Drouin Secondary College
Learning Culture Plan

Student Engagement Policy
Promoting College Values

Achievement~Respect
Community~Commitment
PURPOSE

The Learning Culture Plan provides a framework to set a positive learning environment for the College. At Drouin Secondary College, the Learning Culture Plan is the College's Student Engagement Guidelines. The Learning Culture Plan reflects the College Student Engagement Policy and the relevant DEECD Engagement Guidelines. It is a guiding document for the whole College community and links with Drouin Secondary College’s Annual Implementation Plan and Education Plan.

WHOLE SCHOOL PREVENTION STATEMENT

Drouin Secondary College identifies supportive and positive relationships between students, staff, parents and the wider community as being vital to the success of young people.

We believe a school wide positive approach to student well being is fundamental to reinforcing the College values of “achievement”, “respect”, “commitment” and “community”. This framework assists in the development of pathways aimed to encourage engagement, purpose, direction and the development of lifelong learners.

We have an awareness and tolerance of students’ backgrounds, cultural perspectives and diverse individual needs. As a community, we look to capitalise and build on the experiences, strengths, interests and aspirations of our community.

A supportive and positive learning environment, along with the promotion of restorative principles is pivotal to establishing a learning culture in the College reflecting College values.

Teaching, modelling and importantly, rewarding positive behaviour in all aspects of student lives, promotes connectedness at College level and in the wider community, and enhances learning opportunities. As a College community, we aim to acknowledge and celebrate student achievement, success, improvement and self-awareness.

We strive to encourage young people through effective teaching and learning, to develop skills and knowledge that makes connections between the educational programs on offer and their future aspirations and pathways.
Key Elements

We realise that a successful learning culture can only be achieved with a balance of proactive and reactive strategies. The Key Elements section of the Learning Culture Plan therefore is categorised into three main strategic areas of practice:

1. Establishing a Learning Culture
2. Maintaining a Learning Culture
3. Restoring a Learning Culture
The Drouin Secondary College Learning Culture Plan reflects the Values of Achievement, Respect, Commitment & Community through its policies, processes and practices.

It is important that the college community establishes a learning culture with agreed practices across all areas of the college and within each classroom.

The key to a positive and supportive learning culture includes clearly setting agreed classroom guidelines in all classes. The understood boundaries are fundamental to building and maintaining relationships between teachers, students and parents.

Beyond the Classroom the College community will establish a set of clear expectations that ensure a safe, just and respectful learning environment for all.

We expect our community members will aim to accept responsibility, work to repair harm and to then rebuild and strengthen relationships.

**KEY ELEMENT No.1:**

1.1 ENGAGING CURRICULUM AND PERSONALISED LEARNING
1.2 AGREED CLASSROOM LEARNING PLAN
1.3 PERSONAL LEARNING GROUP
1.4 ATTENDANCE
1.5 WHOLE COLLEGE EXPECTATIONS
1.6 STUDENT LEADERSHIP
1.7 STUDENT WELLBEING SUPPORT STRUCTURES
1.8 MANAGING INDIVIDUAL PATHWAYS
1.9 SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT
1.1 Engaging Curriculum & Personalised Learning

In achieving a positive environment the learning culture plan will work alongside the Education Plan as a guiding document for student success. A key concept inherent in both documents is the absolute requirement for engaging curriculum and personalised learning. A positive learning culture cannot be achieved without all classrooms being relevant and engaging for our students.

Drouin Secondary College aims to cater for the individual needs of students through the provision of a student centred curriculum. The term curriculum is used broadly here, and refers to programs that may extend beyond the classroom into a range of opportunities, experiences, or interaction between the student and others, both peers and adults, within the College community.

Personalised learning, as described in the Education Plan, involves both broad College program and classroom approaches. In 2009 programs such as V.C.E., V.C.A.L. and V.E.T., Hands On Learning, Electives, Vertical Modular Grouping, and Cross Curricular units in The Learning Centre, are among many strategies designed to provide opportunities for students to access a curriculum, which is most relevant to them.

A positive learning culture engages and caters for all students. Within the classroom we use a range of teaching approaches, which recognise that the learner is central and that each individual has different needs.

The provision of a curriculum and curriculum structure, which are student centred, aim to fully engage students in their learning. By fostering supportive relationships, which value and respect our community and care for all within it, a positive culture of engagement, and commitment to learning and achievement, are established.

1.2 Agreed Classroom Learning Plan

An important aspect of setting a positive Learning Culture across the College is the establishing and implementation by all teachers of a Classroom Learning Plan for each of their classes. This plan is an agreed plan which reflects the College values. The plan shall have classroom learning plan shall have expectations and consequences (interventions). Expectations will relate to the College values and be in positive language. Consequences should be both positive and negative.

Establishing Classroom Learning Plans
All classroom teachers and their students will develop individual plans which will best achieve a positive learning environment given the subject area and student group. A Learning Plan for a year 12 English class could be very different from a Science class at year 9. In establishing a Classroom Learning Plan the following key points should apply:
Key Points:
- Agreed Classroom Learning Plan to be negotiated and/or discussed between students and teacher.
- Agreed Classroom Learning Plan needs to be established within the first 2 weeks of the semester.
- The Learning Plan should be revisited, reviewed and redefined throughout the semester.
- Agreed Classroom Learning Plan should have links with the College Values.
- All members of the class should have copies of the Classroom Learning Plan.
- A copy of the plan should be placed in the teacher's extras file.

EXAMPLES
Below is a possible structure for a set of Classroom expectations. Note in maintaining a Learning Culture there is a section related to consequences and interventions.

Agreed Classroom Learning Plan

We can RESPECT others
We listen to one another
We respect others right to learn
We use considered language

We can show COMMITMENT
We get to class on time
We bring the right gear
We hand work in on time
We follow teachers instructions

We can be part of a COMMUNITY
We include one another
We remember that we share the same room
We look after one another’s property

We can ACHIEVE our best
We aren’t afraid to make a mistake
We never settle for second best
We ask for help when we need it

The resource kit on page 26 has an example of a Classroom Learning Plan while page 27 has a standard template, which may be used.

1.3 Personal Learning Groups

During the past decade, there has been growing recognition the school environment plays a major role in the social and emotional competence and wellbeing of children. As a consequence, increasing national and international commitment has been directed towards the development of Health Promoting Schools, with efforts being made to assess how curriculum and pastoral practice can best contribute to students’ social, emotional, physical and moral wellbeing. Pastoral Care in Education ¹

We as a College community believe the development of student’s personal, social and mental well being and fostering positive attitudes are fundamental to a successful school culture. We endeavour to support all aspects of a child’s development through Personal Learning sessions. The sessions are intended to build each student understanding not only themselves as learners but also impart the skills and attributes to become well rounded citizens.

