



Student Engagement & Wellbeing Policy

**Produced in Consultation
With the School Community**

To be read in conjunction with
*Student Engagement and Inclusion Guidance –
Student Engagement Policy Guidelines*

2014

Principal: Helene Alamidis
School Council President: Pam McLeod

Contents

P.2	Introduction and College Profile
P.3-4	Whole School Engagement Statement
P.4-6	Rights and Responsibilities, Bullying Policy
P.6-7	Shared Expectations
P.7-10	School Actions and Consequences
P.11	Review
P.11	Date of Acceptance

Appendices

P.12	The ESC Exit Procedure Summary
P.13	Exit Procedure re Suspensions
P.14-17	Behaviour Support Plan Template
P.18-25	The ESC STAR Process Outline

Student Engagement and Wellbeing Policy

1. Preamble

The **Student Wellbeing and Engagement Policy** is central to actively supporting the on-going growth of students within their learning environment. Such growth will best occur within a caring, secure and well managed environment where there is positive for student achievement and positive learning behaviours are displayed.

2. College Profile

Epping Secondary College is a co-educational college in the far northern suburbs of Melbourne. The surrounding area has seen substantial growth in industry and infrastructure over the past fifteen years. Recent planning initiatives in the City of Whittlesea have seen rapid growth in housing around South Morang, Mill Park and Epping.

The student population is approximately 950 with approximately the same number of boys as girls. The main feeder schools are Meadowglen, Epping Views, Epping and Greenbrook Primary schools, and the 2014 Year 7 enrolment was 192 students. In addition to these three local schools, Year 7 students enrolled from 16 other state primary schools and one student came from a non-government primary school. Of the total student population, 210 families received the Education Maintenance Allowance (EMA).

The college is an harmonious multi-cultural community with staff and students from a range of backgrounds. 37% of students have non-English speaking backgrounds and, whilst most are Australian born, 27 nationalities are represented in the student population. There are also 15 Koorie students at the college.

A comprehensive VCE program and a VET in Schools program is in operation. The college runs an alternative “Pathways” program for Year 10 students to address the needs of students exploring a range of pathways. The Victorian Certificate of Applied Learning (VCAL) is well established at both Intermediate and Senior levels.

Community Focus electives continue to operate at Year 9 and the college is running the Advance program in conjunction with the local Country Fire Authority.

The college has high expectations of students and staff, promotes a positive attitude to learning, and encourages all students to succeed. The fostering of student leadership and enterprise is also an important feature of college life. The college is also very proud of the work undertaken by students and staff in the grounds and local community. The college has an extensive sports program and many teams have been successful at the Regional and State levels. Each year over 70 students are involved in the Instrumental Music program which is going from strength to strength.

“Learning for Life” is the college motto and is the foundation upon which the college programs continue to be developed. Student learning is the core purpose of the college and continuing improvement in student performance and attendance levels, the learning environment, and staff / student relationships are central to the endeavours of the college community.

In 2012 the college undertook a self-assessment which identified a range of success areas, as well a number of key focus areas for future improvement. The 2013-2016 Strategic Plan has a focus on further improving student academic achievement, engagement and wellbeing, and further developing and strengthening the already well established student pathways and transitions programs.

3. Whole School Engagement Statement

At Epping Secondary College we aim to provide a pleasant, safe and secure environment where teachers, parents and students value each other, work together to improve and excel, and treat each other fairly.

The college aims to develop students' self-discipline, positive learning behaviours, responsibility, sense of fairness, and co-operation, through Rights which are protected by Responsibilities. Underpinning all of this are our College values of:

Commitment Fairness Respect Honesty Perseverance

These are the established, agreed upon College values which guide all college policy. They help encourage and promote:

- the development of high levels of self esteem, self discipline, honesty and a desire to learn and take responsibility for their own behaviour and appearance.
- the desire and commitment to strive and to excel in all they do
- respect for other members of the college community and the rights of others to learn in a safe, supportive, non-discriminatory and secure environment.
- each individual to take pride in their physical environment, respecting the college's property and the property of others.
- the creation of an effective partnership between the college, home and the broader community.

The following definitions and behaviours assist in illustrating how these values manifest themselves in **Positive Learning Behaviours**:

COMMITMENT

This value means...

Persevering and giving it your best shot, realising that we can work through difficulties and understanding that challenges are a normal part of life.

Behaviours which demonstrate this:

- Giving 100%, not giving up and always striving for improvement
- Being punctual at all times including for class, meetings, sport and assemblies
- Attending regularly, attending all classes and with correct equipment
- Following instructions and being prepared to take on responsibilities and leadership tasks within the school
- Setting goals and showing enthusiasm and dedication
- Taking time to do things well
- Believing in ourselves and each other
- Taking appropriate risks
- Being responsible for our learning and our behaviours

FAIRNESS

This value means...

