



WERRIBEE SECONDARY COLLEGE

Student Engagement Policy 2010



WERRIBEE SECONDARY COLLEGE

Werribee Secondary College aims to be "A School of Distinction". The College is determined to implement the best quality practice in both tradition and innovation in education as evident in Australia and internationally.

Vision

The College will provide opportunities for all students, irrespective of background or ability, to access a broad range of knowledge, skills and competencies; this is accompanied by the promotion of values and attitudes that will enable students to become more resilient and ready for the dynamic world of post-secondary education options, both within Australia and overseas. These attributes will be fostered within a climate of community building, promoting a sense of global citizenship.

The College provides students with an international perspective within its curriculum and co-curricular programs. The College will explore the opportunities afforded through International School Accreditation, as well as becoming a provider of the International Baccalaureate. College policies and programs are consistent with the United Nations Universal Declaration of Human Rights.

Values

Werribee Secondary College is committed to a set of values and attributes consistent with the College motto: "Live Worthily".

These values and attributes consist of:

- respect,
- responsibility,
- honesty and integrity,
- cooperation, and
- perseverance.

The College will promote these values through:

- the content of what it teaches,
- the process of how it teaches, and
- the implementation of its policies and rules.

College values are underpinned by a set of core beliefs related to self and our relationships with others, as outlined below:

What our core values mean:

CORE VALUE	SELF	OTHERS
<p>RESPECT means caring for yourself and being considerate of others' opinions, beliefs, culture and property.</p>	<p>Care for yourself:</p> <ul style="list-style-type: none"> • Care for your mind, body and spirit • Wear your uniform with pride • Be neatly groomed and have a positive outlook 	<p>Care for others:</p> <ul style="list-style-type: none"> • Be courteous • Listen and respond to their ideas and opinions • Look after school and other people's property • No put downs • Accept that diversity is a positive thing
<p>RESPONSIBILITY means being ready and willing to learn with a positive attitude.</p>	<p>Do the right thing:</p> <ul style="list-style-type: none"> • Make wise decisions • Follow expectations • Be accountable for your actions <p>Be well organised:</p> <ul style="list-style-type: none"> • Use time wisely • Be punctual • Have everything you need with you in class 	<p>Do the right thing by others:</p> <ul style="list-style-type: none"> • Treat others fairly • Participate positively in all learning activities while considering the rights of others • Not interfering with other people's learning • Be able to do what is needed of you
<p>HONESTY & INTEGRITY means being reliable and trustworthy.</p>	<ul style="list-style-type: none"> • Tell and seek the truth • Be true to your word • Admit mistakes and learn from these • Be consistent • Have honourable intentions 	<ul style="list-style-type: none"> • Be supportive • Do the right thing by your family, the school and local community
<p>COOPERATION means working and learning together in a positive way.</p>	<p>Develop the ability to work independently:</p> <ul style="list-style-type: none"> • Work productively on your own • Learn to rely on yourself to solve problems 	<p>Develop the ability to work interdependently:</p> <ul style="list-style-type: none"> • Learn to collaborate with others • Make your contribution as part of a team
<p>PERSEVERANCE means persisting and doing your best at all times.</p>	<p>Doing your best:</p> <ul style="list-style-type: none"> • Work hard by giving 100% effort • Improve your learning • Have the confidence to seek help when needed • Have pride in work • Keep trying • Have high, but realistic expectations 	<p>Allowing others to do their best:</p> <ul style="list-style-type: none"> • Assist and encourage others • Have realistic expectations of others

GUIDING PRINCIPLES

The Werribee Secondary College community of students, parents and staff is committed to providing an orderly, safe, caring and stimulating environment that allows all students to reach their potential.

We believe that this is achieved through:

- Adherence to the core values of respect, responsibility, honesty, integrity, cooperation and perseverance;
- The promotion of respect for self and others, for property and for the environment;
- The development of courteous, considerate and co-operative ways of behaving; and
- Taking responsibility for personal actions.

SCHOOL RULES

1. We must all attend regularly, be on time for classes and be properly prepared for work.
2. We must allow learning to take place and must follow instructions.
3. We must show consideration for others through words and actions based on respect so as to cause no harm or offence.
4. We must move and act in a way that isn't disruptive or unsafe for others and ourselves.
5. We must always act in ways that look after our own property and that of the school community.
6. We must act in a way that reflects well on ourselves, our families and our school.