¹ Department of Education and Training Western Australia
We understand the importance of each individual student having a strong, consistent and positive relationship with at least one teacher within our community. To support this each young person’s Learning Time is linked with a teacher leader who supports all students within the group throughout their school career. The teacher leader supports and guides the group in their personal learning time sessions. *(Refer to Resource section)*

### 1.4 Attendance

The importance of the link between student attendance and success educational outcomes for individual students cannot be overstated. International, national and local data supports the contention that low attendance equates to low engagement and lack of academic success. The College actively promotes school attendance and fulfils key elements of DEECD Engagement Guidelines.

The following quote reflects the importance Drouin Secondary College and DEECD place in regular school attendance:

*Regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development.*

At our College creating a safe and secure environment along with continued focus on the “It’s Not OK To Be Away” strategies are fundamental to maintaining high attendance rates and consequently enhancing the positive learning culture.

The College promotes and maintains high levels of attendance and participation through:
- adopting consistent procedures to monitor and record student absence.
- follow up student absences promptly and consistently
- providing early identification of and supportive intervention including referral to student support teams and Learning Culture team
- linking with local community groups and agencies to maximise program and individual support
- provide a clear process and response. See appendix 1.2 pg 26

### 1.5 Beyond the Classroom

Learning culture extends beyond the classroom. Appendix 1.1 (pg 23) outlines students’ responsibilities both within the classroom and beyond. These responsibilities apply to all students and are based around the college values of Achievement, Respect, Commitment and Community. These responsibilities will be clearly communicated to students, staff and parents on a regular basis via PLG groups, the parent bulletin and the college website. Signs and posters displayed around the college will reinforce student responsibilities beyond the classroom.
1.6 Student Leadership

We as a community encourage young people to develop skills and knowledge to prepare them for future pathways and equip them with positive life skills. In particular we have a strong commitment to providing leadership opportunities that looks to develop an encouraging student culture. Offering a broad range of leadership roles within the College promotes connectedness to the College and the wider community and gives students a large range of avenues to demonstrate and model the College values. In doing so students are able to recognize, explore and further develop their potential in a positive and supportive environment. It is also important that all staff provide opportunities for leadership within their daily classroom focus. The College recognizes and values strong student leadership within the College grounds and when representing the College in the community.

1.7 Student Wellbeing Support Structures

Student well being is fundamental to an effective learning culture. The College is committed to providing the resources that provide an infrastructure of programs and practices to support the optimum well being of students. This framework currently includes:

- Student Well-Being Co-ordinators/ Counsellors.
- Educational Psychologists (DEECD resourced).
- A College Nurse.
- A College First Aid Attendant.
- Peer Tutoring Program.
- Community Mentors.
- Community based Health Services.

1.8 Managing Individual Pathways

Students who have an understanding of the future pathway and dreams will be more engaged in the learning process. A key strategy in ensuring our students are focused is the College’s comprehensive Managing Individual Pathways program. Our M.I.Ps program ensures that all students complete activities in which focus on their interests, strengths, weaknesses and future aspirations. All students who are 15 years and older have current individual pathway plans and associated support to enable a successful transition through the post compulsory years to further education, training or full time employment.

1.9 School Wide Positive Behaviour Support

A program called School Wide Positive Behaviour Support (S.W.P.B.S) focuses on using positive rewards and language to establish the expectations of the College community. It is a preventative program, which forms part of the whole school behaviour management system. 

(Refer to Resource section)
Our College practice needs to demonstrate a commitment to managing conflict and tensions with respect for all involved.

There will be times when an individual or group moves outside the established Learning Culture. When this occurs, there needs to be an acceptance of responsibility, repair of any harm caused and an opportunity to restore relationships.

This Key Element incorporates clear accountability for when behaviour is inappropriate or when an individual and/or group has been affected. It also identifies at risk or disruptive behaviours.

In the classroom situation it is essential the teacher lead any intervention. At this stage the classroom teacher will work with the student and, where appropriate, the parents to maintain the learning environment and restore relationships. There is no doubt this Key Element can be challenging and at times may require working in partnership with other College personnel to achieve a positive outcome. It is fundamental that the classroom teacher maintains a leadership role through the process.

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2.1 CLASSROOM MANAGEMENT STRATEGIES

Each classroom teacher will use a range of management strategies or consequences that suit their teaching area, the agreed learning culture expectations and the group of students they are teaching. It is important that the consequences for negatively affecting the Learning Culture are negotiated with the students as they are part of the learning community. This will build relationships and ensure that there is an agreed understanding of possible consequences.

Below are examples of common strategies used by teachers to maintain a positive learning culture. Also see Question and Answer section page 20.

Possible management strategies that may form part of a Classroom Learning Plan
- Respectful Warning
- Move seats, workstations
- Parent contact
- Deprivation of privileges; EG: Not using Computer in class time
- Lunchtime detention;
- Yard or cleaning duties;
- Work in VCE classes for negotiated period of time
- Removal from classroom for up to 5 minutes, followed by restorative chat and repairing harm
- Exit from normal class/group activities;

Possible general management strategies to maintain a Learning Culture;
- Seating Plan
- Restorative conferencing: small group / whole class conference;
- Withdrawal from non curriculum related special activity
- Modify delivery of curriculum to suit individual needs i.e. change the name of the task
- Complete specific behaviour awareness booklet – rethink swearing booklet
  - rethink computer misuse booklet

2.2 RESTATING AGREED CLASSROOM LEARNING PLAN

- Where appropriate
- Where possible quietly beside the student.
- Student to identify how they are affecting the learning culture
- Possible acknowledge students attempt to change behaviour at a later time where possible.
- If students has no idea of the issue perhaps move to respectful warning.

2.3 RESPECTFUL WARNING

- A quiet reminder
- Acknowledgement of the problem between teacher and student
- Student have a choice and change to adjust back within the learning culture expectations
- Brief, short, calm.
2.4 RESTORATIVE CHAT QUESTIONS

Using a restorative approach is a powerful way of refocusing a student on the expected learning culture. The following points will help ensure this strategy is both easier and more successful.

- Can be used in or outside the classroom and is generally most effective one on one
- Follow the script using a calm and non judgemental approach
- Ignore distracting and secondary behaviours.

When things go wrong – usually briefly during class time.
1. When you .......what were you hoping would happened?
2. Was it the right or wrong thing to do?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

When someone has been hurt - After class or at a later time.
1. What did you think when you realised what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

2.5 FORMAL WRITTEN AGREEMENTS

- This is seen as a strategy that would be used for persistent behaviour that negatively impacts on the Learning Culture and other strategies have failed to correct.
- The written agreement is between the teacher and the student or between two or more students. Any agreement to be communicated to the parents. Staff are strongly advised to carefully word any written materials. Advice is to be brief and to the point.
- Copies of the agreement to be sent to Learning Culture team and the parents.
- A copy of the agreement is in the Resource kit and can be accessed on e-workspace.

