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LALOR SECONDARY COLLEGE

Student Code of Behaviour

2022-2024

The Student Code of Behaviour focuses on the following:

Focus

- 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
- Berry Street Best Practice Principles

Other Supporting Documents

- Incident Report email
- Discipline Report email
- Red Card
- Wellbeing Referral Form
- Monitoring Card
- Contract/s
- Award Guidelines & Presentation Schedule
- Computer usage agreement

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Note – An editable copy of the appendices can be found in Compass, School Resources, Student Management, ‘Code of Behaviour Appendices’ for staff use.

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.

All of our classroom management and broader student management processes reflect the Ramon Lewis model of classroom management and The Berry Street Education Model which was implemented in 2020.

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, including LGBTI students.
- 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 and other forums
- Outstanding student achievement is celebrated at the years 7-11 Annual Presentation Evening and the Year 12 Graduation 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 follow staff instructions in order to allow learning to take place (Co-operation)
2. We treat other students with respect and must not disrupt the learning of other (Caring)
3. We attend all classes, be punctual and be properly prepared for work (Achievement)
4. We do our best to learn (Achievement and Honesty)
5. We 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 (Caring & Honesty)
6. We work and behave in an orderly and safe manner and in a way that isn't disruptive or unsafe for others and ourselves (Caring)
7. We always act in ways that look after our own, other peoples' and school property (Pride and Caring)
8. We act in a way that reflects well on ourselves, our families and our school (Pride)

COLLEGE VALUES

These core values, developed by students working with staff and parents, 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.

College Values: **Pride, Honesty, Achievement, Cooperation and Caring**

Lalor 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:

VALUE	THIS MEANS	THIS VALUE IS SHOWN WHEN
Pride	<ul style="list-style-type: none"> • Being loyal • Doing my personal best • Being passionate and satisfied with your own achievements. • Being passionate and satisfied with the achievements of your school. • Being passionate and satisfied with the achievements of your peers. 	<ul style="list-style-type: none"> • I am proud of my work • I am passionate about everything I do • I take pride in what I participate in • I am proud of my school • I dress appropriately and with pride • I wear the school uniform with pride
Achievement	<ul style="list-style-type: none"> • Being committed • Being persistent • Always striving to do my best • Having aspirations • Aiming for excellence 	<ul style="list-style-type: none"> • I am committed • I always try my best • I am organised • I complete all my work • I celebrate achievement • I am responsible • I am motivated • I am rational • I see mistakes as an opportunity for improvement
Caring	<ul style="list-style-type: none"> • Being respectful • Having positive relationships • Being helpful • Using manners • Showing friendship • Having a positive attitude 	<ul style="list-style-type: none"> • I am attentive • I am helpful to others in need • I show respect to others and show them that they are being noticed • I choose my attitude • I am a good listener • I am sensitive to others needs • I behave consistently to build richer relationships • I am respectful • I am tolerant • I am friendly • I am appreciative • I make others comfortable • I am encouraging • I accept others for who they are • I consider others feelings and needs • I treat others in a caring manner • I am polite
Co-operation	<ul style="list-style-type: none"> • Being tolerant • Being respectful • Having understanding • Working as part of a team 	<ul style="list-style-type: none"> • I work together with teachers and peers • I follow instructions • I accept other people's opinions • I accept decisions • I work in a team to achieve common goals • I work with others willingly • I listen to others ideas/opinions • I am reliable
Honesty	<ul style="list-style-type: none"> • Being truthful • Showing trust • Being reliable • Having integrity 	<ul style="list-style-type: none"> • I have integrity in what I do • I am loyal • I do not speak about others behind their back • I am trustworthy • I am responsible • I am honest • I am truthful

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.
- Is non-judgemental about students and their families.