Being just and sensitive in our treatment of others.

Behaviours which demonstrate this:

- Giving everyone a chance
- When wanting someone's attention waiting our turn
- Making sure our working noise and yard noise does not interfere with the learning of others
- When moving around the college, doing so in an orderly manner without disturbing others
- Always recognising and valuing that we are all different

RESPECT**This value means...**

Being considerate of others and their property and treating others the way that we would like to be treated.

Behaviours which demonstrate this:

- Following rules and expectations
- Taking care of others' property
- Being polite and considerate
- Being accepting of others and their differences
- Never putting others down (sexism, racism, harassment and bullying)
- Listening to others
- Considering other people's feelings and opinions and sharing ideas and materials
- Acknowledging and greeting others
- Showing pride in ourselves and our school

HONESTY**This value means...**

Being sincere, genuine, open and truthful to ourselves and to other members of our school community.

Behaviours which demonstrate this:

- Being reliable and responsible
- Owning up for our actions and apologising for our mistakes
- Communicating honestly and openly and not spreading rumours
- Maintaining confidence and keeping our promises

4. Rights and Responsibilities

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

It is important to understand that with human rights comes a responsibility to respect the human rights of others.

Rights and Responsibilities of Students, Teachers and Parents:

Student Rights <ul style="list-style-type: none"> • the right to an effective learning environment • the right to a safe and secure environment • the right to be treated fairly and with respect. • the right to fair settlement of problems 	Student Responsibilities <ul style="list-style-type: none"> • attend all classes and be punctual • to respect others' opinions and work co-operatively • to <i>not</i> disrupt the learning of others • to care for others and protect property • avoid put downs, sexism and racism • to be honest in their interactions & dealings with other members of the college community
Staff Rights <ul style="list-style-type: none"> • the right to teach • the right to a safe and secure environment • the right to be treated fairly • the right to fair settlement of problems • the right to advice from other staff and support services 	Staff Responsibilities <ul style="list-style-type: none"> • to plan relevant, interesting lessons and to cater for individuals' abilities and interests • to communicate clear expectations • to avoid put downs, sexism and racism • to be a positive role model in terms of respect, fair treatment and resolving problems • to attend meetings, share ideas, support others

	<ul style="list-style-type: none"> • to encourage a positive and co-operative classroom atmosphere • to follow the LBW policy and its implementation guidelines
Parent/Guardian Rights <ul style="list-style-type: none"> • the right to be involved in their children's learning • the right to be included in decision making • the right to information in own language • the right to expect children's safety in a secure environment 	Parent/Guardian Responsibilities <ul style="list-style-type: none"> • to send children to school & on time • to support children in good study habits and to encourage learning • to support school programs and policies • to attend report nights, information evenings, meetings etc. • to avoid put downs, sexism, and racism

One of the most common ways in which Students' Rights are violated and Responsibility is not accepted in schools is through ***Bullying and Harassment***. ***Epping Secondary College supports a ZERO TOLERANCE Bullying philosophy.***

What is Bullying and Harassment?

Bullying is usually the result of repeated behaviour but may sometimes occur as an isolated incident. Bullying behaviour causes someone to feel embarrassed, angry, unfairly treated, fearful, threatened, excluded or in pain.

This may occur as an isolated incident or over an extended period of time.

Types of Bullying:

• Physical Bullying

Any intentional and unwelcome use of physical contact or deliberate property damage.

• Verbal Bullying

Use of language to threaten or hurt i.e. put downs/teasing.

• Exclusion Bullying

Leaving someone out on purpose to cause feelings of non-acceptance.

• Racial/Religious Bullying

Antagonism or prejudice directed towards someone on the basis of their race/religion.

• Sexual Bullying/Harassment

Any unwelcome and, or uninvited comments, attention, contact or behaviour of a sexual nature that is humiliating, offensive or intimidating.

• Gesture Bullying

Use of non-verbal signals to cause intimidation, fear or belittle. Includes copying or inviting others to copy someone.

• Extortion Bullying

Students bullying others into giving up possessions, food, drink etc. This can extend as far as getting students to participate in criminal activity.

• Cyber Bullying

Use of email, computers, mobile phones, phones or faxes to spread rumours, cause intimidation and fear or sexually harass. This may include inappropriate use of someone else's image through mobile cameras and/or the internet.

