STUDENT ENGAGEMENT, WELLBEING AND INCLUSION POLICY AND PROCEDURES

Rationale

Whittlesea Secondary College (WSC) believe powerful learning occurs in an environment offering support, challenge and the development of self-esteem. We encourage families, the broader community and young people to hold high expectations for their educational learning.

The College takes pride in providing a safe and secure learning environment whilst at the same time offering a full range of challenging academic and vocational programs. We aim to prepare our students for an ever changing world and challenge them to gain the necessary personal, social and academic skills to be successful members of our global community.

We encourage the development of personal values and attributes such as honesty, resilience, empathy and respect for others. We promote an environment that nurtures strong learning, personal growth, and self-esteem, while developing positive relationships between students and teachers, therefore knowing that our students will learn better in a friendly and respectful environment.

Aims

In accordance with Department of Education and Training (DET, May 2017) guidelines and the State-wide priorities of the Victorian Government, the College aims to provide:

- excellence in teaching and learning
- professional leadership
- a positive climate for learning
- community engagement in learning
- an environment that nurtures strong learning, personal growth and self-esteem while developing positive relationships between students and teachers, therefore knowing that our students will learn better in a friendly and respectful environment.

To provide many and varied opportunities for students to:

- develop active and self-motivated learning skills to inspire lifelong learning
- develop strong personal and team building skills
- develop their individual talents and abilities to achieve their full potential
- become valued and responsible global citizens
- develop and encourage a curious and creative mind
- learn through an innovative and flexible curriculum program
- experience and learn in a natural, safe and caring environment

Implementation

Whole school approach

The whole school approach:

- enables students to develop awareness about the effects of their behaviour on others through the use of effective questions
- ensures students are held accountable and responsible for their actions while their dignity is recognised and maintained

- ensures students are actively involved in the disciplinary process, are required to speak about their actions, are given the opportunity to restore any harm caused and are included in their negotiation of appropriate actions and consequences.

College Values

| Teamwork | Respect | Excellence | Integrity | Commitment | Knowledge |

- The values of Whittlesea Secondary College underpin its cultural and moral framework, enabling it to set clear and resolute behavioural codes.
- These codes, once adhered to, enable the members of the school college community to function in a safe, morally respectful and highly energised learning community and uphold the right of all to be respected by others, the right to learn and teach and the right to feel safe and secure in our environment.
- Personal attributes such as honesty, resilience, empathy and respect for others reinforce essential life skills to assist building strong relationships.
- This will be achieved through clearly articulated behavioural expectations based on a set of principles that acknowledge students' rights and responsibilities.
- Refer to rights and responsibilities below, and the Student Code of Conduct Policy.

Restorative Practice

The College employs the principles of restorative practices to maintain positive relations between all members of the College community.

- enable students to develop awareness about the effects of their behaviour on others through the use of effective questions
- students are held accountable and responsible for their actions while their dignity is recognised and maintained
- actively involve students in the disciplinary process by requiring them to speak about their actions
- give students the opportunity to restore any harm caused in their negotiation of appropriate actions and consequences

Procedures

The procedures for this policy are detailed in the following three Appendices and the College's Student Code of Conduct Policy. These adhere to DET School Policy Advisory Guide, DET Promoting Positive Behaviour and Preventing Behaviour Issues, DET Disciplinary Measures and DET Discipline Resources.

- Refer to Appendix A for the whole school staff and student engagement procedures are for student engagement, wellbeing and inclusion.
- Refer to Appendix B for the principles of classroom management.
- Refer to Appendix C for the consequences for breaking school rules and policies.

