

Monbulk College

Policy:	Student Engagement
Date Ratified:	August 2018
Date of last Review:	August 2018

BASIC BELIEFS:

Monbulk College believes:

- in the values of:
 - Respect – treating self, others and the environment with integrity and honesty
 - Excellence – achieving personal best in every aspect of college life
 - Responsibility – taking ownership of one’s personal and educational development
- that high quality teaching and learning improves student engagement
- that all students have the right to an education in a safe environment
- that student voice improves civic engagement and a sense of belonging
- that students and staff have a right to a safe, inclusive and supportive environment

AIMS:

Monbulk College aims to:

- provide an inclusive, dynamic learning environment that engages students and encourages them to strive to achieve personal excellence in an atmosphere of mutual respect and cooperation.
- promote student connectedness to their learning and the College’s programs through educating the whole person, providing opportunities for personal growth and challenge both within and outside the classroom
- provide a positive school culture where teachers and students strive to consistently improve
- support teachers to provide a high quality, personalised and safe learning environment for all students

IMPLEMENTATION PROCEDURES:

- Teachers will encourage active participation by students in their learning through providing opportunities for student voice
- Opportunities will be provided for students to take responsibility for their learning
- No student at the college will be subject to discrimination
- Staff at the college will clearly articulate the school wide classroom behaviour expectations
- The college will follow DET guidelines in relation to decisions regarding suspensions and expulsions
- **Corporal punishment is prohibited in all Victorian Schools. Corporal Punishment must NOT be used at the College under any circumstances.**
- Restrictive practices, including restraint will not be used as a disciplinary measure
- The Student Engagement Policy is supported by a number of other policies and procedures and are acknowledged in the references and appendices, and include (but are not limited to):
 - Attendance Policy
 - Equal Opportunity Policy
 - Bullying & Harassment
 - School Actions and Consequences

References

- Effective Schools are Engaging Schools – Student Engagement Policy Guidelines
- <http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm>
- <http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm>
- <http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>
- <http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>
- <http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>
- <http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm>
- <http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm>
- <http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm>
- http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
- <http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm>
- <http://www.education.vic.gov.au/about/directions/reviewleg.htm>
- http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

Appendices

- 1. School Context Statement**
- 2. Whole-school Prevention Statement**
- 3. Rights and Responsibilities**
 - 3.1. Guiding principles
 - 3.2. Equal Opportunity (*Equal Opportunity Act 2010 Vic*)
 - 3.3. The Charter of Human Rights & Responsibilities Act 2006
 - 3.4. Students with Disabilities (*Disability Standards for Education 2005; Disability Discrimination Act 1992*)
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- 4. Rights & Responsibilities of the School Community**
 - 4.1. Students
 - 4.2. Parents / Guardians / Carers
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- 5. Shared Expectations**
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 - 6.2. Discipline Procedures

Approved By	School Council
Approval Authority (Signature & Date)	<i>M J Uren</i> 29/8/2018
Responsible for Review	Assistant Principal – Policy and Planning Sub-Committee
Next Review Date	October 2019 (reviewed annually)

Appendix 1

School Context Statement

Monbulk College is a single campus, co-educational college located in the Dandenong Ranges where it services the local community. The College offers learning programs which are based on the new Victorian Curriculum and covers all key learning areas for all students until they specialise in the later secondary years. Monbulk College also has strong co-curricular programs, including opportunities for students to travel overseas, host students from sister schools, become involved in surf-lifesaving, engage in inter-school sport such as volleyball or study instrumental music.

Monbulk College offers senior secondary options including the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Students can study Vocational Education and Training (VET) subjects within both of these certificates.

Students attending the College come from a range of socio-economic backgrounds. The Student Family Occupation and Education (SFOE) Index for Monbulk College indicates an average background of 0.38 which is above state average.

Since 2013 the College has been increasing its total enrolments each year and the February census for 2018 recorded an enrolment of 580 students.

The student wellbeing program encompasses access to a range of health professionals who visit the College to provide services and support to the students. The College employs a student wellbeing support worker and links students with local support agencies where required.

The challenge facing the College is to embed high aspirations into the culture so that students are empowered to achieve to their potential. Families in the Dandenong Ranges tend to form a very localised community and the challenge for the College is to engage students with the global community and the broad pathway opportunities that this opens up. As a College we need to inspire students to create new knowledge and through our bring your own device program connect them into the global world.

Student voice across the College needs to be further developed to ensure that students recognise that they are being heard, develop their ability to take ownership of their learning and develop the resilience to become life long learners.

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School Prevention Statement

Purpose

Monbulk College aims to provide a dynamic learning environment that engages students and encourages them to strive to achieve personal excellence in an atmosphere of mutual respect and cooperation.

Values

Monbulk College believes in and values:

- Respect – treating self, others and the environment with integrity and honesty
- Excellence – achieving personal best in every aspect of college life
- Responsibility – taking ownership of one’s personal and educational development

School Motto

Achieving personal excellence in a caring environment.