2.6 REMOVAL TO A VCE CLASS

- This is seen as a strategy that would be used for persistent behaviour that negatively impacts on the Learning Culture and other strategies have failed to correct.
- This strategy should not be used for more than one session per unit without consultation with the level coordinator and the parents.
- The classroom teacher must prearrange a VCE or other mutually acceptable that is running concurrently where a student may be sent if required.
- The student must be sent with a note or planner entry, productive work and be escorted by a reliable student.
- It is expected that the teacher would follow up any removal from class with the students as soon as possible with at a minimum a teacher student agreement.
- The classroom teacher to contact parents.
2.7 SUPPORT PERSONNEL

Classroom teachers are encouraged to work in partnership with College Support Personnel to assist in Maintaining a Learning Culture in the classroom. Support Personnel may include members of the Learning Culture team such as Year Level Coordinators, Student Welfare Coordinators, Personalise Learning Group Teacher or other colleagues. These Support Personnel assist the classroom teacher, but the teacher remains as the main person who works to maintain the learning culture and resolve issues.

2.8 SEVERE BEHAVIOUR INTERVENTION

There will be occasions when a student causes a major disruption to the safety and wellbeing of a class or one of its members. In this case it may appropriate to send the student to the Learning Culture Centre rather than to the back of a VCE class. Issues such as physically assaulting another student (a fight) or directly swearing at a staff member are considered severe behaviour.

The process should be as follows:

- Severe behaviour occurs and the teacher is of the view that the situation cannot be calmed and dealt with using their normal intervention strategies (see previous sections).
- The student can be sent to the Learning Culture Centre accompanied by another student with a brief note of the incident. If possible an email to the Learning Culture Centre would also help communication.
- The student will be held at the Learning Culture centre until the next break.
- The teacher must follow up issue at the next break
- The teacher must fill out a misbehaviour notification
- The teacher and the Level Coordinator will work together in reintegrating the student back into class and enforcing any sanctions required.
- Consideration should be given to moving the student to interventions involved in key element 3 – restoring the learning culture.

2.9 WHOLE COLLEGE INTERVENTIONS

The aim is to have a whole school understanding of acceptable behaviour in all facets of College life. This section looks to maintain a positive learning culture with issues such as College uniform, use of locker areas, yard behaviour and conduct, cafeteria, transportation on buses or trains and curriculum or extra curriculum based excursions.

Positive reinforcement via improved signage, linking with College values is an integral component. Strategies to be implemented will be similar to classroom management strategies. Consequences may also include apology letters, litter pick up sessions and community service through specific projects.
This key element involves students who are identified as high risk through persistent and challenging behaviours, which damage the College’s Learning Culture. It would be anticipated that no more than 3 to 5% of the student population would ever require this level of intervention.

At this stage more specialized strategies are required for these students. The types of strategies are varied but acknowledge the need to ensure students have an appropriate pathway to achieve success and the Learning Culture of the College is restored. Most often the aim will be to reintegrate students back into the classroom environment. A crucial aspect of this process is acceptance of responsibility of harm caused to the College's Learning Environment.

This key element accesses the specialised knowledge including Learning Culture Team members, principal class and external support services.

Investigating viable alternative pathways, services and programs may be undertaken. Parent and classroom teacher involvement and support are paramount.

**KEY ELEMENT No.3:**

3.1 INDIVIDUAL EDUCATION PLANS
3.2 ALTERNATIVE PATHWAYS
3.3 COLLEGE INTERVENTION PRACTICES
3.4 RESTORTIVE CONFERENCING
3.5 DEECD PROCEDURES
3.1 INDIVIDUAL EDUCATION PLAN

An Individual Education Plan (IEP) will be established for a student when they return from suspension or when they frequently demonstrate high risk, persistent and challenging behaviours. An IEP documents the range of presenting behaviours of the student, the student’s classroom behaviour goals, background information on the student and some classroom strategies that teachers should use. It is expected that the student’s PLG teacher and YLC will work together to develop and monitor the student’s IEP.

3.2 ALTERNATIVE PATHWAYS / SUPPORT

There are a range of community based services that the College can access. These services include Blackwood Annex, TAFE, Community VCAL, SCASE, Berry St programs, Triple SSO’s, Pathways case management or individual case management which includes counselling.

3.3 COLLEGE INTERVENTION PRACTICES

Upon referral to …….the Learning Culture team or Administration would draw on the following range of Intervention Practises and DEECD Procedures to assist in restoring the Learning Culture and to achieve the best learning outcomes for persistently disruptive students.

The Intervention Practices that the College may use include:

- Removal from normal class/group activities;
- Conduct card or attendance card;
- Deprivation of privileges;
- Withdrawal from year level excursions, camps and activities;
- Suspension or possible expulsion;
- Individual Education Plan;
- Attendance on student free days;
- Lunchtime or after school detention;
- Community Service Activities e.g. Yard or cleaning duties;
- Referral to outside authority, e.g. Police;
- Restorative conferencing: small group / whole class or community based conference to acknowledge and repair the harm
- Modified programs, which may include part time attendance or specific curriculum activities for a period of time:
- Proactive programs, which may include alternative pathways or social skilling, e.g. anger management or conflict resolution.
### 3.4 RESTORATIVE CONFERENCING

**What is it?**
A forum where people deal with wrong doing and conflict; using an agreed set process and script, where all involved speak, express their feelings, are faced with accepting responsibility for the impact of behaviour on others, and, most importantly, where those most affected by the problem, decide how to best respond to it by having a say in the outcome.

Holding restorative conferences is a central practice for a school community that takes a restorative approach to the harm caused by wrongdoing. It is used when behaviour/s has caused harm to others, when responsibility need to be taken for this harm and when an agreement needs to be made about how things can be made right and how inappropriate behaviours will not continue.

**Who can it be used with?**
Conferencing methods can be applied in a range of ways to provide a restorative intervention with individual students, small groups, classes and whole year groups. The conferencing script can be used proactively or reactively.

#### RESTORATIVE PRACTICES CONTINUUM

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**Levels of Reactive Restorative Conferencing:**
The level of conferencing used depends on the degree of harm that is to be addressed.

**The restorative practices ladder**

- **High-level conferencing:**
  - deals with very serious incidents
  - is run by a skilled facilitator
  - requires detailed preparation
  - involves family/whanau, community members, teachers etc
  - gives everyone the opportunity to explain how the incident has affected them
  - seeks an outcome that is cemented with a formal agreement or plan that is monitored by a key person
  - finishes with shared food.

- **Mid-level conferencing:**
  - deals with moderately serious incidents
  - can be done with small groups and classes
  - requires careful pre-conferencing preparation
  - follows a clearly scripted format
  - can be facilitated by a class teacher but often involves senior managers, deans etc
  - ends with a group agreement, which is then monitored.

