LALOR SECONDARY COLLEGE

Student Code of Behaviour

2015

Date Ratified by School Council: 11th September 2014
Review date: August 2015
Focus

The Student Code of Behaviour focuses on the following:

- Providing a positive learning environment for students to achieve their full potential.
- Wellbeing of all students.
- A safe and welcoming learning environment.

Policy

The Student Code of Behaviour:

- Creates an environment based on our College Values for all students to achieve their full potential.
- Creates common expectations based on the College Values.
- Achieves improved student wellbeing through improved behaviours and processes.
- Focuses on student-student relationships and student-staff relationships.
- Achieves a safe and secure environment where students are valued.
- Creates an environment where good behaviour, good work and outstanding achievement is recognised.
- Prepares students for life beyond school.

Related Documents

- College Values
- Student Engagement Policy
- Uniform Policy
- Anti-bullying Policy
- Promotion Policy
- Anti-Smoking Policy
- Late Work Submission Policy
- Learning, Assessment and Reporting Policy
- Sunsmart /UV Policy

Other Supporting Documents

- Incident Report form
- Discipline Report Form
- Red Card
- Wellbeing Referral Form
- Monitoring Card
- Contract/s
- Award Guidelines & Presentation Schedule
- Computer usage agreement
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GUIDING PRINCIPLES
Lalor Secondary College is a vibrant school where learning is valued and students empowered to become lifelong responsible learners, where the varying talents of students and staff are recognised and celebrated and where excellence and efforts are rewarded.

MISSION: The community of Lalor Secondary College values the diversity of our students and acknowledges the abilities and rights of all students to learn and to experience success. All students are encouraged and challenged to reach their full potential.

Our school is a place where:
- Students feel safe and well cared for.
- Students are expected to reach their potential.
- Students have the opportunity to engage in a range of co-curricular and extra-curricular Opportunities.
- Everyone is expected to observe and follow the College Values.
- Students’ achievements are acknowledged and celebrated through Year Level Assemblies.
- Outstanding student achievement is celebrated at Presentation Evening.

SCHOOL RULES
In order to ensure that our school environment is a supportive one, we must all ensure the following eight school rules are adhered to.

1. We must follow teacher instructions in order to allow learning to take place.
2. We must treat other students with respect and must not disrupt the learning of others.
3. We must attend all classes on time and be properly prepared for work.
4. We must do our best to learn
5. We must show consideration and respect for others through our words and actions so as not to disrupt the learning of others or cause them harm or offence.
6. We must work and behave in an orderly and safe manner and in a way that isn’t disruptive or unsafe for others and ourselves.
7. We must always act in ways that look after our own, other people’s and school property.
8. We must act in a way that reflects well on ourselves, our families and our school.
These core values, developed by students working with staff as part of our Excellence in Education Program, have become embedded in our school way of life. All members of the school community are expected to live the College Values to make our school a happy, safe and productive environment.

R&D Secondary College is committed to providing an orderly, safe, caring and stimulating environment that allows all students to reach their potential. We believe this is achieved through:

- The promotion of respect for self and others, for property and for the environment;
- The development of courteous, considerate and co-operative ways of behaving;
- Taking responsibility for personal actions.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>THIS MEANS</th>
<th>THIS VALUE IS SHOWN WHEN</th>
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<tbody>
<tr>
<td>Pride</td>
<td>Being loyal</td>
<td>I am proud of my work</td>
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<td></td>
<td>Doing my personal best</td>
<td>I am passionate about everything I do</td>
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<td></td>
<td>Being passionate</td>
<td>I take pride in what I participate in</td>
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<td></td>
<td></td>
<td>I am proud of my school</td>
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<td>I dress appropriately and with pride</td>
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<td>Achievement</td>
<td>Being committed</td>
<td>I am committed</td>
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<td></td>
<td>Being persistent</td>
<td>I am doing my best</td>
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<td></td>
<td>Always striving to do my best</td>
<td>I am organised</td>
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<td></td>
<td>Having aspirations</td>
<td>I complete all my work</td>
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<td></td>
<td>Aiming for excellence</td>
<td>I celebrate achievement</td>
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<td></td>
<td></td>
<td>I am responsible</td>
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<td></td>
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<td>I am motivated</td>
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<td></td>
<td></td>
<td>I am rational</td>
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<td></td>
<td></td>
<td>I see mistakes as an opportunity for improvement</td>
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<td>Caring</td>
<td>Being respectful</td>
<td>I am attentive</td>
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<td></td>
<td>Having positive relationships</td>
<td>I am helpful to others in need</td>
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<td></td>
<td>Being helpful</td>
<td>I show respect to others and show them that they are being noticed</td>
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<td>Using manners</td>
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<td>Showing friendship</td>
<td>I am a good listener</td>
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<td>Having a positive attitude</td>
<td>I am sensitive to others needs</td>
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<td></td>
<td>I behave consistently to build richer relationships</td>
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<td></td>
<td></td>
<td>I am respectful</td>
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<tr>
<td></td>
<td></td>
<td>I am tolerant</td>
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<td></td>
<td></td>
<td>I am friend</td>
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SUPPORTIVE ENVIRONMENT
In developing this document, the importance of a Supportive School, Supportive Teachers and Supportive Classrooms has been a focus.

Supportive Teachers - A supportive teacher:
- identifies the behaviour, the effect the behaviour is having and asks the student to stop (or move, etc)
- labels behaviour as unacceptable, not the student.
- does not personalise student behaviour.
- never gives up on a student and lets the student know that they will not give up
- lets the student know him/her as a person.
- shares his/her own experiences with students if they can be useful e.g. experiences of failure, fear, mistakes etc.
- plans to share good times with his/her students.
- is non-judgemental about students and their parents.

Supportive Schools - A supportive school has the following elements:
- there is preventive, corrective and supportive discipline.
- there is a commitment by teachers to keeping students safe by refusing to accept bullying and put downs in the school.
- The school supports the anti-bullying and harassment policies.
- there is a commitment by staff to give time and attention to a troubled student.
- there are positive staff-staff interactions modelled for students.
- pro-social behaviours are directly taught across the whole school.