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 peoples' 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, harassing and disrupting 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

EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY:	THE PRINCIPAL & STAFF HAVE A RESPONSIBILITY:	PARENTS & GUARDIANS HAVE A RESPONSIBILITY:
<p>1. Each person has a right to be accepted and treated with respect and courtesy.</p>	<ul style="list-style-type: none"> * To treat others in this way. e.g. No put-downs. 	<ul style="list-style-type: none"> * To treat others in this way. e.g. No put-downs. 	<ul style="list-style-type: none"> * To treat others in this way. e.g. No put-downs.
<p>2. Each person has the right to learn; and to develop interests, abilities and ambitions in a secure and supportive environment.</p>	<ul style="list-style-type: none"> * To be prepared for classes [appropriate materials, books - especially the Student Diary]. * To be punctual. * To attend all classes and activities. * To work co-operatively with others. * To listen to and learn from others. * To explore and express relevant and thoughtful ideas and opinions. * To complete set work to the best of their ability. * To complete all homework by due date. * To behave in a way which allows others to learn. * To be accountable for their behaviour. * To use electronic equipment and personal devices responsibly. * To ensure that any permission forms or notices are returned to school by the due date. 	<ul style="list-style-type: none"> * To be prepared for classes [Appropriate plans, corrections, materials etc]. * To set homework. * To be punctual. * To attend all classes and activities. * To work co-operatively with others. * To listen and learn from others. * To explore and express relevant and thoughtful ideas and opinions. * To work to the best of their ability. * To keep clear and accurate records of student work/results. * To be accountable for their professional practice. * To follow classroom management plans which are fair and consistent. * To help all students to develop their interests, ambitions and abilities with effective, flexible and supportive teaching practice and meaningful work. 	<ul style="list-style-type: none"> * To support students and the school in providing a quality education. * To support actions which are taken in accordance with the school's Student Code of Behaviour * To supervise their children's homework. * To check Student Diaries on a daily basis and ensure their children are using them effectively. * To sign notices and ensure they are returned to the school the following day. * To contact the school when concerns arise. * To provide notes explaining all student absences, lateness, being out of uniform etc. * To communicate in writing with the school when there are changes of address, phone numbers, known extended absences, etc. * To make the school aware of any difficulties or problems which may affect student

		<ul style="list-style-type: none"> * To inform parents of their child's academic and social progress. * To inform parents of disciplinary measures taken where the Student Code of Behaviour is breached. * To keep up-to-date with professional issues and practices. * To use Professional Development effectively. 	<p>development and learning.</p> <ul style="list-style-type: none"> * To regularly communicate with the school and attend Parent Teacher Conferences and relevant meetings which give them the opportunity to meet staff and other parents. * To read each edition of the school newsletter. * To regularly access Compass to monitor child's progress reports and behaviour.
<p>3. Each person has the right to feel and be safe.</p>	<ul style="list-style-type: none"> * To act in a safe, respectful and sensible manner with consideration for others. This includes not orchestrating fights, conflict or 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 follow all instructions from staff 	<ul style="list-style-type: none"> * To give clear instructions about appropriate safety procedures. * To be aware of and observe Occupation Health & Safety Guidelines. * 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 be cognisant of the schools current Emergency Management Plan. 	<ul style="list-style-type: none"> * 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.
<p>4. Each person has the right to equal opportunity.</p>	<ul style="list-style-type: none"> ● To treat others with respect and equality regardless of sex, 	<ul style="list-style-type: none"> ● To treat others with respect and equality regardless of sex, 	<ul style="list-style-type: none"> ● To treat others with respect and equality regardless of sex,