- **Low-level conferencing:**
  - deals with relatively minor incidents
  - is often referred to as a conversation or chat
  - may involve two people (one-to-one) or three people (a wrongdoer, a victim and a facilitator)
  - can be conducted in the classroom or playground
  - follows a sequence of restorative questions
  - is most successful when there has been appropriate preparation for the process (as with other restorative processes).
Low-level conferencing:

Appropriate for addressing a difficulty between two students (a wrong doer and a victim) and minor behaviour issues. It involves a restorative conversation or ‘chat’ which may be:

- Conducted on the spot to deal with an incident in the classroom or playground
- Involve a 1:1 discussion between a teacher and an offending student or, where the concern is a relationship issue between two students, or involve the teacher and both students.

Script:

What were you hoping would happen when you .............................................
What were you thinking at the time?
Who do you think was affected by what you did?
In what ways were they affected?
What do you need to do to fix this?
What can I do to help?

Mid-level conferencing:

Appropriate for dealing with an incident that led to moderately serious harm but that does not require the involvement of families and /or outside agencies (although families would be informed of the process). The class or PLG teacher, the Level coordinator, SWC, the LCT leader and/or a member of the college administration may facilitate the conference. Some kinds of mid level conferencing are:

- A mini conference of small groups of students (comprising one or more wrong doers and one or more victims) who were involved in an incident
- A ‘no blame’ conference for a group of students experiencing relationship difficulties and/or posing behaviour management challenges. It addresses difficulties affecting the whole class and seeks ways of changing behaviour.

Script: (see Appendix)

Through using this clearly scripted format students are encouraged to identify the harm that has been done and to say what should be done to repair the harm
- The problem is explained
- The effects of the problem are described
- Ways to resolve the problem are identified
- Plans are made for actions that reduce the possibility of the problem continuing.

High-level conferencing:

Appropriate for an incident where serious harm has been caused, provided that the parties involved agree about what happened. All those involved in and affected by the incident attend a conference at this level, which will include offender(s) and victim(s), and may include families teachers, external agencies, and supporters of both the offender(s) and victim(s) a skilled facilitator who is not involved with the participants and who has a good understanding of the process is essential

A HLC may be held when a student has been suspended and/or has caused significant harm that may lead to expulsion. The school community sees that the student who has damaged relationships is confronted about the behaviour, its consequences on others and so has an opportunity to be less likely to offend in this way again.

Key stages in this level of conferencing are:

- Identifying and describing the problem
- Explaining and reflecting on the effects of the incident (including the wrong doers thoughts and feelings about the incident and its effects)
- Making reparation and developing empathy
- Making plans for actions (an agreement) that will reduce the possibility of the problem continuing, making use of resources and support.
3.5 DEECD PROCEDURES

Suspension – guiding principles

‘Suspended students are the least likely to have the personal or family capacity to help themselves out of their difficulties. They need school and adult support’ (ACER 2004).

Students should only be excluded from school when all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action given the student’s behaviour.

If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student’s parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused reengagement strategies.

Appropriate and meaningful school work must be provided to the suspended student. This work must be consistent with work provided in the student's classes. While completion of the work is not a requirement for re-entry to school, parents/carers can assist the process by ensuring that the work is completed.

At any time during a suspension, parents/carers can request that a student support group meeting be convened.

The principal is responsible for student suspensions. The principal has two options available; in-school or out-of school suspensions. In determining which option is the most appropriate, the principal should consider the educational, social and emotional impacts on the student and school community.

One option, schools may wish to explore, is in-school suspension which can have a number of positive outcomes, both for the school and the student:

- Suspended student and the rest of the class can be continued, uninterrupted
- The need for increased, individualized academic assistance can be easily identified and be provided where required
- Time can be allocated for individual support for the suspended student and their parents/carers (if appropriate)
- Allow the school another element in the staged response, allowing out-of school suspensions to be used for the most extreme behavioral issues.

In-school suspensions should focus on encouraging students to exhibit more positive behaviour, to increase their level of participation and, where appropriate, to learn problem solving and/or conflict resolution skills. Students should be challenged, both academically and behaviourally, during the period of their suspension, and schools should use this time to provide students with an increased level of support that may not otherwise be available during class time. In-school suspensions should have an appropriate educational focus and, wherever possible, should be relevant to the behaviour for which the student was suspended.
Some effective strategies for in-school suspension include:

- Pairing the student up with an experienced teacher or appropriate staff member for the day, accompanying that teacher to classes
- Utilising staff-supervised peer support or mentoring programs
- Participating in a work-based in-school suspension (e.g. working outdoors, gardening, preparation of educational materials). However focus should not be on punitive measures such as picking up rubbish, but on work-based activities that have an educational value.
- Providing a dedicated room or area where students can complete their in-school suspension under appropriate supervision
- Using the period of suspension to have the student participate in a behaviour management, conflict resolution or respectful relationships program or activities (as appropriate to the behaviour for which they were suspended)
- Using a restorative practice approach and ensuring that the focus of an in-school suspension is that student making amends for their behaviour (e.g. fixing something they have broken or doing something for any person they may have hurt or upset as a result of their behaviour).

The department provides information to assist parents when addressing concerns or making a complaint. Further information can be found at www.education.vic.gov.au/about/contact/parentcomplaint.htm

Procedures prior to suspension

Before a student is suspended, with the exception of situations that require an immediate response, principals should ensure that a range of options, consistent with the staged response, have been considered (see Element 5, Appendix 2).

A student support group should be convened to inform the student and their parents/carers that a suspension is being considered. The aim of this student support group meeting is to identify any issues that are of concern to the school or the student and begin a process of effective communication between the school, the student and their parents/carers. The student support group should develop a range of strategies to support the student and the parents/carers in addressing the issue of concern, aimed at avoiding the suspension of the student.

In exceptional circumstances a student support group meeting may occur outside the required timelines.

Grounds for suspension

A principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

- (a) behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or
- (b) commits an act of significant violence against a person or causes significant damage to or destruction of property or is knowingly involved in the theft of property; or
- (c) possesses, uses, or deliberately assists another person to use prohibited drugs or substances; or
- (d) fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
- (e) consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or

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(f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

**Procedures for immediate suspension**
The principal may suspend a student immediately and prior to convening a student support group meeting if the student behaves in such a way that would provide the basis for a suspension ordinarily, and their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

**Period of suspension**
The maximum continuous period a student can be suspended at any one time is five school days.

A student cannot be suspended for more than 15 school days in any one school year without approval from the regional director. The school must provide appropriate and meaningful school work to the suspended student during the period of the suspension.

See appendix 1.3 – Suspension flowchart.

**Authority for expulsion**
Every Victorian student must be guaranteed a place in a school, registered training organisation or other alternative education setting. Schools should work in partnership at a network level to ensure that expelled students are guaranteed an educational placement at another school or registered training organisation or alternative education setting in their network. Regional offices can provide a structure to ensure that all schools in a network/region can work in partnership to provide a place for any student who requires one. The principal is responsible for student expulsions. However, expulsion from a school is the most serious consequence open to the principal. When expulsion is unavoidable, principals have a responsibility to demonstrate that expulsion is the only appropriate measure and that all other measures consistent with a staged response and the Student Engagement Policy have been implemented in good faith by the school without success.