College Policy documents are available to staff, parents and students on the College Extranet. Policies which are particularly relevant to Student Engagement include:

- Student Promotion
- Equal Opportunity
- Appropriate Behaviour
- Fighting at School
- Uniform Policy
- Behaviour for Safe Bus Travel
- Grooming and Personal Image

SUPPORT FOR STUDENTS

The College has a number of personnel, strategies and processes in place to monitor and support students who may be at risk of failing to complete Year 12. These include:

- Full-time Student Welfare Coordinator
- Part-time School Chaplain
- Salvation Army Student Mentors
- Wannik Education Strategy Coordinator
- Referrals to DEECD and external agencies
- School-based 'Students at Risk Committee'
- Like Achievement Groups (Years 8-10)
- A range of Senior School programmes:
 - Victorian Certificate of Applied Learning (VCAL)
 - Victorian Certificate of Education (VCE)
 - International Baccalaureate (IBO)Both programmes may be studied with or without unit of Vocational Education and Training (VET)

CODE OF CONDUCT

EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY:	THE PRINCIPAL & STAFF HAVE A RESPONSIBILITY:	PARENTS & GUARDIANS HAVE A RESPONSIBILITY:
<p>1. Each person has a right to be accepted and treated with respect and courtesy.</p>	<ul style="list-style-type: none"> • To treat staff, parents and students in this way. e.g. No put-downs. 	<ul style="list-style-type: none"> • To treat staff, parents and students in this way. e.g. No put-downs. 	<ul style="list-style-type: none"> • To treat staff, parents and students in this way. e.g. No put-downs.
<p>2. Each person has the right to learn; and to develop interests, abilities and ambitions in a secure and supportive environment.</p>	<ul style="list-style-type: none"> • To be prepared for classes [appropriate materials, books - especially the Student Study Planner]. • To be punctual. • To attend all classes and activities. • To work co-operatively with others • To listen to and learn from others. • To explore and express relevant and thoughtful ideas and opinions. • To complete set work to the best of their ability. • To complete all homework by due date. • To behave in a way that allows others to learn. • To be accountable for their behaviour. 	<ul style="list-style-type: none"> • To be prepared for classes [Appropriate plans, corrections, materials etc]. • To set homework. • To be punctual. • To attend all classes and activities. • To work co-operatively with others. • To listen and learn from others. • To explore and express relevant and thoughtful ideas and opinions. • To work to the best of their ability. • To keep clear & accurate records of student work. • To be accountable for their professional practice. • To follow classroom management plans which are fair and consistently applied. • To help all students to develop their interests, ambitions and abilities with effective, flexible and supportive teaching practice and meaningful work. • To inform parents of their child's academic and social progress. • To inform parents of disciplinary measures taken where this Code of Conduct is breached. • To keep up-to-date with professional issues and practices • To use Professional Development effectively. 	<ul style="list-style-type: none"> • To support students and the school in providing a quality education. • To support actions which are taken in accordance with the school's Student Engagement Policy. • To supervise their children's homework. • To check Student Study Planners on a daily basis and ensure their children are using them effectively. • To sign notices and ensure they are returned to the school the following day. • To contact the school when concerns arise. • To provide notes explaining all student absences, lateness, being out of uniform etc. • To communicate in writing with the school when there are changes of address, phone numbers, known extended absences, etc. • To make the school aware of any difficulties or problems that may affect student development and learning. • To regularly communicate with the school and attend Parent Teacher Interviews and relevant meetings which give them the opportunity to meet staff and other parents. • To read each edition of the Parent Newsletter.

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<p>3. Each person has the right to feel & be safe.</p>	<ul style="list-style-type: none"> • To act in a safe and sensible manner with consideration for others. This includes not setting up fights, arguments between others, bullying or any form of harassment. • To follow safety rules. • To immediately report unsafe actions or situations. • To behave in a sensible and safe manner on the way to and from school. • To use public transport in a safe manner. • To use only their own medication appropriately. 	<ul style="list-style-type: none"> • To give clear instructions about appropriate safety procedures. • To be aware of and observe Occupation Health & Safety Guidelines. • To act in a safe manner and with consideration for others. • To immediately respond to and/or report unsafe actions or situations. • To monitor medication as arranged with parents. 	<ul style="list-style-type: none"> • To support the school's policies and practices. • To report any known unsafe actions or situations immediately they are aware of them. • To notify the school of health problems that could affect other members of the school community. • To provide for the general well-being of their children. • To notify the Year Level Coordinators of specific conditions and requirements for illness and arrange monitoring.
<p>4. Each person has the right to equal opportunity.</p>	<ul style="list-style-type: none"> • To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origins], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment. 	<ul style="list-style-type: none"> • To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origin], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment. • To adopt professional Dress Standards commensurate with their duties. 	<ul style="list-style-type: none"> • To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origin], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.