Supportive Classrooms - A supportive classroom has the following elements:
- mutual respect is demonstrated by students and the teacher.
- there is a focus on positive thinking and the teacher models optimism.
- the prevailing ethos in the classroom is one of cooperation.
- negotiation is used for decision making where possible.
- students feel safe from put downs, bullying and exclusion.
- there is acceptance and all students feel they belong.
- classroom discipline is characterised by respect for other people’s ideas and opinions.
- students experience repeated success.
- tasks and learning experiences are tailored to students’ individual levels of ability.
- students take personal responsibility for their own actions especially in regards to excluding and harassing other students.
- the teacher actively encourages the development of higher order oral responsibility which focuses on the rights and feelings of others.
- everyone feels special and there is a belief that differences are valued.
- the teacher identifies and follows up on things he/she has in common with each student.
- students believe the teacher is approachable and trustworthy.
- the teacher encourages the development in students of strategies for managing feelings e.g. anger, fear.
- risk taking is supported and valued. Mistakes and failures are seen as necessary parts of the process of achieving goals.
- teachers use grouping strategies which do not encourage exclusion and isolation.
# Rights and Responsibilities

<table>
<thead>
<tr>
<th>Everyone’s Rights</th>
<th>Students Have a Responsibility:</th>
<th>The Principal &amp; Staff Have a Responsibility:</th>
<th>Parents &amp; Guardians Have a Responsibility:</th>
</tr>
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<tbody>
<tr>
<td>1. Each person has a right to be accepted and treated with respect and courtesy.</td>
<td>• To treat others in this way. e.g. No put-downs.</td>
<td>• To treat others in this way. e.g. No put-downs.</td>
<td>• To treat others in this way. e.g. No put-downs.</td>
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<td>2. Each person has the right to learn; and to develop interests, abilities and ambitions in a secure and supportive environment.</td>
<td>• To be prepared for classes [appropriate materials, books - especially the Student Diary].</td>
<td>• To be prepared for classes [Appropriate plans, corrections, materials etc].</td>
<td>• To support students and the school in providing a quality education.</td>
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<td></td>
<td>• To be punctual.</td>
<td>• To set homework.</td>
<td>• To support actions which are taken in accordance with the school’s Student Code of Behaviour</td>
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<td></td>
<td>• To attend all classes and activities.</td>
<td>• To be punctual.</td>
<td>• To supervise their children’s homework.</td>
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<tr>
<td></td>
<td>• To work co-operatively with others</td>
<td>• To attend all classes and activities.</td>
<td>• To check Student Diaries on a daily basis and ensure their children are using them effectively.</td>
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<td></td>
<td>• To listen to and learn from others.</td>
<td>• To work co-operatively with others.</td>
<td>• To sign notices and ensure they are returned to the school the following day.</td>
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<tr>
<td></td>
<td>• To explore and express relevant and thoughtful ideas and opinions.</td>
<td>• To listen and learn from others.</td>
<td>• To contact the school when concerns arise.</td>
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<tr>
<td></td>
<td>• To complete set work to the best of their ability.</td>
<td>• To explore and express relevant and thoughtful ideas and opinions.</td>
<td>• To provide notes explaining all student absences, lateness, being out of uniform etc.</td>
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<td></td>
<td>• To complete all homework by due date.</td>
<td>• To work to the best of their ability.</td>
<td>• To communicate in writing with the school when there are changes of address, phone numbers, known extended absences, etc.</td>
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<td></td>
<td>• To behave in a way which allows others to learn.</td>
<td>• To keep clear &amp; accurate records of student work.</td>
<td>• To make the school aware of any difficulties or problems which may affect student development and learning.</td>
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<td></td>
<td>• To be accountable for their behaviour.</td>
<td>• To be accountable for their professional practice.</td>
<td>• To regularly communicate with the school and attend Parent Teacher Conferences and relevant meetings</td>
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<td>• To follow classroom management plans which are fair and consistent.</td>
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### 3. Each person has the right to feel & be safe.

- To act in a safe and sensible manner with consideration for others. This includes not orchestrating fights, arguments between others, bullying or any form of harassment.
- To follow safety rules.
- To immediately report unsafe actions or situations.
- To behave in a sensible and safe manner on the way to and from school.
- To use their own medication appropriately.
- To give clear instructions about appropriate safety procedures.
- To act in a safe manner and with consideration for others.
- To immediately respond to and/or report unsafe actions or situations.
- To monitor medication as arranged with parents.
- To support the school’s policies and practices.
- To report any known unsafe actions or situations immediately they are aware of them.
- To notify the school of health problems which could affect other members of the school community.
- To provide for the general well-being of their children.
- To notify the Student Manager or Home Group teacher of specific conditions and requirements for illness and arrange monitoring.

### 4. Each person has the right to equal opportunity.

- To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origins], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.
- To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origin], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.
- To treat others with respect and equality regardless of sex, sexual orientation, race [including colour, nationality and ethnic or national origin], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.

### 5. Each person has the right to have all personal or community property cared for.

- To care for all personal and community property.
- To have all personal property clearly named.
- To use property appropriately.
- To store valuable items safely.
- To hand in lost
- To promote responsible attitudes and behaviour towards property
- To care for all personal and community property.
- To have appropriate labels on school and personal property.
- To ensure rooms are
- To support the school’s policies and practices.
- To ensure that all student property is clearly named and that students do not bring inappropriate property to school.
- To promote responsible attitudes and behaviour
| 6. Each person has the right to participate in the life of the school including relevant decision-making processes. | To participate in the school’s decision-making processes. | To participate in the school’s decision-making processes and foster student, parent and community participation. | To ensure their children observe the Uniform Policy. |
| | To participate in various extra-curricular activities both in and out of school hours. | To participate in and implement extra-curricular activities. | To be informed about and participate in the school’s decision-making processes. |
| | To adhere to the school’s Uniform Policy. | To implement and monitor the school’s Uniform Policy. | To support and when relevant participate in the school’s extra-curricular programs. |
| | To let their parents know what’s going on at school. | To contribute to information flows between the school, the parents and the community. | To maintain close contact with the school. |
| | To take all notices, newsletters etc., home to their parents. | To contribute to the school newsletter and other documents for parents and the community. | To read the school newsletter on a regular basis. |

| 7. Each person has the right to achieve his or her best. | To strive to achieve their best by working consistently and with effort to their full potential. | To strive to achieve their best by working consistently and with effort. | To show daily interest in their children’s work and efforts |
| | To provide educational programs and services which cater for individual needs. | To provide educational programs and services which cater for individual needs. | To provide encouragement for their children to achieve their best. |
| | Continually to strive to improve professional practice. | Continually to strive to improve professional practice. | To foster positive attitudes towards education and achievement. |