Evaluation and Review

The following data will be collected and analysed to evaluate the effectiveness of current practices, approaches and intervention strategies for improving student outcomes

- attitudes to school survey
- student reports
- attendance data
- suspension data
- respite data
- parent survey
- staff survey
- Compass chronicles

Related Legislation and Policies

- DET School Policy and Advisory Guide
- DET Promoting Positive Behaviour and Preventing Behaviour Issues
- DET Disciplinary Measures

- [DET Discipline Resources](#)
- WSC Student Code of Conduct Policy

Appendices
- Appendix A: Whole School Staff and Student Engagement Procedures for Student Engagement, Wellbeing and Inclusion Procedures (includes the WSC Student Code of Conduct Policy)
- Appendix B: Principles of Classroom Management Procedures
- Appendix C: Consequences for Breaking School Rules and Policies Procedures

Evaluation

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

This Policy was last ratified by School Council in: 2017

Whittlesea
SECONDARY COLLEGE

APPENDIX A
Whole School Staff and
Student Engagement Procedures
(from the Student Code of Conduct Policy)

Staff will focus on the following procedures to enhance and create a positive environment, monitor the management of inappropriate behaviours and effectively manage behaviours that are unproductive or disruptive.

Practice
- building and maintaining strong teacher- students relationships
- high quality curriculum planning
- evidence based teaching strategies
- upholding school values
- empowering students and setting high expectations
- building solid parent and community networks
- building leadership with shared values and instructional, shared leadership
- use of data to inform teacher practice
- providing safe and inclusive spaces for learning to occur

Intervention
- reflect and explore the teaching and learning practices, identify possible reasons for misbehaviour and develop strategies for improvement
- utilising restorative practice dialogue and procedures
- maintain communication with parents by encouraging involvement and keeping them informed to support the student
- consistently adhere to school procedures, where necessary follow up action by student managers, administration and student welfare. including written documentation, participation in subsequent meetings, conferences and/or interviews
- our inclusive learning environment is monitored through clearly articulated behavioural expectations based on a set of principles that acknowledge student rights and responsibilities to develop a classroom agreement as stated in the student planner.

Rights and Responsibilities
The rights and responsibilities of students, parents and staff are listed below and in the Student Code of Conduct Policy.

Students
have the right to
- be treated fairly and with respect regardless of physical, intellectual, sexual, racial, cultural or religious differences
- be valued as individuals and have their unique learning styles recognised and catered for so that they can learn and maximise their potential
- have a safe, secure environment that is free from intimidation, bullying and harassment
- be provided with exemplary role models by all staff of the college
- be regularly informed of their progress
- be involved in the decision making of the processes of the College

have the responsibility to
- be respectful of the beliefs, feelings and opinions of others
- behave in a positive manner that contributes to the learning of fellow students and does not disrupt the learning of students and enables teachers to teach in an atmosphere of cooperation

- take responsibility for their learning and use the resources and teachers of the college to facilitate and support their learning

Parents

have the right to

- be informed and aware of current college policies and procedures
- expect that their children will be educated in a safe, supportive and secure environment
- have their children treated equally and fairly
- be frequently informed of the learning progress of their children
- be provided with information on general school activities
- be involved in the decision making process of the school (as determined by DET policies

have the responsibility to

- support the college's code of conduct and policies, including uniform and attendance
- promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours
- communicate with the college if they have any concerns about their child's progress or well-being
- support the college in its efforts to maintain a safe and positive teaching and learning environment
- respect all members of the College community and property

Teachers

have the right to

- to be treated fairly with respect and teach without interference or disruption
- be supported by the co-operation of parents and the school community
- access appropriate support and professional development
- have their concerns heard
- to be informed of privacy requirements

have the responsibility to

- to be informed and aware of the current college and det policies and procedure
- fairly, reasonably and consistently implement these policies
- know their students, the content they teach and use a range of teaching strategies and resources to engage students in effective learning
- treat each student with respect, dignity and fairness
- create a stimulating learning environment
- teach and encourage students to reach their full potential
- model and promote positive relationships with all college community members
- acknowledge and/or reward positive actions or achievement
- to communicate to other key staff regarding welfare and attendance issues

Expectations of Student Behaviour

Students are expected to be polite, sensible, respectful and fair towards each other, staff and other members of the College community.