Whole School Prevention Strategies

The college currently has in place a number of programs and strategies that aim to support the establishment of a positive and proactive culture. In the junior levels, a ‘significant teacher’ works with students to develop for a supportive learning environment, and teams of teachers collaborate to develop and implement a shared curriculum that meets the needs of students. Study Hall runs weekly after school to provide support for students who need extra help. Our Time Out classroom management system defuses conflict, and allows teachers and students space and time to resolve conflict and establish shared expectations in a structured and supported way. Principles of Restorative Justice are also reinforced through circle work in the classroom and restorative chats to help resolve conflict. Our Well Being team, consisting of a Student Welfare Coordinator, Adolescent Health Nurse, visiting GP service, Psychologist and Youth Worker, provide preventative programs and individual counselling and support. The whole school safety survey conducted provides valuable data about perceptions of school safety, which the Student Management team and staff then respond to, with the purpose of promoting a sense of safety and support for all. Regular school Attendance is monitored by Assistant Principals and Team Leaders and supports staff in monitoring student absenteeism, and school procedures promote quick follow up and ongoing support where there are identified student absence issues.

Student Wellbeing and Engagement aims:

- Develop a student centred learning environment that engages students as active participants in the life of the school and all aspects of learning
- Promote attendance with the aim of reducing student absences

Improvement strategies and actions

Attendance

- Review attendance policy and promote its importance in the parent newsletter.
- Continue to work with parents/guardians to promote attendance.
- Establish procedures and documents to support students with known absences.
- Year Level Team Leaders monitor and track student absences

Student Learning and Engagement aims:

- Maintain significant teachers at Years 7, 8 and Year 9.

- Enhance the ‘student voice’ in curriculum programs and school activities, including the SRC
- Student focus groups used to provide feedback.
- All Year 7 to 10 students set and monitor Learning Goals regularly from beginning of the year.
- Establish an elearning plan to address staff skills and usage of ICT as a learning tool.
- PD and support for elearning initiatives.
- Trial a system at year 12 to regularly acknowledge high achievement.
- Rewards systems to encourage motivation, engagement and excellence within the Junior School trialled
- Year Level Teams investigate delivery of Victorian Curriculum interdisciplinary strands across subject areas.
- Establish and apply procedures for following up students who do not work in class or who have not completed homework; including SOL, CATs/Work Submission processes.

Well being (pastoral care, students at risk and restorative practises) aims:

- Development of a whole college Resilience program for students and staff
- Pastoral Care and mentoring program introduced college wide.
- Implement a system of Student Support throughout the College.
- Maintain support structures for students at risk.
- Evaluate processes for identifying students at risk.
- Review time out and restorative practices.
- PD new staff on restorative justice practices.



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3.1 Guiding Principles

Rights and Responsibilities

Every member of the Monbulk College community has the right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

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

Statement of Rights

At Monbulk College all students, teachers and parents/carers have the right to:

- Experience a positive and inclusive culture where it is understood that all people are born free and equal in dignity and rights, and where difference is valued and respected.
- Have their Human Rights respected when making decisions and providing services
- Be treated equally and fairly regardless of age, gender identity, sex, sexual orientation, disability, race, physical features, political and/or religious beliefs, marital or parental status and pregnancy.
- Be supported to participate fully and without discrimination in curriculum programs and school life where there is a disability
- Participate in college life free from harassment and bullying. This includes Verbal abuse (name calling, put downs, threats), Physical Abuse (hitting, punching, spitting etc), Social Exclusion (ignoring, excluding, ostracising), cyber bullying (using mobile phones, texting and emails) and Psychological Abuse (spreading rumours, dirty looks, hiding or damaging possessions).
- Participate in college life free from sexual harassment, which is when there is an unwelcome sexual advance, request for sexual favours or unwelcome conduct of a sexual nature which a reasonable person would regard as offensive, humiliating or intimidating.

3.2 Equal Opportunity (*Equal Opportunity Act 2010 Vic*), Equal Opportunity Act 1995

3.3 Charter of Human Rights and Responsibilities Act 2006

3.4 Disability Discrimination Act 1992

Disability Standards for Education, available at

<http://www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx>

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/programsforstudentswithdisabilities.aspx>

<http://www.education.vic.gov.au/school/principals/participation/Pages/specificsupport.aspx>

3.5 Monbulk College Bullying & Harassment Policy

Safe Schools are Effective Schools, available at

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>

3.6 Education and Training Reform Act 2006

Rights & Responsibilities of the School Community

At Monbulk College:

4.1 The student has the right/responsibility:

- To learn and make an effort in their learning and not deprive the opportunity for learning from others
- To work without disruption from other students
- To be properly informed about the class rules
- To have a teacher who will encourage and teach a student to develop self-discipline*
- To a safe working environment

4.2 The parent/guardian has the right/responsibility:

- To a safe, respectful school community that provides their child with broad learning opportunities
- To be properly informed about their child's achievements and outcomes
- To be informed and to inform to College about well-being and discipline issues

4.3 The teacher has the right/responsibility:

- To organise the classroom in a manner which will provide a suitable, safe working environment for everybody
- To teach without being disrupted
- To expect all students to achieve their personal best and make an effort in their learning
- To plan an organise appropriate teaching & learning materials that engage and challenge students

