This policy reflects the DEECD Student Engagement and Inclusion Guidance and was produced in consultation with the school community

February 2015

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School Council President: Mr Rob Ryan

Table of Contents

NORTHCOTE HIGH SCHOOL
St Georges Road Northcote Victoria 3070
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1.   School Profile:

Demography - Northcote High School is a metropolitan school, established in 1926, located only a few kilometres north of the city centre of Melbourne. The school has a long history of educational provision in the inner north, although students are predominantly drawn from the suburbs of Northcote, Preston, Thornbury, North Fitzroy and East Brunswick. The school prides itself on its 88 year old tradition of academic achievement, tolerance and respect. The school population in 2014 is 1,595 students and 120 staff. As a preferred secondary school provider in the inner north, there is very high demand for student places – well beyond the capacity of the school to accommodate. The gender ratio of students is 46% female – 54% male.

The school's student population profile is overwhelmingly Australian born, but our students live in families from a wide variety of ethnic backgrounds. Families speak over 40 different languages at home. The largest groups of non-Australian-born students come from China and Vietnam. The socio-economic index of the school, based on the Student Family Occupation Index (SFO) reflects the rapid gentrification of Northcote and surrounding suburbs. The SFO index is now 0.32, revealing a medium-high level socio-economic status overall. In the period of last review (2010) the SFO level was 0.38. The index therefore indicates the increasing affluence of our community over time. Despite this, there are still families suffering significant disadvantage within the school, 158 families receive Educational Maintenance Allowance (EMA), or about 10% of families.

Northcote has a long and successful tradition of enrolling International Students, dating to the introduction of the Colombo Plan in 1950. Consistently over the past five years, 70 - 80 International Students have been enrolled (per annum); but only at Year 10 – 12 which reflects local enrolment pressure. The school celebrates the rich and diverse global awareness the program brings to the school community, which is also supported by two very active sister school relationships in China and Italy. The majority of International Students come from China, Vietnam, South Korea and Thailand, with a small number from Germany, France, Italy and Switzerland.

Retention in the school has been consistently high for the last 15 years, and apparent retention years 7-12 is usually well above 70%. Real retention from Years 7 - 12 has steadily increased over the last decade and is now often 15-20% above the state average.

The school is committed to work positively and progressively with its community – teachers, students and families to ensure robust systems and processes support opportunities for consultation and action including ongoing 'real' dialogue, improved home/school communication and participation that will further enhance our connection with our community and support our focus on involvement and continuous improvement in delivering the best possible learning opportunities and outcomes for our students.

2.   School Values, Philosophy and Vision:

Northcote High School – Vision & Values
Northcote High School equips young people to realise and enhance their talents. We know that learning is for us all. We are a community whose positive relationships allow us to challenge ourselves and each other. The paths we each follow will take us out into the world changed and confident.
That's why we value **Achievement, Curiosity, Humanity and Fairness.**

Value	What This means
Achievement	We challenge ourselves. We are passionate about and take responsibility for our learning.
Curiosity	We are curious. We are open to new ideas and creative ways of thinking.
Humanity	We learn in and with our community. We are generous and strive for justice in the world.
Fairness	We are open and honest. We treat each other with respect.

3.   Rights and Responsibilities: Guiding Principles

▪ One of the key objectives is to implement a Student Management Framework that is based on Positive Behaviours. A tutorial system that supports the aspirations and management of individual students has been established. School leadership positions have also been redesigned to reflect this priority, with a central commitment to continuing to provide quality teaching and learning experiences for all students.

▪ Importantly, this work also supports the restorative practice framework, positive behaviours, the schools' vision and values and the Better Together Healthy Schools are Effective School understandings.

▪ The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

▪ The school will promote active student participation and provide students with a sense of ownership of their environment.

▪ The school will support families to engage in their child's learning and build their capacity as active learners.

▪ The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.

- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

- The school will have processes in place to identify and respond to individual students who require additional assistance and support.

- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

- Students have a right to work in a secure environment where, without intimidation, bullying or harassment, they are able to fully develop their talents, interests and ambitions.