Therefore, it is expected that students will:

- respect other students' right to learn and the teachers' right to teach
- be responsible for their own learning, behaviour and attitude
- approach their work in a focused, orderly and safe manner
- attend school consistently and all classes and activities punctually with the required equipment
- set goals and work towards achieving them
- value and participate in all activities related to their learning including sporting events, excursions and camps
- be supportive and encouraging of others
- be respectful of the beliefs, values, feelings and opinions of others

- respect themselves, peers, staff and their property
- behave in a safe, fair and courteous manner at all times including travelling to and from school
- speak politely and use appropriate language in the classroom, yard, during all school activities and travelling to and from school
- care for their own and others health and well-being and be aware of items prohibited by the college
- care for school facilities and the environment
- follow instructions from staff
- comply with the school's uniform policy and wear it in a neat and tidy manner
- comply with college expectations in relation to the use to lockers and bags
- accept responsibility for inappropriate behaviours, including any resulting sanctions, and work in a cooperative manner to resolve the issue.

Support for Students
To encourage appropriate behaviour from students in a manner that enables them to exercise personal responsibility and self–discipline.

The College fosters a positive school culture which promotes belonging and well-being. The Principles of Classroom Management underpin a positive approach to behaviour management and are detailed in Appendix B. The following support structures have been implemented:
- using "shared responsibility", restorative practice, to develop strong social relationships
- access to a team of learning support coordinators, student managers and school managers
- access to specialist welfare and referral services, including college chaplain
- using positive reinforcement to encourage to success - positive behaviour is rewarded and acknowledged and contributes to individual points, which are recorded on compass and can be seen by parents, staff and students.
- provision of a comprehensive student leadership and development program
- implementation of an anti-harassment/anti-bullying policy
- provision of peer support, peer mentors and peer mediation programs
- regular monitoring of student progress, attendance, participation and welfare

Consequences for Appropriate Behaviours
- The consequences of active learning and acceptable behaviour are positive and include:
  - worthwhile learning outcomes, including acknowledgement of achievements and effort
  - reward and praise, which support an enhanced sense of self worth
  - communication with parents/guardians about students' educational development. Breaches of the College's Student Code of Conduct Policy

Actions and Consequences for Inappropriate Behaviours
Corporal Punishment
Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must not be used at the School under any circumstances.

The administration of sanctions will be implemented in accordance with the Department of Education (DET) guidelines.

Consequences
For details of the consequences for breaking school rules and policies, refer to Appendix C.
- These are a graded series of consequences that emphasise the importance of self-control, responsibility and ownership of one's behaviour will be implemented and enforced.
- All breaches of the College Student Code of Conduct Policy may incur some consequences.
- Consequences for breaches may include:
  - community service, respite, detentions, suspensions, suspension conferences and possible expulsion, and in serious cases, Police referral.
- Strategies will be put in place to assist the student to prevent subsequent breaches of the College rules.

Suspension and expulsion
- Suspension and expulsion can only be approved by the Principal.
- Information on grounds and processes for suspension and expulsion that our school will follow are available on the DET website: Discipline Resources and include a parent brochure for procedures following a suspension.

APPENDIX B
Principles of Classroom Management
Procedures

At Whittlesea Secondary College our approach to student and classroom management is based on the values of mutual respect and personal and collective responsibility. The principles below give us the best possible means of promoting these values. The philosophy of Restorative Practice will be identified, throughout, particularly in recognising the importance of relationships and repairing the damage that poor behaviour has on them. We hope to encourage teachers and their classes to develop positive and productive relationships, in which issues may be identified and resolved collectively and in which individuals recognise their responsibilities.

Have Agreed Behaviour Expectations
It may take time with each class, but if expectations of conduct are agreed on, poor behaviour can always be referred back to these and the effect on everyone else, promoting ownership and group responsibility. These behaviours should protect students' rights (e.g. the right to learn).

Be a Calm Adult
Situations in the classroom can be stressful. Acknowledge that you are not at the most rational when stressed and will not make decisions that promote the most effective results. Follow a standard system and be consistent. Stressed teachers upset the learning of the whole class.

Separate the Behaviour from the Individual
If an adolescent feels personally rejected by their teacher, they may not have the emotional maturity to avoid antagonism. All students will make mistakes that teachers may need to address. Try to ensure that the language used focuses on what is wrong or what has happened. Avoid the implication that the student is 'defective'. Issues should be about the behaviour, not the individual.