GENERAL COLLEGE RULE	SPECIFICALLY
<p>LEARNING Students are to attend all scheduled classes and activities punctually and with appropriate equipment, and behave in a manner which does not interfere with the rights of others to learn, or the teacher to teach effectively.</p>	<p>Students should:</p> <ul style="list-style-type: none"> • Make the most of learning opportunities presented to them • Maintain the rights and responsibilities as outlined above <p>Students should not:</p> <ul style="list-style-type: none"> • enter a classroom without a teacher present • use specialist equipment without specific teacher direction • take bags to class or go to their locker between periods, with the exception of exchanging iPads and change of clothing for Year 7 & 8 PE classes. • take iPods/ headphones, mobile phones etc out in class unless directed to do so by the teacher for a specific learning activity. <p>Students should obtain a pass from the teacher to leave</p>

	the classroom.
<p>HEALTH AND SAFETY Students should behave at all times in a manner that ensures the physical safety and emotional well-being of themselves and others.</p>	<p><u>Bullying of any kind will not be tolerated</u></p> <p>Students should not :</p> <ul style="list-style-type: none"> • enter ‘Out of Bounds’ areas or leave the College grounds during College hours without first following the leave pass procedure. • run in corridors / classrooms / transit areas • invite visitors onto College property • be in the possession of, or use, cigarettes, alcohol, offensive weapons or any form of illegal drugs at the College or on College buses or College camps or excursions <p>Fighting, climbing, throwing missiles, riding bicycles, skateboards, roller skates etc. are not permitted on College grounds.</p>
<p>PROPERTY/ENVIRONMENT Students should be responsible for their own property and must not interfere with the College environment or the possessions of others.</p>	<p>Students should not steal, vandalise or otherwise interfere with the property of others.</p> <p>Students should report any damage they find and be prepared to pay for damage they have caused.</p> <p>Students should place litter in bins.</p> <p>Students, not the College, are responsible for any valuable items brought to College.</p> <p>Liquid paper and permanent markers are not permitted.</p>
<p>COOPERATION AND COURTESY Students must cooperate with, and be polite to, all members of the College community.</p>	<p>Students should follow teacher instructions the first time.</p> <p>Students should not engage in name calling or make disrespectful comments toward College members.</p> <p>Students should use appropriate and respectful language both in and outside of the classroom (i.e. no swearing).</p>
<p>APPEARANCE Students shall follow the College uniform policy and maintain a clean and tidy appearance.</p>	<p>The College uniform consists of</p> <ul style="list-style-type: none"> • College Polo Shirt • College Windcheater or Woolen Jumper • College Black Pants or Shorts • College Summer Dress or Winter Skirt • Plain Black Shoes (Leather in Junior School) • Plain Black or White Socks • College Rain Jacket <p>If out of uniform, students need to provide a note from home and obtain a pass before school.</p> <p>Student appearance should be kept clean and tidy, with hair colour being a natural shade.</p>

* To choose his/her behaviour and know the consequences

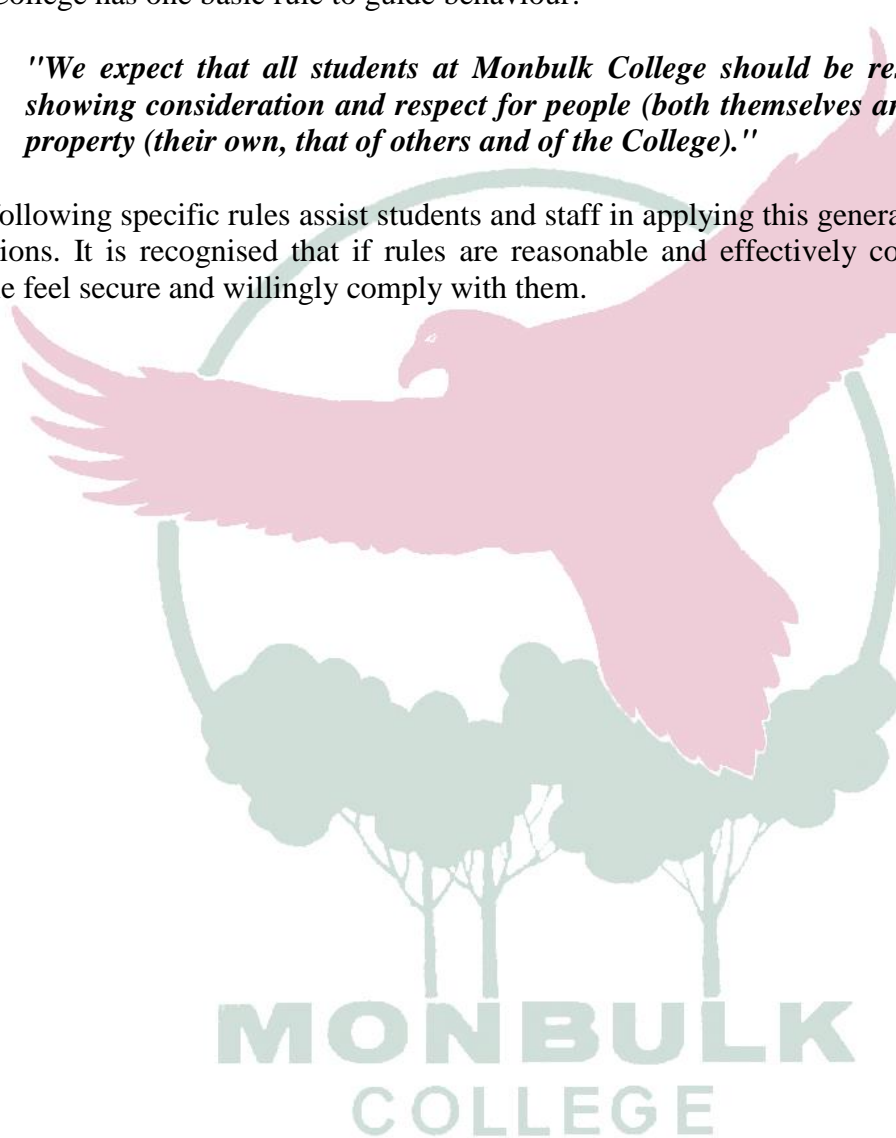
The Glasser/Canter approach underpins behaviour management processes within the College and is one which recognises that student misbehaviour is a result of decisions made by the individual student. The teacher and parents work with the student to help them to make appropriate decisions about their behaviour and to constructively learn from mistakes.

