

# Student Management Policy



## Help for non-English speakers

If you need help to understand the information in this policy, please contact a Coordinator or the General Office

## Purpose

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.

## Scope

This policy applies to students when they are at the College, travelling to or from school or while engaged in an official school related activity or event.

## Policy

### 1. Student rights and responsibilities

All members of our school community have a right to experience a safe, supportive and productive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Therefore, 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

This means that all students have the right to:

- Learn as much as possible and participate fully in their education program;
- 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;
- Respect the right of others to learn, and
- Encourage others to behave appropriately and to work hard.

## **All students have the right to feel secure and happy at school**

This means that all students have the right to:

- Be emotionally and physically safe;
- Be valued as individuals, and treated justly and fairly at all times;
- Learn in a safe, orderly environment free from bullying, harassment, violence, discrimination or intimidation
- Respectfully express their ideas, feelings and concerns.

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;
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community;
- Contribute to school-based decisions through active participation in student forums, leadership activities and peer representation roles.

## **All students have a responsibility to develop empathy for the wellbeing of others**

This means that all students have a personal and communal responsibility 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 cultural backgrounds, opinions, gender, sexual diversity and attitudes of others.

## **2. College Values Matrix**

All members of our College community demonstrate these rights and responsibilities by enacting the behaviours and attitudes of our College Values Matrix:

## St Albans Secondary College Values Matrix

*By working together, we can ensure everyone feels Connected, Protected and Respected*

Where	<b>Leadership</b> 	<b>Excellence</b> 	<b>Integrity</b> 	<b>Respect</b> 
	<b>We demonstrate leadership by:</b>	<b>We demonstrate excellence by:</b>	<b>We demonstrate integrity by:</b>	<b>We demonstrate respect by:</b>
<b>All Locations</b>	<ul style="list-style-type: none"> <li>• modelling the behaviours outlined in this document</li> <li>• encouraging others to Connect, Protect, Respect (CPR)</li> <li>• being an upstander and making others feel safe</li> <li>• being a champion of diversity</li> </ul>	<ul style="list-style-type: none"> <li>• challenging ourselves to always work to the best of our ability</li> <li>• using selfcare strategies to fulfil our potential and grow resilience</li> <li>• seeing mistakes as learning opportunities</li> <li>• wearing our uniform with pride</li> </ul>	<ul style="list-style-type: none"> <li>• being honest and trustworthy</li> <li>• caring for others and offering them our support</li> <li>• celebrating the successes of others</li> <li>• cultivating a resilient mindset</li> <li>• attending school every day</li> <li>• following College policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• speaking kindly to others using polite and inclusive language</li> <li>• accepting people's differences</li> <li>• listening actively to others</li> <li>• showing empathy for the wellbeing of others</li> <li>• looking after the property and equipment of others</li> <li>• caring for the environment</li> </ul>
<b>In Learning Spaces</b>	<ul style="list-style-type: none"> <li>• having a positive attitude to class and always having a go</li> <li>• supporting each other with classwork</li> </ul>	<ul style="list-style-type: none"> <li>• being an active learner</li> <li>• using rubrics to self-assess and set goals</li> <li>• receiving, seeking and responding to feedback in order to improve</li> </ul>	<ul style="list-style-type: none"> <li>• taking responsibility for our learning and participation</li> <li>• being an active team player</li> <li>• valuing effort</li> <li>• submitting original work and acknowledging our sources</li> </ul>	<ul style="list-style-type: none"> <li>• collaborating with others and allowing everyone to have a voice</li> <li>• following all reasonable requests from staff</li> <li>• arriving on time ready to learn with all required equipment</li> </ul>
<b>In the school community</b>	<ul style="list-style-type: none"> <li>• being a role model to others</li> <li>• reporting unsafe behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• getting involved in forums, school activities and events</li> <li>• offer help to members of the community</li> </ul>	<ul style="list-style-type: none"> <li>• displaying positive behaviours that make others feel included, <u>safe</u> and valued</li> <li>• talking about our College in a positive way</li> </ul>	<ul style="list-style-type: none"> <li>• being considerate of others as you move about the school and community</li> </ul>
<b>Online</b>	<ul style="list-style-type: none"> <li>• modelling respectful and considerate behaviour while online</li> <li>• stepping away from and reporting inappropriate online activity and cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>• using technology to deepen our learning and collaborate with others</li> </ul>	<ul style="list-style-type: none"> <li>• making positive online contributions that build people up</li> </ul>	<ul style="list-style-type: none"> <li>• gaining consent before posting others' work or images</li> </ul>

### 3. College Expectations

St Albans Secondary College has set some expectations that are non-negotiable. This has been done to ensure that the rights of others are protected, and all individuals are encouraged to 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 as per the College Attendance Policy;
- Remain in their classroom unless they have the teacher's written permission to leave; and
- Remain in the school grounds unless they have written permission to leave 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
- Actively contribute to the cleanliness and neatness of the classroom and school environment.

#### Appropriate items/activities

Students are expected to:

- Bring only appropriate items, materials and equipment to school;
- Leave their bags in lockers during class time, recess and lunch. Students may bring a soft laptop sleeve to class. It must only have a single pocket for the laptop and not be used to store other items;
- Bring a water bottle to class when needed;
- Leave mobile phones (including smart watches) switched off and in their lockers during the school day. Phones can only be used outside of the school grounds as per the College Mobile Phone Policy;
- Not have chewing gum at the College.

#### Behaviour

Students are expected to:

- Adhere to the behaviours outlined above in the VALUES Matrix
- Respect the rights of others to be safe from physical, emotional or verbal bullying/harassment;
- Use appropriate, respectful language;
- Care for and show respect for other people's property;
- Line up outside their classroom prior to class, and wait for their teacher to enter the room;
- Behave in a way that allows others to learn and work effectively.

### 4. Behaviour Management Plans

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:

- Display positive regard for students and base all actions on the rights of all students to learn in a safe and supportive environment;
- Refer to the Values Matrix and Student Rights and Responsibilities Statement when planning Behaviour Management Plans (Appendix 1);
- Act against the misbehaviour but show, and state, respect 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 and shame to students;
- Utilise W.A.A.R.M conversations to repair damaged relationships (Appendix 5).

### Relevant research findings

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

Therefore, it is considered inappropriate for staff to:

- Ask students to do lines or extra work as a punishment for unacceptable behaviour;
- Send students straight to the Year Level Coordinator before they have implemented their personal Classroom Behaviour Management Plan;
- Isolate students in a corridor for the entire lesson; or
- Punish the whole class for the misbehaviour of a smaller group or an individual.

**Corporal punishment is prohibited by law and will not be used in any circumstance at our school.**

### 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, to learn as much as possible and to feel Connected, Protected and Respected.
- Align your classroom expectations or rules with the Student Rights and Responsibilities and Values Matrix.
- Consider implementing strategies from the [CPR strategies and language guide](#) including the work of Glen Pearsall.

#### 2. Support the management strategies

- Set up the classroom to support your Behaviour Management Plan. (Refer to Appendix 1 for suggested model.)