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<p>5. Each person has the right to have all personal or community property cared for.</p>	<ul style="list-style-type: none"> • To care for all personal and community property. • To have all personal property clearly named. • To use property appropriately. • To store valuable items safely. • To hand in lost property. • To report interference with property belonging to others. • To check lost property for missing items, such as uniform. • NB Valuable items are brought to school only at the students' own risk. 	<ul style="list-style-type: none"> • To promote responsible attitudes and behaviour towards property • To care for all personal and community property. • To have appropriate labels on school and personal property. • To ensure rooms are secure, by locking doors/windows. • To ensure rooms are left clean and tidy. • To attend yard duty as scheduled. 	<ul style="list-style-type: none"> • To support the school's policies and practices. • To ensure that all student property is clearly named and that students do not bring inappropriate property to school. • To promote responsible attitudes and behaviour towards personal and community property.
<p>6. Each person has the right to participate in the life of the school including relevant decision-making processes.</p>	<ul style="list-style-type: none"> • To participate in the school's decision-making processes. • To participate in various co-curricular activities both in and out of school hours. • To observe the school's Uniform Policy. • To let their parents know what's going on at school. • To take all notices, newsletters etc., home to their parents. 	<ul style="list-style-type: none"> • To participate in the school's decision-making processes and foster student, parent and community participation. • To participate in and implement co-curricular activities. • To implement and monitor the school's Uniform Policy. • To contribute to information flows between the school, the parents and the community. • To contribute to the Parent Newsletter and other documents for parents and the community. 	<ul style="list-style-type: none"> • To ensure their children observe the Uniform Policy. • To be informed about and participate in the school's decision-making processes. • To support and when relevant participate in the school's co-curricular programs. • To maintain close contact with the school. • To read the school newsletter on a regular basis. • Contribute to the Parent Newsletter as appropriate.
<p>7. Each person has the right to achieve his or her best.</p>	<ul style="list-style-type: none"> • To strive to achieve their best by working consistently and with effort to their full potential. 	<ul style="list-style-type: none"> • To strive to achieve their best by working consistently and with effort. • To provide educational programs and services which cater for individual needs. • Continually to strive to improve professional practice. • To present themselves in a professional manner. 	<ul style="list-style-type: none"> • To show daily interest in their children's work and efforts • To provide encouragement for their children to achieve their best. • To foster positive attitudes towards education and achievement. • Monitor their child's academic performance via the internet.

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<p>8. Each person has the right to experience success; to receive praise for achievement.</p>	<ul style="list-style-type: none"> • To take up the opportunities provided by the school. • To encourage and support others to achieve. • To graciously accept praise and reward. • To acknowledge and praise others. 	<ul style="list-style-type: none"> • To create opportunities for the members of the school community to achieve and be successful. • To encourage and support effort and achievements of both students and staff members. • To foster an atmosphere in which achievement is valued and rewarded. • To acknowledge and praise others. 	<ul style="list-style-type: none"> • To acknowledge and praise their children's efforts and successes. • To attend functions which involve or recognise their children's contributions to the school when possible. • To acknowledge and praise efforts made by the members of the whole school community.
<p>9. Each person has the right to a clean, tidy and attractive school.</p>	<ul style="list-style-type: none"> • To use bins and dispose of rubbish properly. • To care for equipment, facilities and the environment. • To participate in maintaining a clean and tidy school. 	<ul style="list-style-type: none"> • To provide bins & facilities for handling of litter. • To provide encouragement and awareness programs so students value and respect the school environment; as well as promote care & concern for equipment, facilities and the environment. • To help in the implementation of school clean-up activities and encourage practices which reflect the need for proper disposal of waste & litter. • To maintain a clean & tidy school. 	<ul style="list-style-type: none"> • To promote care and concern for school equipment, facilities and the environment. • To participate in projects which help in the development of resources and pride in the school.

CONSEQUENCES FOR BREAKING SCHOOL RULES AND POLICIES

Werribee Secondary College has implemented a student management process which is based on Lee Canter's Assertive Discipline model.

- There are consistent classroom rules across the college. Teachers promote the observance of these rules both inside and outside of their classroom.
- Whilst it is ultimately the classroom teacher's responsibility to manage behaviour in their classroom, Sub-School Teams support classroom teachers by dealing with inappropriate behaviour which may be repeated and or of a more serious nature.
- Principal Class personnel play a role in supporting classroom teachers and Sub-School Teams and lead discussions during conferences related to suspensions.