At Epping Secondary College Bullying must be reported! It everyone's right and responsibility to report Harassment and Bullying whether it happens to you or someone else. As a college we will not allow cases of bullying or harassment to go unreported but will speak up, even at risk to ourselves.

What should you do if you are being bullied?

Talk to a member of the school community with whom you feel comfortable: Homegroup Teacher, Class Teacher, Year Level Coordinator, Student Wellbeing Coordinator, Assistant Principal.

Procedures and consequences:

It is important that bullying behaviour is not ignored. It is the responsibility of all members of the school community to act when it occurs, by informing a Teacher, Wellbeing Coordinator or Assistant Principal of any bullying they have experienced or witnessed.

All reports are treated confidentially. The victim and person/s reported are then interviewed. If it is a first report/complaint and the incident is not serious, work is done with the students to empathise with their victim, which includes a sincere apology. The report and perpetrator is put into the 'Bully Register', given a warning and acted on only if another incident occurs.

If the initial incident is serious it is dealt with under the 'School Wellbeing Policy'. If the incident is not deemed as serious then there is a focus on getting the students together to work on sharing responsibility for changing behaviours so that the sense of bullying does not continue. Restorative Justice approaches are applied and the emphasis is on how participants *feel* as a result of reported incidents and agreement for change is recorded.

A second incident of reported bullying in the bully register incurs an administration detention. A third incident will incur a suspension. A fourth incident will result in a parent meeting and further serious consequences which may include review of enrolment and/or expulsion.

5. Shared Expectations

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values of **Honesty, Respect, Fairness & Commitment** are based on the Australian Government's nine values for Australian schools, which are:

1. **Care and Compassion**
Care for self and others
2. **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
3. **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, pursue excellence
4. **Respect**
Treat others with consideration and regard, respect another person's point of view
5. **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society
6. **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
7. **Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
8. **Understanding, Tolerance and Inclusion**

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

9. **Honesty and Trustworthiness**

Be honest, sincere and seek the truth

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

6. School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship-based whole-school and classroom practices, including:

- providing clear information to parents and students about values, expectations, policies and procedures
- providing formal as well as informal recognition of students' achievements through assemblies, awards and a merit system
- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom Codes of Cooperation/Conduct

- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making, particularly through the use of the *Ramon Lewis approach* to managing *relationships* in classrooms, and the ESC STAR Process
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, will be responded to through a staged response, including:

- positive directed questioning, hints and warnings
- ‘exits’ from class which could incur detentions, which in turn, could accumulate towards Suspension
- parent contact and Student Support Groups
- behaviour cards / achievement sheets
- the use of attendance / behaviour ‘contracts’ which both students and parents sign
- detentions or make-up times
- suspensions and ultimately, expulsion

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, counsellors, managed individual pathways or careers coordinators
- using restorative practices with students
- tutoring/peer tutoring (through Homework Club, Peer Support, etc.)
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in *Effective Schools are Engaging Schools - Student Engagement Policy Guidelines*. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

Consequences which *may be used prior to suspension* include:

- Withdrawal of privileges
- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to

learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

- **Detention** - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. They may also use this time to discuss behavioural expectations or as a consequence for disruptive behaviour and could include community service such as picking up papers. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work or community work after school as a consequence for disruptive behaviour, the time should not exceed forty-five minutes.

- **Administration Detentions**- are serious detentions that take place after school for 30-40 minutes. These are usually given by the Year Level Coordinator, Assistant Principal or Principal for serious breaches of school rules and values. During this time students may be involved in reflection and discussion with teachers, completing work or undertaking community chores around the school. More than two administration detentions can incur a suspension.

The Principal or their representative (Assistant Principal or Year Level Coordinator) should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), ***the school may choose to negotiate*** alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools-Student Engagement Policy Guidelines for process required)

Exclusion:

- Details of suspension and expulsion procedures are discussed below, however, it should be noted that parent(s)/carer(s) are to be involved in exclusion procedures as stated, except where:
- The student is over 18 years of age
- The student is over 16 years of age, without disability or impairment and is living separately, apart and independently from his/her parent(s)/carer(s)
- For any reason the parent(s)/carer(s) is not available or cannot be contacted. In these circumstances the principal may then refer to the student over the age of 18 years of age in place of 'a parent(s)/carer(s)'. Where a student has a disability or impairment, the principal must make enquiries as to the student's ability to represent him or herself. In this case, as with a student under 18 years of age, the principal may regard as 'a parent(s)/carer(s)' an adult whom the principal considers to be suitable and available to perform the role of the parent(s)/carer(s).

Suspension - General information:

Suspension is a serious disciplinary measure and should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is *five* school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than *fifteen* school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal's decision whether to expel a student.