- Parents 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.

- Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment.

- Principals and staff have an obligation to fairly and consistently implement all aspects of the policy

- These principles reflect the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006 and the Disability Standards for Education Act 2005.

Northcote High School has a **Bullying and Harassment Policy** including a policy on **Cyber Bullying & Cyber Safety**.

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.

Cyber bullying 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 cyber bullying behaviour are:

- teasing and being made fun of

- spreading of rumours online

- sending unwanted messages

- defamation.

A statement about the rights and responsibilities of all students and school staff is included in **Appendix 1**.

4. Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

Our engagement strategies are based on the Positive Behaviour approach. This is a framework for enhancing adoption and implementation of a continuum of evidence based interventions to achieve academically and behaviourally important outcomes for all students. We use a Restorative Practices framework when working with students and staff to restore relationships that have been harmed by their actions.

Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness promote awareness of others, responsibility and empathy

- involve direct and voluntary participation of those affected by misconduct in its resolution

- promote relationship management rather than behaviour management

- separate the deed from the doer

- are systematic, not situational

- 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.

The School 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 universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in Appendix 2.

5.   Identifying students in need of extra support

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment

- Attendance rates

- Academic performance (using GPA & Semester Reports, SPA, Naplan, AusVels, On Demand Testing & VCE Data).

- Behaviour observed by classroom teachers

- Student Mapping Tool

- Engagement with student families

Our Compass Communication Portal is the vehicle used for communication of all information above to ensure identification and support strategies for all identified students is available to the key stakeholders.

6. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed in Appendix 3 and outlined in the Northcote High School Student Planner – Student Information section.

7. School actions

Responding to challenging 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 Early Childhood Development Student Engagement and Inclusion Guidance (see Appendix 4.)

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 approach (e.g. repairing damage caused)

- Withdrawal of privileges

- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals

- Detention

- Suspension (in-school and out of school)

- Expulsion

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

(see Appendix 5)

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school 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 and summarised on the next page:
http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx

NORTHCOTE HIGH SCHOOL
St Georges Road Northcote Victoria 3070
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A student may be excluded from school in situations where other measures have been implemented without success. These include behaving in a manner that constitutes a danger to the physical and emotional health of any staff member or pupil. A student may also be excluded where an immediate response is the only appropriate course of action in response to the student's behaviour.

The following are serious breaches of school rules that may require suspension or expulsion:

a) behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

b) causing significant damage to or destruction of property;

c) committing or attempting to commit or is knowingly involved in the theft of property;

d) possessing, using, selling or deliberately assisting another person to use possess, use or sell illicit substances or weapons;

e) failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

f) consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; disability; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes; or

g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

8.   Engaging with families

The School 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. The School Council provides financial assistance and encouragement to the Community Engagement Sub Committee, in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

▪ ensuring all parents/carers are aware of the school's Student Engagement & Inclusion Policy

▪ conducting effective school-to-home and home-to-school communications

▪ involving families with homework and other curriculum-related activities if appropriate

- involving families as participants in school decision-making through School Council and its Sub Committees and related focus groups

- coordinating resources and services from the community for families, students and the school

- involving families in Student Support Groups

Responsibilities and consequences for inappropriate behaviour are outlined in our statement- Parents responsibilities for supporting their child's attendance and engagement (Appendix 3). Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities is available at

https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/parentbehaviour/default.aspx

9. Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some sources of data used are:

- the Attitudes to School Survey data

- parent survey data

- data from case management work with students

- data extracted from software such as CASES21 or SOCS

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

10. Appendices and Related Policies

Appendix 1:   Statement of Rights and Responsibilities

Appendix 2:   Student Engagement Strategies

Appendix 3:   Behaviour expectations

Appendix 4:   Staged response to behaviour issues

Appendix 5:   Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at

http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

Related Northcote High School & DET Policies & Guidelines:

Bullying & Harassment Policy

Charter of Human Rights

Child Safe Policy and Statement of Committment

Cyber Bullying & Cyber Safety Policy

DEECD Mandatory Reporting Guidelines

Disability Standards for Education 2005

Drug Education & Management Policy

Equal Opportunity Policy

Managing Parents Complaints & Grievances Policy

Northcote High School VCE Open Campus Policy

This policy was ratified by School Council in February 2015

Appendix 1: Statement of Rights and Responsibilities

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

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.