GENERAL COLLEGE RULES

The College has one basic rule to guide behaviour:

"We expect that all students at Monbulk College should be responsible persons showing consideration and respect for people (both themselves and others) and for property (their own, that of others and of the College)."

The following specific rules assist students and staff in applying this general rule to particular situations. It is recognised that if rules are reasonable and effectively communicated most people feel secure and willingly comply with them.



Shared Expectations

5.1 Principal Expectations

The Principal has a crucial role in providing broad and symbolic leadership for the college, as well as pedagogical instructional leadership for the staff. It is expected that the Principal will:

- Provide leadership to the whole college community
- Clearly communicate expectations to staff, students and the wider school community
- Ensure staff and students have the resources and equipment to assist them in the process of teaching and learning
- Ensure the curriculum of the school takes into account the needs of specific students, such as students with disabilities, specific learning needs and the range of student abilities and learning needs
- Focus on continuous school improvement and improved student outcomes
- Encourage participation of parents/guardians in college life
- Establish participatory decision making processes
- Encourage staff professional responsibility
- Actively support staff professional learning
- Ensure that there are fair and just processes within the school to resolve conflict, disagreement and complaints.
- Comply with DET guidelines in educational and administrative matters



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5.2 Staff Expectations

Staff at Monbulk College form part of a professional, collegiate team committed to the provision of high quality programs that support student learning and well-being. All staff are expected to conduct themselves in ways consistent with DET guidelines and the Victorian Institute of Teaching Professional code of conduct.

Professional Conduct

Professional conduct of staff is characterised by the quality of the relationships they have with their students, students' parents (guardians and caregivers), families and communities and their colleagues.

Teaching Staff	<ul style="list-style-type: none"> • Provide opportunities for all students to participate and learn • Create engaging, personalised and inclusive classrooms with a student learning as the central focus • Treat students with courtesy and dignity • Understand the educational needs of students and accommodate them • Ask for student input into the curriculum and classroom environment • Work within the area and limits of their professional expertise • Acknowledge students and value their input • Maintain an objective and professional relationship with students, in and out of school • Maintain a professional relationship with parents/guardians • Work in collaborative relationships with students' families and communities • Work in a collegiate manner with other teachers • Actively engage in professional learning
Educational Support Staff	<ul style="list-style-type: none"> • Work to support teachers in the delivery of educational outcomes • Assist teachers with the coordination of a support function, eg computer technician • Work within the limits of their role statement • Maintain a professional relationship with staff, students and community members • Work collaboratively with teachers, support staff and parents/guardians/families

Professional Competence

Teaching Staff	<ul style="list-style-type: none"> • Are knowledgeable in their area of expertise • Are committed to pursuing their own professional learning • Complete their duties in a responsible and timely way • Are aware of their legal responsibilities • Are aware of the legal requirements pertaining to their profession
Education Support Staff	<ul style="list-style-type: none"> • Are knowledgeable in their area of expertise • Co-ordinate, organise and determine work priorities within a clearly defined functional area.