Keep the Student in their 'Adult'
Sometimes students may try to drag you into a 'discussion' which places you as the (responsible) adult and them as a child (no responsibility). This dynamic is unproductive and does not teach students to take responsibility for their actions. Calmly and consistently expect students to justify behaviour and issue appropriate consequences when required. The student will be forced to revert to an adult frame of mind.

Rewards Work Better than Punishment
Poor behaviour makes us angry and propagates a desire to punish. This is understandable, but less productive than rewarding effort (not the behaviour). Effort-Reward system e.g. when challenging students say something nice, promote better behaviour patterns and greater levels of responsibility than punitive measures. Effort-reward systems take time to devise and implement but save time throughout the year. They also save stress. It should, however, be the aim to reduce the need to reward-for-effort.

The Best 'Technique' is a Strong Relationship
A productive and cooperative classroom environment relies on positive relationships. Adolescents learn best from an adult whom they recognise as having positive feelings towards them. Recognising positive effort and minimising the attention paid to negative behaviours has an overall effect on the whole class and particularly on more challenging students. Learning about your students' personal lives builds goodwill which can, when required, be drawn upon. No-one outside your classroom can solve your student management issues – they can only draw on their own relationship with each student you send to them, which doesn't alter the situation for you.

APPENDIX C
Consequences for Breaking School
Rules and Policies Procedures

Listed below are samples of the consequences that will apply when students breach the Student Code of Conduct Policy and other School Rules. It is indicative of the level or seriousness of offences and the likely school responses to incidents.

Individuals and individual circumstances will be taken into account when sanctions are applied.

The purpose of this list 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. The list itself is not an exhaustive one, it includes examples. Other infringements will be dealt with accordingly.

This is a graduated approach to consequences. The three levels contained in this document reflect the increasing seriousness of problems (e.g. Level Three offences are regarded as extreme and will be dealt with accordingly). Your cooperation as a member of our school's community is assumed. Note:
- not every listed consequence will be applied in every case
- all school rules and consequences apply while students are at the school, engaged in school activities and on the way to and from school.

LEVEL ONE

The classroom teachers or the teacher "on the spot" is in charge of the situation and manages any problems – with the Student Manager or Sub-School Manager being kept informed or involved as appropriate. If contact with the family is needed the Student Manager or Sub-School Manager will coordinate this process. It is the teacher's responsibility to deal with level of offences within the classroom in the first instance.

1A	LATENESS TO SCHOOL	- Students are to report to the appropriate Student Administrative Manager (SAM) to be signed in. - If they arrive without a note the SAM will book the student into a lunchtime detention via Compass (the student management system used at the school) and report it to the appropriate Student Manager.
1B	LACK OF EQUIPMENT AND BOOKS FOR CLASSES	- Remind students of school rules - Teacher warning for 1st incident - Parent contact by classroom teacher first - For repeated incidents, classroom teacher also contacts Student Manager - Detentions given where appropriate
1C	LACK OF HOMEWORK / WORK NOT SUBMITTED	- Remind student of school rules - Detention by classroom teacher - Parent contact by classroom teacher - For repeat offence – chronicle entry on Compass - Arrangement for catching up with work to be negotiated - this can be after school (with prior consent of parent) or lunchtime - Monitoring card as appropriate - Learning support referral
1D	GENERAL MISBEHAVIOUR	At the time of Incident

	(In the class, buildings and yard)	• Remind student of school rules
		• Student asked to stop with warning of possible consequences
		• Follow up with a consequence if required
		• Classroom teacher to inform parent
		FOLLOW UP
		• Chronicle entry on Compass
		• Student Manager contact parents for repeated offences
		• Consequences may include:
		    o Detentions (class or yard duty)
		    o Behaviour Card
		    o Counselling
		    o Contracts
		    o Restricted access at recess / lunch
		    o Repeat offences will move to level 2/3 consequences