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.

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

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

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.

Appendix 1: Statement of Rights and Responsibilities cont.

Rights	Responsibilities
All students at Northcote High School have the following rights ▪ To enjoy a safe, healthy and non-discriminatory environment. ▪ To be treated and respected as people engaged in a significant enterprise, by all members of the school community. ▪ To receive opportunities for personal and career development. ▪ To receive guidance and support from teachers in their studies. ▪ To be kept informed of their educational progress.	*All students at Northcote High School have the following responsibilities* ▪ To be courteous to all members of staff, to each other and to visitors to the school. ▪ To cooperate in the development and maintenance of a safe learning environment free of physical, sexual, racial, cultural or religious harassment or violence. ▪ To comply with requirements of the school in all matters regarding attendance, uniform and assessment practices. ▪ To respect their own property, the property of others and the school. ▪ To respect the educational opportunities of other students at all times. ▪ To respect the safety and rights of other students and the broader community in all actions. *The school regards this code as applying to all students at (or near) the School or any event, whether officially "present for the day" or not, and on their way to and from school, and during all hours while on school premises (including holidays and evenings).*

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours.

Rights	Responsibilities
▪ parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	Parents/carers have a responsibility to: ▪ Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. ▪ Ensure their child's regular attendance ▪ Engage in regular and constructive communication with school staff regarding their child's learning. ▪ Support the school in maintaining a safe and respectful learning environment for all students.

Appendix 1: Statement of Rights and Responsibilities cont.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

Rights	Responsibilities
Teachers have a right to ▪ expect that they will be able to teach in an orderly and cooperative environment ▪ be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Teachers have a responsibility to ▪ Fairly, reasonably and consistently, implement the wellbeing and engagement policy. ▪ Know how students learn and how to teach them effectively. ▪ Know the content they teach. ▪ Know their students. ▪ Plan and assess for effective learning. ▪ Create and maintain safe and challenging learning environments. ▪ Use a range of teaching strategies and resources to engage students in effective learning.

Appendix 2: Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
▪ Our school will deliver a broad curriculum including VCE and VET programs ▪ Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students ▪ Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families ▪ Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. ▪ All students will have the opportunity to participate in a social and emotional learning curriculum program through the Tutorial Program, Unique Year Level Experience and Philanthropic Project ▪ Students will have the opportunity to contribute to and provide feedback on decisions about school operations through representation on School Council & its Sub Committees, Captains Council Conferences and as Class leaders, Subject, Sports and Music Captains and other more informal mechanisms such as Focus and Working Groups.	▪ All students from Years 10 and above, and all Koorie students from Years 8 and above, will be assisted to develop a Career Action plan ▪ All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment ▪ School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. ▪ Relevant teaching staff will apply a trauma-informed approach (using *Calmer Classrooms: A Guide to Working with Traumatised Children,* and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.	Strategies to support attendance and engagement of individual students include: ▪ Meet with student and their parent/carer to talk about how best to help the student engage with school ▪ Establish a Student Support Group. ▪ Seek extra resources under the Program for Students with Disabilities for eligible students ▪ Develop a Behaviour Support Plan and/or Individual Education Plan. ▪ Consider if any environmental changes need to be made, for example changing the classroom set up. ▪ Refer to internal support services eg Student Welfare Coordinator or Darebin Student Support Services ▪ Refer to external support services including Child First, Local Government Youth Services, Community Agencies - Darebin Community Health Services & National Youth Services such as Headspace