Grounds for suspension:

A student may, by order of the principal, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student;

- behaves in such a way that poses a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- causes significant damage to or destruction on property;
- commits or attempts to commit or is knowingly involved in the theft of property;
- possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- fails to comply with any clear and reasonable instructions of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; disability; 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; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes; or
- consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Expulsion – General Information:

Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted.

Grounds for Expulsion:

A principal may expel a student if;

- the student does anything for which they can be suspended
- the student's behaviour is of such magnitude, that having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs, expulsion is the only available mechanism.

Procedures prior to Expulsion:

Prior to an expulsion the principal must;

- ensure that a range of strategies, consistent with a staged response has been implemented by the school
- convene a Behaviour Review Conference
- ensure that the student and a relevant person are informed that expulsion is being considered and must be given the opportunity to be heard.
- identify the future educational, training and/or employment options most suited to the student's needs and agree on a course of action in the event expulsion is decided

Procedures for Expulsion:

The principal is responsible for a student's expulsion. The principal must notify the regional director that a student support group is being convened to discuss expulsion. The principal must convene a student support group meeting to;

- provide the student and the relevant person with a Notice of Expulsion before the day on which the expulsion commences
- provide a copy of the procedures for expulsion, to the student and their parent(s)/carer(s)
- identify the future educational, training and/or employment options most suited to the student's needs
- a principal, within *twenty-four* hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion to the regional director with a written expulsion report

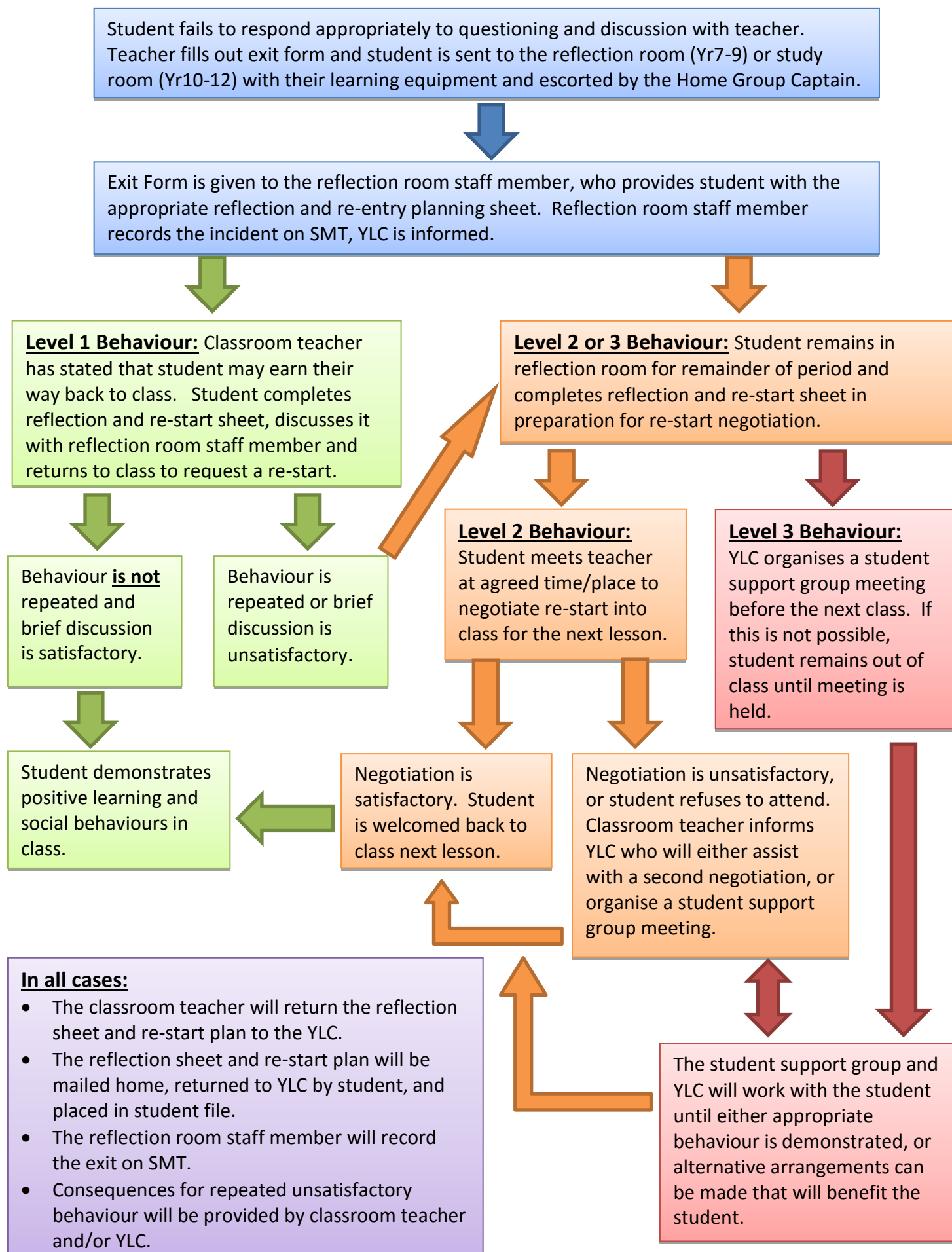
For more information regarding suspension or expulsion procedures see Ministerial Order 625 – Procedures for Suspension and Expulsion (updated 1st March 2014).

