
• how you treat others
• respecting people’s property (eg copyright)
• visiting appropriate places.
Behaving safely online means:
• protecting your own privacy and personal information (we used to call it ‘stranger danger’)
• selecting appropriate spaces to work and contribute
• protecting the privacy of others (this can be sharing personal information or images)
• being proactive in letting someone know if there is something is ‘not quite right’. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:
• Tell the person you don’t like what they are doing and you want them to stop.
• Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.
## Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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.</td>
</tr>
<tr>
<td>• participate fully in the school’s educational program</td>
<td>• Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.</td>
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<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
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</tbody>
</table>

## Rights and Responsibilities of Parents/carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>• 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</td>
<td>Parents/carers have a responsibility to:</td>
</tr>
<tr>
<td></td>
<td>• promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modeling positive behaviours.</td>
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<td></td>
<td>• Ensure their child’s regular attendance</td>
</tr>
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<td></td>
<td>• Engage in regular and constructive communication with school staff regarding their child’s learning.</td>
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<td></td>
<td>• support the school in maintaining a safe and respectful learning environment for all students.</td>
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Rights and Responsibilities of Teachers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to</td>
</tr>
<tr>
<td>• expect that they will be able to teach in an</td>
<td>• fairly, reasonably and consistently, implement the engagement policy.</td>
</tr>
<tr>
<td>orderly and cooperative environment</td>
<td>• Know how students learn and how to teach them effectively.</td>
</tr>
<tr>
<td>• be informed, within Privacy requirements,</td>
<td>• Know the content they teach.</td>
</tr>
<tr>
<td>about matters relating to students that will</td>
<td>• Know their students.</td>
</tr>
<tr>
<td>affect the teaching and learning program</td>
<td>• Plan and assess for effective learning.</td>
</tr>
<tr>
<td>for that student</td>
<td>• Create and maintain safe and challenging learning environments.</td>
</tr>
<tr>
<td></td>
<td>• use a range of teaching strategies and resources to engage students in effective</td>
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<td></td>
<td>learning.</td>
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4. Shared expectations

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school’s values are based on the Australian Government’s nine values, for Australian schools, which are:

- **Care and Compassion**
  Care for self and others

- **Integrity**
  Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

- **Doing Your Best**
  Seek to accomplish something worthy and admirable, try hard, pursue excellence

- **Respect**
  Treat others with consideration and regard, respect another person’s point of view

- **Fair Go**
  Pursue and protect the common good where all people are treated fairly for a just society

- **Responsibility**
  Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

- **Freedom**
  Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

- **Understanding, Tolerance and Inclusion**
  Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

- **Honesty and Trustworthiness**
  Be honest, sincere and seek the truth
School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

**Practices**

The school is committed to considering the rights of the entire community with students. These 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)
- separate the deed from the doer (Marshall et al. 2002)
- 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).

**Diversity in the school community**

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

**5. School actions and consequences**

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

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and wholeschool expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

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 engagement leader, managed individual pathways or careers coordinators
- 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.

**Travelling to and from School**

Students must behave appropriately when travelling to and from school. If students behave in any way which discredits the school whilst travelling to or from school, the school may take action as per a normal breach of student conduct, general disciplinary procedures.

**Out-of-bounds Areas**

The natural boundaries of Whitehorse Road and Middleborough Road and the railway cutting establish the limits clearly to the north, east and south. To the west the boundary is defined roughly by Whitehorse Oval and the car park, i.e., beyond the western goal posts is out-of-bounds as is the car park area.

**Playing Areas**

Whitehorse Oval is available for use to the School during school hours. This may be used for active sport and games.

The area across the front of the school is a quiet area which is not to be used for games or running.

The asphalted area behind the Assembly Hall may only be used for games which do not inconvenience or endanger persons using the area or endanger school property.

**Use of Buildings**

For safety reasons students should closely observe the following:

No running in corridors, through doorways, along verandas and balconies, the quadrangle or up and down stairways.

Students are allowed to be in the corridors at recess and lunchtimes provided they keep the area clear and rubbish free.

At no time are students to be in a classroom, workshop or gymnasium, etc., unless accompanied by a teacher or a prefect, or unless under supervision as part of a VCE leadership program.

Students are to use only the east and west entrances to the old building and the east and west stairways. The front or main entrance to the school is not to be used by students, and the middle quadrangle entrance is to be used only when going to the General Office or the office of the Principal and Assistant Principals.

