



STUDENT MANAGEMENT

POLICY and PROCEDURES

1. Student Behaviour – College Context

The 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 school'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 school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. We provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our wellbeing programs are tailored to address students' personal and social learning at various stages of their secondary education. Our Disability and Impairment program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, Future Leaders Program, Youth Council, the House System and the role of the school captains and vice school captains.

Students receive added support in their learning through our community networks. These networks include: NDCHC, CCLLEN, VETIS Providers, Gannawarra Shire and local community networks.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Year Level Coordinators which includes support from the DET Psychologist, DET Social Worker & School Chaplain. External agencies such as local GP's, Northern and District Community Health Services, CAMHS work with students and families on a more targeted and individualised level.

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

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored twice a day, and student absences are followed up by our Year Level Coordinators and/or Assistant Principal. Attendance conferences are an important mechanism through which teachers and parents can work together to combat absenteeism and truancy.

The College values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

2. Rights and Responsibilities:

It is the right of all members of Cohuna Secondary College School 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. (Refer to our Anti-Bullying Policy, Equal Opportunity Policy, Disability and Impairment Policy and Multicultural Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their 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 and Behaviour Policy.

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

3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>*Demonstrate preparedness to engage and take full advantage of the school program</p> <p>*effort to do their very best</p> <p>*self-discipline to ensure a cooperative learning environment and model the school values</p> <p>*team work</p>	<p>Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</p> <p>Support their child in their preparedness for the school day and in the provision of a supportive home environment</p> <p>Monitor their child's school involvement and progress and communicate with the school when necessary</p> <p>Are informed and supportive of school programs and actively participate in school events/parent groups</p>	<p>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</p> <p>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>All students are expected to: attend and be punctual for all timetabled classes every day that the school is open to students</p> <p>be prepared to participate fully in lessons</p> <p>bring a note from their parents/carers explaining an absence/lateness</p>	<p>Parents/Carers are expected to: ensure that enrolment details are correct</p> <p>ensure their child attends regularly</p> <p>advise the school as soon as possible when a child is absent</p> <p>account for all student absences</p> <p>keep family holidays within scheduled school holidays</p> <p>Support their child's learning during absences and work with the school to</p>	<p>In accordance with DET procedures the school will:</p> <p>Proactively promote regular attendance</p> <p>mark rolls accurately follow up on absences</p> <p>Identify trends via data analysis</p> <p>Report attendance data in the school's Annual Report</p> <p>Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</p>



		reintegrate students after prolonged absences	
Behaviour	<p>Students are expected to:</p> <p>Take responsibility for their learning and have high expectations that they can learn</p> <p>Take responsibility for their behaviour and its impact on others</p> <p>Model the schools core values of diversity, achievement, responsibility and endeavour</p> <p>Comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes</p>	<p>Parents/Carers are expected to :</p> <p>Have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</p> <p>Communicate with the school in regards to their child's circumstances</p> <p>Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</p>	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on pro-social behaviours in curriculum content</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 Behavioural Policy through a shared collegiate understanding and only exclude students in very 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>

5. School Action and Consequences

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

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 Principal or his nominee on Student Engagement and Well-Being, the Pathways and Transition Manager, the Disability and Impairment manager and guidance officer 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 Procedures – suspension and expulsion

A student may 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 which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour card to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Catch up lessons: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to catch up classes and afterschool catch up will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a school support group.

When considering suspension or expulsion, the College follows the Department of Education and Training procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).



APPENDIX B:

Cohuna Secondary College

MANAGING STUDENT BEHAVIOUR

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child –‘you can succeed’ and ‘I will help you do that’.
- To be familiar with the College Behaviour Policy and be consistent in its implementation.
- Become practised in using restorative practices.
- When breaches of College Behaviour Policy occur, classroom teachers must follow protocol. Classroom teacher must provide *written* documentation including strategies taken to deal with the problem for these reasons before the matter is referred on to Year Level Coordinator.
- The Assistant Principal may be involved in the next stage of the process if the matter isn’t resolved.
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Responsibilities of the Year Level Coordinators:

A. Promotion of Positive Behaviours:

- 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/Assistant Principal/Principal.

B. Attendance:

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.

Responsibilities of the Assistant Principal:

- developing, implementing and evaluating the College’s Student Engagement Policy Guidelines
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- develop a whole school approach to student attendance and to participate in attendance conferences with Year Level Coordinators.