7. Review

The College Council will review this policy annually as part of its cyclic review schedule.

8. Date of acceptance:

The ESC Exit Procedure - Summary



Exit Procedure regarding Suspensions

Level of Behaviour	Number of Exits	Procedure
1	1	Exit is recorded on SMT, YLC is notified, no letter is sent home.
	> 1	More than one Level 1 Exit in the same class will result in following exits being regarded as Level 2. See below for procedure.
2	1	Student reflection and re-entry plan is mailed home to be signed by parents and returned to YLC by student. Parent explanation sheet is attached. This occurs every time student is exited.
	2	As above.
	3	Meeting arranged with parent and student. Individual Learning Plan put in place.
	4	Automatic suspension (internal or external) Parent contacted – possible meeting
	5	Automatic suspension (internal or external) Parent contacted – possible meeting
	6	Automatic suspension (internal or external) Meeting held with student support group (student, parent, YLC, AP, SWC, counsellor, etc.). Individual Learning Plan evaluated and strategic action plan put in place. Frequent and regular counselling and/or consultation from this point on in order to change behaviour or guide student into alternative option.
3	1	Student reflection and re-entry plan is mailed home to be signed by parents and returned to YLC by student. Parent explanation sheet is attached. This occurs every time student is exited. YLC arranges Student Support Group meeting with parents, student and others (AP, SWC, SM). Individual Learning Plan put in place.
	2	YLC arranges Student Support Group meeting with parents, student and others (AP, SWC, SM, counsellor, etc). Individual Learning Plan evaluated and possibly adjusted.
	3	Automatic suspension (internal or external) Parent contacted – possible meeting
	4	Automatic suspension (internal or external) Meeting held with student support group (student, parent, YLC, AP, SWC, SM, counsellor, etc.). Individual Learning Plan evaluated and strategic action plan put in place. Frequent and regular counselling and/or consultation from this point on in order to change behaviour or guide student into alternative option.

Level 4 behaviours are dealt with outside of the normal exit procedure and will usually involve YLCs, Student Manager, APs, etc.

<Student name> Behaviour Support Plan		Date:
Issues:		
<p><i>Describe the student and the reasons for the behaviour support plan:</i></p> <ul style="list-style-type: none"> • Diagnosis/SSSO assessment (if any) • Examples of behaviours <ul style="list-style-type: none"> • Inappropriate sexualised language • Swearing • Non-compliance • Touching 	<p><i>List expectations and goals associated with the plan</i></p> <p><i>Examples</i></p> <ul style="list-style-type: none"> • The appropriate level of intervention needed within the school context. • Level of risk to other students • Clear and consistent consequence • Other staff to be briefed? 	

Support Categories	Management and Support Strategies	Responsible Person/s
Behaviour Expectations	What are the specific observable expectations regarding behaviour - in class - in yard – <i>ESO supervision; yard restriction?</i> - in their contact with others - individuals/age groups - with use of toilets – <i>supervision required?</i> - <i>use the disabled or staff toilet?</i> - how will good behaviour be modelled?	
Yard Duty	What needs to happen at recess and lunch time? Does xxxx need to be supervised at all times? What incentives are there for xxxx to be good? Does xxxx need social skills training?	XXXX must be in line of sight and hearing at all times
Start of Day-	How does xxxx get to school? How will xxxx be supervised on arrival at school? <i>Go to a specific location or person? E.g Go to the office, Go to the AP office</i>	
End of Day	How does xxxx get home from school?	