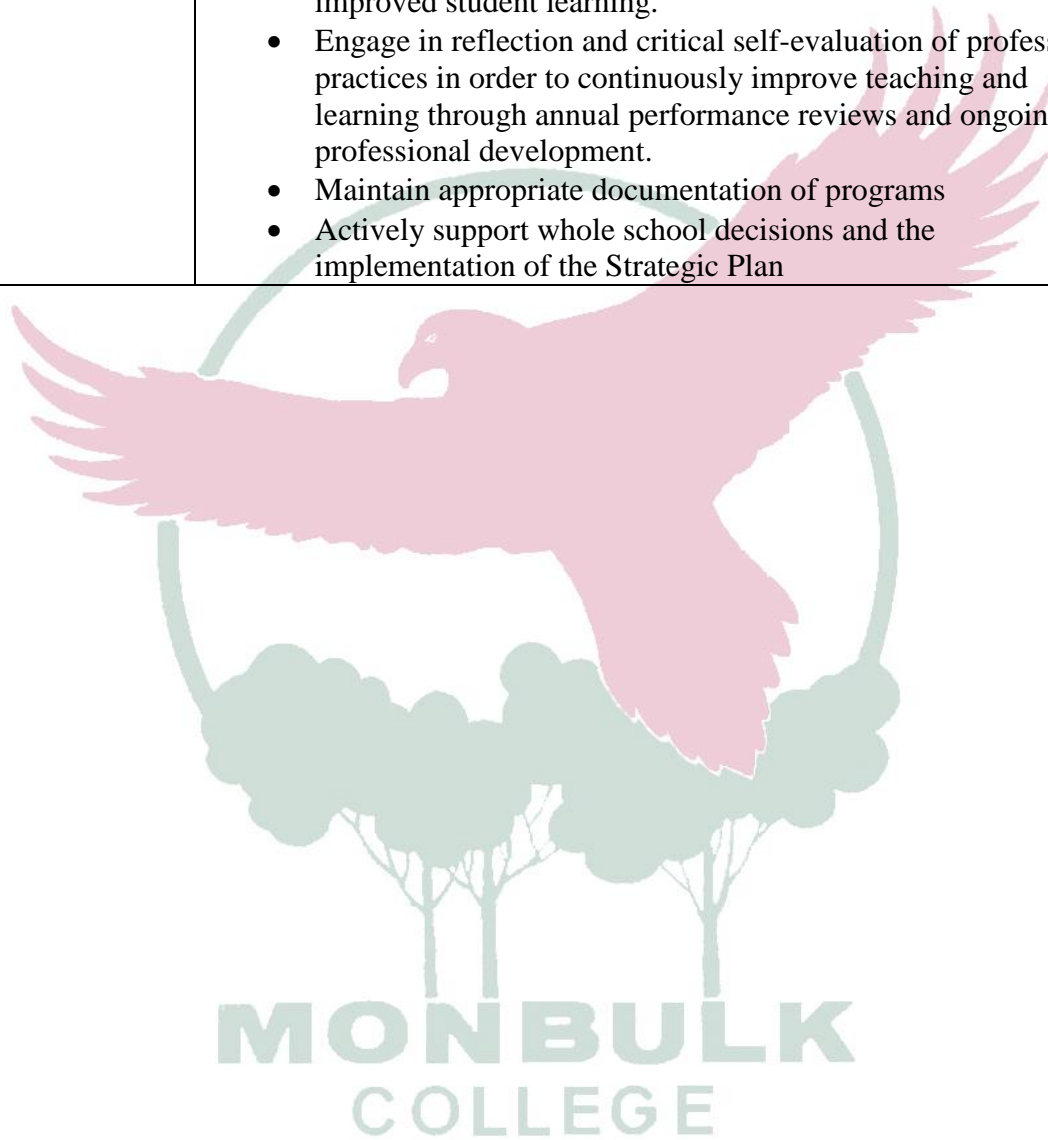
	<ul style="list-style-type: none"> • Are committed to pursuing their own professional learning • Complete their duties in a responsible and timely way • Are aware of their legal responsibilities
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VALUES

At Monbulk College staff are expected to use their knowledge to provide a safe and inspiring environment to facilitate student learning. Staff hold a unique position of trust and influence and are expected to uphold the college values.

<p>Respect treating self, others and the environment with integrity and honesty</p>	<ul style="list-style-type: none"> • Acting with care and compassion • Treating students fairly and impartially • Acknowledging parents as partners in the education of their children • Listen and acknowledge the views of others, respecting their contributions. • Be a positive role model to students through courtesy, respect and care of people and property, acceptable dress and the appropriate use of language. • Provide support, trust and loyalty to one another • Recognise and behave in a manner consistent with all professional standards, and DET regulations and requirements. • Value the privacy of others and adhere to Privacy Legislation. • Be welcoming and professional to all staff, community, parents, students and visitors.
<p>Excellence achieving personal best in every aspect of college life</p>	<ul style="list-style-type: none"> • Be positive role models through promoting commitment and lifelong learning • Enthusiastically support College activities. • Acknowledge and value the efforts and achievements of colleagues and students. • Foster an active partnership between home and school. • Build self-esteem and confidence in students. • Engage in on-going improvement of professional practice. • Be aware of changes in educational theory and practice and implement those relevant to Monbulk College • Establish positive and cooperative relationships with colleagues and students. • Acknowledge success and achievement of goals. • Celebrate student effort, excellence and successes. • Recognise that all students have the capacity to learn. • Actively seek to improve our knowledge about effective teaching and learning strategies and practices.
<p>Responsibility taking ownership of one's personal and educational development</p>	<ul style="list-style-type: none"> • Providing quality teaching that enables students to take increasing responsibility for their learning and behaviour and to take appropriate risks. • Maintaining and developing our professional practice, including meeting all duty of care obligations such as being on time to class and participating in supervision, and attending meetings. • Actively promote a strong work ethic and sense of endeavour

	<p>in classroom activities</p> <ul style="list-style-type: none">• Working cooperatively and in teams with colleagues to maximize our talents and knowledge, and student outcomes• Value and cater for individual student differences by employing flexible and adaptive approaches to teaching, learning and assessment, and consider and utilize the students' own experience• Evaluate and share contemporary teaching and learning strategies and assessment data with colleagues in the pursuit of improved student learning.• Engage in reflection and critical self-evaluation of professional practices in order to continuously improve teaching and learning through annual performance reviews and ongoing professional development.• Maintain appropriate documentation of programs• Actively support whole school decisions and the implementation of the Strategic Plan
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5.3 Student Expectations

At Monbulk College we work to create a safe, positive and supportive environment which lives out the values of respect, excellence and responsibility. Through the student expectations we aim to foster high standards of behaviour based on co-operation, mutual responsibility, self-discipline and the promotion of positive, non-discriminatory relationships among students.

The establishment of the student expectations has been formulated according to, and is consistent with, DET guidelines and relevant regulations. It identifies goals and standards for positive student behaviour and gives priority to self-discipline, rights and responsibilities. The student expectations will be reviewed through the strategic planning processes.