1E	**ACCESSING OTHER PEOPLE'S PROPERTY WITHOUT PERMISSION**	• Remind student of student rules • Contact parent • Classroom teacher to issue detention where appropriate • After school detention issued by Student Manager when appropriate
1F	**WEARING INCORRECT UNIFORM**	**OUT OF UNIFORM <u>WITH</u> A NOTE** • Uniform pass will be issued before the start of the day by the SAM • If students are repeat offenders then parents will be contacted and students may be issued with a detention **OUT OF UNIFORM <u>WITHOUT</u> A NOTE** • Remind student of the rules • Uniform pass given by the SAM Repeat offenders: • Uniform pass given by the SAM • Parents contacted by the SAM • Detention issued by the Student Manager/SAM

		OUT OF UNIFORM ON THE OCCASION OF AN EXCURSION (WITH OR WITHOUT A NOTE)
		• Student will not be permitted to attend the excursion
		    o Alternate program will be organised for the student by the person organising the excursion
		    o Contingency plans may be made with Student Manager
		    o Parent contact as required
		WEARING INCORRECT UNIFORM
		Piercings (Rings)
		• Will be removed and confiscated
		• *1st Offence*: Item kept for the day
		• *2nd Offence*: Item kept for the remainder of the term
		• *3rd Offence* and subsequence offences: Item kept for the rest of the term and a detention issued. Parents may be contacted by Student Manager
		Hair Colour
		• Students who do not have natural hair colour will be removed from class until the issue is rectified. Parents will be contacted
		Tattoos
		• Students with tattoos are required to cover them. This may require the student to keep jumpers or long pants on at all times.
		• Student Wellbeing Team counselling and support will be provided if appropriate.

		• Students who continue to breach the Uniform Code may be excluded from some school activities.
1G	**BEING IN BUILDINGS OR OTHER AREAS DESIGNATED "OUT OF BOUNDS"**	• Remind student of school rule • Refer to Student Manager by Compass • Removal from area and warning • Repeated offences – restricted lunch/recess areas as determined by a Student Manager and/or detention
1H	**GENERAL SWEARING AND OFFENSIVE LANGUAGE (IN THE CLASSROOM AND SCHOOL GROUNDS)**	• Remind student of school rules • Apology made • Classroom Teacher Detention as appropriate • Chronicle entry on Compass • Refer to Level 2 if involving staff • Repeat offenders will be given more serious consequences - See Level 2/3 consequences
1I	**EATING/DRINKING (OTHER THAN WATER) IN THE CLASS OR BUILDING**	• Remind student of school rules • Removal of item(s) and confiscation if necessary, by the classroom teacher or teacher on duty • Clean-up of immediate area if necessary • Detention may be issued if a student refuses the above instructions
1J	**LITTERING AND SPITTING**	• Remind student of the school rules • Refer to Student Manager via Compass if necessary • Clean up immediate area
1K	**USE/POSSESSION OF CHEWING GUM, "WHITEOUT", PERMANENT MARKERS & SIMILAR PENS**	• Remind students of school rules • Confiscation/removal of item(s) • If damage is caused – Chronicle entry on Compass • Parents may be contacted
1L	**WATER FIGHTS AND POSSESSION OF WATER BOMBING DEVICES**	• Remind students of school rules • Confiscation of offending material • Clean-up area • Chronicle entry on Compass
1M	**USE OF DIGITAL DEVICES DURING SCHOOL HOURS**	• Use of Digital Devices will be managed by the ICT Acceptable Use Policy, Acceptable Use Agreement. Please refer to this policy for all actions in relation to this issue.
1N	**INAPPROPRIATE PHYSICAL CONTACT & PUBLIC DISPLAYS OF AFFECTION**	• There is a 'no touch' policy at the school. All students, in particular couples, are not to be in physical contact with each other. • Remind student of school rules • Discussion about appropriate behaviour in a public place and the impact on themselves and others • Wellbeing team involvement if appropriate • Repeated incidents – actions may include: parent meeting, detention, suspension if appropriate

LEVEL TWO

The classroom teacher or the teacher "on the spot" is in charge of the situation and manages any problems – with the Student Manager or Sub-School Manager being kept informed or involved as appropriate. If contact with the family is needed the Student Manager or Sub-School Manager will coordinate this process.