Only the principal has the authority to expel a student from the school of which they are the principal. This responsibility cannot be delegated to any other person at the school.
QUESTION AND ANSWER SECTION

Classroom management is a complex area, which always throws up many questions. In order to address some of the common questions of staff below is a compiled list of Q & A.

What do I do when a student refuses to follow my instructions? E.g. refuses to move seats in class, refuses to give me their mobile phone.

- Ask yourself: Have I already explained student responsibilities and procedures for use of mobile phones and electronic devices? These would have been negotiated with the class at the beginning of the semester. (See Resource Section pg27)
- In this example is it assumed that the student is aware that mobile phones can only be used with teacher permission. You have a clear set of graded consequences and you have already negotiated classroom responsibilities and discussed graded consequences. (See Resource section pg 27)
- Work through your graded consequences.
- Explain calmly to the student that refusing to follow a reasonable instruction means you will have to contact parents and involve the Year Level Co-ordinator.
- Ask the student if that is what they want to happen.
- Give the student a choice to give the phone to you and continue their learning or face further consequences.
- Walk away and give the student some space. Come back to the situation later.
- If they still refuse to follow your instruction follow through with parent contact and a misconduct referral to the YLC, and a restorative conference with the student. Never ignore a student not following a direct instruction.
- Ensure you follow up with the student at the next recess, lunch or afterschool to resolve the matter with the help of the YLC if you need it.
- The number one priority at this stage is to restore a working relationship with the student. Only you and the student can do this. The YLC, SWC, LCC, AP or Principal cannot re-establish the relationship for you.

What do I do if a student constantly disrupts the learning of the class? Refuses to stop talking. Constantly interrupts instruction.

- Ask the student about the relevant agreed classroom guidelines you negotiated at the beginning of the semester. (See Resource section pg27)
- Work through your graded consequences. This may result in an exit to a VCE class.
- Contact parents.
- Use a restorative approach to negotiate the child back into the classroom if you have chosen to exit the student to a VCE class.
- You may choose to do a behaviour contract.
- Depending on the severity of the disruption you may complete a misconduct report.
- If you would like assistance from the YLC to develop or negotiate the contract they are able to assist.
What do I do if a student consistently is late to class or consistently does not bring the appropriate equipment?

| 1. Restate the responsibility: | It is everyone’s responsibility including yours to get to class on time. |
| 2. Ask the student to explain the rationale for the responsibility: | Why does it matter? Why is it important to get to class on time? Who is affected if we don’t get to class on time? |
| 3. Ask the student how they are going to become responsible in the future | What do you need to do to get to class on time? How can I help? |
| 4. Ask the student what consequence they think is appropriate for not being responsible | What do you think should be consequence if you come late? |
| 5. Negotiate an appropriate consequence | OK we agree then if you come late you will make up the time at lunch and sit at the front of the room. |
| 6. Ensure the student carries it out | Follow through. |

If you don’t see an improvement contact the parents. You need to record the lateness on e-workspace so it is part of the students overall behaviour record.

What do I do if a student swears at me? What do I do if a student is acting in a dangerous fashion? E.g. throwing a chair, threatening another kids with a pair of scissors.

Issues such as physically assaulting another student (a fight) or directly swearing at a staff member are considered severe behaviour. These behaviours cannot be ignored and must be addressed. If you think you can handle the situation yourself then do so but follow up with a misbehaviour report. If you are unable to deal with the situation in safe and timely manner you may exit the student to the Learning Culture Centre.

The process should be as follows:

- Severe behaviour occurs and the teacher is of the view that the situation cannot be calmed and dealt with using their normal intervention strategies
- The student can be sent to the Learning Culture Centre accompanied by another student with a brief note of the incident. If possible an email to the Learning Culture Centre would also help communication.
- The student will be held at the Learning Culture Centre until the next break.
- The teacher must follow up issue at the next break
- The teacher must fill out a ‘Student Behavioural Report’ (pg 37)
- The teacher and the Level Coordinator will work together in reintegrating the student back into class and enforcing any sanctions required.
- Consideration should be given to moving the student to interventions involved in key element 3 – restoring the learning culture.

When can I exit a student to the “Learning Culture Centre?”

Only in situations involving severe behaviour. Issues such as physically assaulting another student (a fight) or directly swearing at a staff member are considered severe behaviour. The process above should be followed.
If I exit a student to a VCE class what follow up is expected?

- For a one-off exit to a VCE class you don't need to fill in any reports unless you want the incident added to the students discipline record.
- If you exit a student to a VCE class a second time in a semester unit you must complete a ‘Student Behaviour Report’. You, the classroom teacher, must contact parents to inform them that you have exited the student to a VCE class for the second time in a semester.
- Exiting students to VCE classes should not be seen as a long-term solution and certainly should not happen for multiple lessons in a row without first contacting parents and the YLC.

When should I complete a ‘Student Behavioural Report’?

- If you have exited a student to the Learning Culture Centre or a VCE class for the second time you must fill in a ‘Student Behaviour Report’.
- If you feel you need advice and support from the YLC, a ‘Student Behaviour Report’ is a good way to start this process.
- Exiting students to VCE classes should not be seen as a long-term solution and certainly should not happen for multiple lessons in a row without first contacting parents and the YLC.

What should I do when a student misbehaves in the yard? E.g. Throws a stick at someone, is in an out of bounds area, swears at another student.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Restate the responsibility; In the yard you have a responsibility to play safe?</td>
<td></td>
</tr>
<tr>
<td>2. Ask the student to explain the rationale for the responsibility; Why does it matter? Why is it important we play safe?</td>
<td></td>
</tr>
<tr>
<td>3. Ask the student what consequence they think is appropriate for not being responsible, What do you think should be consequence if can’t play safe?</td>
<td></td>
</tr>
<tr>
<td>4. Negotiate an appropriate consequence, OK we agree then you’ll pick up some rubbish with me on yard duty now and if it happens again we’ll contact your parents.</td>
<td></td>
</tr>
<tr>
<td>5. Ensure the student carries it out. Follow though.</td>
<td></td>
</tr>
</tbody>
</table>

What do I do if a student does not complete the required class work?

