OuyenP12 College Student Welfare & Engagement Policy

Produced in consultation with the school community

Student Engagement and Inclusion Guidance

Approved 2019

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1. Policy Statement

Ouyen P-12 College is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Our heterogeneous profile means that in any given class a range of student ability exists, in some cases spanning five years. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values of diversity, achievement, responsibility and endeavour throughout the curriculum, in co-curricular activities, and in our daily operations.

Our teaching and learning philosophy is based the following premises:
- The teaching and learning is <u>relevant</u> to each student's interests, lives and aspirations
- The teaching and learning is <u>rigorous,</u> and each teacher will make a commitment to appropriately support, build and challenge every student
- <u>Relationships</u> are an essential component of effective learning and teaching
- Our practices are <u>responsive</u> to contemporary research and innovation.

The Ouyen P-12 College school community aims to foster positive relationships and retain the dignity and rights of all students, staff, parents and carers. As such we maintain a whole school approach to promote respectful behaviours. The whole school community has shared expectations for the participation and behaviour of staff, students and their parents/carers.

Included with this Student Welfare Policy is the School Student Engagement and Inclusion Guidance – see Appendix A.

2.0 Guidelines

2.1 The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.

2.2 The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.

2.3 The school will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.

2.4 The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

2.5 The school will promote active student participation and provide students with a sense of ownership of their environment.

2.6 The school will support families to engage in their child's learning and build their capacity as active learners.

2.7 The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

2.8 The school will have processes in place to identify and respond to individual students who require additional assistance and support.

2.9 The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

3.0 Program

3.1.1 The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:
- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs

3.1.2 The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.
To improve educational outcomes for students with disabilities, the following key strategies are in place:
- providing parents/carers with a learning program that best suits their child's needs
- involving students and parents in programming and planning decisions
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed

3.2 Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships. The key focus will be on prevention and early intervention strategies that:
- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty

- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

Calmer Classrooms: A Guide to Working with Traumatised Children, developed by the Office of the Child Safety Commissioner, provides teachers and schools with effective relationship based classroom and school-wide strategies.

3.3 Involvement in our school by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, the Parent Association, volunteering and staying up to date with news about what is happening in education via our newsletter.

3.4 The school's strategies to promote pro-social values will be whole-school in focus and include close links with curriculum and programs which encourage students to work with others, and to take greater responsibility for their own learning and participation at school. The school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

3.5 Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. There are five dimensions to student participation:

1. student involvement in school and community development
2. students as researchers and co-enquirers
3. student feedback on teaching and learning
4. students as peer-tutors
5. student involvement as a manifestation of inclusion principles

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through student council or in focus groups associated with school strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

3.6 The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all

parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Welfare Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills

3.7.1 Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare Policy at our school. Prevention and early intervention strategies the school will deploy include:

- defining and teaching school-wide and classroom expectations
- establishing consistent school-wide and classroom consequences for problem behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- providing school-wide and classroom processes for the ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

3.7.2 The school will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support
- providing a staged response

3.8.1   The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- trauma management plan
- protocol for mandatory reporting
- Student Support Group's for children in need
- bullying survey of students and school environment

3.8.2   Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches. Some sources of data are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- poor attendance
- low literacy
- low numeracy
- problematic school behaviour and relationships through the number of suspensions and the number of days suspended
- low income or unemployed family background - the occupation code of parents
- Koorie or Torres Strait Islander background
- refugee or ESL status
- presence of a physical disability
- presence of learning disorders leading to integration support
- receipt of Youth Allowance
- restricted access arrangements as a result of parent separation
- presence of a risk alert
- experience of significant health issues

3.9   The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- mentors – providing support for 'at risk' children
- Department of Human Services case managers and support workers social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups
- relevant DET support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)

3.10 Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- promote awareness of others, responsibility and empathy
- involve direct and voluntary participation of those affected by misconduct in its resolution
- promote relationship management rather than behavior management
- separate the deed from the doer
- are systematic, not situational
- 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.

STUDENT MANAGEMENT POLICY & PROCESSES

Rights and Responsibilities of the School Community

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambitions. • participate fully in the school's educational program.	Students have a responsibility to: • Participate fully in the school's educational program and to attend regularly. Students are expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn. This will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
• Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.	Parents/carers have a responsibility to: • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • ensure their child's regular attendance. • engage in regular and constructive communication with school staff regarding their child's learning.