We believe students will achieve their best where community members work together to build and maintain a caring and co-operative environment.

VALUE	BEHAVIOUR
<p>Respect treating self, others and the environment with integrity and honesty</p>	<ul style="list-style-type: none"> • Be respectful, considerate and courteous. • Encourage, respect, value and celebrate diversity. • Value others for their individuality. • Listen carefully • Understand and follow school rules. • Express opinions and feelings assertively respecting the feelings and opinions of others. • Speak politely and treat others as you would like to be treated. • Practise behaviours that will keep everyone safe. In particular, bullying behaviours, including cyberbullying, will not be tolerated. • Care for the school and general environment. • Follow instructions from staff. • Respect the right of others to learn, co-operate with staff, be actively involved in classroom and co-curricular activities and complete all required work on time. • Allow others to learn in a positive environment. • Treat others equally and justly. • Be supportive of others. • Maintain healthy lifestyle practices and a positive outlook. • Be a good loser and a gracious winner.
<p>Responsibility taking ownership of one's personal and educational development</p>	<ul style="list-style-type: none"> • Participate positively and actively to the best of your ability. • Attend school everyday. • Be punctual and properly prepared for class. • Participate in class and school activities to the best of

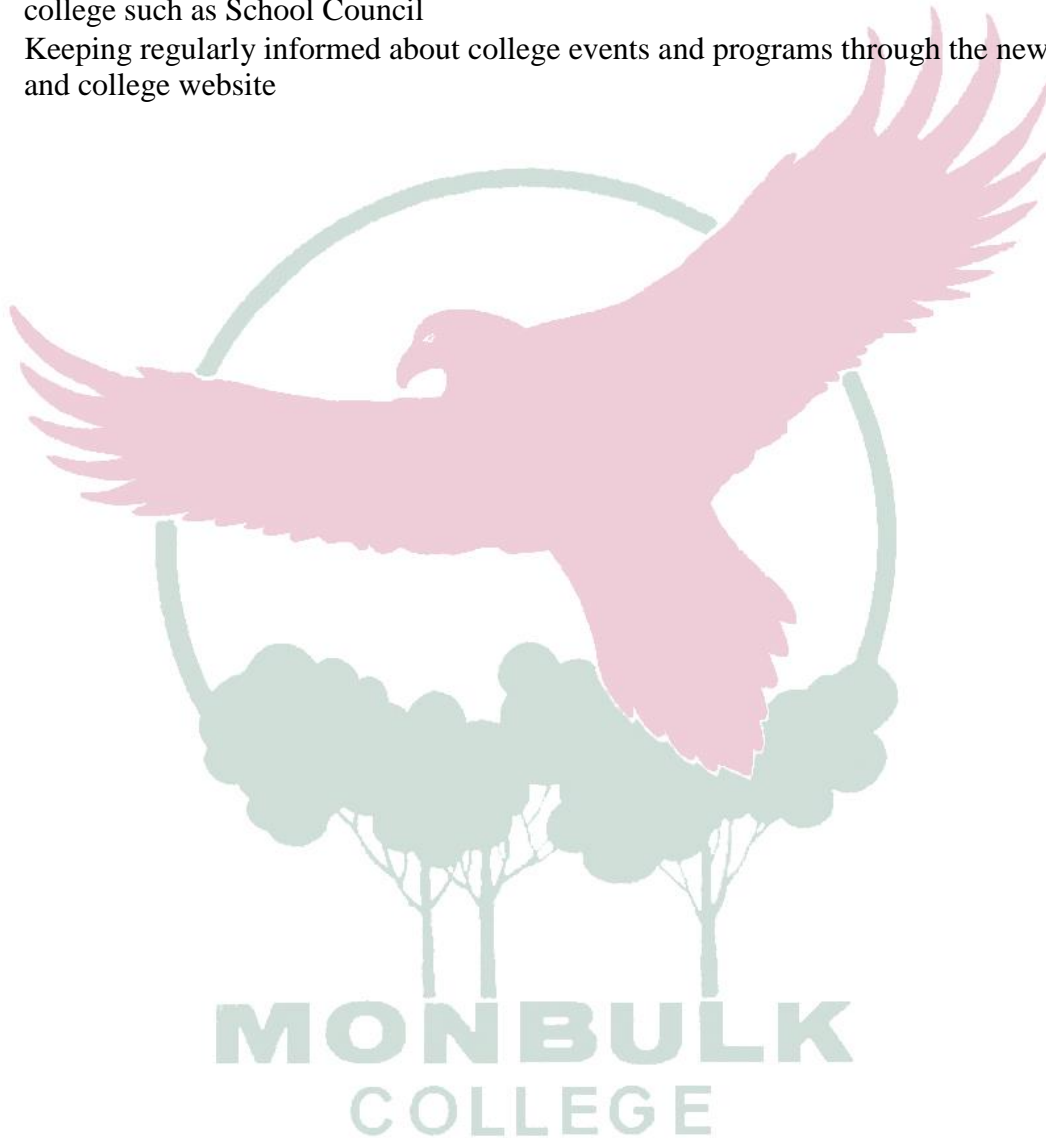
	<p>one's ability.</p> <ul style="list-style-type: none"> • Understand one's role as a representative of Monbulk College in the wider community. • Be understanding and tolerant • Be responsible for one's actions and behaviour. • Behave according to school rules. • Acknowledge and accept consequences of behaviour • Be prepared to mend harm through restorative approaches • Complete work on time • Wear correct school uniform and sporting attire. • Co-operate with staff, authorised visitors and fellow students. • Work and play co-operatively, safely and responsibly • Take responsibility for one's own learning; ask questions and for help when needed. • Be truthful and honest.
<p>Excellence achieving personal best in every aspect of college life</p>	<ul style="list-style-type: none"> • Strive for one's personal best at all times. • Recognize and celebrate personal achievements. • Always aim for higher standards and better results. • Work to the best of one's ability and encourage others to do the same. • Accept responsibility for maximising one's opportunities. • Acknowledge and celebrate the success of others and the achievement of their goals. • Value the acquisition of knowledge and the process of learning. • Approach all tasks and challenges with a commitment to achieving the best possible result. • Plan, monitor and keep up to date with learning requirements when absent to ensure that ensuing work is completed.