| 8. Each person has the right to experience success and to receive praise for achievement. | To take up the opportunities provided by the school. | To create opportunities for the members of the school community to achieve and be successful. | To acknowledge and praise their children’s efforts and successes. |
| | To encourage and support others to achieve. | To accept positive feedback. | To attend functions which involve or recognise their children’s contributions to the school when possible. |
| | To accept positive feedback. | To encourage and support effort and | |
| praise others. | achievements of both students and staff members. | • To acknowledge and praise efforts made by the members of the whole school community. |
| pr To foster an atmosphere in which achievement is valued and rewarded. | pr To acknowledge and praise others. |
| • To foster an atmosphere in which achievement is valued and rewarded. | • To acknowledge and praise efforts made by the members of the whole school community. |

| 9. Each person has the right to a clean, tidy and attractive school. | • To use bins and dispose of rubbish properly. | • To promote care and concern for school equipment, facilities and the environment. |
| • To care for equipment, facilities and the environment. | • To provide bins & facilities for handling of litter. | • To participate in projects which help in the development of resources and pride in the school. |
| • To participate in maintaining a clean and tidy school. | • To provide encouragement and awareness programs so students value and respect the school environment; as well as promote care & concern for equipment, facilities and the environment. |
| • To help in the implementation of school clean-up activities and encourage practices which reflect the need for proper disposal of waste & litter. | • To maintain a clean & tidy school. |
| • To participate in projects which help in the development of resources and pride in the school. |

**CONSEQUENCES FOR BREAKING SCHOOL RULES AND POLICIES:**

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

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

The purpose of this list is to alert you to the possible consequences of inappropriate behaviour and to provide students, staff and the school community with guidelines to ensure the rights and needs of all people in the community are respected, monitored and effectively addressed. The list itself is not an exhaustive one, it includes examples. Other infringements will be dealt with accordingly.

Note that not every listed consequence will be applied in every case. The three levels contained in this document reflect the increasing seriousness of problems [e.g. Level Three offences are regarded as extreme and will be dealt with accordingly]. Your cooperation as a member of our school’s community is assumed.

Note that all school rules and consequences apply while students are at the school, engaged in school activities and on the way to and from school.

False reporting of offences will be treated severely as such actions are deemed to completely undermine the school’s student well-being processes.
The classroom teacher or the teacher “on the spot” is in charge of the situation and manages any problems - with the Student Manager or Sub-School Leader being kept informed or involved as appropriate. If contact with the family is needed the Student Manager or Sub-School Leader will coordinate this process. It is the teacher’s responsibility to deal with level one offence’s within the classroom in the first instance.

<table>
<thead>
<tr>
<th>Examples of Offences</th>
<th>Consequences</th>
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| 1A) Lateness to School | All of the following steps must be taken:  
During Home Group - Between 8.51 am – 8:56 am  
Students are expected to be at their Home Group Rooms at around 8.45 for entry into the room at 8.51.  
If a student arrives late to home group on 3 occasions without a valid note from a parent or guardian then the Home Group teacher will issue a consequence such as a lunchtime detention. If the student is again late 3 more times the lateness will be reported to the relevant student manager and an after school detention will be issued.  
After Home Group - 8:56 am  
• Go to the General Office and register your attendance.  
• Make your way to the scheduled class immediately.  
• Teachers are to check the time of admission on Compass and report to the student manager if longer than 10 minutes.  
• Students continually late to school are given consequences by Sub School Leaders and Student Managers e.g. Detention, Saturday detention, suspension. [See Appendix B] |
| 1B) Lateness to Class without a note | • Remind student of school rules.  
• Class Teacher keeps records and time is made up – as appropriate and note made in Student Diary.  
• Persistent lateness to class - detention held by class teacher.  
• Student Manager notified after repeated efforts from the classroom teacher. A detention may be issued and parental contact made. |
| 1C) Failure to bring Student Diary to class | • Remind student of school rules.  
• Class room teacher Detention and/or parent contact where appropriate. |
| 1D) Lack of equipment and books for classes. | • Remind student of school rules.  
• Teacher warning for first incident and a note in the Student Diary.  
• Parent contact coordinated firstly by the classroom teacher and then by the Student Manager or Sub School Leader for repeated incidents, and detention given where appropriate.  
• Monitoring Card if appropriate. |
| 1E) Lack of homework / work not submitted.  
See also the Late Submission of Work in the Learning, Assessment and Reporting Policy for further consequences. | • Remind student of school rules.  
• Note recorded in Study Diary and work is submitted the next lesson. Detentions may apply.  
• Issue “Non-Submission of Assessment Task” letter / Letter to parent/s is posted home.[See Appendix C]. Parent/s may also be contacted by the classroom teacher via phone or e mail to inform them of consistent |
behaviour when class work is not completed. A note is also placed on the Student Management Tool by the classroom teacher under ‘Late Work’.
- Subject teachers to contact the Student Manager when significant problems arise. Arrangement for catching up with work to be negotiated. This can be after school (with prior consent of parent or lunchtime).
- Monitoring Card as appropriate.
- See also the Learning, Assessment and Reporting Policy.

### 1F) General misbehaviour – in the class, buildings and yard.

This may include not following instructions, swearing and acting in a manner that goes against the school values.

**At Time of Incident:**
- Remind student of school rule.
- Student asked to stop with warning of consequences.
- Follow up with a consequence.

**Follow Up:**
- Discuss with Student Manager for advice.
- Student Manager contacts parents for repeated offences.
- Consequences may include:
  - Monitoring Card
  - Counselling
  - Agreements/Contracts, etc.
  - Detention (class or yard duty)
  - Restricted Access at recess/lunch.
  - Repeat offenders will move to Level 2/3 consequences.

### 1G) Accessing other people’s property without permission

- Remind student of school rule.
- Note in Student Diary.
- Class room teacher detention where appropriate.
- After school detention issued by student manager when appropriate.

### 1H) Wearing incorrect uniform, including inappropriate sport /PE uniform.

Lalor Secondary College uniform requirements are clearly stated in the Uniform Policy.

**Out of Uniform With a Note:**
- Uniform Pass will be issued before the start of the day by the Student Manager.
  If students are repeat offenders then parents will be contacted and students may be issued with a detention.
- See Sport/HPF uniform policy for further details.[Appendix D]

**Out of Uniform Without a Note:**
- Remind student of the rule.
- Student Manager to issue Detention.
- Repeat offenders - parent contact by Student Manager and student may be sent home on the day the student is out of uniform.

**Out of Uniform on the occasion of an excursion: (with or without a note)**
- Student will not be permitted to attend the excursion. (refer Uniform Policy) Alternate program will be organised for the student by the person organising the excursion. Contingency plans may be made with Student Manager. Parent contact as required.

**Wearing incorrect uniform**

Piercings/ jewellery will be removed and confiscated.
- First offence – item kept for the day
- Second offence kept for a week
- Third offence & subsequent offences – item kept for the rest of term and a detention issued. Parent may be contacted by the Student Manager / Sub School Leader.