	• support the school in maintaining a safe and respectful learning environment for all students. • display positive behaviours that demonstrate respect for teachers and all other members of the school community.

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to • expect that they will be able to teach in an orderly and cooperative environment . • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Teachers have a responsibility to • fairly, reasonably and consistently, implement the engagement policy. • know how students learn and how to teach them effectively. • know the content they teach. • know their students. • plan and assess for effective learning. • create and maintain safe and challenging learning environments. • use a range of teaching strategies and resources to engage students in effective learning. • display positive behaviours that demonstrate respect for students, peers and all other members of the school community.

Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: • *preparedness* to engage in and take full advantage of the school program • *effort* to do their very best • *self-discipline* to	• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in	• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students

	ensure a cooperative learning environment and model the school values • *team work*	the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups	• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	All students are expected to: • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness	Parents/Carers are expected to: • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	In accordance with DET procedures the school will: • Proactively promote regular attendance • mark rolls accurately each lesson and follow up on absences • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	Students are expected to: • Take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour and its impact on others • model the schools core values of diversity,	Parents/Carers are expected to : • have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school in regards to their child's circumstances • Cooperate with the school by assisting in	• The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child focussing on pro-social behaviours in curriculum content • The school will employ whole school

	achievement, responsibility and endeavour • comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes	the development and enforcement of strategies to address individual needs	and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues • The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances. • The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion

School Action and Consequences

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

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Behaviour Policy).
Whole school practices include:
• Establishing predictable, fair and democratic classrooms and school environments
• Ensuring student participation in the development of classroom and whole school expectations
• Providing personalised learning programs where appropriate for individual students

- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:
- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Engaging in "Restorative Practices"

Broader support strategies will include:
- Involving and supporting the parent/carer
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may 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 which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:
- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to any after school detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a school support group.

When considering suspension or expulsion, the College follows the Department of Early Childhood and Development's procedures: Student Engagement and Inclusion Guidance

Appendix 1

Attendance Policy

Rationale

In Victoria students of school age (6 to17 years) are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, have a shared enrolment with a specialist setting, have received exemption from the Regional Director or are enrolled in correspondence education.

Aims

To enable students to maximise their full educational potential and to actively participate and engage in their learning.

To put into place agreed processes for managing and monitoring student attendance.

To put whole-school strategies into place which promote and recognise regular student attendance.

To develop shared expectations for attendance.

Implementation

- All enrolled students are expected to attend all scheduled classes.
- Teachers mark the attendance roll at morning and afternoon class/level assemblies.
- Attendance records are entered into CASES.
- Attendance and absence records form part of each student's half-year and end-of-year progress reports to parents/legal guardians.
- Parents/legal guardians of absent students are required to provide a written note detailing the reason/s for their child's absence. These notes are collected by home group teachers and forwarded to the school office or delivered directly to school office.
- Staff members bring to the attention of the coordinators/team leaders any student whose attendance is irregular, who does not provide written notes adequately explaining absences or whose absences appear unwarranted.
- The coordinators/team leaders, after checking attendance records and consulting with the teacher and the student, decide upon a strategy to be employed. As truancy is often indicative of other problems including lack of school engagement and family issues, the support strategies employed will be determined on a case-by-case basis. Students with high levels of absence will have an Individual Attendance Plan developed in consultation with coordinators and parents/legal guardians. Strategies included in the plan may include:
    - telephone contact with parents for each absence
    - counselling sessions for parents and/or students
    - development of a student attendance plan
    - home visits
    - formation of a support group
    - making regular school attendance a prerequisite for participation in extra-curricular activities
    - attendance rewards

Ongoing truancy issues will be reported by the principal to the appropriate welfare and government agencies.

Responsibilities

Students

- To attend all classes.
- To supply home group/primary class teachers with notes from a parent explaining all absences.
- To inform subject teachers of known extended absences and seek information about work missed.

Home group/primary class teachers

- To accurately mark class rolls.
- To request notes regarding absences.
- To monitor students and seek support from coordinators if concerned about a particular student.
- To monitor weekly absence reports.

Teachers

- To maintain the class attendance roll.
- To follow up consistent lateness.
- To show concern for students who are absent – ask them where they were and supply work missed.
- To monitor students and seek support from coordinators/home group teachers if concerned about a particular student.

