STUDENT MANAGEMENT POLICY

RATIONALE:
The St Albans Secondary College community is committed to developing and sustaining a positive, safe and caring learning environment. The Student Management Policy applies within the college, while travelling to or from school or while engaged in an official school related activity or event.

AIMS:
The College Student Management Policy aims to:
1. Ensure a cooperative, supportive, safe and orderly environment where effective learning and teaching occur.
2. Establish structures and processes which focus on a positive preventative approach to the management of student behaviour.
3. Define acceptable student behaviour and appropriate discipline and support measures.

STUDENT RIGHTS & RESPONSIBILITIES:
The College’s Student Management Policy is based on the following personal and communal rights and responsibilities:

- All students have the right and responsibility to learn.
- All students have the right to feel comfortable & safe and the responsibility to contribute to the comfort & safety of others.
- All students have a responsibility to develop empathy for the wellbeing of others.

All students have the right to learn.
Therefore all students have the right to:
- learn as much as possible;
- have all work expectations clearly explained to them;
- receive regular feedback about their progress;
- have a curriculum that is meaningful and appropriate, whilst also being challenging and promoting high expectations;

And all students have a personal and communal responsibility to:
- take full advantage of learning opportunities in order to strive for personal excellence;
- behave in a way that allows others to learn and work effectively; and
- encourage others to behave appropriately and to work hard.

All students have the right to feel comfortable and safe.
Therefore students have the right to:
- be emotionally and physically safe;
- be valued as individuals, and treated justly and fairly at all times;

And all students have a personal and communal responsibility to:
- be aware of, and to follow, College policies and procedures;
- obey all reasonable requests of staff members;
- contribute to school-based decisions through an active participation in student forums, leadership activities and peer representation roles.

All students have a responsibility to develop empathy for the wellbeing of others.
Therefore students have a personal and communal responsibility to:
- to treat, and encourage others to treat, all members of the College community fairly and with respect;
- respect and encourage others to respect both personal and college property;
- accept and encourage others to accept differences in the backgrounds, opinions, and attitudes in others.


COLLEGE EXPECTATIONS:

SASC has set some expectations that are non-negotiable. This has been done to ensure that the rights of others are protected, and all individuals act responsibly.

Attendance

Students are expected:

- to attend school and all classes at school and be punctual to school and classes unless they have a valid explanation;
- to remain in their classroom unless they have the teacher’s permission to leave; and
- to remain in the school grounds unless they have written permission from their Year Level Coordinator.

Appearance & Environment

Students are expected:

- to wear the College uniform in a manner that is consistent with the Uniform Policy; and
- to actively contribute to the cleanliness and neatness of the classroom and school environments.

Appropriate Items/Activities

Students are expected:

- to bring only appropriate items, materials and equipment to school;
- to only use portable media players outside of class time;
- to leave their bags in lockers during class time;
- to be allowed to bring a water bottle to class;
- to leave mobile phones switched off and in their locker during the school day. Phones can only be used outside of the school grounds; and
- to not chew gum at the College.

Behaviour

Students are expected:

- to respect the rights of others to be safe from physical, emotional or verbal bullying/harassment;
- to use appropriate, respectful language;
- to care for and show respect for other people’s property;
- to line up outside their classroom prior to class, and wait for their teacher to enter the room.
- to behave in a way that allows others to learn and work effectively

TEACHER’S NOTE FOR MANAGING STUDENT BEHAVIOUR:

It is each staff member’s responsibility to have a clear set of consequences for inappropriate behaviour, and to apply them consistently within their own classroom, as well as elsewhere on the campus. Teachers have the responsibility to apply disciplinary measures if they observe, or become aware of, any of these expectations not being followed.

Principles

Teachers should address the following principles when developing and implementing their behaviour management plans:

- Base all actions on the learning and safety rights of other students.
- Act against the misbehaviour but show, and state, liking for the student.
- Let the student realise that antisocial behaviour results in a risk of isolation from friends.
- Consistently and calmly follow through with consequences.
- Minimise embarrassment to students.