#### 3. Implement the management strategies

- Develop a hierarchy of consequences and actions to address various inappropriate behaviours. You may draw on the following examples. More information is detailed in section 5 (p.6);
  - Use an affective statement or issue a rights-based warning (Appendix 2);
  - Use the verbal control approach (Appendix 3);
  - Move the student to another desk (Appendix 3; Step 6);
  - Remove the student from the classroom for 5-10 mins (Appendix 4; Part A) and provide them with a reflection sheet (Appendix 7);
  - Where appropriate, have a one-to-one conversation with the student after class finishes; (Appendix 5)
  - Remove the student for the remainder of the lesson (Appendix 5; Parts B & C) and provide them with a reflection sheet (Appendix 7);
  - Follow up with Year Level Coordinator (Appendix 4; Part B).
  - Conduct a W.A.R.R.M conversation when the student returns to the class (Appendix 5);

#### 4. Build relationships, responsibilities and learning

- Recognise and reward appropriate behaviour;
- Differentiate the work/program;
- Use the language and strategies of resilient mindsets.

## 5. Hierarchy of Consequences and Actions – Whole School Approach

When students engage in misbehaviour, a graded sequence of actions/consequences are to be applied. This is a whole school approach which involves three levels: Teacher, Sub School and Principal. These are detailed below.

In cases of severe misconduct, levels may be skipped. At all levels, restorative language and conversations should be used to support students to understand the impact of their actions and repair damaged relationships.

As far as is practical, and when deemed necessary, parents will be contacted by Coordinators to inform them of the misbehaviour and to seek their involvement and support at all levels. Teachers and staff should also ensure that at all levels actions are documented on Compass.

### First level – Teacher and student Level

*Who is involved?*

The first level will involve the teacher and the student.

*What actions are involved?*

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

- Reiteration of the student expectations and positive reinforcement of expected behaviour and standards (warning);
  - Use an affective statement or issue a rights-based warning (Appendix 2);
  - Use the verbal control approach (Appendix 3);
- Discussion between student and teacher
- Moving student within the class (Appendix 4; Step 5);
- Withdrawal of classroom privileges;
- Removal from class (short term, less than 10 minutes e.g. corridor);
  - Remove the student from the classroom for 5-10 mins (Appendix 4; Part A) and provide them with a reflection sheet (Appendix 7);
- Withdrawal from class (to a senior class);
  - Remove the student for the remainder of the lesson (Appendix 4; Parts B & C) and provide them with a reflection sheet (Appendix 7);
- Detention (Maximum 10 minutes at recess, 25 minutes at lunch time, 45 minutes after school. (After school detentions require **prior notice to parents through the Sub School**);
- Advise the Sub School via Compass (using a red chronicle) when teacher options have been exhausted or behaviour is severe. This will then escalate the issue to the second level.
- *After any consequences have been completed, and students return to class, teachers should engage students in a W.A.R.R.M conversation (Appendix 5).*

### Second level – Sub School Level

*Who is involved?*

The second level will involve the Year Level Coordinator and/or Sub School Leader, the teacher and the student.

*What actions are involved?*

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

- Counselling, reinforcement of expected behaviour and standards using restorative language;
- Detention;
- Removal of privileges;
- Parent contact and/or conference;
- Conferencing with class teacher and other relevant classroom teachers;
- Teachers reporting on a student's behaviour in each class each day monitored by a Level Coordinator;

- Temporary or permanent placement in another class;
- Suspension;
- Referral to Wellbeing Team and/or other Support Services;
- Development of a Student Support Plan and Student Support Snapshot
- Referral to a Principal, when Year Level Coordinator options have been exhausted or behaviour is severe. This will then escalate the issue to the third level

### Third level – Principal Level

*Who is involved?*

The third level will involve the Sub School Leader, Student Wellbeing Coordinator, Assistant Principal or College Principal.

*What actions are involved?*

The third level could involve one or more of the following actions

- Formation of a Student Support Group (SSG);
- Referral to Student Support Services, regional or other external support services or alternative setting;
- Suspension;
- Expulsion.

## Policy Review and Approval

Policy last reviewed	November 2022
Consultation	Staff School Council Student Representative Council School Improvement Team – Wellbeing Student Wellbeing Committee
Approved by	School Principal November 2022
Next scheduled review date	November 2025

# Appendix 1

## Classroom Management Plan

Year level/Class: \_\_\_\_\_

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

Adhering to the College Values Matrix including:

- Listening when others are speaking
- Using available class time effectively
- Completing homework on time
- Supporting classmates in both actions and statements
- Responsible and ethical use of technology
- Bringing required equipment to class

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 student's compliance publicly, mention in class about good behaviour)
- Special job or responsibility (collecting books from the library, setting up room)
- Tangibles (comment in diary for home, edible rewards)
- House points on Compass
- Time (free reading time, lunchtime POD use, work with other teacher if appropriate eg Woodwork, Art)

3. How will the rewards be recorded?

On Compass using house points

In my mark book

In student's diary

On a contract

To the YLC using Compass

4. Consequences for inappropriate behaviour – Develop your own hierarchy of actions and consequences

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 2 (page 9).

5. Withdrawal of student from class  
See Appendix 5 for process and options
6. W.A.R.R.M conversation (Appendix 5)



## Appendix 2

# Language to Support Classroom Management

### **Affective Statement ('I' statement):**

Before proceeding to more direct approaches such as rights-based warnings, consider how you can use affective statements to first address behaviour in the classroom.

An affective statement is a communication and conflict resolution tool. By communicating “I” rather than “you” it can help students understand the desired behaviour without feeling attacked. The speaker is able to make someone aware of a concern, while simultaneously taking responsibility for their own thoughts and feelings rather than attributing them to someone else. In doing so this can reveal ways in which one’s actions have impacted the speaker (and others) in a way that is less hurtful and more constructive.

- An affective statement is comprised of three parts
  - When \_\_\_\_\_
  - I feel \_\_\_\_\_
  - I need you to \_\_\_\_\_
- Examples:
  - “[Name], when you are calling out, I am concerned you are preventing other students from working. They have a right to learn. I need you to be quiet/act responsibly/be fair.”
  - “[Name] I feel hurt when I hear talking while I’m teaching because it distracts others and makes it difficult for me to focus. I appreciate when you listen like others have been because then I know you are learning.”

### **Rights-Based Warnings**

Depending on the circumstances or frequency of misbehaviour, you may need to use more direct language. Where possible these are always best said one-on-one. Creating a situation with a student experiences shame and/or public humiliation can often make a situation worse. Where possible it is always best to follow up with a W.A.R.R.M conversation (Appendix 5) after class.

Consider the following suggestions.

- *Talking (noise making/moving) when you are trying to talk to the class*
  - (Moves closer to student) “[Name], I’m glad you’re excited to show what you know, but let’s give everyone a chance.”
  - “[Name], your talking is preventing other students from working. They have a right to learn. I need you to be quiet/act responsibly/be fair.”
  - “[Name], your talking is preventing other students from working. They have a right to learn. I need you to be quiet.”
  - “Right now [Name] you are cutting across the rest of the class’s right to hear. I need you to be quiet/responsible/fair.”
  - “[Name], you seem to have forgotten that others have a right to learn. I need you to quiet so they can hear me.”
  - *Refer to your Hierarchy of Consequences*

- *Not having equipment*
  - “[Name], you need your equipment to learn. Also, when you borrow from others you interfere with their right to learn. I need you to bring all necessary equipment to class next lesson.”
  - *Repeat concerns should be reported to a Year Level Coordinator and documented on Compass*
  
- *Putting down other students*

“[Name], Cleo has a right to feel comfortable in this classroom. You are not respecting her rights. I need you to speak nicely.”

“When you speak disrespectfully to Cleo, [Name], she must feel bad. She has a right to feel safe and comfortable in this room. I need you to be careful how you say things.”
  
- *Coming late to class*
  - “[Name], when you come late to class you interrupt what we are doing, and therefore interfere with the rest of the class’s right to learn. I need you to come on time.”
  