Support Categories	Management and Support Strategies	Responsible Person/s
	<p>How will xxxx be supervised when school finishes?</p> <p>Go to a specific location or person? <i>E.g Go to the office, Go to the AP office</i></p>	
Whole school events, camps or excursions	<p>What risks exist to other students on the excursion?</p> <p>Will supervision resources be adequate?</p> <p>Who needs to be informed?</p>	
Teaching and Learning Support	<p>What learning program is being used to help reinforce the desired behaviours?</p> <p>What is the educational strategy?</p> <p>What is the behaviour modification strategy?</p> <p>How does this relate to the work of other professionals?</p> <p>How does it relate to actions being taken by parents in the home?</p>	<p>Which staff at the site are responsible for the learning described opposite?</p> <p>Who is responsible for informing/supporting staff with the requirements</p>
Parent/caregiver support	<p>What actions are being taken at home to help reinforce positive behaviours and protect against problem behaviours?</p> <p>What/when should the parents/caregivers communicate with the school about and how should this happen?</p> <p>Are other agencies assisting the family and if so how does their work relate to the behaviour plan?</p> <p>What tasks do the parent/caregivers have in supporting their son/daughter to access services from another agency? (for example transport)</p>	<p>Who is the key contact person for parents at the school?</p> <p>Which parents/caregivers will be taking what responsibilities?</p>
Internal Support	<p>The Student Support Group will meet? weekly, fortnightly, monthly.</p> <p>Membership could include:</p> <p><i>Mother - SSSO rep - Principal/delegate - Class teacher - CASA counsellor - Child protection</i></p> <p>How are staff supporting the student to</p>	<p>Which staff directly support the child/young person in the ways listed opposite?</p> <p>Who is responsible for informing other relevant staff of the support expectations listed opposite – for example other class teachers, yard duty staff,</p>

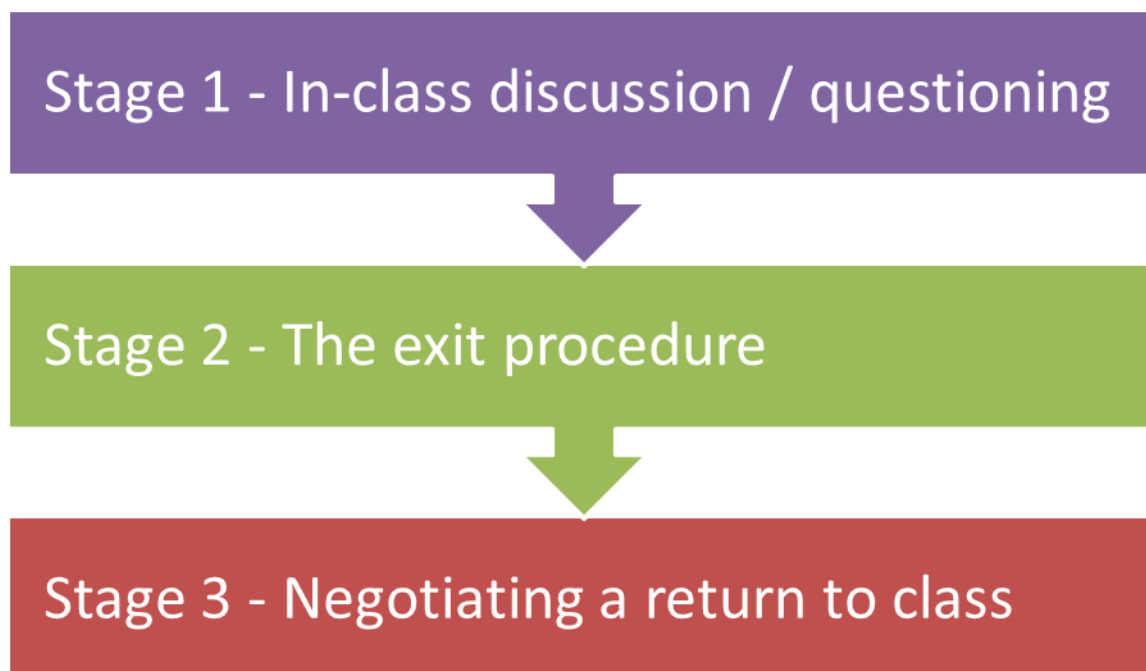
Support Categories	Management and Support Strategies	Responsible Person/s
	<p>achieve the desired behaviour</p> <ul style="list-style-type: none"> - in class - in yard - in their contact with others - individuals/age groups - with use of toilets - before and at end of day - in other specific settings on or off the site (<i>for example camps, formals, sports days excursions</i>)? <p>Who can the child/young person talk to at the school about personal issues and how they feel about the behaviour plan?</p> <p>How do they access this person?</p> <p>Who is responsible for informing relief staff of the behaviour plan?</p>	front office staff.
External Support	<ul style="list-style-type: none"> • Which other agencies or professionals are involved with the child/young person or their family? • What is the nature and length of their support? • How do they liaise with the school? • Have they contributed to the development of this plan / been given a copy? 	<p>Which staff will review support /progress /outcomes/</p> <p>Which staff at the school will liaise with other involved agencies?</p>
Response to child/young person not meeting behaviour expectations	<p>What immediate response will the school make when behaviour expectations are not met?</p> <p>What reminders will staff give to which behaviour expectations if they are not met?</p> <p>How will parents support school actions?</p>	
Plan Review	<ul style="list-style-type: none"> • What monitoring of the plan will be made? • When will the plan be reviewed? 	<p>Who keeps a monitoring record?</p> <p>Who will contribute to the review?</p> <p>(include child / young person)</p>