Appendix 3: Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	*Demonstrate:* ▪ *preparedness* to engage in and take full advantage of the school program ▪ *effort* to do their very best ▪ *self-discipline* to ensure a cooperative learning environment and model the school values ▪ *team work*	▪ 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	▪ 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
Attendance	*All students are expected to:* ▪ be at school at 8.45am. ▪ attend and be punctual for all timetabled classes every day that the school is open to students ▪ be prepared to participate fully in lessons ▪ ensure parental approval entered on Compass explaining any absence/lateness	*Parents/Carers are expected to:* ▪ 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 through Compass ▪ account for all student absences by approving all student absences on Compass ▪ keep family holidays within scheduled school holidays	*In accordance with legislation released March 1, 2014 the school will:* *In accordance with DEECD procedures the school will*: ▪ Proactively promote regular attendance ▪ mark rolls accurately each lesson ▪ follow up on any unexplained absences promptly and consistently ▪ Identify trends via data analysis

NORTHCOTE HIGH SCHOOL
St Georges Road Northcote Victoria 3070
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Appendix 3: Shared Behaviour Expectations cont.

	Students	Parents/Carers	Principals/Teachers & Staff
		▪ Support their child's learning during absences and work with the school to reintegrate students after prolonged absences ▪ Use of Extended Absence Application to ensure continuity of learning	▪ 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 strategies
Behaviour	*Students are expected to:* ▪ 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	*Parents/Carers are expected to :* ▪ have high expectations of their child's behaviour and an understanding of the schools 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	*The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child* The school will employ whole school and classroom practices based on a School Wide Positive Support Framework 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 The school will consistently apply its positive behaviours approach to student management through a shared collegiate understanding and only exclude students in extreme circumstances. 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

Appendix 4: 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.	Tutorial Program
Establish whole school positive behaviour programs.	Mentee in DEECD Initiative to develop and implement a SWPBS Framework
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	Regular and consistent identification, monitoring and support process by Sub Schools & Well Being Team. Use of school & community resources

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	**School actions**
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	SWB Team to access DEECD support agencies and external agencies such as Headspace for assessment of the student. This involves parental consent and support.
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)	Document a Support Plan in partnership with DEECD and / or external agency, NHS SWB Team, YLPLs, student and family which details appropriate strategies for the student and teachers to use to prevent the behaviours from arising or to use when the behaviours are evident. Plan to include the 3 tiers of intervention strategies.
Consider if any environmental changes need to be made.	Discussion with student, parents, SWB Coordinator & YLPLs to determine optimal environment (classroom and external) which will promote positive student behaviour. Communication of agreed strategies on Compass Student Chronicle.
Teach replacement behaviors.	Student to access counsellors to work on appropriate behaviours for the student to use which will lessen the incidents of the challenging behaviours. Class teachers to be informed of strategies to use to support the student to overcome incidents of challenging behaviour.

Appendix 4: Staged response checklist for student behaviour issues cont.

Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support	Current DEECD agencies and private external providers used for formal assessments as required.
Establish a student support group	Relevant SWB Coordinator to lead a support group including the external provider delegate, the YLPL, the student and a parent or carer which will meet regularly each term to assess progress and review support strategies.
Implement appropriate disciplinary measures that are proportionate to problem behaviors	Consequences for incidents of inappropriate behavior to be administered as per NHS Behavioral Expectations and Consequences.
Consider out-of-school behaviour management options such as Student Development Centres	Determination of the appropriateness of alternate education setting resources in consultation with all members of the Support Team. SWB Coordinator to lead this investigation.