- *Eating*

“[Name], when you eat, others are distracted which impacts their right to learn. I need for you not to eat in class.”

## Appendix 3

### Verbal Control Approach

This section suggests stages for structuring your management of student behaviour.

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

**2. Warn the student.**

Include:

- The name of student you are addressing;
- An affective Statement ('I' statement): When \_\_\_\_\_ I feel (worried or concerned) that \_\_\_\_\_ I need you to \_\_\_\_\_
- A description of the inappropriate behaviour they are demonstrating and the impact a statement of why their behaviour is inappropriate; and
- What you want them to do.

**Example**

[Name], when you talk, I feel concerned that it will interrupt others and stop them from working I need you to be quiet.

**3. If there is student resistance, don't discuss, but reassert calmly.** Wherever possible this should be done one on one with the student and not publicly. You may have to walk to the student and speak quietly to them.

**Example**

I understand. If you wish to discuss it, we can do that after the lesson or at lunchtime. Right now, I need you to be quiet.

**4. Reassert again (optional).**

**Example**

That's not the point, I need you to be quiet.

**5. Give the student a choice.**

**Example**

[Name], you have a choice. You can quietly complete your work otherwise, you will have to (insert your prepared consequence).

**6. Follow through with your stated consequence.**

**Example**

I need you to sit over there.

Be ready to reassert. If strong resistance is met, do not get into a power struggle. Calmly defuse the power but up the ante. Allow thinking time for the student to process what you are stating. Wherever possible this should be done one-on-one with the student and not publicly.

**Example**

[Name], I don't intend to force you, however, if you choose not to move, then after this lesson finishes I am going to (insert your prepared consequence.) The choice is yours. I will give you some time to think about it.

**A word of advice:** If you want to influence student behaviour, rewards are more powerful than punishment. Consider how the strategies of Glenn Pearsall as well as the Strategies and Language of Resilient Mindsets (CPR) can help you do this. Following up with a W.A.R.R.M conversation (Appendix 5) can also help repair damaged relationships.

## Appendix 4

### Withdrawal 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 Principal.

**As removal from class is a last stage option, if you take this step you must enter relevant information on Compass**

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. Consider giving the student a reflection sheet (Appendix 7) to review while outside.
- Allow the student to return to class if they have agreed to follow the rules.
- Follow up with a W.A.A.R.M conversation see Appendix 5.

**B: Student to be removed to another class (only applicable for years 7-10 for ongoing disruption to class and non-cooperation).**

- Send the student to the General Office, after entering information onto Compass. The student should take work with them, if possible. Give the student a reflection sheet (Appendix 7)
- The General Office will allocate the student to a class and record the incident on Compass if you have been unable to do so.
- The student will take the pass to their new class. The new teacher will sign the pass and admit the student. There is to be no interaction between this student and other class members. The staff members’ responsibility is supervisory only.
- The student must return the pass and reflection sheet to the Year Level Coordinator at the end of the lesson.
- As the original teacher, you must contact the relevant co-ordinator to ensure appropriate management of the situation. Collect the reflection sheet from the Year Level Coordinator
- Follow up with a W.A.A.R.M conversation when the student returns to class using their reflection sheet see Appendix 5

**C: Removal to Year Level Coordinator (applicable for all year levels for serious behavioural issues).**

- 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 and a reflection sheet (Appendix 7) with them if possible.
- The Year Level Coordinator will decide on an appropriate course of action.
- As the original teacher, you must then record the action on Compass as soon as possible.
- Follow up with a W.A.A.R.M conversation when the student returns to class (Appendix 5)

## Appendix 5

### W.A.R.R.M conversations

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

The aim of the restorative questioning to ask questions that hold people accountable in a guided discussion about a specific incident (good and bad). We want to gain a shared understanding of what happened, how people have been affected and how we can move forward. This can also be called a W.A.R.R.M conversation.

Conduct a W.A.R.R.M 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 (if culturally appropriate) while leaning forward slightly. Use non-verbal signals like nodding while listening. It is essential to remain calm during a restorative conversation.

The structure of a W.A.R.R.M conversation is:

- **What happened?** - Story telling (what, which, how, where, when, who)
- **Affect** – feelings & emotion (who has been affected & in what ways)
- **Reflection** – better choices (if you had your time over again what would be different?)
- **Repair** – making things right (what needs to happen to fix things)
- **Moving on** – plans & agreements (prevention & behaviour change)

Sample restorative questions you might use in a W.A.R.R.M conversation - Teacher and student (one on one conversation)

- What happened? Where were you? Who were you with? What happened next?
- What were you thinking/feeling when you .....? And what did you do then?
- Who has been affected by what you did/In what ways?
- What have you thought about since?
- What needs to happen to make things right?
- What would be a good plan/agreement if this happens again?
- Note - what, where, which, who, when and how...sometimes 'why' is not so effective.

#### EXAMPLE Scripts

#### **W** - What happened?

- *Hi \_\_\_\_\_ good to see you. I need your help with something. Can you tell my what happened last lesson in class.*
- **Use questioning to determine what happened?**
  - *Tell me what happened?*
  - *Where were you? Who were you with? What happened next?*
  - *What were you thinking/feeling when you...?*
  - *What did you want when you said/did ...?*
- **If necessary guide the student using an affective statement.**
  - *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.*
- **Listen - and paraphrase students' facts and feelings.**
  - *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...*

## **A - Affect .**

- **Who was affected?**
  - *When you call out in class who does this affect?*
  - *In what ways does this impact others/the class/the teacher?*

## **R – Reflect**

- **Where appropriate - confront the student's argument. Try to show that the student's behaviour is unreasonable.**
  - *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?*
  - *Is what you said/did right or wrong?*
  - *Is what you said/did helpful?*
  - *Is what you said/did cruel or kind?*
- **Get the student's agreement that there is a 'problem'.**
  - *Is that OK at our school?*
  - *What does the values matrix say about that?*
  - *Would you agree they didn't feel connected/protected/respected by your actions?*
  - *Would you agree there is a problem?*
- **Have the student consider what they would do differently next time**
  - *If you had your time over again what would be different?*

## **R- Repair**

- **Have the student provide a solution that meets both his/her and your needs. If necessary, suggest some.**
  - *What needs to happen to make things right?*
  - *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?*

## **M – Moving on**

- **Make a plan**
- **Evaluate all the solutions and find one acceptable to both you and the student. Set a timetable to evaluate its effectiveness.**
  - *What would be a good plan/agreement if this happens again?*
  - *OK, then we'll try it until [insert an appropriate time period in here] and see how it goes.*

## Appendix 6

### Detention Guidelines

This section details detention requirements that teachers and Year Level Coordinators must follow as outlined by the Department of Education and Training.

Students may be given 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 schoolwork 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 break may be used for a detention (ten minutes at recess and twenty-five minutes at lunch).

Where students are required to undertake detention after school:

- Parents must be informed at least the day before the detention by the YLC
- The time of detention should not exceed forty-five minutes
- 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.

## Appendix 7

### Restorative Reflection Sheet

<b>Tell me what happened?</b>	
In your own words, write what happened. Please be sure to include what YOU did	
<b>First ...</b>	
<b>Next ...</b>	
<b>Then ...</b>	
<b>Why do you think this happened?</b>	
<b>How were you feeling when this happened?</b>	
<b>What did you need?</b>	
What happened before this event?	
Is there something that you needed?	
What would you need to make sure this doesn't happen again?	