Relevant research findings

- When teachers use coercive discipline techniques (punishment and aggression) students do not become more responsible.
- When teachers use more inclusive techniques (discussion, recognition, involvement and hinting) students become more responsible.

Therefore it is considered inappropriate for staff to:

- use corporal punishment as a disciplinary measure;
- ask students to do lines or extra work as a punishment for unacceptable behaviour;
- send students straight to the Level Coordinator before they have implemented their personal Classroom Behaviour Management Plan (Page 5);
- isolate students in a corridor for the entire lesson; or
- punish the whole class for the misbehaviour of a smaller group or an individual.
**Four Steps to Developing Your Classroom Behaviour Management Plan:**

1. **Create the Working Climate**
   - Set clear expectations for students based on the right to feel safe, and to learn as much as possible.
   - Align your classroom rules with the Student Rights and Responsibilities.

2. **Support the Management Strategies**
   - Set up the classroom to support your management plan. (Refer to Appendix 2 for suggested model.)

3. **Implement the Management Strategies**
   - Have a hierarchy of consequences prepared to address various inappropriate behaviours.
   - Issue a rights-based warning. (Appendix 3)
   - Use the Verbal Control approach. (Appendix 4)
   - Move the student to another desk. (Appendix 2; Step 2.3)
   - Remove the student from the classroom (5-10 mins). (Appendix 5; Part A)
   - Have a one to one conversation with the student after class finishes. (Appendix 6)
   - Move student for the remainder of the lesson. (Appendix 5; Parts B & C)
   - Follow up with Year Level Coordinator (Appendix 5; Part B)

4. **Build Relationships, Responsibilities and Learning**
   - Recognise and reward appropriate behaviour.
   - Modify the work/program.

**Consequences:**

When a breach of this code occurs, and within the framework described below, a graded sequence of sanctions apply. As far as is practical and, when deemed necessary, parents will be contacted to inform them of breaches of the code and to seek their involvement and support. In some cases of severe misconduct, levels may be skipped.

**First Level**

*Who is Involved?*

The first level will involve the classroom teacher and/or the Learning Manager, and the student.

*What Actions are Involved?*

The first level could involve one or more of the following actions:

- Discussion between student and teacher
- Reiteration of the Student Expectations and positive reinforcement of expected behaviour and standards
- Moving student within the class
- Withdrawal of classroom privileges
- Removal from class (short term e.g. corridor)
- Removal from class (for remainder of lesson e.g. to support room/Coordinators Office)
- Discussion with the student’s Learning Manager
- Detention
- Referral to Year Level Coordinator when teacher options have been exhausted or behaviour is severe.

Maximum 10 minutes at recess, 25 minutes at lunch time, 30 minutes after school. (After school detentions require 24 hours prior notice to parents.)

**Second Level**

*Who is Involved?*

The second level will involve the Level Coordinator and/or Sub School Leader.

*What Actions are Involved?*

The second level could involve one or more of the following actions,

- Counselling, reinforcement of expected behaviour and standards
- Discussion with the student’s Learning Manager (Years 7 – 9)
- Detention
- Suspension
- Removal of privileges
- Parent contact and/or conference
- Conferencing with class teacher and other relevant classroom teachers
- Close monitoring and reporting of a student’s behaviour in each class each day
- Temporary or permanent placement in another class
- Referral to Wellbeing Team
- Referral to Principal Class Officer, when Year Level Coordinator options have been exhausted or behaviour is severe.
Third level

Who is involved?
The third level will involve the Sub School Leader, Student Well Being Coordinator, Assistant Principal or College Principal.

What actions are involved?
The third level could involve one or more of the following actions
- Parent contact and conference with relevant others involved
- Referral to support services
- Suspension
- The College Council President may be involved in expulsion procedures where parents request a review of the expulsion decision.