	gender, sexual orientation, gender identity, 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.	gender, sexual orientation, gender identity, 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.	gender, sexual orientation, gender identity 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.	<ul style="list-style-type: none"> • To care for all personal and community property. <ul style="list-style-type: none"> * To have all personal property clearly named. * To use property appropriately. * To store valuable items safely. * To hand in lost property. * To report interference with property belonging to others. * To check lost property for missing items. * NB Valuable items are brought to school only at the students' own risk. * To ensure their locker and learning space/classroom is clean and tidy. 	<ul style="list-style-type: none"> * To promote responsible attitudes and behaviour towards property. <ul style="list-style-type: none"> * To care for all personal and community property. * To have appropriate labels on school and personal property. * To ensure rooms are secure, by locking doors/windows. * To ensure rooms are left clean and tidy. 	<ul style="list-style-type: none"> * 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. <ul style="list-style-type: none"> * To promote responsible attitudes and behaviour towards personal and community property.
6. Each person has the right to participate in the life of the school including relevant decision-making processes.	<ul style="list-style-type: none"> • To participate in the school's decision-making processes. <ul style="list-style-type: none"> * To participate in various extra-curricular activities. * To adhere to all school's policies. * To let their parents know what's going on at school. 	<ul style="list-style-type: none"> * To participate in the school's decision-making processes and foster student, parent and community participation. <ul style="list-style-type: none"> * To participate in and implement extra-curricular activities. 	<ul style="list-style-type: none"> * To ensure their children observe the policies. <ul style="list-style-type: none"> * To be informed about and participate in the school's decision-making processes. * To support and when relevant participate in the school's extra-

	<ul style="list-style-type: none"> * To take all notices home to their parents. 	<ul style="list-style-type: none"> * To implement and monitor the school's policies. * To contribute to information flows between the school, the parents and the community. * To contribute to the school newsletter, Milperra and other documents for parents and the community. 	<p>curricular programs.</p> <ul style="list-style-type: none"> * To maintain close contact with the school. * To read the school newsletter and access Compass on a regular basis.
<p>7. Each person has the right to achieve his or her best.</p>	<ul style="list-style-type: none"> • To strive to achieve their best by working consistently and with effort to their full potential. 	<ul style="list-style-type: none"> • To strive to achieve their best by working consistently and with effort. <ul style="list-style-type: none"> * To provide educational programs and services which cater for individual needs. * Continually strive to improve professional practice. 	<ul style="list-style-type: none"> * To show daily interest in their children's work and efforts. <ul style="list-style-type: none"> * To provide encouragement for their children to achieve their best. * To foster positive attitudes towards education and achievement.
<p>8. Each person has the right to experience success and to receive praise for achievement.</p>	<ul style="list-style-type: none"> • To take up the opportunities provided by the school. <ul style="list-style-type: none"> * To encourage and support others to achieve. * To accept positive feedback. * To acknowledge and praise others. 	<ul style="list-style-type: none"> * To create opportunities for the members of the school community to achieve and be successful. <ul style="list-style-type: none"> * To accept positive feedback. * To encourage and support effort and achievements of both students and staff members. * To foster an atmosphere in which achievement is valued and rewarded. * To acknowledge and praise others. * To inspire each other to excel. 	<ul style="list-style-type: none"> * To acknowledge and praise their children's efforts and successes. <ul style="list-style-type: none"> * To attend functions which involve or recognise their children's contributions to the school when possible. * To acknowledge and praise efforts made by the members of the whole school community.
<p>9. Each person has the right to a clean,</p>	<ul style="list-style-type: none"> • To use bins and dispose of rubbish properly. 	<ul style="list-style-type: none"> * To provide bins and facilities for handling of litter. 	<ul style="list-style-type: none"> * To promote care and concern for school

tidy and attractive school.	<ul style="list-style-type: none"> * To care for equipment, facilities and the environment. * To participate in maintaining a clean and tidy school. * To maintain a clean and tidy school. 	<ul style="list-style-type: none"> * To provide encouragement and awareness programs so students value and respect the school environment; as well as promote care and 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 and litter. * To maintain a clean and tidy school. 	equipment, facilities and the environment. <ul style="list-style-type: none"> * To participate in projects which help in the development of resources and pride in the school.
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CONSEQUENCES FOR NOT FOLLOWING SCHOOL RULES AND POLICIES:

Listed below are samples of the consequences that will apply should 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 consequences are applied.