2A	**DEFIANT AND/OR CONTINUED REFUSAL TO COOPERATE IN CLASS**	• Student to be exited from the room (respited) • Chronicle entry on Compass • Restorative conversation with student to take place before next class

		• The need for counselling other class members and witnesses will be addressed if this is deemed appropriate
2B (i)	**TRUANCY/WAGGING** **Leaving class without permission**	• Remind student of school rules • A reliable student will be sent with a note to the relevant SAM, Student Manager or School Manager or Assistant Principal • Chronicle entry on Compass • Student Manager to issue detention • Parents will be contacted as soon as possible by SAM • Counselling and conferences as appropriate • Monitoring attendance through Attendance Card
(ii)	**Not attending individual classes or scheduled duties**	• See above • Note: VCE Students are subjected to Victorian Curriculum and Assessment Authority (VCAA) attendance requirements - 85% for Whittlesea Secondary College
(iii) (iv)	**Leaving premises without permission** **Extensive unapproved absences**	• See above • SAM and teachers to notify Student Manager • Student Managers to organise detention • Parent contact made by Student Manager • Student Manager to arrange restricted areas at lunch/recess if required • Counselling and referrals if required • Note: VCE Students are subjected to Victorian Curriculum and Assessment Authority (VCAA) attendance requirements - 85% for Whittlesea Secondary College • Student Youth Allowance contacted where appropriate
(v)	**School Refusal**	• SAM to advise Sub School Manager/Well Being Manager • Sub School Manager or Welfare to contact the family in writing outlining the schools concerns • Assistant Principal to contact the DET North West Region (NWR) to report attendance data
2C	**ACTS THAT DIMINISH THE SCHOOL'S REPUTATION**	• Chronicle entry on Compass. Referral Sub-School Manager and/or Assistant Principals • Parent contact, counselling and possible referral to Student Wellbeing Manager
2D	**HARASSMENT / BULLYING** **(Any verbal, including racial, sexual or religious or physical conduct, 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.)**	• Chronicle entry on Compass • Immediate referral to Well Being Manager • Parents contacted • Official EO warning where appropriate, recorded on student file for first incident • Shared Responsibility/Mediation is to occur with Student Wellbeing Manager or representative • Refer to the Bullying and Harassment Policy and Procedures located on the College website, for more information
2E	**CYBER BULLYING**	Incidents of cyber bullying often take place outside of school and therefore it is difficult for the school to enforce or investigate these types of incidents. If incident occurs during school hours, where possible the school will: Notify both sets of parents (the bully and victim) in the incident Parents and/or the child being cyber bullied may report this to the police If mediation is suitable then this may occur. If it does not work then

		disciplinary consequences may be deemed suitable. These could include:
		- Detention - Formal suspension as appropriate - Agreements as appropriate - Counselling and referral - Refer to the Bullying and Harassment Policy and Procedures located on the College website, for more information - Police and/or legal action if considered appropriate by those involved
2F	**SMOKING or CARRYING SMOKING PARAPHENALIA.**	**YEAR 7-10 STUDENTS** *1st Offence*: Health Education with School Nurse and parents informed *2nd and subsequent offences*: Suspension **YEAR 11 & 12 STUDENTS** - Automatic suspension - Please note: each student will only ever receive one Health Education session with the School Nurse - Please note: teachers must inform student at the time of incident that they have been identified smoking
2G	**DAMAGE OR THEFT OF OTHER STUDENT'S PROPERTY.**	- Chronicle entry on Compass - Parent contact made by Student Manager - Replacement or recompense of item by student deemed to have taken or damaged the item(s) - Possible suspension
2H	**BEHAVIOUR ENDANGERING SAFETY, OF OTHERS**	- Incident Report via Compass to Student Manager - If in class the student is likely to be respited - Parent contacted by Student Manager - Formal suspension as appropriate
2I	**ENCOURAGING INTRUDER(s) TO ENTER AND/OR BE IN THE SCHOOL GROUNDS/FACILITIES**	- Incident report via Compass to Student Manager, Sub-School Manager or Assistant Principals - Parent contact - Detention - Formal suspension as appropriate - Possible police contact Intruder to be removed by Principal Team
2J	**CAUSING DAMAGE TO SCHOOL PROPERTY WILFUL VANDALISM /GRAFFITI**	- Incident report via Compass to Student Manager, Sub-School Manager or Assistant Principals - Parent contact - Detention - Formal suspension as appropriate - Recompense of damaged item by student - Repeated offences or first serious offence – suspension
2K	**PRODUCTION AND/OR USE OF OFFENSIVE MATERIAL**	- Report via Compass to Student Manager, Sub-School Manager, or Assistant Principals - Detention - Formal suspension as appropriate - Written apology - Counselling as required - Repeated offences or first serious offence – suspension
2L	**FORGERY**	- Report to Student Manager or Sub-School Manager - Detention