**Use of lockers**

The following rules have been drawn up to achieve the greatest possible security for students’ property, and to ensure that the school operates as efficiently as possible.

All students need to provide a strong Lockwood lock, not a combination type lock.
Students are not to go to lockers during class time unless they are given written permission by a teacher or are supervised by a teacher. Students are not to go to lockers between periods, except before or after a physical education class. School bags are not to be taken to any class (except for physical education) and must be left in the locker area. Where students have physical education classes, they may use school bags to carry a change of clothing to and from physical education, and may go to the locker area before and after physical education. Bags are not to be taken to other classes. Students are strongly advised not to leave any books or other property in school bags at any time.

Valuables

Students are strongly advised not to bring valuable items to school or keep them in their lockers. The school’s insurance policy does not cover theft or loss of student items. The school therefore does not accept responsibility for loss or theft of items.

Electronic Gadgets

Students are strongly advised not to bring mobile phones, IPods or other electronic equipment to school as they can be stolen or lost. IPods or mobile phones are not to be used in class. If a mobile phone rings or students have IPods or the like in their ears during class time, they may be confiscated by the teacher and placed in the school safe. Return of these items will be made when parents come to school to claim them.

Attendance

Students shall be punctual and shall attend all classes. When students are sick and will be absent from school, parents are asked to telephone the school and leave a message on our absences line. Students who are absent from school must provide written explanations from their parents or guardians on the day of return and place the note in the box in the General Office. This note must be clearly marked with the student’s name and year level. Students shall not leave the school grounds during the day except on official school excursions, unless they obtain a leave pass from the Year Level Co-ordinator and sign the early leavers’ book in the General Office. VCE students who have free periods at the beginning or end of the school day need not attend during that time. Students who arrive late to school must obtain a late pass from their Year Level Co-ordinator. Students who wish to leave a class for a purpose - such as going to lockers, toilets or the Resource Centre - require written permission from their teacher. Unless there are exceptional circumstances, such written permission will only be given by a note in the student’s diary.

Rubbish and the Environment

It is a whole school responsibility to keep school grounds and classrooms rubbish and graffiti free. If students are standing near rubbish, it is their responsibility to pick it up and put it in the bin. If a teacher requests that a student pick up rubbish, the student is to do so without argument. Tongs and gloves are available if required. Students are not to graffiti on school property and are required to report any instances to the General Office as soon as possible.

Action which may be taken where the Engagement and Well-Being Policy is breached
Wherever possible, action will be taken to assist the student to achieve self-discipline and to assist with problems which may underlie the unacceptable behaviour. Where appropriate, action will be taken as a direct consequence of the misbehaviour; for example, persistent misbehaviour in a class may lead to withdrawal from the class. However, punishment may be required as a deterrent to the student and to other students, and to indicate to students that certain forms of behaviour are unacceptable at Box Hill High School.

In general, teachers will deal with instances of unacceptable behaviour in the classroom but cases of persistent or extreme misconduct may be referred to year level co-ordinators. Year level co-ordinators are responsible for the general overview of discipline at their year level, while the Principal and Assistant Principal will exercise an overview of the discipline of the school as a whole and may be referred to in the most serious cases of misconduct.

Action to be taken following breaches of school rules may include:

- Discussion with student, advice to or discussion with parents, reference to guidance personnel, etc. It is school policy to advise parents of all serious or persistent breaches of school rules.
- Student considering ways in which they can make amends for hurt or injury that they may have been responsible for.
- Student researching/reading and reflecting on issues surrounding breach.
- Detention, and the imposition of tasks which will benefit the school. Detentions may be given for up to half of any recess period and for up to one hour after school. In the case of years 7 to 10, parents will be given notice of any after school detention at least one day in advance. In serious cases, students may be required to attend school on curriculum/correction days or on Saturdays.
- Taking a student out of a school activity or situation; for example, withdrawal from class, or exclusion from excursions or restriction of a student to certain parts of the school grounds.
- Reparation - the student may be required to make good some damage, clear up a mess which has been made, etc. When it can be established that damage has been caused by one or more individual students, the Principal may bill the student for all or part of the full cost of the repairs, depending on whether the student’s actions were malicious, negligent or careless.
- Suspension from school.

**Smoking and other Drugs**

The following penalties are automatically imposed when students are caught smoking.

**Year 7-10**
First Offence: Detention (clean up), warning and Quit Tel. No. 131848 given to students. Students required to research and make a written report on the negative effects of smoking. Second Offence: Phone call to parents from Year Level Co-ordinator and detention. More serious disciplinary action considered, including suspension.