Students who refuse to take out piercings (other than those prescribed in the Uniform Policy) or who do have non-natural hair colour will be
managed according to the Lalor Secondary College Uniform Policy.

**Tattoos**
Students with tattoos are required to cover them. This may require students to keep jumpers or long pants on at all times.

*Student Wellbeing Team counselling & support will be provided if appropriate.*
*Students who continue to breach the Uniform Code may be excluded from some school activities.*

| 1I) Being in buildings or other areas designated “out of bounds”. | • Remind student of school rules.  
• Removal from area & warning.  
• Community service for repeated offences (refer page 21).  
• Repeated offences - Restricted lunch/recess areas as determined by a Student Manager and/or detention. |
|---|---|
| 1J) General swearing and offensive language (in the classroom and school grounds). | • Remind student of school rules.  
• Apology made.  
• Class Teacher Detention as appropriate.  
• Refer to Level 2I if involving staff.  
Repeat offenders will be given more serious consequences. See Level 2/3 consequences. |
| 1K) Eating/drinking (other than water) in class or buildings. | • Remind student of school rules.  
• Removal of item/s and confiscation if necessary by the classroom teacher or teacher on duty.  
• Clean-up of immediate area if necessary.  
• Community service for repeated offences (refer to page 21).  
• Detention may be issued if a student refuses the above instructions. |
| 1L) Littering and spitting. | • Remind student of school rules.  
• Clean up of immediate area.  
• Community Service where appropriate (refer to page 21). |
| 1M) Use/possession of chewing gum, “whiteout”, permanent markers & similar pens. | • Remind student of school rules  
• Confiscation/removal of item/s  
• Refer to Level 2I if damage is caused.  
• Parents may be contacted  
• Community Service where appropriate (refer to page 21). |
| 1N) Water fights and possession of water bombing devices. | • Remind student of school rules.  
• Confiscation of offending material.  
• Clean-up of area.  
• Student Manager may issue detention. |
| 1O) Use of Digital Devices during school hours. | • Use of Digital Devices will be managed by the LSC Digital Device policy. Please refer to this policy for all actions in relation to this issue. |
| 1P) Inappropriate physical contact & public displays of affection. | • There is a ‘no touch’ policy at the school. All students, in particular couples, are not to be in physical contact with each other.  
• Remind students of school rules  
• Discussion about appropriate behaviour in a public place and the impact on themselves and others.  
• Wellbeing team involvement if appropriate  
• *Repeated incidents - actions may include; parent meeting, detention, suspension if appropriate.* |
1Q) Consumption of Energy drinks on school property.

- Energy Drinks are banned from being consumed on the school grounds.
- Remind student of school rules.
- Removal of item/s and confiscation if necessary by the classroom teacher or teacher on duty.
- Community service for repeated offences (refer to page 21).
- Detention may be issued if a student refuses the above instructions.

**LEVEL TWO**

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

**Examples of Offences**

**Consequences**

2A) Defiant and/or continued refusal to cooperate in class

- A reliable student will be sent with a red card to the relevant Sub School Leader, Student Manager, Student Wellbeing Team or Assistant Principals for assistance. Or the student may be sent to the SPR [Appendix A].
- Incident Report completed.
- A conference with student, teacher and relevant staff will take place to determine (among other things):
  - the need for a family conference;
  - detention;
  - Saturday Morning Detention
  - Formal Suspension;
  - Written Agreements;
- The need for counselling other class members and witnesses will be addressed if this is deemed appropriate.

2B) Truancy/Wagging:

(i) Leaving class without permission

- Remind student of school rules.
- A reliable student will be sent with a note to the relevant Sub School Leader, Student Manager or Assistant Principals.
- The classroom teacher must complete an Incident Report immediately and give to the relevant Student Manager.
- Parents will be contacted as soon as possible via phone or text message.
- Counselling and conferences as appropriate.
- Consequences in “Refusal to Cooperate” (2A) may apply.
- Monitoring attendance through Attendance Card.

(ii) Not attending individual classes or scheduled duties

- See 2B (i)

(iii) Leaving premises without permission

- See 2B(ii)
- Student Manager to arrange restricted areas at lunch/recess.

(iv) Extensive unapproved absences

- Home Group teachers to notify Student Manager.
- Parent contact made by Sub School Leader, Student Manager or Home Group teacher.
- Counselling & referrals.
- Planning conferences to deal with the situation.

Please note that:

1. VCE students are subject to LSC VCE attendance requirements – 90%
2. Student Youth Allowance contacted where appropriate.
3.
| (v) School refusal | • Office staff (attendance officer), Home Group teacher or classroom teacher to advise Student Manager.  
• Attendance Officer to contact the family with a formal letter outlining the school's concerns.  
• Student Wellbeing Leader to be advised.  
• Parent contact, counselling and referral by Student Wellbeing Leader.  
• Assistant Principal to contact the NWR to report attendance data. |
|---|---|
| 2C) Acts that diminish the school's reputation | • Incident Report to the Student Manager, Sub School Leader and/or Assistant Principals.  
• Parent contact as appropriate.  
• Possible bans from excursions or other events/activities outside school.  
Detention, Saturday Morning Detention or Formal Suspension as appropriate. |
| 2D) Harassment / Bullying | • Incident Report completed and given to Student Manager – refer to the LSC Anti-Bullying Policy  
• Official EO Warning where appropriate recorded on student file for first incident.  
Mediation is to occur with the Student Wellbeing Leader or representative.  
Mediation is a tool that can be used to assist in resolving conflict between students. Not all conflict situations are appropriate for mediation. Staff and students should use their judgement in determining when this process is suitable.  
A student’s involvement in the mediation process should be voluntary. Students should be prepared for the mediation prior to the meeting so that they have a clear understanding of the process and what will be expected of them.  
Mediators can be members of the Wellbeing Team, Sub School Leaders and/or Student Managers. Mediators are impartial. They ensure that confidentiality is preserved by all parties. They are not concerned with assigning blame or punishment. The emphasis is on negotiation, and coming to a shared agreement.  
An outline of the mediation process is provided in Appendix F.  
• For further incidents, Sub School Leaders / Student Managers will follow the process outlined in the LSC Anti-Bullying Policy. |
| 2E) Cyber Bullying | Incidents of cyber bullying often take place outside of school and therefore it is difficult for the school to enforce or investigate these types of incidents. Where possible the school will;  
➢ Notify both sets of parents (the bully and victim) of the incident.  
➢ Parents and/or the child being cyber bullied may report this to the police.  
➢ If mediation is suitable then this may occur. If this does not work then disciplinary consequences may be deemed suitable. These could include;  
- Detention  
- Saturday morning detention or formal suspension as appropriate.  
- Agreements as appropriate.  
- Counselling and referral.  
➢ Refer to the Anti-Bullying Policy for more information.  
➢ Police and/or legal action if considered appropriate by those involved. |
<p>| 2F) Smoking – please refer to the Anti-Smoking Policy for further information and definitions | • Refer to the Anti-Smoking Policy for more information. |</p>
<table>
<thead>
<tr>
<th>2G)</th>
<th>Minor Theft or burglary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incident Report to Student Manager.</td>
<td></td>
</tr>
<tr>
<td>• Replacement or recompense of item by student deemed to have taken the item/s.</td>
<td></td>
</tr>
<tr>
<td>• Saturday Morning Detention / Formal Suspension.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2H)</th>
<th>Behaviour endangering student’s own safety, or that of others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incident Report to Student Manager.</td>
<td></td>
</tr>
<tr>
<td>• If in class the student is likely to be sent to the SPR.</td>
<td></td>
</tr>
<tr>
<td>• Parent contacted by student manager.</td>
<td></td>
</tr>
<tr>
<td>• Saturday detention or formal suspension as appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2I)</th>
<th>Causing Intruder/s to enter and/or be in the school grounds / facilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incident Report to Student Manager, Sub School Leader or Assistant Principals.</td>
<td></td>
</tr>
<tr>
<td>• Parent contact.</td>
<td></td>
</tr>
<tr>
<td>• Detention, Saturday Morning Detention or Formal Suspension as appropriate.</td>
<td></td>
</tr>
<tr>
<td>• Possible police contact.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2J)</th>
<th>Causing damage to school property. Wilful vandalism/ graffiti</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incident Report to Student Manager, Sub School Leader or Assistant Principals.</td>
<td></td>
</tr>
<tr>
<td>• Parent Contact</td>
<td></td>
</tr>
<tr>
<td>• Detention, Saturday Morning Detention or Formal Suspension as appropriate.</td>
<td></td>
</tr>
<tr>
<td>• Recompense of damaged item by student</td>
<td></td>
</tr>
<tr>
<td>• Repeated offences or first serious offence – suspension</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2L)</th>
<th>Production and/or use of offensive material</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Report to Student Manager, Sub School Leader or Assistant Principals.</td>
<td></td>
</tr>
<tr>
<td>• Detention, Saturday Morning Detention or Formal Suspension as appropriate.</td>
<td></td>
</tr>
<tr>
<td>• Written apology.</td>
<td></td>
</tr>
<tr>
<td>• Counselling as required.</td>
<td></td>
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<tr>
<td>• Repeated offences or first serious offence – suspension</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2M)</th>
<th>Forgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Report to Student Manager or Sub School Leaders</td>
<td></td>
</tr>
<tr>
<td>• Detention, Saturday Morning Detention or Formal Suspension.</td>
<td></td>
</tr>
<tr>
<td>• Parent contact.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2N)</th>
<th>Plagiarism / cheating. Use of unauthorised and electronic devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Refer to the plagiarism section located in the Learning, Assessment and Reporting policy.</td>
<td></td>
</tr>
<tr>
<td>• VCE students are subject to VCE and VCAA Authentication rules. Refer to the LSC and VCAA VCE Administrative Handbooks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2O)</th>
<th>Lewd behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Report to Student Manager.</td>
<td></td>
</tr>
<tr>
<td>• Detention, Saturday Morning Detention or Formal Suspension as appropriate.</td>
<td></td>
</tr>
<tr>
<td>• Written apology.</td>
<td></td>
</tr>
<tr>
<td>• Counselling as required.</td>
<td></td>
</tr>
<tr>
<td>• Repeated offences or first serious offence – suspension</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2P)</th>
<th>Tampering with lockers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Report given to Student Manager, Sub School Leader or Assistant Principals.</td>
<td></td>
</tr>
<tr>
<td>• Students may have the locker privileges removed and their equipment relocated to the student managers office.</td>
<td></td>
</tr>
<tr>
<td>• Detention or Saturday detention as appropriate.</td>
<td></td>
</tr>
<tr>
<td>• Repeated offence or serious offence may result in suspension.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2Q)</th>
<th>Refusal to follow the instructions of a LSC staff member.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Report to Student Manager/Sub School Leader/ Assistant Principal.</td>
<td></td>
</tr>
<tr>
<td>• Detention, Saturday Morning Detention or Formal Suspension as appropriate.</td>
<td></td>
</tr>
<tr>
<td>• Written apology.</td>
<td></td>
</tr>
<tr>
<td>• Counselling as required.</td>
<td></td>
</tr>
<tr>
<td>• Repeated offences or first serious offence – suspension</td>
<td></td>
</tr>
</tbody>
</table>
The Assistant Principal/s will be involved and the Principal as appropriate, where a serious incident posing danger or threat occurs.

<table>
<thead>
<tr>
<th>Examples of Offences</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **3A)** Distribution, acquisition and/or use of controlled or illegal substances [including alcohol and illicit drugs] | • Confiscation.  
• Removal of student from situation and medical care as appropriate.  
• Immediate referral to Principal.  
• Parents informed as soon as possible.  
• Police informed as appropriate.  
• Parent Conference.  
• Formal Suspension.  
• Written agreement.  
• Student Wellbeing Team - counselling and referrals.  
The offence may lead to the expulsion process. |
| **3B)** Violent behaviour [including inciting fights, assaults and other reckless aggressive behaviour]. | • Removal of student/s from other students.  
• Incident Report to Student Manager, Sub School Leader, Assistant Principals and Student Wellbeing Team where relevant  
• Parents informed as soon as possible.  
• Student sent home.  
• Police informed as appropriate.  
• Parent Conference.  
• Suspension.  
• Written Agreement.  
• Written Apology - as appropriate.  
• Student Wellbeing team - counselling and referral.  
The offence may lead to the expulsion process. |
| **3C)** Other illegal activities [including carrying knives, weapons, dangerous goods, etc]. | • Confiscation.  
• Incident Report to Student Manager, Sub School Leader, Assistant Principals and Student Wellbeing Team where relevant.  
• Immediate withdrawal from classes.  
• Parents informed as soon as possible.  
• Student sent home.  
• Police informed as appropriate.  
• Conference.  
• Suspension.  
• Student Wellbeing team - counselling and referral.  
The offence may lead to the expulsion process. |
| **3D)** Vandalism [Destruction of property through reckless behaviour or deliberate action] | • Incident Report to Student Manager, Sub School Leader or Assistant Principals.  
• Parent contact.  
• Repair or reccompense for damage negotiated as appropriate.  
• Extensive community service arrangements and/or detention.  
• Formal Suspension.  
The offence may lead to the expulsion process. |
### 3E) Major theft.