Student Absence Administrator

- To generate and maintain class rolls.
- To accurately input daily absences on Roll Call.
- To monitor student attendance data.
- To post lists of daily absences in the staff room.
- To provide the Welfare Coordinators instances of absences of three consecutive days.

Welfare Coordinators

- To regularly monitor student attendance rates with the aim of minimising the number of students with less than 90 per cent attendance.
- To promote positive attendance on newsletters etc
- To support the progress of students at risk under the direction of the coordinators.
- To maintain an accurate log book of parent contacts.

Level Coordinators/team Leaders

- To coordinate, monitor and support home group teachers, welfare coordinators teachers, students and parents in the implementation of attendance procedures and policy.

Principal

To oversee and support coordinators/team leaders, home group teachers, welfare coordinators, teachers, students and parents in the implementation of attendance procedures and policy.

(see DET policy School Attendance – Every Day Counts)

Appendix 2

Bullying and Harassment

This document is designed to present specific guidelines for student behavioural

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include:
- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. However, if a friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (the most common)
Includes:
- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. intentionally brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)
Includes:
- Grabbing, aggressive hitting, pinching and shoving etc.

- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as
- Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving.
- Publicly excluding a person from your group
- Taking or breaking a person's property
- Knocking a person's books or belongings out of their hands or off their desk
- Teasing a person because of their looks

If you are being harassed or bullied you should:
- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Concerns will be taken seriously. All complaints will be treated confidentially.

Cyber-bullying

Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others. Bullies deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. People who use the internet, email, intranets, phones or similar technologies to bully others are cyber bullies and are breaking the law.

Rationale:
Bullying in any form is unacceptable. *Bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging or through mobile phone technologies such as short messaging service (SMS) is cyber-bullying.* Cyber-bullying will not be tolerated at any level, and consequences exist for students who choose to bully others.

Aims:
- To reinforce within the school community what bullying is (including cyber-bullying), and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of cyber-bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of cyber-bullying are investigated appropriately and that support is given to both victims and perpetrators.

- To seek parental and peer-group support and co-operation at all times.

Implementation:
- Parents, teachers, students and the community will be aware of the school's position on cyber-bullying. Teachers will be regularly reminded of their duty-of-care regarding protection of students from all forms of bullying.

The school will adopt the following approach to bullying:

Primary Prevention:
- Provision of Professional development for staff relating to all forms of bullying including cyber-bullying, harassment and proven counter measures.
- Education of the school community about the seriousness of cyber-bullying, its impact on those being bullied and how this behaviour is unacceptable
- Development of Community awareness and input relating to bullying (including cyber-bullying), its characteristics and the school's programs and response.
- Provision of programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Administration of student bullying surveys (at least twice yearly) which will be followed up and acted upon promptly.
- Each classroom / home group teacher to clarify with students at the start of each year the school policy on bullying, including cyber-bullying.
- Processes to be put in place to ensure tracking of student activity on the school's computer equipment and network. Firewalls to be installed to eliminate outside traffic into the school's network and intranet.
- Mobile phones are not to be used at school at any time by students.
- The curriculum to include anti-bulling messages and strategies.
- A vigilant and accountable yard duty roster for teachers will be put in place.
- Electives and structured activities will be made available to students at recess and lunch breaks.

Early Intervention:
- Encourage children and staff will be encouraged to report bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- User Agreements will clearly setting out expectations and rules relating to use of ICT equipment to be signed by both students and parents.
- Regular monitoring of traffic on school's computer networks to identify potential problems.
- Parents will be encouraged to contact school if they become aware of a problem.

Intervention:
- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students identified by others as bullies will be informed of allegations.
- Parents will be contacted.
- Both bullies and victims will be offered counselling and support.
- Removal of cyber-bullies from access to the school's network and computers for a period of time.
- If student bullying persists parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.
- Serious cases of cyber-bullying will be referred to the police and may result in criminal charges being laid.

Appendix 3

Student Code of Conduct

This document is designed to present specific guidelines for student behavioural expectations at Ouyen P-12 College, it should be read in conjunction with the Student Engagement and Wellbeing Policy, the Computer Acceptable Use, Internet, Cyberbullying, Bullying and Uniform policies as well as the Staff Code Of Conduct.

At Ouyen P-12 College we give priority to enhancing self-discipline and respect for the rights of others. We seek to promote an environment which maximises the opportunity of all students to strive for excellence. The rights and responsibilities of students, parents and school staff are recognised at all times.