EVALUATION:
This policy will be reviewed as part of the school’s three-year review cycle.

| This policy was last ratified by School Council in... | June 2013 |
APPENDIX 1

STUDENT MANAGEMENT FLOWCHARTS

These flowcharts show the relationship between the levels of Student Management and the intervention points where staff should enlist the support of their colleagues.

Attendance

Expectations
- School policy requires a 90% attendance from all students.
- Students are expected to attend all of their classes every day.
- Once a student arrives at school he/she is expected to remain for the duration of the day.
- Students who need to leave the school during the day require parental (note or phone call) and Level Coordinator permission before signing out at the General Office.

Appropriate Actions / Consequence for Student

- Student is absent
  - Classroom teacher records absences on RAM
- Level Coordinator notifies parent
- Student leaves school without permission
  - Level Coordinator warns student may place on monitoring sheet
  - Student does not meet expectations
    - Level Coordinator conducts parent interview, places student on attendance sheet, assigns detention, and refers student to Wellbeing
    - Student does not meet expectations
      - Level Coordinator may suspend student and/or contact parents by phone or mail to set up a case conference to develop strategies to address attendance issues. May also refer student to outside agencies
      - Year Level Coordinator ensures that any suspended student is supported on his/her return.
Punctuality

Expectations
- Students are expected to be at their classroom ready for work, on the second bell.

Appropriate Actions / Consequence for Student

- **Student is late**
  - **1st late**
    - Student is late to period 1
    - Student reports to General Office for Late Pass
  - **2nd late**
    - Classroom teacher records lateness on RAM.
    - Year Level Coordinator gives after school detention.
  - **3rd late**
    - Year Level Coordinator gives after school detention.
  - **4th late**
    - Year Level Coordinator gives morning detention.
  - **5th late**
    - Year Level Coordinator records lateness as an absence.
    - Principal Class Officer contacts parent(s).

Year Level Coordinator ensures that any suspended student is supported on his/her return.

Parent is requested to attend for an interview.
Student is suspended.
**Classroom Behaviour**

**Expectations**
- Students are expected to line outside their classroom prior to class, and wait for their teacher to enter.
- Students are expected to bring all required equipment to class.
- Students are expected to not eat in class.
- Students are expected to follow the teacher's instructions.
- Students are expected to use acceptable language.

**Appropriate Actions / Consequence for Student**

- **Student does not meet classroom expectations**
  - Classroom teacher talks to student, restating expectations
  - **Student does not meet expectations**
    - Classroom teacher implements their hierarchy of consequences and consults with Learning Manager (Yrs 7-9)
    - **Student does not meet expectations**
      - Classroom teacher refers student to Year Level Coordinator, and provides written details of incident
      - (Years 7-9): As a last resort, when all in-class options have been exhausted, the classroom teacher implements withdrawal from class (Appendix 5(B)).
      - Year Level Coordinator will take appropriate action.

- **Student swears at teacher**
  - Classroom teacher refers student to Year Level Coordinator, and provides written details of incident
  - **Student is immediately suspended from school**
  - Year Level Coordinator ensures that any suspended student is supported on his/her return.

**NOTE:** The staff member who referred the student should always be advised as to the action taken by the Level Coordinator, Sub-School Leader or Principal.
Uniform

Expectations
- Correct school uniform must be worn for general and Physical Education classes.
- The uniform must be neat and clean and in good repair.
- All students are expected to maintain high standards of personal appearance.

Appropriate Actions / Consequence for Student

- **Student is wearing an incorrect uniform item**
  - **Does student have Uniform Pass?**
    - **YES**
      - No action required
    - **NO**
      - Take item, if appropriate, and inform Year Level Coordinator

- **Student is wearing inappropriate uniform, or displays poor personal grooming**
  - **Does student have Uniform Pass?**
    - **YES**
      - No action required
    - **NO**
      - Send student to Year Level Coordinator, with written details of incident

- Year Level Coordinator will either issue a Uniform Pass or contact parent and send student home

- Student does not meet expectations
  - Year Level Coordinator will contact parent, send student home, and may suspend student

- Year Level Coordinator ensures that any suspended student is supported on his/her return.