The purpose of this list is to highlight 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 disruptions to teaching and learning are regarded as extreme and will be dealt with accordingly]. Cooperation as a member of our school's community is expected and appreciated.

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.

Corporal Punishment is prohibited at Lalor Secondary College and will never be used under any circumstances.

LEVEL ONE DISRUPTIONS TO TEACHING AND LEARNING

The classroom teacher or the Staff member “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 disruptions to teaching and learning within the classroom in the first instance.

Examples of Disruptions

Consequences

<p>1A) Lateness to school.</p>	<p>After Period 1 - 8:40 am</p> <ul style="list-style-type: none"> * 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 arrival to class is longer than 10 minutes after signing in. * Students continually late to school are given consequences by Sub School Leaders and Student Managers e.g. Attendance Monitoring Card, Detention, Friday Afternoon Principal Detention, Suspension. [See Appendix B]
<p>1B) Lateness to class without a note.</p>	<ul style="list-style-type: none"> • Remind student of school rules. • Class teacher keeps records and time is made up – as appropriate and note made in Student Chronicle on Compass. • 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.
<p>1C) Lack of equipment and books for classes.</p>	<ul style="list-style-type: none"> • Classroom teacher to establish reasons for lack of equipment. • Remind student of school rules, with teacher warning for first incident of not bringing the materials to class. • Classroom teacher may issue student with a classroom teacher detention. • Further incidents reported to parents by classroom teacher and recorded on Compass. • If a student has no resources then the Student Manager or Sub School Leader will manage the student and contact with the parent. • Monitoring Card if appropriate. • Detention may be given where appropriate. • For persistent lack of equipment see Level 2 consequences.
<p>1D) Lack of homework / work not submitted. See also the Late Submission of Work in the Learning, Assessment and Reporting Policy for further consequences.</p>	<ul style="list-style-type: none"> • Remind student of school rules. • Note recorded on Compass and work is submitted the next lesson. Classroom teacher detentions may apply. • Parent/s must be contacted by the classroom teacher via phone, email or SMS to inform them of consistent behaviour when class work is not completed. This contact must be recorded on Compass by the classroom teacher.

	<ul style="list-style-type: none"> • Teachers must follow the Non-Submission process listed in the Learning, Assessment and Reporting policy when students do not submit work that will appear on the Semester Report. • 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). • See Level 2 for further consequences.
<p>1F) General misbehaviour –in the class, buildings and yard.</p> <p>This may include not following instructions, swearing and acting in a manner contrary to the school values.</p>	<p>At Time of Incident:</p> <ul style="list-style-type: none"> • Remind student of school rule. • Student asked to stop with warning of consequences. • Follow up with a consequence. <p>Follow Up:</p> <ul style="list-style-type: none"> • Discuss with Student Manager for advice. • Student Manager contacts parents for repeated offences. • Consequences may include: <ul style="list-style-type: none"> ➤ Monitoring Card ➤ Counselling ➤ Behaviour Support Plan ➤ Detention (class or yard duty) ➤ Restricted Access at recess/lunch. ➤ Repeat offenders will move to Level 2/3 consequences.
<p>1G) Accessing other people’s property without permission.</p>	<ul style="list-style-type: none"> • Remind student of school rule. • Recorded on Compass. • Classroom teacher or Student Manager Detention where appropriate.
<p>1H) Wearing incorrect uniform, including inappropriate sport /PE uniform.</p> <p>Lalor Secondary College uniform requirements are clearly stated in the Uniform Policy.</p>	<p>Out of Uniform With a Note:</p> <ul style="list-style-type: none"> • 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/HPE uniform policy for further details.[Appendix D] <p>Out of Uniform Without a Note:</p> <ul style="list-style-type: none"> • 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 (refer to LSC Uniform Policy). <p>Out of Uniform on the occasion of an excursion: (with or without a note)</p> <ul style="list-style-type: none"> • 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 <i>may</i> be made with Student Manager, but these should be organised in advance of the day of excursion Parent contact as required. <p>Wearing incorrect uniform Piercings/ jewellery</p> <ul style="list-style-type: none"> • Will be removed and confiscated. • First offence – item kept for the day • Second offence – contact parent • Third offence and subsequent offences – a detention issued.