- To liaise and work with the Pathways and Transitions Manager in supporting “Students at risk”.
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the College’s Student Engagement guidelines.
- Supporting both classroom teachers and Year Level Coordinators in the overall management of student behaviours.
- Monitoring the attendance strategy and Behaviour Policy.
- Ensuring the *Procedures for Suspension* are understood by the Year Level 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.
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Responsibilities of the Principal:

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our *Attendance Policy* and *Maintaining an Orderly Working Environment Protocols*). 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 Student Engagement and Well-Being Coordinator, the Pathways and Transition Manager, the Disability and Impairment manager and guidance officer 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

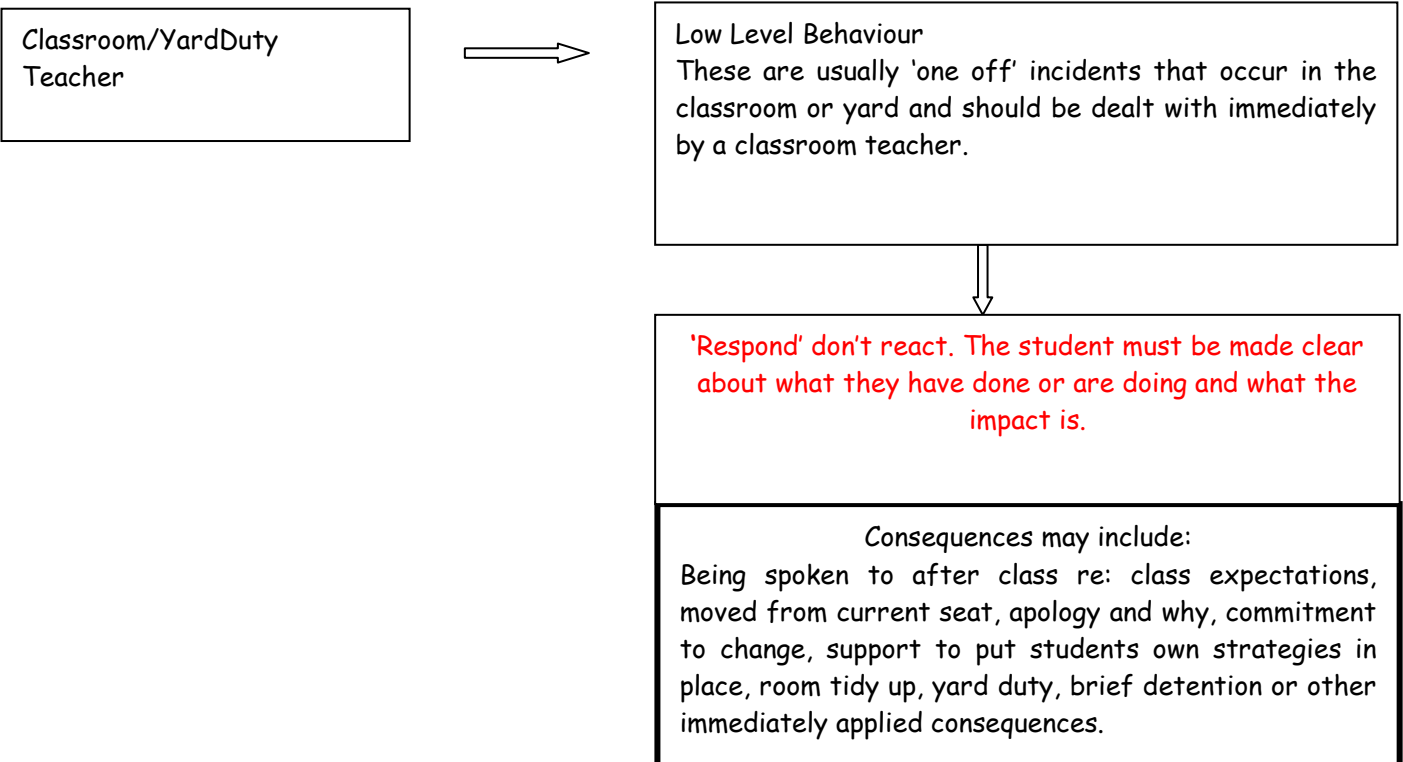


Protocol for dealing with Student Management

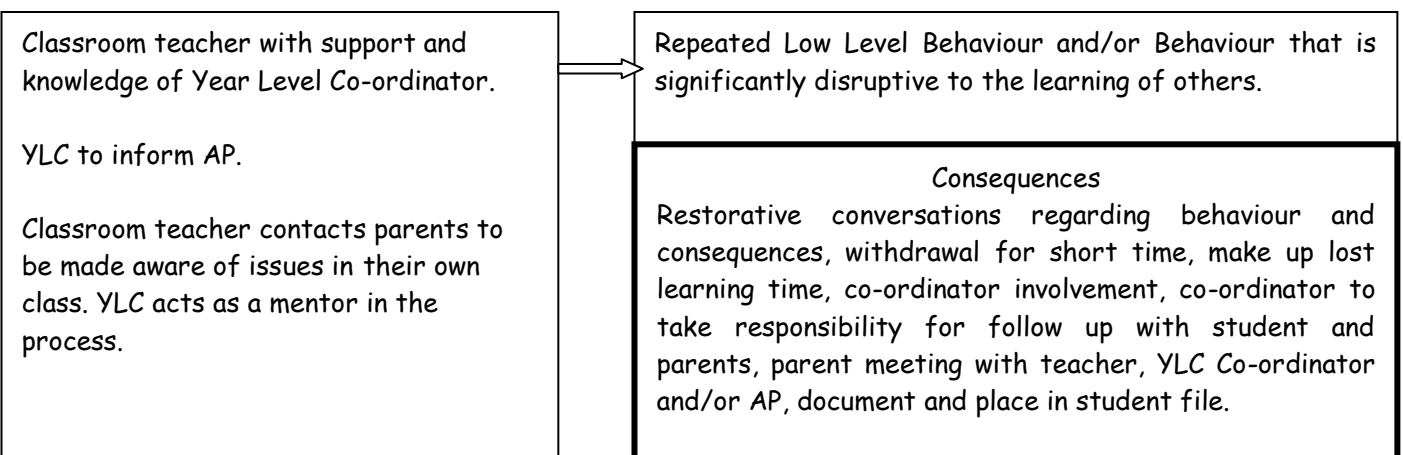
Intervention should be based on a 'Restorative Practice Model' that allows students the opportunity to consider the impact of their actions, have consequences applied that are appropriate, re-engage them in their work and restore their place in the classroom and college community. Consequences must be consistent and use positive language to support behaviour change.