On the following pages are samples of the consequences that will apply when students breach the Code of Conduct. It is indicative of the level or seriousness of offences and the likely school responses to incidents. It is important to note that individuals and their individual circumstances will be taken into account when consequences are applied.

The purpose of this document is to alert you to the possible consequences of inappropriate behaviour and to provide students, staff and the school community with guidelines to ensure the rights and needs of all people in the community are respected, monitored and effectively addressed.

Please note that not every listed consequence will be applied in every case. The three levels contained in this document reflect the increasing seriousness of problems [e.g. Level Three issues are regarded as extreme and will be dealt with accordingly]. Your cooperation as a member of our school's community is assumed.

Please also note that all school rules and consequences apply while students are at the school, engaged in school activities and on the way to and from school.

False reporting of offences will be treated severely - as such actions undermine the school's Code of Conduct processes.

SPECIAL CIRCUMSTANCES:

Camps and Excursions

Students who have breached the Code of Conduct may be excluded from excursions and camps. This will particularly apply to students who incur any form of suspension.

Examinations:

Examinations are held each semester for all students in Years 9 to 12 and for some students from Years 7 to 12. It is expected that all students respect the rights of others to concentrate on the examination to enable each to perform to their best.

Any disturbance that affects the rights of other students under examination conditions will be regarded as a serious breach of the Code of Conduct. The following procedure will apply:

1. The student will be given one formal warning by the supervising teacher.
2. A second incident will result in removal from the room and instruction to report to the Assistant Principal or the relevant Sub-School Team.
3. Consequences will include advice to parents a record of the incident in the student's report for that subject [a score of 'zero' on the examination plus an appropriate comment] and appropriate retention arrangements.

STAGED RESPONSE: LEVEL ONE - MANAGE

Where the classroom teacher or a teacher nearby is in charge of the situation and manages any problems - with the Year Level Coordinator being kept informed or involved as appropriate via an entry in the RAM Behaviour Module. If an interview with the family is required the Year Level Coordinator may make the necessary arrangements.

Examples of Breaches	Rules	Staged Response
1A) Lateness to School	1 & 2	<p>All of the following steps must be taken:</p> <p>Period 1- after 8.55 am</p> <ul style="list-style-type: none"> • Students go to the General Office • If appropriate, students will be issued with a retention at the General Office. • A Late Pass will be issued for presentation to the Class Teacher. Class teacher marks the student present without marking the number of minutes late and without issuing a retention. • Students will not be admitted to class after 8.55am without a Late Pass.
1B) Lateness to Class without a note (other than at the start of the day)	1 & 2	<ul style="list-style-type: none"> • Remind student of school rule. • Class Teacher records lateness in RAM and time is made up – as appropriate and a note made in Student Study Planner. • Persistent or gross lateness to class – late retention issued by Year Level Coordinator.
1C) Failure to bring Study Planner to class	1 & 6	<ul style="list-style-type: none"> • Remind student of school rules. • Retention and/or parent contact with second instance.
1D) Lack of equipment and books for classes.	1 & 2	<ul style="list-style-type: none"> • Remind student of school rule. • Teacher warning for first incident and a note in the Student Study Planner. • Parent contact coordinated by Year Level Coordinator for repeated incidents, and retention given if repeated. • Work Card as appropriate.
1E) Lack of homework.	1 & 2	<ul style="list-style-type: none"> • Remind student of school rule. • Note recorded in Student Study Planner and work is submitted the next lesson. Retentions may be issued by the class teacher. • Issue "Non-Submission of Work" notice for major assessments. • Subject teachers to inform parents after consultation with Year Level Coordinator when significant problems arise. Arrangement for catching up with work may be negotiated. • Work Card issued by Year Level Coordinator, as appropriate
1F) General misbehaviour - class, buildings and yard. This includes not following instructions.	3, 4, 5 & 6	<p>At Time of Incident:</p> <ul style="list-style-type: none"> • Remind student of school rule. • Student asked to stop with warning of logical consequences. • Follow up with a logical consequence. <p>Follow Up:</p> <ul style="list-style-type: none"> • Parent and Year Level Coordinator contact for repeated offences. • Consequences may include: <ul style="list-style-type: none"> • Behaviour Card • Counselling • Agreements/Contracts, etc. • Retention (class or yard duty) • Restricted access at recess / lunch. • Class teachers may issue a maximum of one afterschool retention per session. If the behaviour is more severe, the student is to be referred to the relevant Sub-School Team.