**NOTE**: The staff member who referred the student should always be advised as to the action taken by the Year Level Coordinator, Sub-School Leader or Principal.
Inappropriate Items

Expectations
- Mobile phones must be switched off, and in the students' lockers during the school day.
- Phones can only be used outside of the school grounds.
- CD players, walkmans, and electronic games are not to be brought to class.
- The school does not accept any responsibility for lost, stolen or damaged electronic equipment.

Appropriate Actions / Consequence for Student

Student brings banned item to school, or uses banned item in classroom

Classroom teacher confiscates item, which is handed to the Year Level Coordinator, who oversees its/their return

Student does not meet expectations

Classroom teacher confiscates item and gives it to Year Level Coordinator

Year Level Coordinator requires parent to collect item from school

Student does not meet expectations

Teacher refers to Year Level Coordinator, and provides written details of incident

Year Level Coordinator ensures that any suspended student is supported on his/her return.

NOTE: The staff member who referred the student should always be advised as to the action taken by the Level Coordinator, Sub-School Leader or Principal.
School Property

Expectations
- Students must care for, and respect, all school property, and that of other students.

Appropriate Actions / Consequence for Student

| Student accidentally damages or breaks an item belonging to the school or another student. |
| Student maliciously damages, breaks or defaces an item belonging to the school or another student. |
| Student steals property belonging to the school or to another student. |

Teacher refers student to the Year Level Coordinator, with written explanation of incident.

Year Level Coordinator determines appropriate course of action.

Student may be required to repair or replace the item.

Year Level Coordinator ensures that any suspended student is supported on his/her return.

NOTE: The staff member who referred the student should always be advised as to the action taken by the Level Coordinator, Sub-School Leader or Principal.
Fighting

Expectations

- Students are not permitted to engage in any violent games or fighting at school, or on the way to and from school.

Appropriate Actions / Consequence for Student

<table>
<thead>
<tr>
<th>Student is engaged in fighting or violent games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately withdraw student from yard, class or activity, and refer to Year Level Coordinator, with written details of incident</td>
</tr>
<tr>
<td>Year Level Coordinator determines seriousness of the offence and may:</td>
</tr>
<tr>
<td>- Contact parents</td>
</tr>
<tr>
<td>- Suspend student</td>
</tr>
<tr>
<td>- Refer student for Anger Management</td>
</tr>
<tr>
<td>Repeat offences will lead to the formation of a Student Support Group to assist student.</td>
</tr>
<tr>
<td>Year Level Coordinator ensures that any suspended student is supported on his/her return.</td>
</tr>
</tbody>
</table>

NOTE: The staff member who referred the student should always be advised as to the action taken by the Level Coordinator, Sub-School Leader or Principal.
Smoking

Expectations

- Smoking, possession of smoking equipment, or provision of cigarettes on the way to and from school, or on school activities, is forbidden. Further details are available in the Drug Education Policy.

Appropriate Actions / Consequence for Student

<table>
<thead>
<tr>
<th>Student possesses smoking equipment on school grounds, or at a school activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confiscate item/s and send student to Year Level Coordinator, with written details of incident</td>
</tr>
<tr>
<td>Year Level Coordinator records offence in student’s file, and develops a risk reduction agreement with the student.</td>
</tr>
<tr>
<td>Student does not meet expectations</td>
</tr>
<tr>
<td>Confiscate item/s and send student to Year Level Coordinator, with written details of incident</td>
</tr>
<tr>
<td>Year Level Coordinator notifies parent and refers student to Welfare for QUIT information</td>
</tr>
<tr>
<td>Student does not meet expectations</td>
</tr>
<tr>
<td>Confiscate item/s and send student to Year Level Coordinator, with written details of incident</td>
</tr>
<tr>
<td>Year Level Coordinator notifies parent, re-issues QUIT information and suspends student.</td>
</tr>
<tr>
<td>Student does not meet expectations</td>
</tr>
<tr>
<td>Confiscate item/s and send student to Year Level Coordinator, with written details of incident</td>
</tr>
<tr>
<td>School establishes a Student Support Group to assist student to quit.</td>
</tr>
<tr>
<td>Year Level Coordinator ensures that any suspended student is supported on his/her return.</td>
</tr>
</tbody>
</table>