**Year 11-12**
As above.
As above.
Suspension.

**Smoking in public, in school uniform**
Immediate action will include notifying parents, suspension and written report.

**Note:** If a student or group of students is smoking, it is the responsibility of the other students to dissuade that student or walk away. Any student in the company of a smoker will be deemed to be smoking and liable to penalty. It is the responsibility of students not to remain with students who are smoking.
Cases involving alcohol or unprescribed drugs will be dealt with on an individual basis. Counselling will be offered to students but immediate penalties may include suspension or expulsion. Police may also need to be notified.

**Detentions**

These may be given by any member of staff for a breach of school rules including:
- Wearing incorrect uniform
- Littering
- Spitting
- Out of bounds
- Perpetrating graffiti
- Smoking
- Inappropriate behaviour
- Vandalism
- Being in a classroom without permission
- Using inappropriate language
- Year Level co-ordinators may give detentions for the following:
- Failure to provide absence notes
- Lateness to class
- Acts of bullying or harassment
- Smoking
- Failure to follow a teacher’s instructions. This could also incur suspension.

School detentions are organised on Tuesdays and Thursdays after school. Students are placed on detention for breaches of school rules other than classroom misconduct. Teachers who wish to use detention to deal with classroom misconduct are expected to make their own arrangements. If teachers wish to give an afterschool detention, this is entered in the detention book, and a detention slip is given to the student at least one day before the detention so that parents can be informed.

**Procedures Within the Classroom**

Teachers are strongly advised to give students a clear statement of their expectations concerning classroom behaviour, and to demand high standards of behaviour from students at all times. Action which may be taken by classroom teachers includes reprimands, warnings and isolation of students within the classroom, detentions organised by the teacher or extra work. Classroom teachers may wish to contact parents directly.

Students may be sent out of the room for brief periods of time if the teacher can exercise appropriate supervision. For more serious misconduct the student should be sent to the Principal, Assistant Principal or year level co-ordinator. Where possible, a note should be sent with another (reliable) student with a brief account of the misconduct.

Teachers may refer students to year level co-ordinators where the misconduct is serious or repeated. Co-ordinators and other relevant staff may be asked to give advice concerning appropriate classroom strategies.

**Referral to Senior Staff and Incident Report**

Students who are guilty of serious or repeated misconduct are normally reported to year level co-ordinators. Where a year level co-ordinator is unavailable, or in cases of very serious misconduct, the Principal or Assistant Principal may be involved in the first instance.

Where a student is referred to senior staff, an incident report must be completed. Blank forms are located in the staffroom. The report is completed and photocopied. One copy goes to the
level co-ordinator, the other to the Principal. This is important in enabling the school to build up records of students who may require action such as suspension or expulsion.

**Sanctions available to year level co-ordinators include:**

Discussion with student resulting in undertakings being made.
Discussion with parents
In some cases, referral to the school counsellor
Conduct cards
Removal from particular classes, or all classes for periods of time
Detentions, including recall on student-free days. Saturday detentions may be used with the agreement of parents provided that appropriate supervision can be provided.
Suspension and expulsion, with the agreement of the Principal.

**Discipline procedures – suspension and expulsion**

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in *Effective Schools are Engaging Schools Student Engagement Policy Guidelines*. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

Consequences which may be used prior to suspension include:

- 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.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

**Grounds for suspension**

A student may, by order of the Principal, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- 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; or
- Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property; or
• Possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by the Director of School Education; or
• Fails to comply with any reasonable and clearly communicated instruction of a Principal or staff member; or
• Consistently behaves in a manner that interferes with the educational opportunities of any other student or students; or
• Behaves in a way which threatens the good order of the school’s program or facility; or
• Engages in unacceptable discriminatory behaviour (including harassment). This includes discriminatory behaviour towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, 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.

The Principal may also suspend a student who is fifteen years of age, or older, if the student deliberately and consistently fails to take advantage of educational opportunities provided by the school.

**Expulsion**

The Principal can expel a student from the school if, whilst attending school or directly travelling to or from school or engaged in any school activity away from the school, including travel organised by the school:
• the student does anything mentioned under Grounds for Suspension (1) AND
• the student’s behaviour is of such magnitude that having regard to the need of the student to receive an education compared to the welfare and safety of other students at the school and the need to maintain order and discipline within the school, a suspension is inadequate to deal with that behaviour.

**References**

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