STAGED RESPONSE: LEVEL ONE - MANAGE (Cont'd)

Examples of Breaches	Rules	Staged Response
1G) Accessing other people's property without permission	3, 5 & 6	<ul style="list-style-type: none"> • Remind student of school rule. • Note in Student Study Planner. • Class teacher retention where appropriate e.g. if repeated behaviour or disruption of the lesson occurs.
1H) Being in buildings or other areas designated "out of bounds".	2, 5 & 6	<ul style="list-style-type: none"> • Remind student of school rule. • Removal from area & warning. • Community service arranged by Year Level Coordinator for repeated offences. • Restricted lunch/recess areas.
1I) General swearing and offensive language.	2, 3 & 6	<ul style="list-style-type: none"> • Remind student of school rule. • Apology made. • Retention, if repeated behaviour or swearing is directed at someone. • Refer to Level 2H if involving staff or is of a vulgar nature.
1J) Eating/drinking in class or buildings.	2, 5 & 6	<ul style="list-style-type: none"> • Remind student of school rule. • Removal of item/s (confiscation if necessary). • Clean-up of immediate area, if necessary. • Community service to improve the environment, where warranted.
1K) Use/possession of chewing gum, "whiteout", permanent markers & similar pens.	2, 5 & 6	<ul style="list-style-type: none"> • Remind student of school rule. • Confiscation/removal of item/s. • Refer to Level 2I if damage is caused.
1L) Banned: Use of iPods, MP3 players, mobile phones (including camera phones), gaming devices and similar technologies that interfere with educational progress during school hours. NB Mobile phones must not be seen during school hours.	1, 2, & 5	<ul style="list-style-type: none"> • Remind student of school rule. • In class, teacher issues an After-School Retention • Class teacher should confiscate the item and return it to the student at the end of the lesson. • For repeated incidents or refusal to yield the item, Year Level Coordinators may confiscate for the rest of the day <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • For repeat offences, parent contacted and item to be collected only by parent.
1M) Littering and spitting.	2, 5 & 6	<ul style="list-style-type: none"> • Remind student of school rule. • Clean up of immediate area. • Community Service arranged by Year Level Coordinator as appropriate.
1N) Riding bikes & scooters, roller-blading in school grounds or use of other items in a careless or dangerous manner. (Note: Skateboards and laser pens are banned from school).	2 & 4	<ul style="list-style-type: none"> • Remind student of school rule. • Depending on circumstances, a retention may be issued and the item confiscated for the rest of the day. • Skateboard confiscated and collected at the end of the day. Parents to be contacted to collect board for repeat offences. • Laser pens may be collected only by a parent.

STAGED RESPONSE: LEVEL ONE – MANAGE (Cont'd)

Examples of Breaches	Rules	Staged Response
<p>1O) Wearing incorrect uniform, including appropriate sport /PE uniform.</p>	<p>2 & 6</p>	<p>Out of Uniform With a Note:</p> <ul style="list-style-type: none"> • Uniform Pass will be issued before the start of the day by the Year Level Coordinator. • Parent contact for repeat offenders will apply. <p>Out of Uniform Without a Note:</p> <ul style="list-style-type: none"> • Remind student of the rule and a class teacher issues a uniform retention. • Parent contact by Year Level Coordinator for repeat offenders will apply, even if notes are provided. <p>Out of Uniform on the occasion of an excursion:</p> <ul style="list-style-type: none"> • Student will not be permitted to attend the excursion. Alternate program will be organised for the student by an Assistant Principal or relevant Year Level Coordinator. Parent contact may be required. <p><i>SWC counselling & support will be provided if appropriate. Students who continue to breach the Uniform Code may be excluded from classes and school activities by an Assistant Principal or member of the relevant Sub School Team.</i></p>
<p>1P) Water fights and possession of water balloons.</p>	<p>4, 5 & 6</p>	<ul style="list-style-type: none"> • Remind student of school rule. • Confiscation of offending material. • Clean-up of area. • Class teacher yard duty retention. • After-School Retention. • If repeated, refer to the Year Level Coordinator.

STAGED RESPONSE: LEVEL TWO - REFER

Where the classroom teacher or a teacher nearby is in charge of the situation and manages any problems - with the Year Level Coordinator being kept informed or involved as appropriate. If contact with the family is needed the Year Level Coordinator may make the necessary arrangements.