How can make this right?	
Who did your actions effect?	
Person	How they were affected?
What steps (in addition to an apology) can you take to repair your relationship with each person?	
Person	Steps to repair

Moving Forward	
What strategies or skills can you work on so try to avoid this happening again?	
If something similar does happen again in the future, what could you do differently?	
What help do you need to be successful?	

## Appendix 8 Student Management Flowcharts

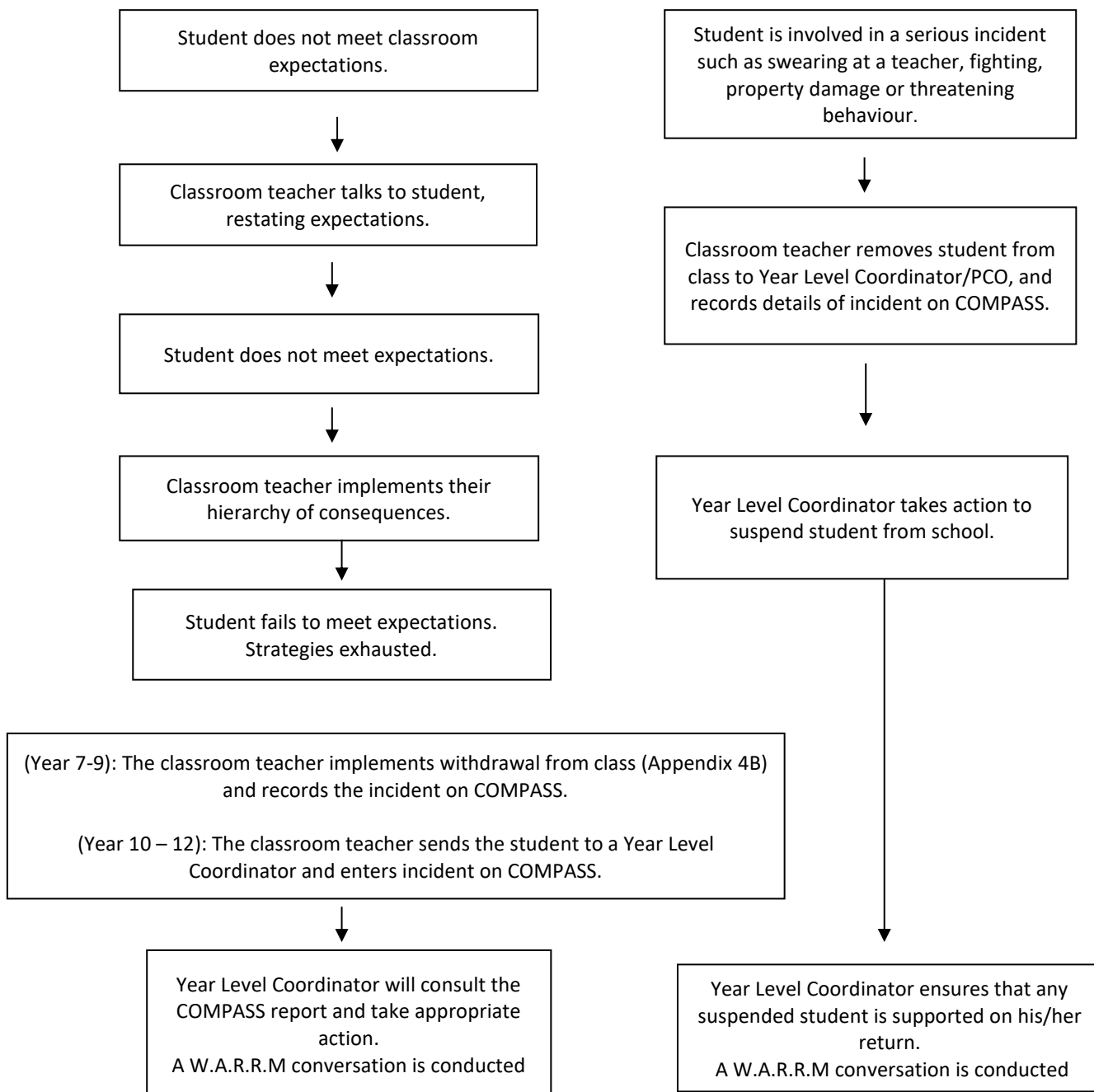
These flowcharts show the relationship between the levels of student management and the intervention points where staff should enlist the support of their colleagues.

### Classroom Behaviour

Students are expected to:

- Respect the rights of others to be safe from physical, emotional or verbal bullying/harassment;
- Use appropriate, respectful language;
- Care for and show respect for other people’s property;
- Line up outside their classroom prior to class, and wait for their teacher’s instruction to enter the room;
- Behave in a way that allows others to learn and work effectively;
- Adhere to the College student rights and responsibilities and values matrix.

### Appropriate Actions / Consequence for Student

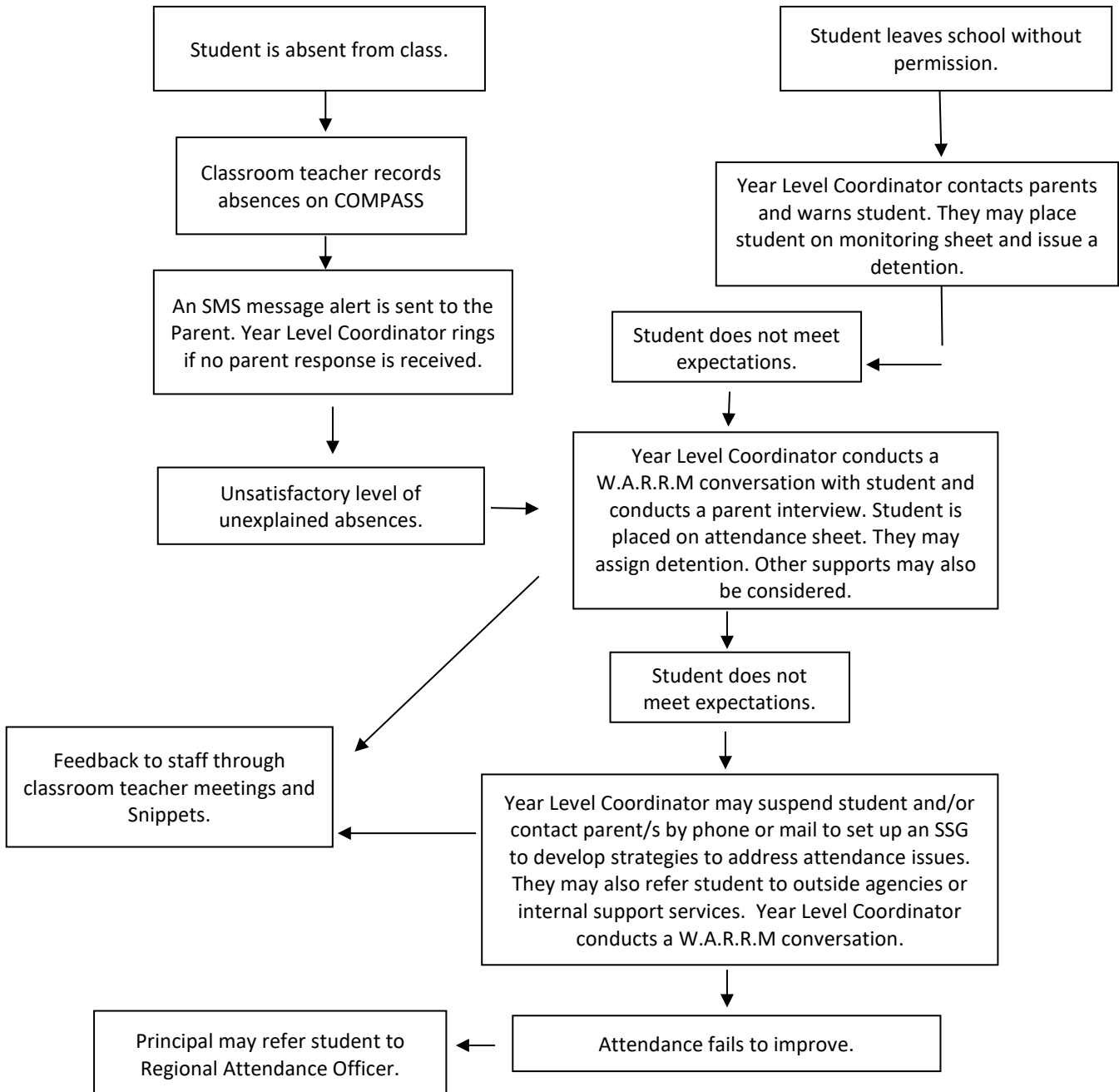


## Attendance

### Expectations

- School policy requires 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 Year Level Coordinator permission before signing out at the General Office.