Principles:

The principles which must underlie this code of conduct are:
- all individuals are to be valued and treated with respect
- students have a right to work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions
- parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged
- teachers have a right to expect that they will be able to teach in an orderly and cooperative environment
- parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment
- principals and staff have an obligation to fairly, reasonably and consistently implement the code of conduct

Guidelines:

1. Relationships
The quality of relationships is crucial to successful learning. At Ouyen P-12 College all members of the school community are expected to foster harmonious interpersonal relationships by:
- being courteous and considerate to others at all times
- cooperating and complying with reasonable requests from others; students, staff and other authorised people
- positively contributing to the culture of the school, through cooperative actions, understanding, tolerance and empathy
- communicating with students, staff and visitors in a respectful manner, using polite language and tone
- keeping our school community free from harassment, aggression and violence. All forms of harassment (sexual, verbal, racial, physical, intellectual) are totally unacceptable
- assisting visitors to the school and being courteous to them

- **Learning and Attendance**
  Students need to demonstrate their intention to learn through their attitude and approach to their studies by:
  - accepting responsibility for their own learning and seeking help when
  - needed
  - arriving at lessons on time, with all materials and equipment
  - working efficiently in the classroom and completing set work punctually
  - respecting the rights of other students to learn and teachers to teach
  - using their school diary effectively
  - completing set homework punctually
  - using computers responsibly for learning purposes and abiding by the Acceptable Use Policy and the Internet Users Agreement
  - attending school regularly and punctually
  - obtaining a lunch pass where required
  - providing a note of explanation from parent/caregiver for lateness and absences, at the time of return to school.
  - reporting to the office if arriving late to collect a Late Pass (Secondary)

3. Environment

Students are expected to be environmentally responsible by respecting the school environment and seeking to improve it through:

- respecting property belonging to themselves, others, or the school, including all teaching and learning materials and resources
- conserving energy, materials and resources by switching off appliances when not in use

  preventing all forms of pollution and property damage through caring for property and the environment this includes:
  - littering
  - graffiti
  - vandalism
  - consumption of food, sweets, chewing gum or drink in the Community Centre or on the oval

4. Safety

All students have the right to learn in a safe, caring and orderly environment. Students are expected to accept responsibility for the safety of themselves and others at all times by:

- becoming familiar with Fire and Emergency Evacuation regulations and procedures and participating in regular fire/evacuation drill exercises
- following all safety regulations in each area of the school
- using all equipment in a responsible manner
- avoiding and preventing violence and threats of violence, bullying and fighting
- not possessing potentially dangerous items such as; knives, guns, sling shots or any other potentially dangerous items
- keeping personal possessions, including school books in the allocated

locker or space provided.

Lockers

Each student is allocated a locker at the start of each year.
Year Level Coordinators are in charge of distribution and maintenance of lockers for their year level.

- Secondary students are responsible for the condition of their locker, which must remain locked when not in use. All bags should be placed tidily above or under locker blocks.
- Students are not to go to their locker during class time or at class change-overs.

Bikes

- Bikes may not be ridden in the college grounds.
- Bikes MUST be parked in a bike rack.
- It is essential that students do not interfere with or borrow other students' bikes without the specific permission of the owner.
- Helmets must be worn to and from school.
- Skateboards are not permitted at school

Out Of Bounds Areas

The following areas are out of bounds to students unless specifically permitted by a teacher:

- Car Park.
- Sick Bay.
- Community Centre and gymnasium except with staff supervision.
- Canteen - except before school when ordering lunches or at recess and lunchtimes while purchasing or ordering food.
- All rooms unless under staff supervision. This includes use of rooms for Revue practice, debating and chess.
- An announcement will be made in the event of extreme weather on rooms available for use under staff supervision at recess and lunchtimes.
- Grounds areas as marked on school map.

Leaving The School Grounds

- No student may leave the college grounds without permission.
- Bus travellers may not leave school grounds during the school day unless parents/guardians have sent a note to the Class Teacher / Level Coordinator requesting the absence.
- "Town" students may only leave the grounds to go to their own home for lunch provided that they have completed a lunch pass permission form.
- All other variations need to be approved by the Class Teacher / Level Coordinator

Student Cars

- Students driving their own cars to school are not permitted to carry other students as passengers.
- Student cars must be parked in the designated areas and should not be parked in the School Bus Zone.