NOTE: The staff member who referred the student should always be advised as to the action taken by the Level Coordinator, Sub-School Leader or Principal.
Illegal Drugs/Prescription Drug Misuse/Alcohol

Expectations
- The use, misuse or distribution of illegal drugs, prescription drugs or alcohol is forbidden on the way to and from school, in sight of the school campus, or at any school activity. Further details are available in the Drug Education Policy.

Appropriate Actions / Consequence for Student

1st Incident

- **Student is caught possessing, using or distributing alcohol**
- **Student is caught possessing, using or distributing inhalants**
- **Student is caught possessing, using or distributing illegal drugs**

Year Level Coordinator will:
- Contact parents about student behaviour.
- Refer student to Wellbeing for counselling in harm minimisation.

Year Level Coordinator will:
- Contact parents about student behaviour.
- Refer student to Wellbeing for counselling in harm minimisation.
- Refer student to an outside agency.

Year Level Coordinator will:
- Suspending student from school.
- Contact parents about student behaviour.
- Refer student to an outside agency.
- Refer student to Police.
- Expel the student.

Continuing Incidents

Year Level Coordinator will notify the Principal Class immediately, and may:
- Issue further suspensions.
- Withhold student from extracurricular activities.
- Refer student to an outside agency.

Year Level Coordinator will notify the Principal Class immediately, and may:
- Issue further suspensions.
- Refer student to an outside agency.

Year Level Coordinator will:
- Allocate the student to a teacher or a member of the Wellbeing team for continuing counselling and support.

Upon Return

Year Level Coordinator ensures that any suspended student is supported upon his/her return.
Camps and Excursions

Expectations
- Students on camps and excursions represent the whole school and must behave in an exemplary manner.
- Students must be in full and correct school uniform on excursions, unless otherwise authorized.

Appropriate Actions / Consequence for Student

Student arrives in inappropriate uniform for an excursion.

Year Level Coordinator will either issue a Uniform Pass or contact parent and send student home.

Teacher sends/references student to Year Level Coordinator, with written details of incident.

Parent/Guardian may be asked to collect student from activity, or may be sent home at the parent’s expense.

Year Level Coordinator ensures that any suspended student is supported on his/her return.

NOTE: The staff member who referred the student should always be advised as to the action taken by the Level Coordinator, Sub-School Leader or Principal.
APPENDIX 2
CLASSROOM MANAGEMENT PLAN

Year level/Class: ______________________

1. Main types of responsible/appropriate behaviour to be promoted?

   Listening when others are speaking
   Using available class time effectively
   Completing homework on time
   Supporting class mates in both actions and statements

2. Recognitions and rewards for responsible behaviour?

   - Non verbal (nodding of your head, gestures such as acknowledging hand raising)
   - Communication to student (saying well done, thank you, verbally noting compliance with expectations)
   - Communication to others (acknowledge a students compliance publically, mention class good behaviour)
   - Special job or responsibility (collecting books from the library, setting up room)
   - Tangibles (comment in diary for home, edible rewards)
   - Time (free reading time, lunchtime POD use, work with other teacher if possible eg Woodwork, Art)

3. How will the rewards be recorded?

   In my mark book
   In student's diary
   On a contract

4. Consequences for inappropriate behaviour

   1. First Time
   2. Repeat or resist 1
   3. Repeat or resist 2
   4. Repeat or resist 3
   5. Repeat or resist 4

   Note: Sample comments you might make to students who are behaving inappropriately can be found in Appendix 3 (page 20).