Examples of Breaches	Rules	Staged Response
2A) Defiant and/or continued refusal to cooperate	2, 3 & 6	<ul style="list-style-type: none"> • A reliable student will be sent with an exit slip to the relevant Sub-School Team or Assistant Principal for assistance. • Incident Report completed. • A conference with student, teacher and relevant staff will take place to determine (among other things): <ul style="list-style-type: none"> • The need for a family conference; • Retention; • In-House Suspension; • Formal Suspension; • Written Agreements; • Voluntary transfer arrangements. • The need for counselling other class members and • Witnesses will be addressed as soon as possible. • Action taken.
2B) Truancy/Wagging: (a) Leaving class without permission (b) Not attending individual classes or scheduled duties (c) Leaving premises without permission (d) Extensive unapproved absences	1 & 6 1 & 6 1 & 6 1 & 6	<ul style="list-style-type: none"> • Remind student of school rule. • Complete Incident Report immediately and give to Year Level Coordinator. • On all occasions parent contact is vital. • Counselling and conferences, as appropriate. • Consequences in "Refusal to Cooperate" (2A) may apply. • Monitoring attendance through Attendance Card. • See 2B (a) <p>NB: VCE students are subject Victorian Curriculum & Assessment Authority requirements.</p> <ul style="list-style-type: none"> • See 2B(a) • Restricted areas at lunch/recess enabling closer supervision. • Year Level Coordinators to monitor lateness. • Parent contact made by Year Level Coordinator. • Counselling and referrals. • Planning conferences manage the situation. <p>NB:</p> <ol style="list-style-type: none"> 1. VCE students are subject to WSC VCE attendance requirements. 2. Student Youth Allowance contacted where appropriate by SWC.
(e) School refusal	1 & 6	<ul style="list-style-type: none"> • Year Level Coordinator to monitor attendance. • Student Welfare Coordinator to be advised. • Parent contact, counselling and referral by SWC.

STAGED RESPONSE: LEVEL TWO - REFER (Cont'd)

Examples of Breaches	Rules	Staged Response
2C) Acts that diminish the school's reputation	3, 5 & 6	<ul style="list-style-type: none"> • Incident Report to Year Level Coordinator. • Parent contact as appropriate. • Possible bans from excursions or other events/activities outside school. • After-School Retentions, Suspension as appropriate.
2D) Harassment / Bullying [Any verbal (including racial, sexual or religious) or physical conduct which is unsolicited, unwelcome, threatening or repeated and regarded as offensive. Any persistent behaviour or act which causes another to feel uncomfortable and distressed. This includes setting up others.] [Physical violence - see Level 3B].	3, 4 & 6	<ul style="list-style-type: none"> • Incident Report completed and given to Year Level Coordinator. • Official EO Warning where appropriate recorded on student file for first incident. • Application of the WSC Anti-Bullying Policy. • For further incidents, Year Level Coordinator will contact parents for a conference and the following will apply: <ul style="list-style-type: none"> • Suspension as appropriate; • Agreements and written apology as appropriate; • Counselling and referral as appropriate.
2E) Smoking.	4 & 6	<ul style="list-style-type: none"> • Confiscation of cigarette/s, lighter, matches. Parents may collect these. • Incident Report to Year Level Coordinator. • First incident to result in a letter mailed to parents with smoking questionnaire, or appropriate educational material. • Second incident, After-School Retention. • Third incident, parents will be informed that further incidents will result in suspensions.
2F) Possession of cigarettes, lighters / matches.	4 & 6	<ul style="list-style-type: none"> • Treated as in 2E.
2G) Minor Theft.	3, 5 & 6	<ul style="list-style-type: none"> • Incident Report to Year Level Coordinator. • Replacement or recompense of item. • Suspension.
2H) Swearing at or abuse of staff, students or visitors to the school.	2 & 4	<ul style="list-style-type: none"> • Incident Report to Year Level Coordinator. • Suspension as appropriate. • Written apology. • Counselling and reconciliation processes as required.
2J) Causing Intruder/s to enter and/or be in the school grounds / facilities.	3, 4, 5 & 6	<ul style="list-style-type: none"> • Incident Report to Year Level Coordinator • Parent contact. • Suspension as appropriate. • Possible police contact.