Appendix 5: Process for responding to breaches of Behaviour Expectations

Shared Expectations	Classroom Teacher Responsibility	Year Level Program Leaders and Sub School Heads
Overall behaviour ▪ Students will comply with reasonable requests of staff. ▪ Students will always treat others with respect. ▪ Students will respect the rights of others to learn. All students have the right to learn . ▪ Students will respect the property of others. ▪ Students will bring correct equipment to all classes ▪ Students will work to the best of their ability. ▪ Fighting, violence and use abusive language are strictly forbidden. Students are not permitted to invite other students onto the school grounds at any time. ▪ Carrying of any type of weapon to, from or at school is illegal.	**Follow the "5 Steps to Classroom Control":** **Restorative Practices Framework** 1. Remain calm 2. Warn with rights based warning "Your behaviour is disturbing the learning of 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: ▪ Move student to another seat / isolated area of the classroom ▪ Remove from classroom ▪ Organise conference/restorative chat to include YLPLs/Sub School Head /AP Continued misbehaviour warrants: a) Incident Report to YLPL b) Contact with parent after consultation with Sub School Head Inform relevant year level AP immediately	**Implement a staged response:** ▪ Speak with the student prior to actioning ▪ Student to ring and inform parent of misbehaviour in presence of YLPL ▪ Community Service ▪ Placement into VCE class ▪ Restorative chat with affected parties ▪ Behaviour Plans ▪ Student Learning Agreement ▪ Parent contact ▪ Student support conference ▪ Afternoon community service ▪ Internal suspension ▪ Recommendation to externally suspend and referral to relevant year level AP ▪ For Specific information refer to Appendix 6 - NHS Behaviour Consequences Principal class to inform Victoria Police and parent/guardians

Appendix 5: Process for responding to breaches of Behaviour Expectations cont.

Shared Expectations	Classroom Teacher Responsibility	Year Level Program Leaders and Sub School Heads
Use of Corridors ▪ Corridors are to be clear (i.e. student free) during recess and lunchtimes. If it is raining students are allowed to sit in areas designated by signage. A PA announcement will indicate these times. ▪ Students should comply with the following expected behaviours ▪ Safe movement around the school -No running ▪ Care for the environment -No rubbish left in corridors ▪ Maintain a positive learning environment for all students Safety considerations - Bags in lockers, legs to be tucked up when sitting in common spaces.	Ask the students: ▪ to move outside or, if a wet day to designated area. ▪ to pick up the rubbish in the relevant area and place it in the bin. ▪ to modify their behaviour if inappropriate. Report the student to the YLPL if they do not cooperate.	
Uniform ▪ Students will comply with the school uniform requirements. ▪ It is compulsory for all students to wear appropriate footwear (black leather school shoes) at all times. ▪ Students are to apply for a uniform pass before 8.50am at the Sub-School office. ▪ Students must bring a note from their family explaining the reason for a non - uniform item.	▪ Check uniform pass. If no pass, inform student their name will be given to the YLPL Report ongoing uniform concerns to the YLPL. ▪ If a student is out of uniform in class or around the school, ask them to display a uniform pass ▪ If a student has no pass, forward their name to the YLPLs	Check uniform pass. If no pass, confiscate the item of clothing if appropriate and organise a community service Repeated uniform concerns YLPLs to contact parents/carers to discuss

Appendix 5: Process for responding to breaches of Behaviour Expectations cont.

Shared Expectations	Classroom Teacher Responsibility	Year Level Program Leaders and Sub School Heads
Attendance and punctuality ▪ Students will be on time to all classes ▪ Students who are late to period one will report to the Sub School Kiosk to get a late pass. ▪ Students who leave school early will need to have a note from home signed by their YLPL or parental approval on Compass prior to signing out at the General Office. ▪ Students absent from school should ensure reasons for the absence have been communicated with the school. ▪ Notification from home (ie: signed note or medical certificate) should accompany all absences. ▪ Students will not leave the school grounds without permission.	▪ Collect the Compass receipt from the student. If no receipt is presented send the student to the Sub School Kiosk to sign-in. ▪ Please raise any concerns regarding lateness with the relevant Tutor who will work with students, families & YLPL to address the issue. ▪ Check late pass. Adjust entry on Compass ▪ Speak to student about lateness and report to YLPLs if on-going	**Speak to student about lateness issues**. Ongoing lateness: afterschool detention / community service and/ or organise for parent conference to resolve issue. Follow through with student / parent/guardian/carer After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Student Wellbeing Coordinator. Inform the Principal Class via distribution list. Organise for Community Service the next day. Repeated offences: as above and arrange meeting with family to determine support strategies
Bags ▪ Students bags to be in lockers and should **not carry bags** in class. ▪ The **laptop bags** provided with school laptops may be brought to class.	▪ Do not allow school bags in any class unless the student has a note or a valid reason. Send students with a bag to their locker. ▪ Forward the student's name to the YLPLs	

Appendix 5: Process for responding to breaches of Behaviour Expectations cont.