### Appropriate Actions / Consequence for Student

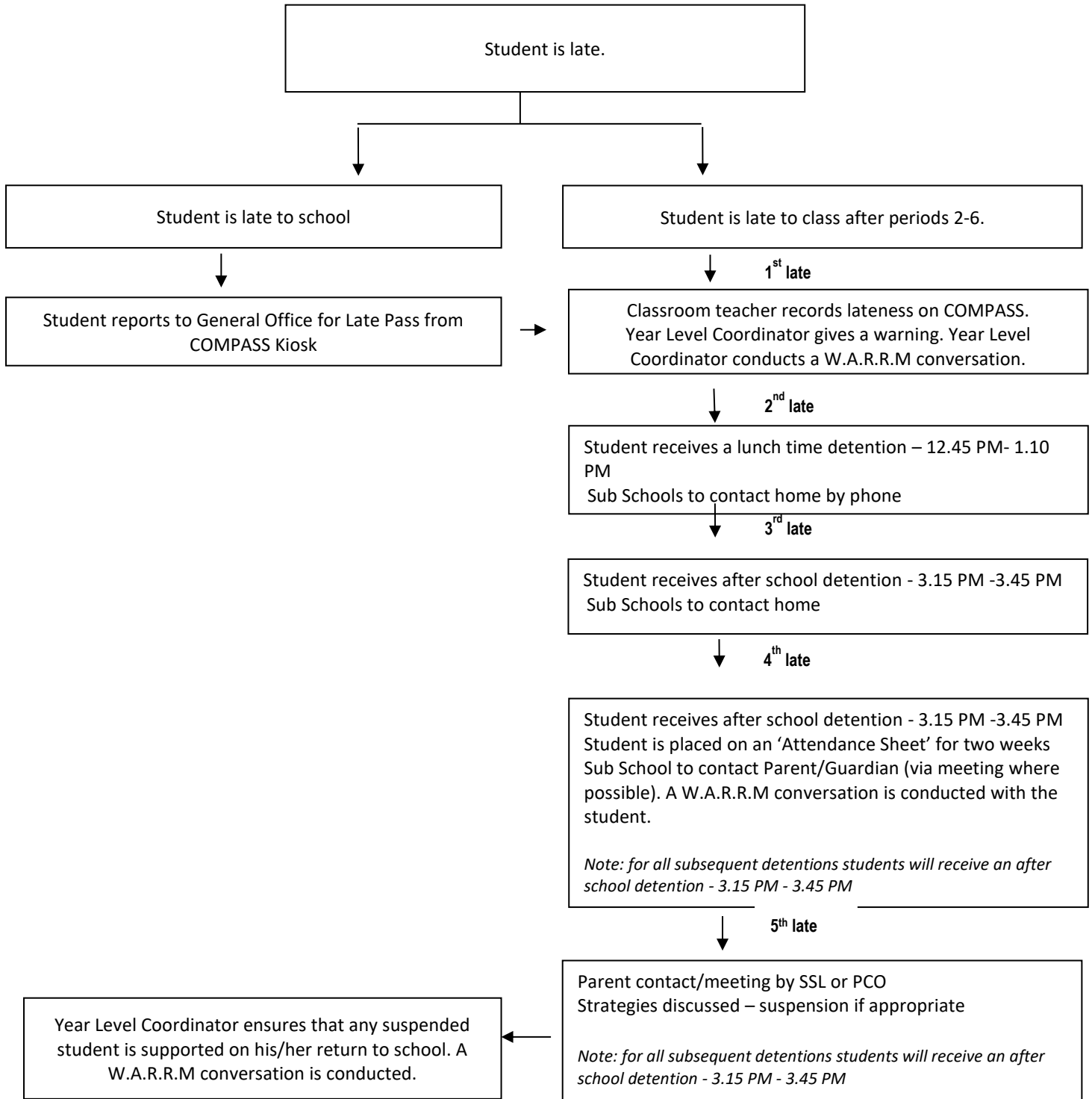


# Punctuality

## Expectations

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

## Appropriate Actions / Consequences for Student



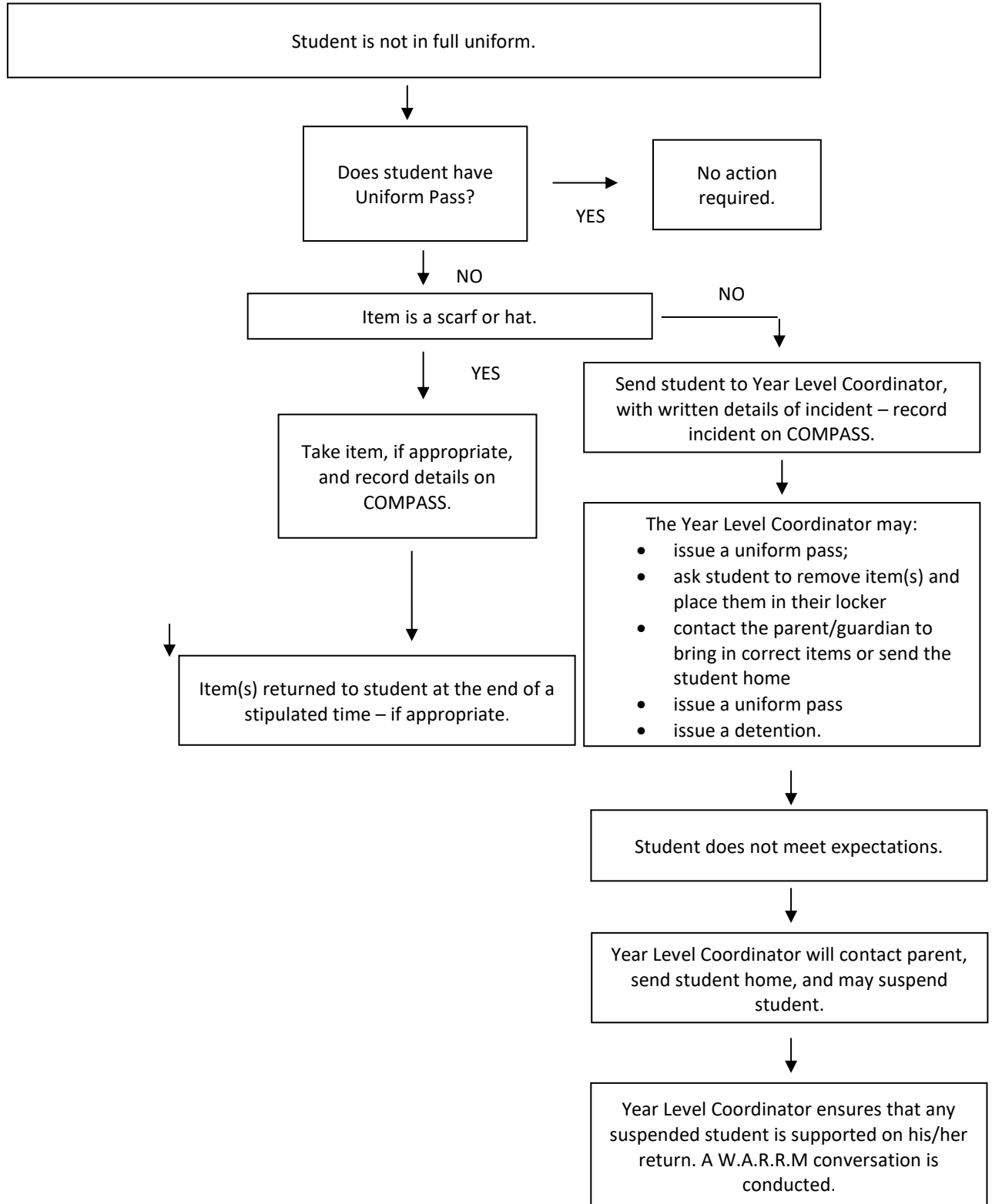
All students start with zero lates at the start of each term