5.4 Parent/Guardian/Carer Expectations

At Monbulk College we aim to work in partnership with parents toward achieving the best educational outcomes for their child. Parents/carers are expected to work co-operatively with the school to promote positive educational outcomes for their children by:

- Taking an active interest in their child's educational progress
- Attending the parent teacher student conferences
- Ensuring their child attends school regularly
- Communicate clearly with the school about the needs of their children
- Ensuring the school is informed when their child will be absent
- Ensuring notes are supplied to explain student absence, lateness or need to leave the college early
- Monitoring student attendance, learning tasks, reporting and other through Compass

- Communicating with staff regarding their child's learning and well being
- Supporting the school in maintaining a safe and respectful learning environment for all students
- Modelling positive behaviours and communication themselves
- Assisting their children with their school work and home study
- Encouraging their child to fully participate in the class room learning programs and extracurricular opportunities offered by the college
- Cooperate with requests from the school
- Providing feedback and participating in decision making processes/forums within the college such as School Council
- Keeping regularly informed about college events and programs through the newsletter and college website



5.5 Restorative Practices

The College has trained staff in the principles of Restorative Justice. Simply stated, restorative practice attempts **to repair harm when wrong has been done**. This approach aims to repair relationships and to establish a sense that justice has been done for victims and their families. When appropriate, particularly in cases of bullying and harassment, all staff are encouraged to use the language and processes of restorative justice when assisting students to deal with conflict.

For Problem Solving, the following questions can be asked. How do you feel? Who has been affected by this problem? How have they been affected? What do we need to do to make things better? How can we solve the problem so it doesn't continue to be a problem?

More information about Restorative Justice can be found
<http://www.restorativepractices.org.au/>

5.6 Diversity

Monbulk College respects and supports the diverse range of backgrounds, experiences and environments in which students bring to the College and classroom; and engender the sense of belonging culture within the community.

Monbulk College's 'statement of rights (appendix 3) and Equal Opportunity policy outlines:

- That all students have equal access to educational experiences and this should be provided through a curriculum which is inclusive of gender, ethnicity and all ability levels.
- That it is the right of all people to operate in an environment free from harassment of any kind.
- That teachers should be aware of the influence of socio - economic, gender and ethnic background and disability on styles of learning, and take into account these factors when planning approaches to teaching and learning.
- That all students should be encouraged to investigate a wide range of career and post-secondary course possibilities including non-traditional careers.



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School Actions and Consequences

6.1 Attendance

Monbulk College:

- Will support regular school attendance by creating a safe, supportive learning environment where all students experience success through active participation and engagement
- Will put into place agreed processes for managing student absences within the school
- Is committed to supporting students and families where a student is at risk of absenteeism
- Will articulate high expectations to the College community through:
 - Regular communication with parents/guardians about expectations for attendance
 - The promotion of regular school attendance improves student outcomes and opportunities

Reference:

- Monbulk College Attendance Policy
- <http://www.education.vic.gov.au/school/principals/spag/participation/Pages/attendance.aspx>

6.2 Discipline

Our classroom guidelines:

1. When the teacher is speaking do not talk or write. Follow any directions promptly.
2. Raise your hand if you wish to speak.
3. Stay in your seat and sit properly.
4. Don't interfere with other students or their materials.
5. Do your set work and maintain a low working noise level.

During '**Direct Instruction**' (ID time), students should actively listen and minimise disruption and limit questions. Teachers nominated this time period is limited to 10 minutes and is likely specified at the beginning of a class (although may be used at any time during the lesson).

SOL is used to set the preconditions for an organised and positive learning experience, and students should ensure that they:

S – Submit work / homework on time

O – Organisation – be ready and organised for class, bringing all required materials

L – Lateness – arrive at all classes on time

Students in breach of these areas receive a strike. The system operates on 3-rounds of 3 strikes each; with consequences at each 'round', including contact home, detention and parent meeting.

Teachers should also discuss with students possible **rewards** for following guidelines consistently.

Possible consequences if you choose to break these guidelines (Time Out Procedures):

FIRST BREACH	Warning
SECOND BREACH	Move to another table /additional consequence
THIRD BREACH	Student placed in Time Out

Time Out allows a student to reflect upon his or her behaviour and to work out strategies for developing acceptable behaviour in the classroom. Parents/Guardians are to be informed when their child has been sent to Time Out. Students will remain in Time Out, supervised by a teacher and supported in reflecting and writing their 'agreement. Students will be in Time Out for a maximum of 4 periods. A student will be 'signed out' of the Time Out after the student has 'worked out' the problem with the class teacher and written a contract for agreed classroom behaviour upon their return to class. Following this, the teacher of the student sent to Time Out, will contact home to discuss the issue and resolution and possible supports at home. The workings of the Time Out system are explained further in the staff handbook.