- Work through your graded consequences.
- Contact parents.
- Complete an unsatisfactory progress report.
- Possible strategies are to give the student a lunchtime detention to complete the work or after contacting parents arrange for the student to attend homework club.
APPENDIX SECTION
## My responsibilities as a DSC student

<table>
<thead>
<tr>
<th></th>
<th>Achievement</th>
<th>Respect</th>
<th>Commitment</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a responsibility to:</td>
<td>• Try to achieve to the best of my abilities</td>
<td>• Be kind to other members of the school community.</td>
<td>• Attend school whenever I am not sick</td>
<td>• Attend school in full school uniform.</td>
</tr>
<tr>
<td>In the Classroom I have a responsibility to:</td>
<td>• Bring appropriate materials to class</td>
<td>• Follow teacher directions promptly</td>
<td>• Attend class on time</td>
<td>• Never interfere with the learning of others</td>
</tr>
<tr>
<td></td>
<td>• Remain in class unless given permission by my teacher to leave. This including at the end of a lesson. I am not dismissed until my teacher says so.</td>
<td>• Use phones, iPods or other electronic devices only with teacher permission. If I use them without teacher permission I know they will be confiscated.</td>
<td></td>
<td>• Not bring my bag to class. (Except for PE and Sport)</td>
</tr>
<tr>
<td>In the Locker Areas I have a responsibility to:</td>
<td>• Collect my books for periods 1&amp;2 before school, 3&amp;4 at recess and 5&amp;6 at the end of lunch. I know I should not be at my lockers after period 1, 3, or 5.</td>
<td>• Keep the locker area litter free</td>
<td>• Keep my locker organised and orderly.</td>
<td>• Keep my locker locked when I am not near it.</td>
</tr>
<tr>
<td></td>
<td>• Make positive use of community facilities.</td>
<td>• Take my turn and let others have time too.</td>
<td></td>
<td>• Keep my bag locked in my locker during class time, recess and lunch.</td>
</tr>
<tr>
<td>In the wider community I have a responsibility to:</td>
<td>• Make a contribution to my community.</td>
<td>• Be polite and use appropriate language</td>
<td>• Organise my time at home so I can be up to date with my school work.</td>
<td>• Put my materials in my locker and move away. I know not to congregate in the Locker area.</td>
</tr>
<tr>
<td></td>
<td>• Be honest</td>
<td>• Look after community facilities</td>
<td></td>
<td>• Wear clothing appropriate to the community activity I am undertaking.</td>
</tr>
<tr>
<td></td>
<td>• Look after community facilities</td>
<td></td>
<td></td>
<td>• Assist others by waiting my turn and being a good citizen</td>
</tr>
<tr>
<td>Achievement</td>
<td>Respect</td>
<td>Commitment</td>
<td>Community</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>In the Yard I have a responsibility to:</td>
<td>Select activities that allow me to perform well in class.</td>
<td>Follow yard duty teachers directions promptly</td>
<td>Be on the school grounds unless I have signed out at the office.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be kind to others eg Make others welcome, open doors for people, not use putdowns or bullying behaviour.</td>
<td>• Be in the “in-bounds” area and not go “out of bounds”. I know where these are because they are in the planner.</td>
<td>• Walk on hard surfaces, not run. I can run on the oval or grassed areas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Play safe by not sliding down handrails or climbing anything above ground level</td>
<td>• Keep the yard free of litter.</td>
<td>• Lock my bag in my locker during recess, lunch and class time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use appropriate language. I know swearing is inappropriate.</td>
<td>• Play safe by not throwing things at others.</td>
<td>• Be in the “in-bounds” area and not go “out of bounds”. I know where these are because they are in the planner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Keep my hands to myself. Don’t touch others. This includes “play fighting”.</td>
<td>• Not congregate in corridors or locker areas. I know these are thorough fares not congregating areas.</td>
<td>• Only play ball games in areas with lines marked for ball games.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use water for drinking not water fights.</td>
<td>• Respect and look after school grounds and property.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the Canteen I have a responsibility to:</td>
<td>Eat a healthy and balanced diet which includes drinking water to enhance my learning</td>
<td>Follow teacher directions promptly</td>
<td>Be in full school uniform. Only when I’m in full school uniform can I use the Cafe.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be polite to canteen and parent volunteer workers showing respect</td>
<td></td>
<td>• Line up while waiting to be served</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sit down on chairs never on a table</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Line up with no more than 3 people per line in front of the windows.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Enter from W side and Exit from E side to make crowd flow safe for everyone.</td>
<td></td>
</tr>
</tbody>
</table>

I understand my responsibilities as a student at Drouin Secondary College

Page 25
Appendix 1.2 - Process map for following up absences

1. Student attends class
   - Student is recorded as **present** on e-workspace attendance package and this is imported into CASES21

2. Student is marked absent on e-workspace
   - Student is absent for an extended period (5 days) and a **Student Absence Learning Plan** will be developed
   - Student is being re-engaged with the school and a **Return to School Plan** has been developed

3. Student is marked as an **unexplained absence** on e-workspace and CASES21 unless a written or verbal explanation has been provided by the parent/carer
   - After the absence occurs the College will contact the parent/carer by SMS system to ensure they are aware of absence
   - Parents must provide an explanation **within 3 days** of the absence
     - If a satisfactory explanation is provided, the reason for absence will be recorded in e-workspace and CASES21
     - Letter or email must be sent to parents/carers by the Learning Culture Team
       - If a satisfactory explanation is provided, the reason for absence will be recorded in CASES21 (or equivalent)

4. If a reason has not been supplied **within 3 days** of the absence or explanation provided is unsatisfactory
   - Absence remains as unexplained in CASES21 and will be recorded in the student’s file

5. After 10 days with no satisfactory explanation
   - A conversation will be held between appropriate support staff and the student to discuss reason/s for absences
     - Following this conversation the Principal will investigate either of the following:
       - **Informal** meeting with parent/carer and student to identify reason/s for absences and develop strategies to support the student’s attendance
       - **Formal** meeting with relevant teachers, school support staff, parents/carers and the student to identify reasons for the absences and develop strategies to support the student’s attendance

6. If parents/carers are unwilling to meet with the school or if the student continues to be absent from school, contact the Regional Office for additional support. Other departmental supports and programs or external support agencies should be involved as required.
Appendix 1.3 Suspension process flow chart

**SUSPENSION**

Immediate suspension can only be used are grounds for suspension normally and where the health, safety and wellbeing of themselves, staff or other students are at significant risk.

Suspension following student support group

Convene student support group to explain to the student and parent/carers:
- the reasons for the suspension
- the school days on which the suspension will occur
- where it will occur
- provide contact details for additional support services
- develop Student Absence Learning Plan

If the suspension is for five days or more provide details of the post-suspension student support group meeting

Schedule a student support group within 48 hours of suspension and:
- Provide student and parents/carers with a Notice of Suspension and the Procedures for Suspension brochure
- Develop a Student Absence Learning Plan and a return to School Plan (as appropriate)
- Provide school council president with the Notice of Suspension

Provide student, parents/carers and the school council president with student’s Notice of Suspension prior to the day on which the suspension occurs

Provide the student and parents/carers with a copy of the information brochure Procedure for Suspension

Schedule a post-suspension student support group if the suspension is for five days

Give immediate verbal notification to the student and parents/carers

Provide supervision on school premises until student can be collected or until the end of the school day.
Appendix 1.4 Learning **Culture in a Computer Room**

Running a lesson in a computer room presents its own opportunities and challenges. Students can do the wrong thing so supervision is vital. Please follow these procedures whenever you have a class in a computer room. As in any class situation the best way to prevent student misbehaviour is to be vigilant. Ensure students have plenty of work to do and move around the room supervising what they are doing. Never sit at your computer for extended periods of time without supervising what students are doing.