## Uniform

### Expectations

- Full school uniform must be worn for general classes as well as on all school excursions.
- The uniform must be neat, clean and in good repair.
- The PE/Sport uniform must be worn in PE practical classes and for interschool sport
- Full school uniform must be worn to and from school. The PE/Sport uniform may be substituted if the student has PE/Sport periods 1 or 6.
- All students are expected to maintain high standards of personal appearance.

### Appropriate Actions / Consequence for Student

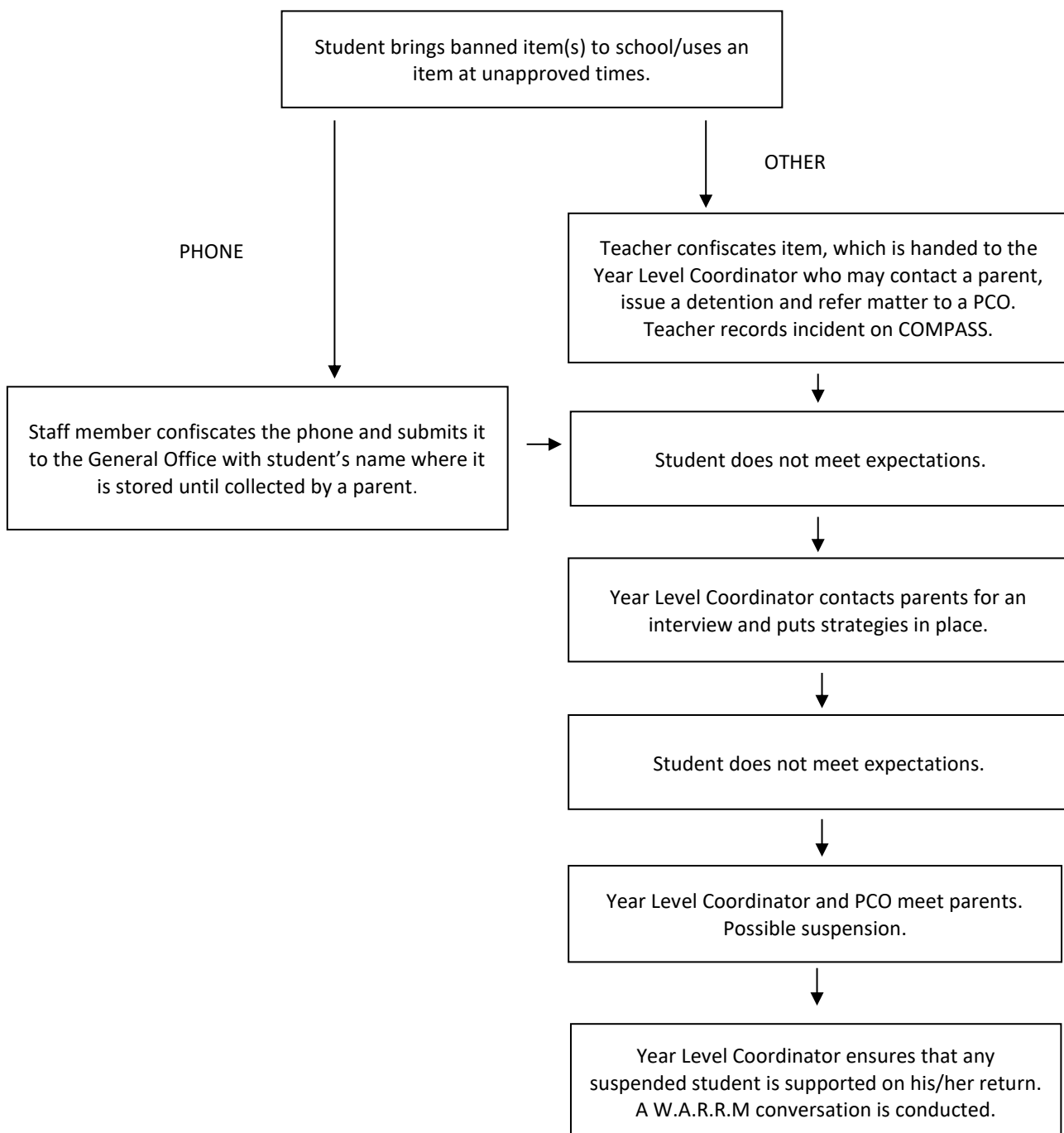


## Inappropriate/Banned Items

### Expectations

- Only authorised electronic equipment (eg. network connected devices, permitted video devices) can be brought to/used in class.
- Mobile phones and smart watches can only be used outside of the school grounds and must be switched off, and in students' lockers during the school day.
- Any items that represent a danger to members of the school community, or could be used to damage school property, are banned from school
- The school does not accept any responsibility for lost, stolen or damaged electronic equipment.