The following are general descriptions of types of behaviour that students may exhibit. They are not exhaustive or comprehensive. Consequences are also not exhaustive and are examples only. NOTE: Where intervention or consequence is required these should be recorded in the log books in the AP's Office.

LEVEL 1



LEVEL 2



LEVEL 3

Significant lack of respect for self and others right to learn.

Behaviour that is repeated, escalates, or an unwillingness to comply with requests or change around negative behaviour (including bullying in all its forms), may be abusive toward teacher or other students.

Aggressive, threatening or violent behaviour.

Inappropriate access of material via the school ICT network.

Ongoing behaviour that has not responded to other intervention strategies.

Teacher to provide information to the year level coordinator and the YLC engages with the AP. The AP engages with the Principal on issues affecting the student. The Principal may become involved in the discussions.

Parents contacted and engaged in the solution/consequences for these actions.

AP may enlist additional support which may include: Pathways/YouthConnections/Social/Worker/Chaplain/Psychologist and/or other services.

Consequences

Parents informed and formal meetings conducted (address strategies and consequences). The AP in conjunction with the YLC will decide on student attendance: suspension, support for both student and parents, formal plan which is to be regularly reviewed, modification to a student's timetable, internal/external support, restricted attendance at school, significant school privileges revoked (including excursions participation in sport, formal or other events), referral to outside agencies such as Youth Connections.

Acts of violence=student may be sent home after parents contacted.

LEVEL 4

Repeated behaviour that has not responded to any of the strategies in 1,2 or 3.

Significant disruption to the learning of others.

High level threatening, violent or aggressive behaviour.

Behaviour that encourages or supports other students to undertake activities that show significant negative actions toward the College (including unlawful conduct).

Chronic or high level disengagement or absenteeism that has not responded to other interventions.

AP & YLC work together through this process. The AP engages with the Principal on the issues and strategies that have been used. The Principal will become involved in the process at this point.

Consequences

Formal suspension, restricted school attendance, communication with DEECD regional office staff to consider further support and/or schooling options, ILP or BLP developed and implemented on return to school,

NOTE: In certain circumstances it may be appropriate for the College to involve Police or other services dependent on the nature of the incident or the behaviour involved. The Principal and/or AP will undertake this task.



APPENDIX C: THE LEARNING ENVIRONMENT: RIGHTS AND RESPONSIBILITIES

The College is a workplace. As soon as you enter into the building you must demonstrate appropriate behaviours:

- Only ever walk through the school. Running is not part of any workplace
- Keep noise to a minimum
- Do not enter other classrooms or teaching spaces
- Mobile phones or portable music devices should not be used without permission. They must remain a) 'on silent' or b) switched off.
- There is no eating in the corridors or those areas throughout the school that are zoned food free eg classrooms unless on wet and cold weather declared days
- Graffiti is not part of our workplace

In the classrooms:

1. Students and teachers have the right to do as much work as possible, therefore:
 - Punctuality - Be on time
 - Come equipped - Bring all the necessary equipment to class
 - Attention – Listen when others are speaking
 - Effort – Attempt to do all work, ask for help and keep trying
2. Students and teachers have the right to feel comfortable and safe in the classroom, therefore:
 - Pass all objects by hand
 - Speak to others politely
 - Keep your hands to yourself
 - Do not help yourself to other students' belongings

Failure to respect the learning environments at the: ECA Centre, Classrooms, year 12 room then the following may occur:

- Confiscation of your mobile phone or portable device
- Lunchtime or after school clean up duties
- Entry to a room/area only with a teacher present
- Use of behavior cards for a period of time
- Lunchtime or after school catch up classes

Failure to respect the classroom environment then your teacher may implement the following actions:

- Change your seating position in the classroom
- Direct you to work away from the classroom
- Direct you to work from another teacher's class for the duration of the lesson
- Catch up classes
- Referral to your Year Level Coordinator
- In extreme circumstances your teacher may ask you to leave the classroom and report to Principal or Assistant Principal without implementing any of the above steps. The matter will be followed through by all parties. Contact with your parents may be necessary.

Key Reference

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	DEECD - Child Health and Wellbeing
Charter of Human Rights	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

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

16th August 2016