- Incident Report to Student Manager, Sub School Leader or Assistant Principal
- Parents informed as soon as possible.
- Police informed as required by law.
- Replacement of item/s.
- Suspension.
- Written agreement.

*The offence may lead to the expulsion process.*

---

### 3F) Computer Offences

All students are required to follow the guidelines of the Acceptable Use of Computer Hardware and Software Agreement.

See Computer Area Usage Guidelines & Games & Social Networking Sites Guidelines [Appendix E]

There are also protocols and rules in place for the NSSCF netbook program and Personal Digital Devices. Students will receive separate documents related to these programs.

Computer usage offence: all students are required to follow the NSSCF agreement, Personal Digital Device Policy and the Acceptable Use of Computer Hardware and Software Agreement signed by all students.

**First Offence** – Computer Lab Incident Report completed and passed to IT Manager and then the Student Manager. Parents informed of offence and cost of damage to be paid if applicable.

Withdrawal of access to computers/internet

**Second Offence** – As per First Offence and Saturday detention. Possible suspension.

**Third Offence** - Suspension from school.

Internet Usage Offence: All students are required to follow the Games and Site Policy.

**Note:** Detention and suspension is also possible at any level of offence. Phone call to parents may also be done at first offence if required.

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### 3G) Offences relevant to 4.3.3 & 4.4.2 of the DEECD’s ‘Effective Schools are Engaging Schools – Student Engagement Policy Guidelines, 2009.

As per the LSC Student Engagement Policy Guidelines.

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Acts that engage in conduct that incites hatred against, or serious contempt for, a person’s racial or religious background, including:

- serious contempt for and severe ridicule of people’s racial or religious practices
- writing racist graffiti
- making a racist speech

- Incident Report to the Student Manager, Sub School Leader or Assistant Principal
- Removal of offensive material
- Parents informed
- Parent conference – if necessary
- Mediation with Student Wellbeing Team member
- Written apology
- Saturday Morning Detention
- Suspension
- Loss of Computer Privileges (if applicable)
- displaying racist posters or stickers
- engaging in racist or religious vilification
- making offensive racist comments in a publication (including Internet, email and social media)

3I) Use of mobile camera phone at school to record staff and students.
- Remind student of school rules.
- Confiscation for the rest of the day/overnight (Item to be stored in the General Office Secure Storeroom and recorded in the phone registry) Phone clearly labelled with student name and Home Group
- Parent contact and item to be collected by parent only
- Saturday Morning Detention
- Formal Suspension.

3J) Possession and/or distribution of pornographic material
- Confiscation of material.
- Report to Student Manager, Sub School Leader or Assistant Principals.
- Report to parent with option for parent to collect material or destroy within one week.
- Detention and/or suspension.
- Ban from computer facilities may be applicable.
- Reported to the police when required.

3K) Swearing at or abuse of staff, or visitors to the school.
- Incident Report to Student Manager.
- Saturday Morning Detention or Formal Suspension as appropriate.
- Written apology.
- Counselling and reconciliation processes as required.
  *The offence may lead to the expulsion process when behaviour is repeated.*
A multi-tiered detention system is in place with increasing severity between levels. The intention is for students
to take the consequences of their behaviour at class teacher level, and for the class teacher to carry through with
clear and logical consequences for misdemeanours in class, in buildings or in the yard.

Very few students should be referred to the Student Manager Level Detention. A tally is kept of Student Manager
level detentions.

**NB:**

1. No student can be detained for a detention beyond 15 minutes duration at the end of the school day
   without at least 24 hours’ notice to the parent/guardian. Students cannot be kept for more than one half
   of any break such as recess or lunchtime.

2. Student should return a signed detention slip for an after school detention to the relevant Student
   Manager.

**CLASS TEACHER DETENTIONS:**

*Green Detention Slip -*

These are level one detention’s which are held at the discretion of the classroom teacher with at least 24 hours’
notice to parents (if after school). [See Appendix F]

Classroom teacher detentions can be held for up to 30 minute’s duration.

If the student fails to attend the teacher will complete an Incident Report Form and discuss it with the relevant
Student Manager. Students who appear without the signed slip must **not** be detained.

**STUDENT MANAGER DETENTIONS:**

1. Level two detentions which will occur during the week for at least 45 minutes during which time there is **no**
talking and students are expected to satisfactorily complete a student reflection sheet in silence. These
detentions will be supervised by the Student Managers on a rotational basis. Students are required to
satisfactorily complete the reflection sheet. Once they have satisfactorily completed the reflection sheet they
will be required to complete home work for the remainder of the detention. Each student must provide
sufficient work to engage them for the entire session. If students are seen to be wasting their time another
detention may be issued.

2. Records of the number of Student Manager Detentions attended by students will be maintained by the
   Student Manager.

3. If a student does not attend a Student Manager Detention they will be issued with two penalty detentions.

4. If a student is late to detention and cannot provide a valid reason they will be asked to attend their detention
   at another time and may also be issued with a penalty detention.

5. If the penalty detention is not attended the student will be given a Saturday morning detention. If this
detention is not completed then the student will be suspended.

6. If the behaviour of a student during detention does not follow the guidelines listed above then they will be
   exited from the detention room and suspended from school.

**N.B.** It should be noted that students who are suspended or who have repeated Student Manager Detentions
may be excluded from excursions, camps and/or other special events at the Principals Discretion.

**AFTER CLASS CONSULTATION TIME:**

This can occur at any time within and outside school hours. Teachers have access to students for up to 15
minutes at the end of the school day and at other times – provided the students’ recesses/lunchtimes are not
reduced by more than 50%.
CONSEQUENCES OF UNIFORM INFRINGEMENTS

All members of the Lalor Secondary College school community should refer to the LSC uniform policy for management of students not in correct school uniform.

COMMUNITY SERVICE

WHY?

This type of sanction is a logical consequence designed to help the student and the school when things “go wrong”. It is used to help students to make up for the damage they have done and to better understand their responsibilities as citizens of the school community. Firstly they repair immediate damage they caused. Then they can work on other school enhancement projects which will give them the opportunity to develop commitment to their environment.

WHO?

Students involved in breaking the Student Code of Behaviour - especially related to safety, the environment and development of school pride and a sense of community.