		• Parent contact
2M	**LEWD/OFFENSIVE BEHAVIOUR TOWARDS A STAFF MEMBER**	• Report to Student Manager via Compass • Formal apology or mediation • Detention or suspension as appropriate • Counselling as required
2N	**TAMPERING WITH LOCKERS**	• Report given to SAM & Student Manager via Compass • Detention. • Parent contact if required • Repeated offence or serious offence may result in suspension
2O	**REFUSAL TO FOLLOW THE INSTRUCTIONS OF A WSC STAFF MEMBER**	• Report to Student Manager via Compass • Detention • Parent contact made • Formal suspension as appropriate • Counselling as required

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LEVEL THREE

The Assistant Principal(s) and/or Sub-School Manager will be involved and the Principal as appropriate, where a serious incident posing danger or threat occurs.

3A	**DISTRIBUTION** **Acquisition and/or use of controlled or illegal substances (including alcohol or illicit drugs)**	• Confiscation • Removal of student from situation and medical care as appropriate • Immediate referral to Principal • Parents informed as soon as possible • Police informed as appropriate • Parent conference • Immediate formal suspension • Written agreement • Student Wellbeing team – counselling and referrals • Possible expulsion
3B	**VIOLENT BEHAVIOUR** **(Including inciting fights, assaults and other reckless aggressive behaviour)**	• Removal of student(s) from the situation • Incident report to Student Manager, Sub-School Manager, Assistant Principals and Student Wellbeing Team where relevant • Parents informed as soon as possible • Student sent home • Police informed as appropriate • Parent conference • Suspension • Written agreement • Written apology – as appropriate • Student Wellbeing Team – counselling and referral • Possible expulsion

3C	**OTHER ILLEGAL ACTIVITIES (Including carrying knives, weapons, dangerous goods, etc)**	• Confiscation • Incident report to Student Manager, Sub-School Manager, Assistant Principals and Student Wellbeing Team where relevant • Immediate withdrawal from classes • Parents informed as soon as possible • Student sent home • Police informed as required by law • Conference • Suspension • Student Wellbeing Team – counselling and referral • Possible expulsion
3D	**VANDALISM (Destruction of property through reckless behaviour or deliberate action)**	• Incident report to Student Manager, Sub-School Manager or Assistant Principals • Parent contact • Repair or recompense for damage negotiated as appropriate • Extensive community service arrangement and/or detention • Formal suspension • Possible expulsion
3E	**MAJOR THEFT OF SCHOOL PROPERTY**	• Incident report to Student Managers, Sub-School Manager or Assistant Principals. • Parents informed as soon as possible • Police informed as required by law • Replacement of item(s) • Suspension • Written agreement • Possible expulsion
3F	**USE OF MOBILE PHONE AT SCHOOL TO RECORD STAFF AND STUDENTS**	• Remind student of the school rules • Confiscation for the rest of the day/overnight by Student Manager • Parent contact • Possible suspension
3G	**POSSESSION AND/OR DISTRIBUTION OF PORNOGRAPHIC MATERIALS**	• Confiscation of material • Report to Student Manager, Sub-School Manager, Welfare or Assistant Principals • Material to be deleted immediately • Detention and/or suspension • Ban from computer facilities may be applicable • Reported to the police when required
3H	**VERBAL ABUSE OF STAFF OR VISITORS AT THE SCHOOL**	• Incident Report to Student Manager • Immediate suspension • Formal apology • Counselling and reconciliation processes as required • Possible expulsion