Support Categories	Management and Support Strategies		Responsible Person/s
Signatures	Signatures of key stakeholders:		
	Child / young person		/ / 2011
	School Principal		/ / 2011
	Parent /Caregiver		/ / 2011

The ESC STAR Process: Students Thinking and Acting Responsibly

The Epping Secondary College Students Thinking and Acting Responsibly (STAR) process is designed to assist students in taking responsibility for their behaviour and to change negative behaviours. The system is designed to avoid the need for confrontation or accusation from teachers, and instead asks students to analyse their own actions.

There are three stages to the STAR process:



Each stage will be elaborated on below. At this point the system is in a trial stage and all feedback is welcome. The design of this system leans heavily on past successes at Epping SC, but also includes a number of important features from evidence-based behavioural management theories that have been researched by the Motivation and Resilience Working Party.

For an overview of the system see [The ESC Exit Procedure 2014](#).

Stage 1 – In class discussion / questioning

The motivation and resilience working party have researched a number of theories of behaviour management and positive intervention strategies and have recognised the importance of the nature of conversations that are held between students and teachers regarding behaviour in the classroom. Rather than telling or accusing students of misbehaviour, appropriate questioning has been shown to not only encourage better behaviour, but also to develop greater levels of responsibility for negative behaviours.

Stage one is still being developed, but here is a short overview of some of the thoughts and suggestions being made. Your feedback is coveted.

Positive Questioning

For students to succeed, they must believe you care, and you have confidence in their ability to solve problems. Always ask questions, in a respectful, calm, curious voice.

- When student disrupts, try to not ask why but instead (these questions should be modified to suit the situation, not used verbatim):
 - ✓ What are you doing?
 - ✓ What are the rules?
 - ✓ Is that okay?
 - ✓ What happens when you break the rules?
 - ✓ Is that what you want to happen?
 - ✓ What do you want to do now?
 - ✓ What will happen if you disrupt again?
 - ✓ You did _____ well, what is happening with _____?
- When a student avoids dealing with you:
 - ✓ If they avoid answering a question, repeat it.
- If they persist in not dealing with you, then ask:
 - ✓ Do you want to work on this or not?
- If they continue to avoid dealing with you, then you say:
 - ✓ You need to go to the Reflection Room.

- Or, if after settling down, later on they again begin to disrupt, then you ask...
 - ✓ What are you doing?
 - ✓ What did you say would happen the next time you disrupted?
 - ✓ Where do you need to go now?

Look at the Code of Cooperation – which agreed rules did you break?

1. How did this affect:
 - a. Your learning?
 - b. The other students in the class?
 - c. The teacher?
 2. What can you do to fix the situation?
 3. What can you do differently next time?
-

Stage 2 – The Exit procedure

In the circumstance that students do not respond to discussions appropriately, or extreme behaviours are exhibited, they may need to be exited from class. An exit should be seen as a support for the student, rather than a punishment.

Note the structure of the updated **Exit Form** below. Teachers are able to stipulate precisely which behaviours were unacceptable and at what level, as well as determine whether the student is able to work towards returning to class in the same period. This is dependent on the completion of a satisfactory re-entry plan, and appropriate behaviour upon return.

EXIT FORM

Name of Student: _____		Home group: _____	
Classroom Teacher: _____			
Period: _____	Classroom: _____	Time: _____	Date: _____
Time and Location of Post-Exit Meeting: _____			

Behaviours leading to exit:

<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u>
<input type="checkbox"/> Not following teacher instructions <input type="checkbox"/> Continual talking in class <input type="checkbox"/> Continually out of seat in class <input type="checkbox"/> Creating paper mess in class <input type="checkbox"/> Graffiti offence in class time <input type="checkbox"/> Yelling out in class <input type="checkbox"/> Having iPod/phone on in class when not meant to <input type="checkbox"/> Having a mobile phone out <input type="checkbox"/> Calling other students names <input type="checkbox"/> Throwing paper around class. <input type="checkbox"/> Inappropriate behaviours toward others	<input type="checkbox"/> Continually not following teacher instructions <input type="checkbox"/> Continually not working in class <input type="checkbox"/> Arguing with the teacher <input type="checkbox"/> Using a mobile phone in the classroom <input type="checkbox"/> Abusing other students <input type="checkbox"/> Swearing in the classroom <input type="checkbox"/> Acting in a dangerous manner <input type="checkbox"/> Using an iPod/mobile phone inappropriately in the classroom <input type="checkbox"/> Bullying	<input type="checkbox"/> Accumulated Level 2 offences <input type="checkbox"/> Leaving class without permission (No re-entry without parent meeting.)