STAGED RESPONSE: LEVEL TWO - REFER (Cont'd)

Examples of Breaches	Rules	Staged Response
2K) Behaviour endangering student's own safety, or that of others.	4, 5 & 6	<ul style="list-style-type: none"> • Incident Report to Year Level Coordinator. • Parent contact. • Suspension as appropriate.
2L) Possession and/or distribution of pornographic material	3, 6	<ul style="list-style-type: none"> • Confiscation of material. • Assistant Principal or Sub-School Coordinator report to parent with option for parent to collect material or destroy within one week. • After-School Retention. • Ban from computer facilities may be applicable.
2M) Production and/or use of offensive material	3, 6	<ul style="list-style-type: none"> • Incident Report to Year Level Coordinator. • After-School Retention, Suspension as appropriate. • Written apology. • Counselling as required.
2N) Forgery	3, 6	<ul style="list-style-type: none"> • Incident Report to Year Level Coordinator. • After-School Retention, Suspension as appropriate. • Parent contact.
2O) Plagiarism (see Policy: Academic Honesty)	3, 6	<ul style="list-style-type: none"> • Incident Report to Year Level Coordinator. • After-School Retention, Suspension as appropriate for both the plagiarist and student who provided the material, as applicable. • Parent contact. • VCE students are subject to WSC VCE and VCAA rules.
2P) Infringements to the Student Drivers' Policy	2, 3, 4 & 6	<ul style="list-style-type: none"> • Warning to student, and Assistant Principal informed • Parents / Guardians Informed • Repeat Offences – After-School Retention or Suspension as appropriate

STAGED RESPONSE: LEVEL THREE - ADMIN

Where the classroom teacher or a teacher nearby is in charge of the situation and manages any problems - with the Year Level Coordinator being kept informed or involved as appropriate. If contact with the family is needed the Year Level Coordinator may make the necessary arrangements.

Examples of Breaches	Rules	Staged Response
3A) Distribution, acquisition and/or use of controlled or illegal substances [including alcohol]	3, 4 & 6	<ul style="list-style-type: none"> • Confiscation. • Removal of student from situation and medical care as appropriate. • Immediate referral to Principal. • Parents informed. • Police informed as appropriate. • Parent Conference. • Formal Suspension. • Written agreement. • SWC counselling and referrals. • Expulsion process, as appropriate.
3B) Violent behaviour [including or inciting fighting, assaults and other reckless aggressive behaviour].	3, 4 & 6	<ul style="list-style-type: none"> • Removal of student/s from other students. • Incident Report to Head of Sub-School / Assistant Principal • Parents informed immediately. • Police informed as appropriate. • Parent Conference. • Suspension. • Written Agreement. • Written Apology - as appropriate. • SWC counselling and referral. • Expulsion process, as appropriate.
3C) Other illegal activities [including carrying knives, weapons, dangerous goods, etc].	3, 4 & 6	<ul style="list-style-type: none"> • Confiscation. • Incident Report to Head of Sub-School / Assistant Principal. • Parents informed immediately. • Police informed as required by law. • Conference. • Immediate withdrawal from classes. • Suspension. • SWC counselling and referral. • Expulsion process, as appropriate.
3D) Vandalism [Destruction of property through reckless behaviour or deliberate action]	3, 5 & 6	<ul style="list-style-type: none"> • Incident Report to Head of Sub-School / Assistant Principal. • Parent contact. • Repair or recompense for damage negotiated as appropriate. • Extensive community service arrangements. • Suspension.
3E) Major theft.	3, 5 & 6	<ul style="list-style-type: none"> • Incident Report to Head of Sub-School / Assistant Principal. • Parents informed. • Replacement of item/s. • Suspension. • Written agreement. • Police informed as required.

STAGED RESPONSE: LEVEL THREE - ADMIN (Cont'd)

Examples of Breaches	Rules	Staged Response
<p>3F) Computer Offences All students are required to follow the guidelines of the Acceptable User Policy (Published in Student Study Planner)</p>	<p>2, 3, 4, 5, & 6</p>	<p>First Offence</p> <ul style="list-style-type: none"> • Incident Report to the Head of Sub-School / Assistant Principal. • Withdrawal of access to computers/internet for an appropriate time (up to 100 school days) as determined by the policy. • Parents informed. • Recompense as appropriate • Community Service • Contract as appropriate. <p>Second Offence</p> <ul style="list-style-type: none"> • As for first offence. • Banning of use of computer facilities as determined by the Policy. Review to occur before access is reinstated. • Contract as appropriate.
<p>3G) Offences relevant to 4.2.4 & 4.4.2 of the Department of Education and Training's Student Engagement Policy Guidelines.</p>	<p>2, 3, 4, 5, & 6</p>	<p>As per "Department of Education & Training Guidelines for Developing the Student Engagement Policy Guidelines".</p>
<p>3H) Offences relevant to the Racial and Religious Tolerance Act, 2001. Acts that engage in conduct that incites hatred against, or serious contempt for, a person's racial or religious background, including:</p> <ul style="list-style-type: none"> ▪ serious contempt for and severe ▪ ridicule of people's racial or religious and practices ▪ writing racist graffiti ▪ making a racist speech ▪ displaying racist posters or stickers ▪ engaging in racist or religious vilification ▪ making offensive racist comments in a publication (including Internet, email) 	<p>2, 3, 4, 5 & 6</p>	<ul style="list-style-type: none"> • Incident Report to Head of Sub-School / Assistant Principal / Learning Technology Manager (if applicable) • Removal of offensive material • Parents informed • Parent conference – if necessary • Written apology • Suspension • Loss of Computer Privileges (if applicable)
<p>3I) Use of mobile camera phone at school.</p>	<p>3, 4, 5 & 6</p>	<ul style="list-style-type: none"> • Confiscation for the rest of the day (Item to be given to the Assistant Principal). • Parent contact and item to be collected by parent only, not student. • Formal Suspension.