### Appropriate Actions / Consequences for Student

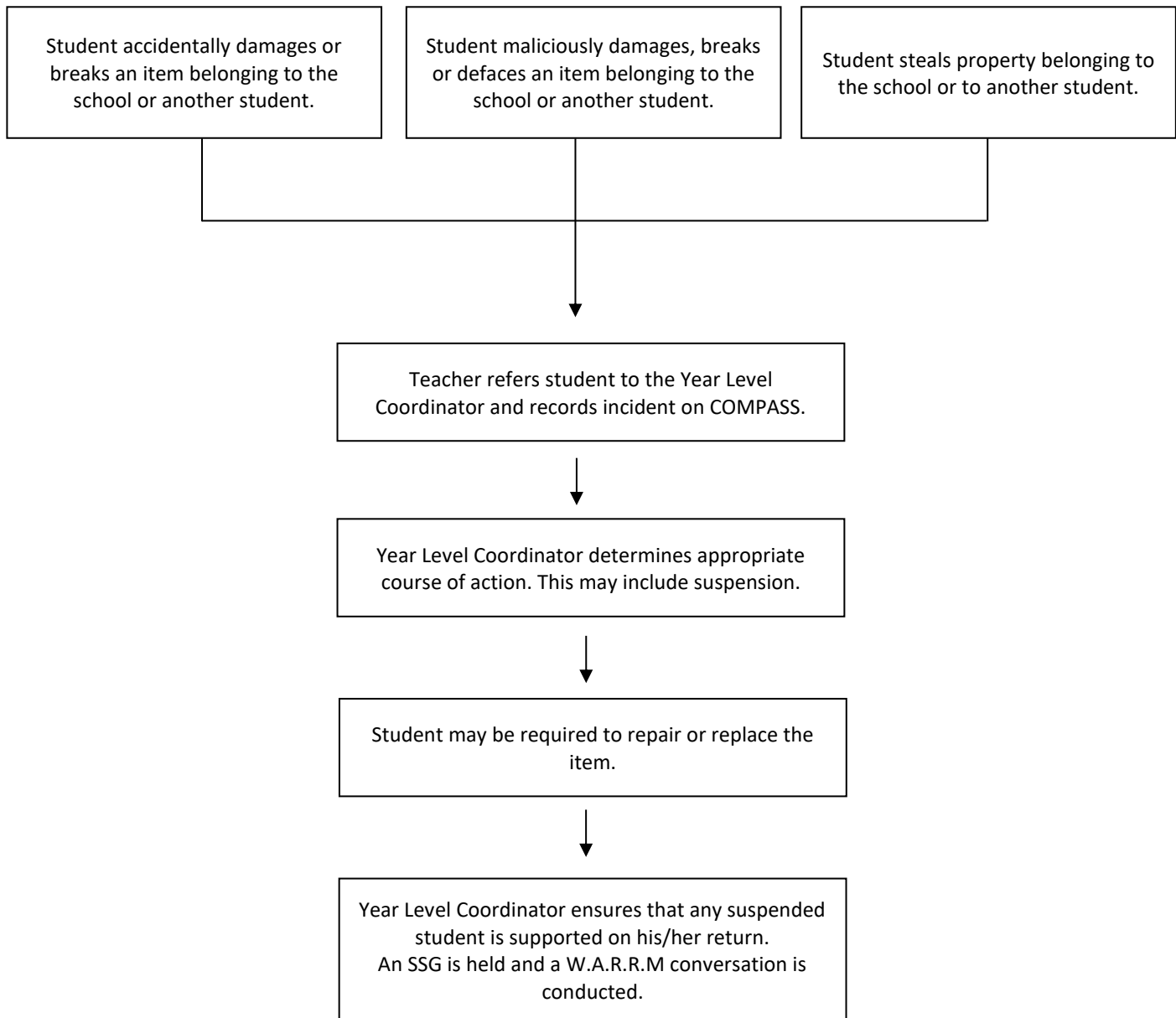


## School Property

### Expectations

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

### Appropriate Actions / Consequences for Student

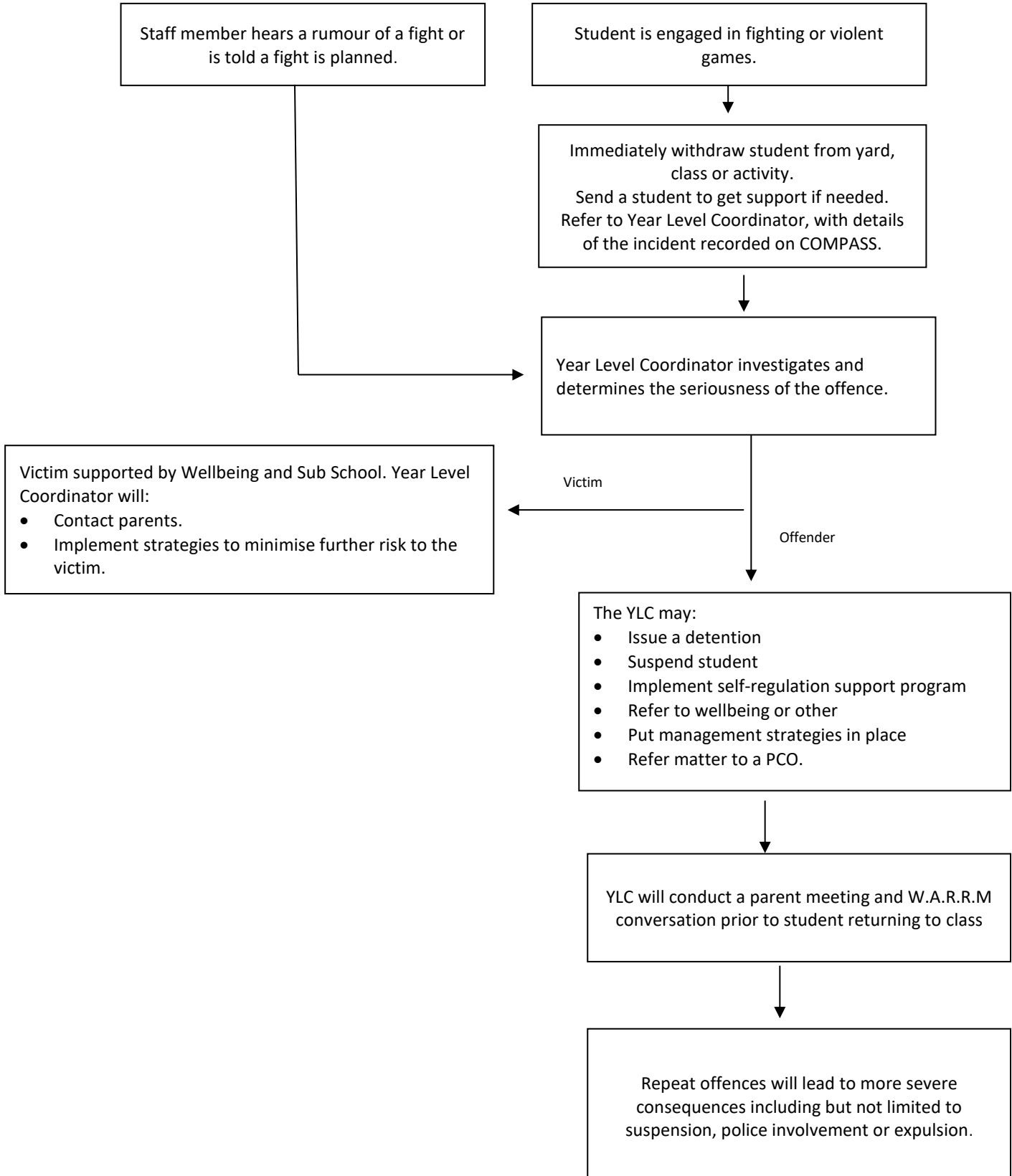


# Fighting

## Expectations

Students are not permitted to engage in any violent games or fighting at school, or on the way to and from school. This includes sparring, "play fighting" or organised fighting.