HOW?

Generally students will be asked to do yard duty type activities during lunchtime or after school between 3.10 & 4.00pm using the guidelines as set out under “DETENTIONS”. For serious offences more specific services will be negotiated with the student, parents and the school.

SATURDAY MORNING DETENTIONS

Saturday Morning Detentions are used as a consequence of serious breaches of the Student Code of Behaviour. Students will attend the school in full school uniform on the nominated Saturday from 9:00am to 12:00pm. The students will be required to bring school work to be completed during the detention. Students must attend with enough school work to complete over the 3 hour period.

It should be noted that students who do not attend these detentions will be given a formal suspension.

SILENT PLANNING ROOM (SPR)

The college has a Silent Planning Room (SPR) in operation. Students who continue to misbehave after warnings or who commit a serious breach of the code will be exited to the SPR by the classroom teacher. Parents are contacted via sms and the relevant Sub School Leader / Student Manager is also notified of the send out. The student must meet with the classroom teacher and negotiate a return to the class and another consequence such as a detention will also occur. If a student does not meet with the teacher prior to the next class they may be sent again to the SPR.

Students who do not attend the SPR will be suspended. Any student who is continually sent to the SPR may receive further consequences and a parent meeting may be called.

See Appendix A for further information on the SPR.
CAMPS AND EXCURSIONS:

Students who have breached the Student Code of Behaviour may be excluded from excursions and camps. This will particularly apply to students who incur any form of suspension. Students attending a School Camp will be required to sign a Student Code of Behaviour form as part of the camp process [see Camp Policy and procedures]

EXAMINATIONS AND TESTING:

Examinations and/or testing are held throughout the year. It is expected that all students respect the rights of others to concentrate on the examination to enable each to perform to their best.

Any disturbance that affects the rights of other students under examination or test conditions will be regarded as a serious breach of the Student Code of Behaviour. The following procedure will apply:

1. The student will be given one formal warning by the supervising teacher.

2. A second incident will result in removal from the room and instruction to report to the Silent Planning Room (SPR) or an Assistant Principal.

3. Consequences may include one or more of the following; contacting parents, loss of the examination mark on the student's record, a record of the incident in the student's report for that subject [mark recorded as ‘Not Satisfactory’ and community service detention arrangements.

4. Please note that breaches of Victorian Curriculum & Assessment Authority (VCAA) exams will be reported and dealt with by VCAA which oversees the implementation of external VCE exams. These consequences can include; cancellation of all or part of the exam paper, cancellation or alteration of grades and other consequences as deemed necessary. See also the college VCE Policy Handbook for further information.

All staff on exam supervision will monitor students and deal with incidents as outlined above.

All VCE students are subject to the requirements outlined in the VCE Policy Handbook. Any breaches will be dealt with in accordance with the VCAA Administrative Handbook (covering both VCE & VCAL).
APPENDIX A

Rules For Students Sent To The Silent Planning Room

1. If a classroom teacher sends you out you must take a “Serious Incident Report” form from them and then make your way quickly, quietly and directly to the Silent Planning Room which you enter from the Cafeteria. The time of departure from the classroom and the arrival at the Silent Planning Room will be recorded. If there is an unreasonable time delay then your Student Manager may issue you with further consequences.

2. You must knock on the door of the Silent Planning Room and wait calmly and quietly until the Supervisor is ready to accept you into the room.

3. If you are angry or agitated the Supervisor will try to calm you down. You need to realise that this is your chance to record what has happened. When you are allowed to enter the Silent Planning Room you need to remain calm and quiet or it will lead to greater and more serious issues to arise.

4. Once inside the Silent Planning Room you are to remain silent at all times unless the supervisor is asking you to speak. This will be very limited.

5. Whilst waiting to be seated you must read the Silent Planning Room rules and acknowledge to the Supervisor that you understand them. You will then be assigned a cubicle for the rest of your time in the room.

6. If you misbehave in the Silent Planning Room you will be removed and taken to the Principal Class area and dealt with accordingly. Your parents/guardians may be contacted and asked to come and pick you up.

7. The form issued by the Supervisor must be completed properly. You must complete the form honestly in full detail, completing all of the relevant sections in your best handwriting. If the supervisor is not happy with either the details or the handwriting you will be asked to either improve the details or re-write the form.

8. Remember you are negotiating for your prompt return to class and that this is a good chance for you to reflect on how you can improve as a student and gain more from your education.
APPENDIX B

LATE TO SCHOOL

It is expected that all students will arrive at school on time for Home Group. Any student who arrives after Home Group must collect a late pass from the Attendance Officer at the general office. There is also an expectation that any student who is late to school will have a note from their parent explaining why they are late. The Student Management Team will oversee the lateness to school. There are consequences for students who arrive late to school without a note over a Semester. These are;

a) 3 times late to school – Students are given an official warning.

b) 6 times late to school – Student is issued with an after school detention.

c) 9 times late to school – Students is issued with two after school detentions. The parent is contacted via phone and informed of the schools concerns in relation to this issue and the consequences of further lateness.

d) 12 times late to school – The student is referred to the sub-school leader who will arrange a parent meeting. A Saturday morning detention will then be issued.

e) If the student is late after this point another Saturday detention may be issued or they may be suspended.

Students who deliberately avoid collecting a late pass from the general office when arriving late will be automatically issued with an afterschool detention.
APPENDIX C

NON-SUBMISSION OF ASSESSMENT TASK

Date: ..................

Dear Parent/Guardian

Your son/daughter __________________________ was required to submit an assessment task on ____________.
It was not submitted on this date. The details of this work task are indicated below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment task/activity</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Please be aware that there are penalties for late submission of Assessment Tasks at Lalor Secondary College and these are based on the duration of lateness according to our Learning, Assessment and Reporting Policy (located at the L.S.C website). The penalties are listed on the back of this letter and may have a significant impact on your child’s ability to achieve satisfactory completion of this subject.

If you wish to discuss this matter further, please contact me at the school on 9463 7300 or via email: ____________________________@edumail.vic.gov.au

Yours sincerely,

Subject Teacher - ____________________________

Dear Teacher,

I have read and understood that my son/daughter __________________________ will be penalised for the lateness of the above task in accordance with the table overleaf and that this may have a significant impact on my son/daughter’s ability to obtain a satisfactory completion in this subject.

Parent Signature ..................................................   Date  ...........................................

25
If a student does not submit an assessment task by the due date then the following penalties will apply according to the scale listed below.