5. Exiting students

   See Appendix 5 for process and options
APPENDIX 3
RIGHTS-BASED WARNINGS

This section suggests vocabulary to use when you are disciplining students.

Talking (noise making/moving) when you are trying to talk to the class
“David, your talking is preventing other students from working. They have a right to learn. Please be quiet/act responsibly/be fair.”
“David, your talking is preventing other students from working. They have a right to learn. Please be quiet.”
“Right now David you are cutting across the rest of the class’s right to hear. Please be quiet (responsible/fair).”
“David, you seem to have forgotten that others have a right to learn. Please be quiet so they can hear me.”

Not having equipment
“David, you need your equipment to learn. Also, when you borrow from others you interfere with their right to learn. Please bring all necessary equipment to class.”

Putting down other students
“David, Cleo has a right to feel comfortable in this classroom. You are not respecting her rights. Please speak nicely.”
“When you speak disrespectfully to Cleo, David, she must feel bad. She has a right to feel safe and comfortable in this room. Be careful how you say things.”

Coming late to class
“David, when you come late to class you aren’t acting responsibly. Also you interrupt what we are doing, and therefore interfere with the rest of the class’s right to learn. Please come on time.”

Fighting
“Fighting puts people at risk of being hurt. All members of this class have a right to feel physically safe. Please keep your hands to yourself.”

Eating
“David, when you eat, others are distracted and their right to learn is interfered with. Please don’t eat in class.”
APPENDIX 4
VERBAL CONTROL APPROACH

This section suggests stages for structuring your discipline of students.

1. **Be calm, not hostile.**

2. **Warn the student.**
   Include:
   - the name of student you are addressing;
   - a description of the inappropriate behaviour they are demonstrating;
   - a statement of why their behaviour is inappropriate; and
   - what you want them to do.

   **Example**
   David, you’re talking. It’s disturbing others. They have a right to work. Please be quiet.

   Note: The teacher’s body language (open stance, leaning forward, and eye contact) should be maintained for 1 second after nomination, and 3 seconds after warning.

3. **If there is student resistance, don’t discuss, but reassert.**
   **Example**
   I understand. If you wish to discuss it, we can do that after the lesson or at lunchtime. Right now, please be quiet.

4. **Reassert again (optional).**
   **Example**
   That’s not the point. PLEASE…BE…QUIET.

5. **Give the student a choice.**
   **Example**
   You have a choice. If you are not quiet, you will have to (insert your prepared consequence).

6. **Follow through with your stated consequence.**
   **Example**
   Please sit over there!
   Be ready to reassert. If strong resistance is met, don’t get into a power struggle. Defuse the power but up the ante.

   **Example**
   David, I don’t intend to force you. However, if you choose not to move, then immediately this lesson finishes I am going to (insert your prepared consequence.) The choice is yours. You have 10 seconds to think about it.

   **A word of warning:** If you want to control students, rewards are more powerful than punishment.
APPENDIX 5

REMOVAL OF STUDENT FROM CLASS

– LOSS OF STUDENT’S RIGHT TO PARTICIPATE

If a student displays any behaviour that threatens the emotional or physical safety of a student or staff member you must immediately:

- remove a student from the classroom, and
- contact the appropriate Year Level Coordinator/Sub School Leader or a PCO.

As removal from class is a last stage option, if you take this step you must provide the Year Level Coordinator with written documentation that details the action you have taken.

When you have moved a student to another seat in the classroom for displaying inappropriate behaviour that consistently interferes with the rights of others to feel safe and learn, such as:

- constant interruption by talking;
- consistent refusal to follow instructions of the teacher;
- regular interference with the concentration of others; or
- constant off-task behaviour;

and the behaviour continues, you should then use one of the following three options.

A: Student to stand outside the room for a short time (no more than 10 minutes).