CORRECTIVE STRATEGIES

Students are encouraged to stay on task most effectively when teachers consider student learning needs, monitor behaviour and send corrective signals in unobtrusive ways.

The following corrective strategies are suggested:

- raising eyebrows in an inquisitive fashion to indicate dissatisfaction
- staring politely (steady gaze)
- pausing briefly (if talking) while continuing to stare
- moving closer to the student while continuing to talk
- using the student's name as part of the directions
- note the behaviour and say the student will be spoken to after class
- asking the student by name to listen to directions
- warning student about their actions and the possible consequences
- giving students a clear choice to be appropriate or for example, sit out for 5 minutes, stay in, move to front etc
- writing name on board when warned
- moving student within the room
- sending student to timeout

This sequence provides structure without promoting disruption. It is important to **reward good behaviour** whatever system a teacher uses. Cantor and Glasser have specific statements about rewarding and emphasising positive behaviour as part of establishing a positive class culture. Notes home in Planners, favourable comments to the Coordinator and on students work, as well as whole class rewards will encourage positive classroom behaviour and learning habits in students.

Managing classroom behaviour: Summary of Discipline Structures

Classroom Teacher			
Issue	Action by Teacher	Consequence	Follow up
Uniform	Check for pass	Send to get pass	School Detention given when pass issued unless note supplied.
Mobile Phones	If seen/heard/used in class – to be handed in	Collected from office at end of day	If confiscation reaches a 3 rd time, parents/guardians are contacted to collect from the Office
iPods	If seen/heard/used in class – to be handed in	Collected from office at end of day	If confiscation reaches a 3 rd time, parents/guardians are contacted to collect from the Office
Establish classroom rules (including consequences and rewards)	Include college wide- <ul style="list-style-type: none"> - appropriate language - respect for every person - working environment 		Regularly revisit / reinforce rules
Lateness to class	Mark the student as late to class on Compass. Report persistent lateness to the YLTL	Warning Extra work Teacher detention YLTL detention - each subsequent one incurs detention Contact home / Parent meeting	Persistent offenders reported to YLTL for intervention / follow up
Inappropriate language	Not tolerated - persistent use	Teacher detention and discussion with student - Timeout	Persistent offenders referred to YLTL
Swearing at a teacher	NOT tolerated	Teacher to report to YLTL Timeout (NO warnings)	Student to <ul style="list-style-type: none"> - apologise in writing - parent to be informed - YLTL detention/suspension
Disruptive Behaviour – stopping class from learning	1 Warning 2 nd Warning 3 rd Warning in one class	Extra work/time given Send to Timeout with statement	Classroom teacher follow Time Out processes, to see student within 4 periods, agree to suitable written contract and contact home for further discussion.
Verbal/Physical	1 Warning – support	Speak to student -	Restorative chat

Abuse between students (low level bullying)	victim 2 nd time 3 rd time	use classroom rules Behaviour contract YLTL Referral / Timeout	
Bullying (on-going)	NOT tolerated	Student or Teacher to report to YLTL- Incident Report	Counselling of students. Restorative circle Discipline consequences Parents to be involved.

Year Level Team Leader			
Issue	YLTL Action	YLTL Consequence	Follow up
Uniform	Ensure detention done Check Uniform Register - Persistent Offender	Contact home and explain/send uniform policy	then - refer to AP
Mobile Phones	- Persistent offenders	Contact home and restrict phone in College	
iPods	- Persistent offenders	Contact home and request it is not brought to the college	then - refer to AP
Lateness to class	Ensure detention done - Persistent offender		then - refer to AP
Inappropriate language	- Persistent offenders	Written task on meanings of words and why they are inappropriate (signed by parent) Detention	Agreement about modifying language Class or group meeting
Swearing at a teacher	Parents to be contacted Student to write apology	Parent interview	Suspension
Disruptive Behaviour – stopping class from learning	Monitor timeout, counsel student, behaviour contract - multiple instances	Contact parents and arrange interview	Contract wider than one teacher
Consistent disruptive behaviour resulting in regular Time Out	Contact home Parent meeting	Behaviour Agreement	Enforce behaviour agreement, communicate to staff x2 Time Outs in a week = parent meeting, suspension
Verbal/Physical Abuse between	Referral from teacher	Counselling/mediation	Move to Bullying (on-going)

students (low level bullying)			processes
Physical violence	Referral from teacher / student	YLTL investigation, fact finding Parent Contact	Detention, suspension depending on incident
Bullying (on-going)	Arrange counselling Contact parents - discipline consequences if required	Contract/agreement and mediation or restorative agreement	then - refer to AP
Timeout	Monitor student time in timeout both length and frequency - continued placements	Contact home, parent interview, wider behavioural / learning agreement contract	then - refer to AP
Inappropriate behaviour in the yard	Referral from teacher on duty Initially use similar consequences to class misbehaviour - persistent offenders	As per classroom teacher YLTL Detention Restrict yard access, contact home	then - refer to AP



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