Bus Travel
- Bus travellers are required to sign a behaviour agreement which clearly defines expectations which must be followed in order to ensure student safety.
- Students travelling on buses are expected to behave in a safe and sensible manner.
- Students must remain seated at all times.
- Students must obey instructions from the driver and /or bus captain at all times.
- All students must assemble in the designated areas and are not permitted to board buses until bus rolls are marked.
- Students not travelling home on the usual bus must notify the office.
- Students, other than those normally travelling, are permitted to travel on a school bus if there are seats available and they have contacted the office for a bus pass prior to travelling.

5. Uniform
- All students are required to wear correct school uniform (see College Uniform Policy)
- All students must present at school in a clean and hygienic manner.

Sanctions:

All staff are responsible for discipline management within their classes and in the yard. As a member of a team, each teacher should see themselves the first and major link in the discipline management chain.

It is the responsibility of staff to ensure that the steps and sanctions outlined below are enforced consistently and fairly by everyone.

At Ouyen we favour a restorative approach to behaviour management as the first step in our range of sanctions.
Staff are encouraged to use the following questions when working with students to resolve conflict:

Restorative Questions
What happened?
What were you thinking at the time?
What have you thought of since?
Who has been affected by what you have done? In what way?
What do you need to do to make this right?

The sanctions applied to violation of rules should be graded and consistent in nature. Sanctions should vary according to the age, previous (recent) history, seriousness of the breach and take into account any student disability or impairment.
At Ouyen P-12 College it is important that students learn to recognise that all actions have consequences. Consequences are graded in severity with an emphasis on students being accountable and learning to take responsibility for their behaviour.

Care also needs to be taken that students' studies are not adversely affected by such disciplinary procedures.

Sanctions include:
- Yard duty – picking up litter, sweeping etc
- 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.
- Withdrawal of privileges
- Detention – during or after school
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement and Wellbeing Policy).
- Exclusion from normal classes – Internal Suspension
- Suspension
- Expulsion

(Sanctions are explained in greater detail in the Student Engagement and Wellbeing Policy)

Where a student has been referred to the Primary Coordinator / Level Coordinator for breaches of the Code Of Conduct, a Discipline Report Sheet will be completed with the sanction applied noted. The Primary Coordinator/ Level Coordinator will decide whether or not to refer the student to the Assistant Principal or Principal.

Appendix 4

Uniform

Purpose:

A uniform is compulsory for all Year levels at Ouyen P-12 College. This promotes a sense of belonging among the student population and reflects the pride students and community have in their college.

Uniform is a non competitive form of dress that assists in eliminating the recognizable economic differences between families attending the college.

Guidelines:

- School uniform is ultimately determined by College Council in consultation with the school community (in consultation with parents and staff). Any change of school uniform must be approved by College Council.
- The selection of styles and fabrics is based on cost, ease of care, durability, safety, comfort and traditional school colours.
- All parents/legal guardians and staff are expected to support (enforce) uniform. Students out of uniform must report to their Level Co-ordinator with an explanatory note.
- Students must wear uniform to and from school and to all designated school and sporting functions. When uniform is being worn outside school hours, it should be worn correctly.
- Specific uniform for general school and sports wear is detailed in the Student Information Handbook.
- A supply of second hand uniforms will be available for students who have difficulty complying with specified uniform. These may be distributed at the discretion of the Class / Level Coordinator, Lost Property Co-ordinator and Welfare Coordinator.

Jewellery

Occupational Health and Safety Regulations are important at our college. For this reason and to ensure consistency the following rules apply to all students wearing jewellery whilst in school uniform or whilst in attendance at school (including when on school service).

Students may wear:

- Watch
- One plain sleeper or one small stud in each ear
- One flat ring may be worn by students in years 9 to 12
- No rings to be worn by years P-8 students
- Clear nail polish only
- Combs and ribbons in school colours

Facial and body piercings are not permitted and must be removed or covered whilst in school uniform.

(See documents outlining current school uniform)

Appendix 5

Communication of Student Engagement Policies and Procedures

At Ouyen P-12 College behaviour management policies and procedures are communicated to the school community in the following ways:

- Through transition meetings with parents and students (preschool/prep, 6/7, VCE)
- Via newsletters
- At College Council and Parents Association
- Parent/student/teacher interviews
- Level assemblies
- With enrolment documentation
- Online – college website

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