Shared Expectations	*Classroom Teacher Responsibility*	*Year Level Program Leaders and Sub School Heads*
Students out of Class ▪ Students in class should be under the supervision of the classroom teacher at all times. Drinks and toilet breaks should be taken at recess and lunchtime where possible. ▪ Students in Year 11 and 12 are permitted to study in the library and the VCE centre during study period or leave the school grounds as per the *NHS Open Campus Guidelines*	Report to sub school/admin if an ongoing issue ▪ If you find a student out of class ask them to show you the permission slip or annotated planner. If there is no permission, walk the student back to their class. ▪ Avoid allowing students to take breaks during a double period .Students are within your duty of care and you must provide supervision for the class. If it is necessary for a student to leave the room (blood nose, etc.) please write them a note on the pages provided at the rear of the student's planner or on the 'out of class' pass.	
Property and security ▪ Students are to respect all school property. ▪ Students will not enter staff room, offices or lifts unless supervised. ▪ Students are expected to bin all rubbish. ▪ Students will not have the following at school: Liquid paper or chewing gum. ▪ Students are expected to keep lockers secure at all times. School will not be responsible for loss of valuables.	Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds. For repeated offences, refer to YLPLs or the Sub School Head	Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds. For repeat offenders, place in the Friday after school detention class. Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.

Appendix 5: Process for responding to breaches of Behaviour Expectations cont.

Shared Expectations	Classroom Teacher Responsibility	Year Level Program Leaders and Sub School Heads
Bullying ▪ Students will 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.	Report to YLPLs or Sub School Head Use the NHS online bullying reporting system to report bullying – Access to this can be made through Compass	Contact parents and if appropriate involve the Student Wellbeing Coordinator. Refer to the NHS Acceptable Use Agreement and Cybersafety Policy Use resources from Bullystoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection. Refer to our school's Bullying Prevention 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. Some cases may warrant immediate suspension. This decision must be made by the Principal. Student removed from classroom and parent contacted to collect students. *Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.*
Student behaviour on public transport and excursions Students represent their school while on public transport and whilst on excursions. Students will behave politely and sensibly at all times. Respect for members of the public should be paramount.	Report any incidents of poor behaviour to an AP	Principals to investigate any reports of poor behaviour on public transport and parents notified Student/parent conference organised.

Appendix 5: Process for responding to breaches of Behaviour Expectations cont.

Shared Expectations	Classroom Teacher Responsibility	Year Level Program Leaders and Sub School Heads
Smoking ▪ Students and staff are not permitted to smoke in any buildings or any school grounds as outlined by DEECD policy. ▪ Students are not permitted to have possession of cigarettes, matches or lighters ▪ Alcohol and other illicit substances ▪ Students are not permitted to be in possession of or drink or use alcohol or other illicit substances at school or during excursions or camps. *Refer to the schools Drug education and management policy*.	Notify YLPLs and record incident on compass	Notify parents and Police according to school's management policy
Electronic Devices ▪ Students may not use electronic devices in the classroom unless directed by the teacher and for the purpose of classroom learning.	▪ If headphones are visible in class ask student to remove the headphones. ▪ If a student is using an electronic device without your permission, please send the student with the device to the General Office. The General Office will provide a receipt to the student, which they should present to you as proof that the item was submitted.	
Classrooms ▪ Classrooms should be left neat and tidy. ▪ Students are not permitted to write on or damage school property in any way.	*Organise for students to remain behind and tidy the room or area* ▪ Please check the room when you enter and when you leave. ▪ Please ensure graffiti is removed. Graffiti removal kits are available in each staffroom If you consider the graffiti problem in the room to be significant please report it to an AP.	