WERRIBEE SECONDARY COLLEGE ~ RETENTIONS

The purpose of retentions is to encourage students to take responsibility for their behaviour at class teacher level, and for the class teacher to carry through with clear and logical consequences for misdemeanours in class, whilst inside buildings or in the yard.

CONSEQUENCES OF UNIFORM INFRINGEMENT

1. All students who are out of uniform without a written note from their parent(s) may be issued with a uniform retention by any teacher.
2. Uniform retentions will be held at lunch times.
3. The student will attend the retention on the nominated date and time. Students who fail to attend will be issued with an after-school retention by the Year Level Coordinator.

AFTER CLASS CONSULTATION TIME:

1. This can occur at any time within and outside school hours and parental permission is not required.
2. Teachers have access to students for up to 15 minutes at the end of the school day and at other times – provided the students' recesses are not reduced by more than 50%.
3. Teachers should be mindful that students should not miss their bus as a result of the consultation.

AFTER-SCHOOL RETENTIONS:

An after-school retention may be issued by any teacher or member of the Principal Class.

A record of students receiving retentions and the reasons for the retention will be maintained.

1. A student cannot be detained for retention at the end of the school day beyond 15 minutes duration without at least 24 hours notice in writing to the parent/guardian. The College provides an After-School Retention slip for this purpose.
2. A student cannot be detained for retention if the retention slip is not signed by the parent / guardian.

The majority of student behaviour incidents will be managed by class teachers. Few students should require referral from their classroom to the Year Level Coordinator.

1. After-school retentions are conducted between 3:15pm and 3:40pm and between 3:15pm and 4:00pm (respectively termed "short" and "long" after-school retention)
2. Supervising staff will record the names of students who are absent and these will be given to the relevant Year Level Coordinator.
3. If a student does not attend after-school retention they will be issued two replacement after-school retentions.
4. Students who do not attend replacement after-school retentions will be suspended.

Retention Slips

Retention slips are to be completed by the issuing teacher with at least 24 hours notice for parents and the retention is to be recorded in RAM. Teachers are to ensure that the butt section is placed in the retention folder.

COMMUNITY SERVICE:

This type of sanction is a logical consequence designed to help the student and the school when things go wrong. It is used to help students to make up for what damage they have done and better to understand their responsibilities as citizens of the school community. They may be expected to repair immediate damage they caused. In addition, they can work on other school enhancement projects which will give them the opportunity to develop commitment to their environment.

Generally students will be asked to do yard duty type activities after school between 3.10 & 3.40 using the guidelines as set out under "RETENTIONS". For serious offences more specific services will be negotiated with the student, parents and the school.

SUSPENSION

Suspensions are used as a consequence of serious breaches of the Student Engagement Policy. Suspended students will normally be expected to serve their suspension at home.

In exceptional circumstances, students may spend the day at school **completing class work** in a room separated from other students; the student takes recess and lunch breaks at times different from the rest of the school.

Student Support Group (SSG)

A Student Support Group will be convened in circumstances where a suspension is being considered. The SSG is normally constituted by the:

- Parent of the student
- The student
- Year Level Co-ordinator and / or Head of Sub-School
- Relevant Assistant Principal (as required)
- Student Welfare Coordinator

Under Ministerial Order 184, the reason for suspension must fall within one of the following categories:

- a) threatening or endangering the health, safety or wellbeing of others
- b) committing an act of significant violence against a person or property or being knowingly involved in the theft of property
- c) possessing, using or assisting another person to use prohibited drugs or substances
- d) failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or staff member
- e) consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
- f) consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person.