- Direct the student to stand outside the room, near the door so he/she is visible to the classroom teacher.
- Direct the student not to have any interaction with students inside or outside the class.
- When the rest of class is settled and on-task, step outside and talk to student.
- Restate the classroom rules and expectations to the student, and ask for his/her agreement to follow them.
- Allow the student to return to class if they have agreed to follow the rules.

B: Student to be removed to another class (only applicable for years 7-9).

- Send the student to the General Office, with a pass indicating that they are to be placed in another class for the remainder of the lesson. The student should take work with them if possible.
- The General Office will allocate the student to a class.
- The student will take the pass to new class. The new teacher will sign the pass and student will sit at the back of the class. There is to be no interaction between this student and other class members. The new staff members’ responsibility is supervisory only.
- The student must return the pass to the Level Co-ordinator at the end of the lesson.
- As the original teacher, you must then inform the Year Level Coordinator of your actions.

C: Removal to Year Level Co-ordinator (applicable for all year levels).

- Send the student to the appropriate Sub School Office, with a pass indicating that they have been removed from class, and why.
- Student should take work with them if possible.
- The Year Level Coordinator will decide on an appropriate course of action.
- You should follow up with the Year Level Coordinator to discuss the incident and consequences.
APPENDIX 6

ONE-TO-ONE CONVERSATION

This section suggests dialogue and vocabulary to use when you are having a post-disciplinary discussion with a student.

Conduct a one-to-one conversation with the student after class is over. Make sure that you and the student are seated, and you are facing the student. Maintain eye contact while leaning forward slightly. Use non-verbal signals like nodding while listening.

Key steps and sample dialogue

1. Welcome the student and seek help to deal with the 'problem':
   
   **Example**
   
   Good to see you. I need your help with something.

2. State what the problem is, what effect it is having on others (including you) and how it makes you feel.
   
   **Example**
   
   When you talk while I am talking, I'm concerned that the other students can't hear what I'm saying. I feel worried when you come late because it distracts the rest of the students, and they need to concentrate on the beginning of the lesson. They will lose out. I'm concerned that someone will be hurt if students fight.

3. Listen - and paraphrase students' facts and feelings.
   
   **Example**
   
   You seem to be saying that you need to talk as you are worried that … So the reason you come late is … and it's not your fault. You only fight because …

4. Confront the student's argument. Try to show that the student's behaviour is unreasonable.
   
   **Example**
   
   So what you are saying is that because I didn't see Eric talking I shouldn't try to stop you interfering with the right of your friends to get on with their learning? Because you were angry, that gave you the right to swear at Cleo and distress her? Are you saying that you don't care about your friends?

5. Get the student's agreement that there is a 'problem'.
   
   **Example**
   
   So you can see there's a problem.

6. Have the student provide a solution that meets both his/her and your needs. If necessary, suggest some.
   
   **Example**
   
   So what can you do about it? How can you be sure that you can arrive on time? Next time, rather than fight, what might you do instead?

7. Evaluate all the solutions and find one acceptable to both you and the student. Set a timetable to evaluate its effectiveness.
   
   **Example**
   
   OK, then we'll try it until … and see how it goes.
APPENDIX 7
DETENTION GUIDELINES (DEECD)

This section details detention requirements that teachers and Year Level Coordinators must follow.

Students may be held in detention as a management strategy provided the following conditions are observed:

Classroom Teacher action
Teachers may require a student, at a reasonable time and place, to:
- finish school work that has not been completed in the regular classroom;
- undertake additional work or duties; or
- undertake new work or duties,

No more than half the time allocated for any recess may be used for this work.

Classroom Teacher/Year Level Coordinator action
Where students are required to undertake school work after school, the time should not exceed forty-five minutes, and parental permission must be obtained in advance.
The Year Level Coordinator should ensure that parents have at least one day's notice of a pending detention.
Where family circumstances are such that the completion of after-school work would create undue hardship, the school may choose to negotiate alternative disciplinary measures with the parent/s.