Start the lesson with Students checking computers for damage. Report any damage to the Computer Centre ASAP. Get Students working.

**What do I do if?**

<table>
<thead>
<tr>
<th>Student accesses a web site they are not supposed to be accessing.</th>
<th>Tell them to stop and get back on task. If they don’t they are not following a teacher direction so follow your established graded consequences like you would for any other behaviour incident.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student plays a non school related game</td>
<td>Tell them to stop and get back on task. If they don’t they are not following a teacher direction so follow your established graded consequences like you would for any other behaviour incident.</td>
</tr>
<tr>
<td>Student stores a game on their memory stick or account</td>
<td>If you see it ask the student to delete it. If they don’t they are not following a teacher direction so follow your established graded consequences like you would for any other behaviour incident.</td>
</tr>
<tr>
<td>Student uses a proxy site</td>
<td>Immediately ask the student to log off the internet. Complete a misconduct notification and give it to the YLC. Report the incident to the I.T. department. Parents will be contacted as this is a serious breach of network security. Students will have restricted internet access until they complete “Sensible Use of the Computer and Internet at School” Behaviour Booklet. When this is completed they will hand it to the YLC who will then inform I.T. so they can get back full internet access. Repeat offenders will face more severe consequences which may include suspension.</td>
</tr>
<tr>
<td>Student displays inappropriate or pornographic material</td>
<td>Confiscate the student’s memory stick and give it to IT department or YLC. Complete a misconduct notification and give it to the YLC. Students who knowingly bring pornographic material to school will usually be suspended.</td>
</tr>
<tr>
<td>Student damages a computer</td>
<td>Complete a misconduct report and give it to the YLC. See the IT department and get an estimate of the cost to repair the damage. Contact parents to inform them that damage has occurred and the student will be required to pay for it plus do some additional community service to repay your time. Ensure the student completely restores both the computer, your time and your relationship with them at the end of the process.</td>
</tr>
</tbody>
</table>
Students accessing other students accounts or students allowing others to share their account:

- Report students to the computer centre so passwords can be changed. Parents will be contacted as this is a serious breach of network security. Students will complete “Sensible Use of the Computer and Internet at School” Behaviour Booklet. When this is completed they will hand it to the YLC. Repeat offenders will face more severe consequences which may include suspension.

Students sending messages, emails etc to others that are considered offensive, abusive or otherwise inappropriate:

- Report students to the computer centre. They will lose access to email until they have completed the “TEASING AND BULLYING” behaviour worksheet. When the students have completed the worksheet to the satisfaction of the YLC the YLC will ask the computer centre to reinstate the students access to email. For subsequent breaches more severe consequences would apply.

Students downloading inappropriate material:

- Students should only be downloading material for schoolwork under the express direction of a teacher. Teachers should deal with this behavior as they would a normal classroom misbehavior incident.

Students need to realize that their use of computers is monitored at all times. Students effectively have no “right to privacy” when working on the College network. Never give students free time to do “whatever” on the computer. There is always some other learning they can go on with. Find some educational games related to your subject and set them up for students to do when they have finished everything.

There are some common misunderstandings among students.

1) Students are paying for the internet.

Not really. The school pays for the internet so students can use it for school purposes. Our internet bill is over $6,000 a year. If students use it excessively they can make additional payments so they can use it for school purposes.

2) We should be allowed on games sometimes. Wrong.

The school’s internet connection is like a big data pipe flowing into the school and we have over 350 computers hooked up to this one big a pipe. If all 350 of those computers are downloading data at the same time they each use 1/350th of the bandwidth of the data pipe. That means the internet runs really slow for everyone. If they are all doing legitimate school work then we just have to put up with the slow speed but.......... if 50 of the 350 computers are downloading or playing games, they are slowing the system down for the students who are trying to learn. This is not fair.

We want the limited data bandwidth to be used for students who are doing learning, not students who are playing games.

When students use the internet for non learning related activities they are slowing down the internet for students who are doing school related learning.

They have no right to do this.
Establishing a Learning Culture

Appendix 1.5

RESOURCE KIT

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

CORE PHILOSOPHY AND PROCESS –
Establish and review all expectations through broad college community input. Include representatives from all groups involved in the college – teachers, parents, students, plus other staff, bus drivers and local community businesses in the program.

Use the College values to establish the expectations of students. Link all behaviour expectations back to the Colleges values of Achievement, Respect, Commitment and Community.

Make behaviour expectations positive statements of how students are expected to behave, rather than focusing on what they should not do. This includes materials such as posters, a College passport for new students, inclusion of values and positive expectations in our planner and murals.

Emphasise rewards rather than punishment. Highlight student success and positive behaviour by giving rewards regularly. ARCC awards, should out number misconduct and orange detentions 10 to 1! Trialling of weekly cafeteria vouchers for a randomly selected Year Level recipient.

The SWPBS is measured by comparisons of misconduct reports, suspensions and detentions over time. We will be able to measure the success of this strategy.

(a) Primary Support, (b) Secondary Support, and (c) Tertiary Support. These three levels assist school staff to create the organised and tailored systems of support for all students and make students accountable for and supported when inappropriate behaviour occurs.
LEARNING PLAN EXAMPLE

CLASS VALUES & EXPECTATIONS

Why do we have College values and class expectations? They are to make our class a positive place for us all to work and to achieve our best.
Here are our agreed Learning Culture Expectations....

<table>
<thead>
<tr>
<th>College value</th>
<th>Class expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect &amp; Achievement</td>
<td>Follow all teacher directions when given.</td>
</tr>
<tr>
<td>Commitment &amp; Achievement</td>
<td>Come to class with appropriate materials.</td>
</tr>
<tr>
<td>Respect &amp; Community</td>
<td>When teacher is giving an instruction do not speak or interrupt.</td>
</tr>
<tr>
<td>Commitment &amp; Achievement</td>
<td>Be on time for class.</td>
</tr>
<tr>
<td>Community &amp; Respect</td>
<td>Respect the rights, feelings &amp; property of others.</td>
</tr>
<tr>
<td>Achievement &amp; Community</td>
<td>Complete all work to the best of your ability, and allow others to complete theirs.</td>
</tr>
</tbody>
</table>

REWARDS FOR STUDENTS SUPPORTING OUR COLLEGE VALUES WILL BE SELECTED FROM –
1. ‘ARCC’ slips distributed on a regular basis in class.
2. Spot prizes in class.
3. Whole class rewards (e.g. special activity).

For those who won’t support our learning CULTURE we have agreed there may be consequences.
CONSEQUENCES MAY BE SELECTED FROM…
1. Respectful warning or reminder of our expectations.
2. Moved within the class.
3. Removed from group and a discussion.
4. A lunch-time discussion regarding student responsibilities and missed work to be caught up.
5. Contact with coordinator/parents.
6. Misconduct letter to Learning Culture Team
7. Learning Culture agreement.
8. Removal from the class to the back of a VCE class.
This agreed plan is for all of our class and is intended to respect everyone’s right to a productive and safe learning environment.