<table>
<thead>
<tr>
<th>TIME LATE</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School Day</td>
<td>5%</td>
</tr>
<tr>
<td>2 School Days</td>
<td>10%</td>
</tr>
<tr>
<td>3 School Days</td>
<td>15%</td>
</tr>
<tr>
<td>4 School Days</td>
<td>20%</td>
</tr>
<tr>
<td>5 School Days</td>
<td>25%</td>
</tr>
<tr>
<td>6 School Days</td>
<td>30%</td>
</tr>
<tr>
<td>7 School Days</td>
<td>35%</td>
</tr>
<tr>
<td>8 School Days</td>
<td>40%</td>
</tr>
<tr>
<td>9 School Days</td>
<td>45%</td>
</tr>
<tr>
<td>10 School Days</td>
<td>50%</td>
</tr>
<tr>
<td>Non-Submission</td>
<td>A NS (Not submitted will be awarded) This equates to 0% on the report.</td>
</tr>
</tbody>
</table>
Rules and Expectations

- Students will bring their full HPE uniform to all HPE and Sport classes.
- If a student has an item of clothing from their HPE uniform that is misplaced, in the wash or cannot be brought to class for a very good reason, the student must provide their teacher with a note explaining the reason clearly and bring an alternate item of clothing for that week.
- Teachers are not to allow students to wear an alternate article of clothing for two weeks consistently, unless there is a very good reason, and a note is provided.
- In the case that a student does not bring their uniform and they have no note, the following consequences will occur. (This will reset at the start of each term):
  
  o **1st time:**
    - Student will be given a warning
    - Student will be kept in for 10 minutes after class
  
  o **2nd time:**
    - Student will be given a worksheet to complete/write lines
    - Student will be kept in for 10 minutes after class.
  
  o **3rd time and every time there after:**
    - Student will be given an alternative written task.
    - The relevant Student Manager will be contacted so that they can issue the student with a detention.
    - Student will be kept in for 10 minutes after class.
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COMPUTER AREA USAGE GUIDELINES

Lalor Secondary College is proud of the computer facilities we provide for students and staff to promote the values of learning and educational excellence.

For Students
- No food or drinks to be taken into a Computer area
- Bags are not allowed in Computer areas.
- Noise in Computer Areas to be kept to a minimum.
- Chairs are to be pushed in when leaving.
- Social networking and pornographic sites are strictly prohibited.
- Students participating in the LSC Netbook Program or Personal Computer Program are expected to adhere to the Netbook Program / Personal Digital Device Policy expectations and responsibilities.

For Staff
- Students are not allowed in Computer areas unsupervised.
- Lights must be turned on when Computer area is in use.
- Doors must be locked after use.
- Regularly check that students are behaving appropriately.

GAMES & SOCIAL NETWORKING SITES GUIDELINES

Lalor Secondary College is proud of the computer facilities we provide for students and staff to promote the values of learning and educational excellence.

Rules
- Games are only permitted under supervision from a staff member during class time.
- Games that have violence or the content is deemed inappropriate are not permitted under any circumstances. Example: Grand Theft Auto, etc.
- Games brought on a USB memory stick are not permitted.
- Games and internet usage may be accessed at recess and lunchtime in line with the NSSCF agreement and the Acceptable Use of Computer Hardware and Software Agreement signed by all students.
- Any sort of social networking site such as Facebook & Twitter are prohibited.
- Pornographic material is strictly prohibited.

Consequences (These will be strictly enforced)
- First Offence – Network Account disabled for 5 days
- Second Offence – Network Account disabled for 15 days
- Third Offence – Network Account disabled for 30 days
CLASSROOM TEACHER’S DETENTION SLIP – STUDENT COPY

Date Of Detention: ________________  Time: ____________
Name: ____________________________  Home Group: ____________
Location Of The Detention: __________________________________________
Reason For The Detention:
☐ Not Submitting Homework/Assignments  ☐ Late To Class
☐ Persistent Chewing Of Gum  ☐ Lack Of Equipment
☐ Misbehaviour  ☐ Other (Please specify below)
_____________________________________________________________________________________________
Teacher’s Name: ____________________________  Teacher’s Signature: ____________________________
Student’s Signature: ____________________________  Parent’s Signature: ____________________________

If the initial detention has been completed, the classroom teacher forwards this copy on to the Student Management administrative assistant for inputting into the Student Management Tool.

OR

If the student misses the detention then the classroom teacher obtains the parent’s phone number to arrange a date for it to be done. Discussion should also take place about the student’s behaviour. Once the time of the re-scheduled detention time has passed, the classroom teacher should tick the appropriate box and forward this copy onto the Student Manager administrative assistant for inputting into the Student Management Tool.
Mediation
Mediation is a tool that can be used to assist in resolving conflict between students. Not all conflict situations are appropriate for mediation. Staff and students should use their judgement in determining when this process is suitable.

A student’s involvement in the mediation process should be voluntary. Students should be prepared for the mediation prior to the meeting so that they have a clear understanding of the process and what will be expected of them.

Mediators can be members of the Wellbeing Team, Sub School Leaders and/or Student Managers. Mediators are impartial. They ensure that confidentiality is preserved by all parties. They are not concerned with assigning blame or punishment. The emphasis is on negotiation, and coming to a shared agreement.

An outline of the mediation process is provided in the appendix.

The Mediation Process:
Mediators explain the process to participants. The objective of the session is to come to a shared agreement. Mediators do not judge or take sides even if they feel that one of the disputants is to blame for the situation.

1. Ground Rules:
   - Information shared in the session will be kept confidential (unless there are genuine concerns about someone’s safety).
   - The goal is to work together to find a solution.
   - Listen to each other without interrupting.
   - Show respect for each other.

2. Defining the Problem:
   - Each disputant presents their story (a time limit may be allocated).
   - The mediator assists by asking questions and paraphrasing the disputants’ stories.
   - The mediator tries to identify the needs of each disputant and helps them define the problem.

3. Brainstorm Solutions
   - Mediators help disputants generate as many ideas as they can to solve the problem.
   - Disputants should volunteer any idea that comes to mind, even if the idea might be ridiculous.
   - Ideas should not be laughed at or criticised.
   - Mediations should ask questions to encourage ideas.
   - Mediators should write down all the ideas.

4. Choose the Solution
   - Together with the disputants, the mediator looks for advantages and disadvantages of different solutions.
   - Mediator encourages disputants to choose the solution that is best for everyone. All disputants must agree to the solution.

5. Closing the Session and Making Arrangements to Follow Up
   - Mediator discusses the agreement reached. Mediator writes the agreement down and provides a copy to all involved.
   - A follow up session is organised in a week’s time to review agreement and progress made.