## Appropriate Actions / Consequence for Student



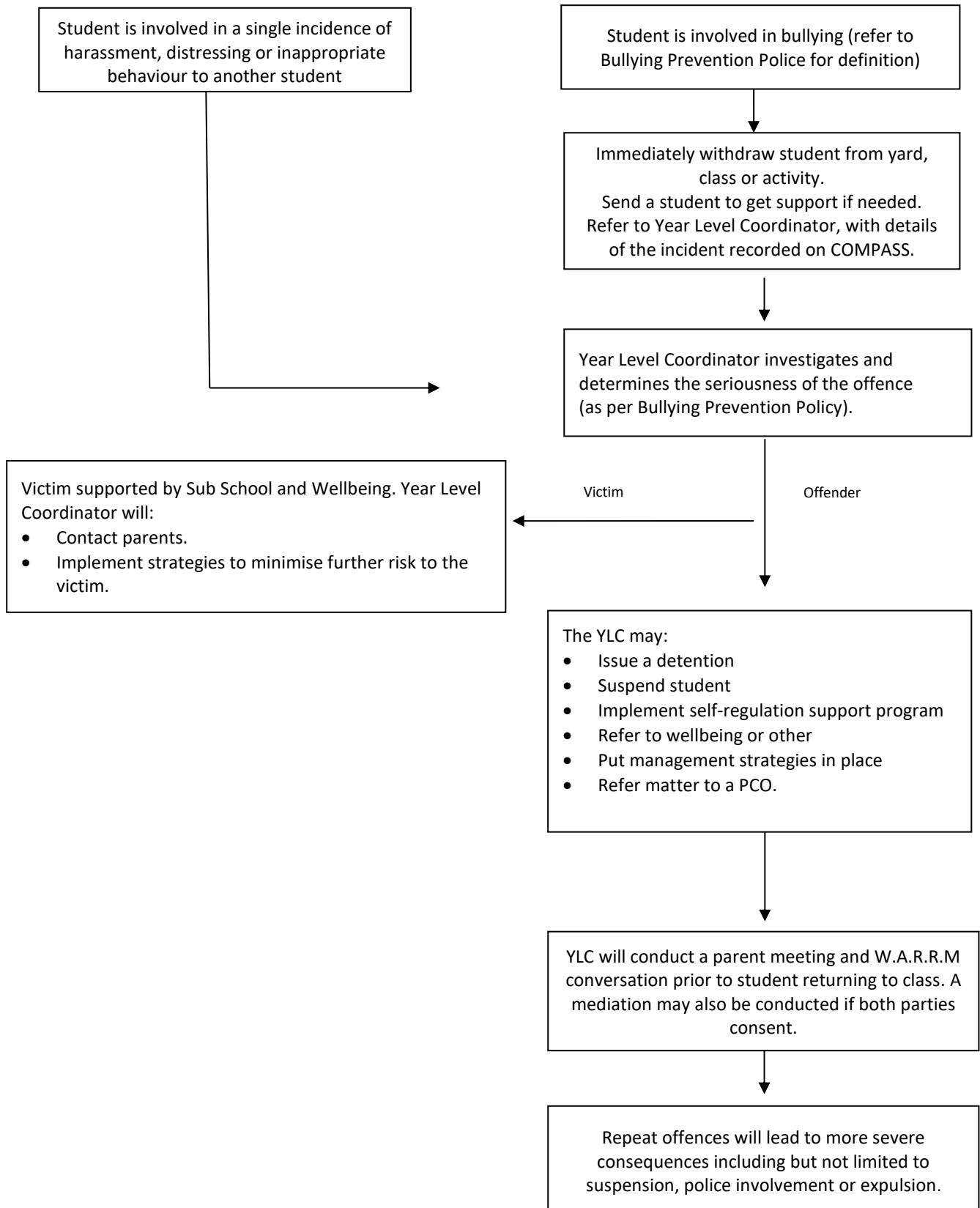


## Harassment and Bullying

### Expectations

St Albans Secondary College is committed to providing a safe and respectful learning environment where bullying will not be tolerated (refer to Bullying Prevention Policy for more detail).

### Appropriate Actions / Consequences for Student

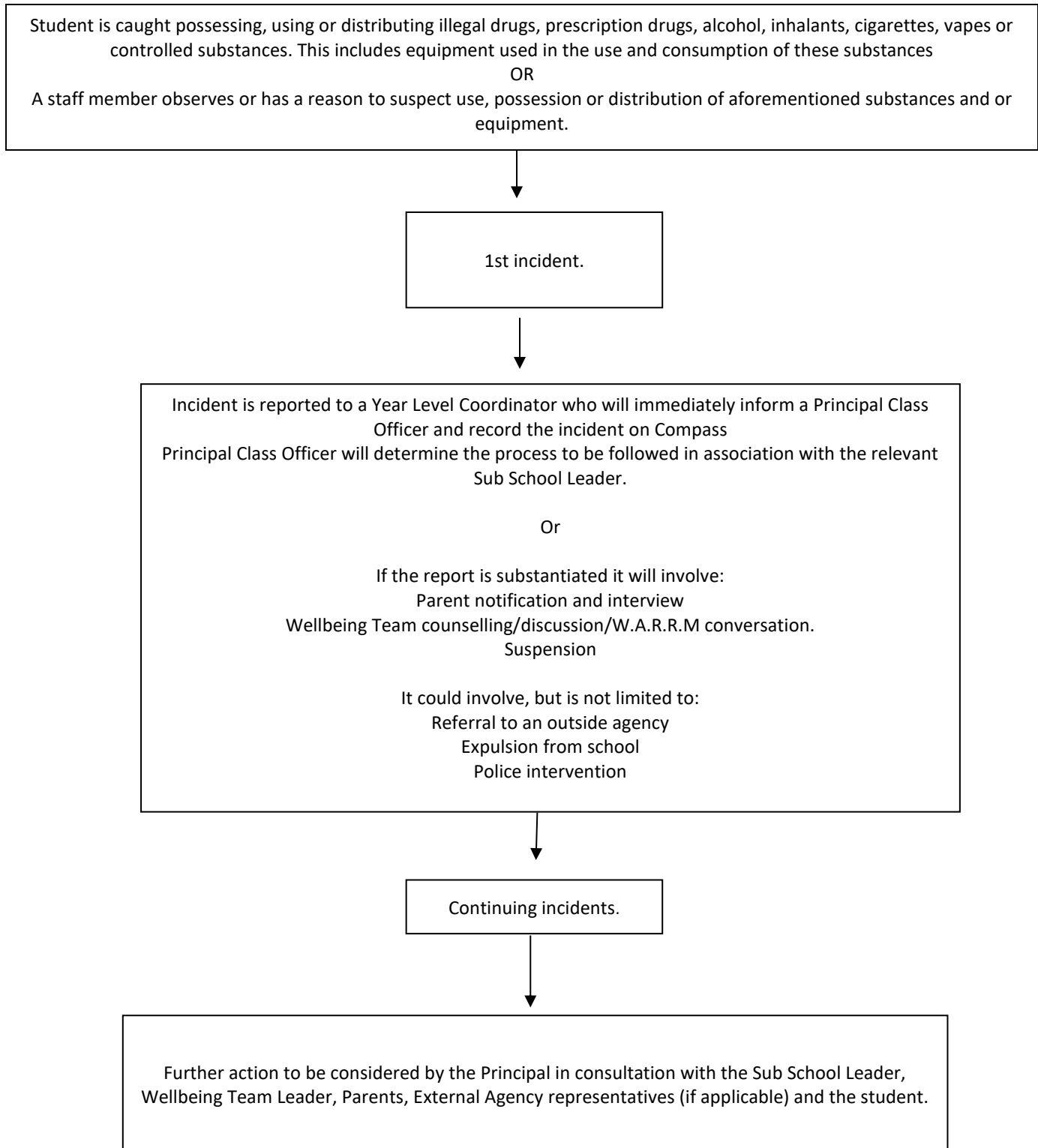


## Use and possession of prohibited substances and equipment smoking, vaping, alcohol and drug use

### Expectations

The use, misuse or distribution of illegal drugs, prescription drugs, alcohol, inhalants, cigarettes, vapes or controlled substances is not permitted at school, in sight of the school, in school uniform, on school excursions/activities or to and from school.

### Appropriate Actions / Consequences for Student



## 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 / Consequences for Student