LEARNING PLAN EXPECTATIONS

<table>
<thead>
<tr>
<th>We can RESPECT others</th>
<th>We can be part of a COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>We can show COMMITMENT</td>
<td>We can ACHIEVE our best</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

POSITIVE CONSEQUENCES - STUDENTS SUPPORTING OUR CLASSROOM LEARNING PLAN

- 
- 
- 

CONSEQUENCES FOR INDIVIDUAL WHO DO NOT ABIDE BY THE AGREED CLASSROOM LEARNING PLAN

CONSEQUENCES MAY BE SELECTED FROM….

- Respectful warning
- 
- 
- 
- 
- 
- 

DROUIN SECONDARY COLLEGE
A.R.C.C. AWARD

☐ Achievement  ☐ Respect
☐ Commitment  ☐ Community

Awarded to: ___________________

Staff signature: _____________

Date: _____________

DETACH & PLACE LOWER SECTION IN BOX AT STUDENT MANAGEMENT OFFICE

-------------------

A.R.C.C. AWARD

Student Name: ______________

Form Group: ______

Teacher Initials: ______
DROUIN SECONDARY COLLEGE

INCIDENT REPORT (Student)

This form is to be completed by students when college values have not been supported by you or someone else.

NAME ___________________________ PLG _____ DATE__________

PERIOD_______ TEACHER (If applicable)________________________

Which value(s) has / have not been supported

Commitment [ ] Achievement [ ] Respect [ ] Community [ ]

Describe what happened (Who, what, where, when & why)
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Who has been affected by this incident? In what way?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

What needs to be done to make things right? (By you or by others)
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
DROUIN SECONDARY COLLEGE

RESTORATIVE AGREEMENT

This agreement is to be used after College values have not been supported. The agreement outlines the commitments made on the part of the student and/or the teacher to restore an effective and cooperative relationship.

This agreement was negotiated between (student) _____________________________ and (teacher or level co-ordinator) __________________________ Date ____________

RESTORATIVE PLAN AGREED TO
(Who, what, where, when and how)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
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STUDENT’S SIGNATURE ___________________ DATE ____________

TEACHER’S SIGNATURE ___________________ DATE ____________

COORDINATORS SIGNATURE ___________________ DATE ____________
DROUIN SECONDARY COLLEGE
STUDENT BEHAVIOURAL REPORT

Student Name: ____________________ PLG: ___________ Date: _________

Staff Member: ____________________ Subject: ____________________

Select Behavioural Concern

☐ Abusive language  ☐ Disruptive behaviour in class  ☐ Failure to obey safety rules
☐ Harassment  ☐ Misbehaviour out of class  ☐ Misuse of school equipment
☐ Damage to property  ☐ Frequently late to class  ☐ Littering
☐ Misuse of computers  ☐ Out of bounds area  ☐ Not following teachers instructions
☐ Physical violence  ☐ Unauthorized absence  ☐ Other_____________

Select a Consequence:

☐ Exited from class  ☐ Exited to a VCE Class  ☐ Exited to Learning Culture Centre
☐ Contact Parents  ☐ Restorative conference (student/teacher)  ☐ Apology Letter
☐ Student/teacher agreement  ☐ Warning  ☐ Restricted Access to Computers

☐ Other

OUTLINE BEHAVIOUR:
_____________________________________________________________________________
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_____________________________________________________________________________
Further Information:______________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Signed:_____________________________________ staff member
Forward completed form to the year level coordinator for discussion
RESTORATIVE PRACTICE
FACILITATOR GUIDE 1 [Offender/Victim]

Step 1 Welcome and Introduction:
“Hello, as you know my name is....... and I have been asked to facilitate this meeting. (Introduce participants if this is necessary). I have spoken to all of you about the incident (briefly describe what happened).
........(Offender’s name) has admitted his/her part. During this conference I will invite you all to talk about how you and other people may have been hurt or affected by what has happened. This will help us to understand what is needed to make things right.

Step 2 Start with Offender/s:
“I would like to start with....... Could you tell us what happened and what was your part? What happened then? At the time, what were you thinking about? What have you thought about since?
In what way has...(victim’s name) and others been hurt or affected by what you did?

Step 3 In turn, invite (i) victim/s (ii) their family or support people (iii) the offender’s family or support people to speak;
........(victim’s name) what did you think when you realised what...... (offender’s name) had done? How has this incident affected you? What has been the hardest thing for you?

Step 4 Go back to offender/s:
“You have just heard how.......(victim’s name) and others have been affected by what you did. Is there anything you want to say at this moment?”

Step 5 Return to Victim/s:
“....... (victim’s name), what do you think needs to happen to make things right?

Step 6 Return to Offender/s:
“.......(offender’s name), what you do think of what.........(victim’s name) suggested? What do you think you need to do?”

Step 7 Return to the Victim/s:
“Is there anything else you think will help make things right?”

Step 8 Return to Offender/s:
“What have you learned from our meeting?”

Step 9 Final invitation to speak:
“Before I close the meeting, does anyone have anything further they need to say or to share.”

Step 10 Closing the Meeting:
“Thank you for being involved in today’s meeting. I hope our time together has given us a better understanding of how to deal restoratively with things when they go wrong.”

REAL JUSTICE

www.realjustice.org
RESTORATIVE PRACTICE
FACILITATOR GUIDE 2 [General Conflict]

This process is a guide for incidents where there is no clear victim or offender.

Step 1  Welcome and Introduction:

"Hello, as you know my name is........ and I have been asked to facilitate this meeting.(introduce participants if necessary). I have spoken to all of you about the incident/s and it is clear that what has happened has affected/hurt/harmed everyone involved. This is an opportunity to talk about what has happened and how each of you has been affected/hurt. To help us all work together again, we need to discuss ways of stopping any further hurt/harm so we can improve our relationships.

Step 2  Start with the person that has been most affected:

"I would like to start by asking (person’s name) to talk about how he/she became involved and what happened? 
At the time, what were you thinking about? 
What have you thought about since? 
How has this affected/hurt you and others? 
What has been the hardest thing for you?

Step 3  Ask all participants in turn the above questions

Step 4  Say to all participants:

"Now that we have heard how all of you have been affected/hurt in some way by what has happened, is there anything anyone would like to say at this point?

Step 5  Invitation to all participants:

What suggestions do you have that will stop any further hurt/harm? 
What will help all of us work together again, without further conflict?

Step 6  Ask each participant:

What would you like to see come out of today’s meeting?

Step 7  Invitation to all participants: (Record undertaking/s if required)

What will each of you now do to help improve your relationships with one another?

Step 8  Final Invitation to participants:

What have you found useful from today’s meeting?

Step 9  Closing the Meeting:

Thank you for being involved. It has allowed us to share and understand what has happened and importantly provided the opportunity to find positive ways of building better relationships with one another.

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