Other: _____

Student may earn re-entry back into class this period. Yes / No (Please Circle)

(NB: Re-entry is optional and requires the completion of a re-start plan.)

Reflection Room

When the student reaches the reflection room (or study room for Year 10-12) they will be provided with a reflection sheet appropriate to their level of behaviour. The sheet below is for Level 2 or 3 exits. The Level 1 reflection sheet is a more concise version of the same form as students will only spend around 15 minutes in the reflection room.

Reflection Sheet

Student Name: _____ Home group: _____
Date: ____/____/____ Teacher: _____

1. Why did you have to leave the classroom? Explain what behaviours were the problem.

2. How did your behaviour this period affect the learning of others in the classroom?

3. How did your behaviour prevent the teacher from effectively teaching the class?

4. What did you do that did not fit with the school rules & classroom Code of Cooperation?

5. Which of the College Values were not reflected by your behaviour? (Circle them)

HONESTY COMMITMENT RESPECT FAIRNESS PERSEVERENCE

6. How did the behaviour not reflect our College Values?

7. What will you do differently in the future?

8. Have you had an exit from class before? Yes / No

9. For what reasons have you previously been exited?

Re-start Plan

You will need to discuss this section with your teacher when you meet with them after the exit.

STUDENT SECTION

1. In order to re-enter the classroom your teacher needs to know that you have taken responsibility for the behaviours that led to your exit. What can you do to avoid the behaviours that led to your exit from the classroom?

2. How can your teacher assist you with your plan?

TEACHER COMMENTS

This space may be used to list what strategies will be put in place for the following class, record the conversation held, or left blank if unnecessary.

What additional consequence (if any) has been arranged between yourself and the student?

Student Signature: _____

Teacher Signature: _____

Coordinator Signature: _____

Stage 3 - Negotiating a return to class

As with Stages 1+2, the process may vary depending on the level of behaviour exhibited by the student. As a reminder, the first three levels of unacceptable behaviour are shown here. The fourth level of unacceptable behaviour which includes offences such as fighting, destruction of property and possession of illegal substances will be dealt with outside of the STAR process.

	Level One	Level Two	Level Three
Descriptio	Poor Learning Behaviour (PLB) which is annoying and makes it difficult for teachers and students to make effective progress.	This type of repeated Poor Learning Behaviour is really against the best interests of the rest of the class and teacher in the teaching and learning process.	This level of behaviour is more consistent and/or aggressive than level 2.
Classroom Behaviours	<ul style="list-style-type: none"> Not completing work Homework not completed Not following teacher instructions Lateness to class Continual talking in class Out of seat in class Creating paper mess in class Graffiti offence in class time Yelling out in class Having iPods on in class when not meant to Having a mobile phone out Chewing gum Calling other students names Throwing paper around class. 	<ul style="list-style-type: none"> Continually not following teacher instructions Continually not working in class Arguing with the teacher Using a mobile phone in the classroom Abusing other students Swearing in the classroom Acting in a dangerous manner Using an iPod/mobile phone inappropriately in the classroom Accumulated level one offences Incorrect Uniform 	<ul style="list-style-type: none"> Accumulated level 2 offences Leaving the classroom without permission

Most **Level 1 behaviours** can be dealt with in class using questioning techniques described in Stage One. In the event that the student is slow to respond to questioning and discussion and/or repeats unacceptable behaviour, they may need to be exited in order to reflect for a short period of time (maybe 15 mins). The re-entry negotiation may be very simple and occur during class time.

The procedure for **Level 2 behaviours** is most representative of the former exit procedure at ESC. The major differences include the focus on developmental language and questioning techniques, and the importance placed on the 're-start' negotiation between the teacher and the student.

Level 3 behaviours will usually result in a student support group meeting which will take place before the student is allowed back into class in future. Additional support may also be provided to the student.

The procedure for the first three levels of behaviour is shown diagrammatically below. These processes should be used with discretion, and are purposefully not entirely black and white. The primary goal is to support students in becoming owners of their own behaviour.