	<p>Parents 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.</p> <p>Tattoos Students with tattoos are required to cover them. This may require students to keep jumpers or long pants on at all times.</p> <p><i>Student Wellbeing Team counselling and support will be provided if appropriate.</i> <i>Students who continue to breach the Uniform Code may be excluded from some school activities.</i></p>
1I) Being in buildings or other areas designated “out of bounds”.	<ul style="list-style-type: none"> • Remind student of school rules. • Removal from area and warning. • Community Service for repeated offences (refer page 22). • 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).	<ul style="list-style-type: none"> • Remind student of school rules. • Apology made. • Class Teacher Detention as appropriate. • Refer to Level 3K if involving staff. <p>Repeat offenders will be given more serious consequences. See Level 2/3 consequences.</p>
1K) Eating/drinking (other than water) in class or buildings.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Mobile phones, wireless earbuds, speakers and wearable devices with the capacity to transmit text, audio or images are banned during school hours including recess and lunch. This is a ministerial order and impacts all Victorian state schools. • Use of Digital Devices will be managed by the Mobile Phone Policy and the Digital Device policy. Please refer to these policies for all actions in relation to this issue.

<p>1P) Inappropriate physical contact and public displays of affection.</p>	<ul style="list-style-type: none"> • 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.
<p>1Q) Consumption of Energy and caffeinated drinks on school property.</p>	<ul style="list-style-type: none"> • Energy and caffeinated 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 staff on duty. • Community service for repeated offences (refer to page 21). • Detention may be issued if a student refuses the above instructions.

LEVEL TWO - DISRUPTIONS TO TEACHING AND LEARNING

The classroom teacher or the staff member "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 may coordinate this process. All Level Two disruptions must be recorded on Compass as a permanent record of the event.

Examples of Disruptions

Consequences

<p>2A) Defiant and/or continued refusal to cooperate in class.</p>	<ul style="list-style-type: none"> • Classroom Teacher revisits classroom expectations and rules, gives official warning, moves the student and issues classroom teacher detention. • Teacher Incident Report completed and placed on Compass/forwarded to Student Manager. • A conference with student, teacher and relevant staff will take place to determine (among other things): <ul style="list-style-type: none"> • The need for a family conference • Detention • Monitoring Card • Individual Education Plans or Behaviour Support Plan • Friday Afternoon Principal Detention • Formal Suspension • Possible bans from activities/excursions • A reliable student will be sent with a red card to the Principal Class Area for assistance. Or the student may be sent to the SPR [Appendix A] <p>The need for counselling other class members and witnesses will be addressed if this is deemed appropriate.</p>
<p>2B) Truancy/Wagging: (i) Leaving class without permission.</p>	<ul style="list-style-type: none"> • Remind student of school rules. • A reliable student will be sent with a note to the relevant Assistant Principal. • The classroom teacher must complete an Incident Report immediately and give to the relevant Student Manager. Recorded on Compass. • 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.

<p>(ii) Not attending individual classes or scheduled duties.</p> <p>(iii) Leaving premises without Permission.</p> <p>(iv) Extensive unapproved absences and school refusal</p>	<ul style="list-style-type: none"> • Monitoring attendance through Attendance Card or Monitoring Card. • Detention • Individual Education Plan or Behaviour Support Plan • Friday Afternoon Principal Detention • Possible ban from activities/excursions <ul style="list-style-type: none"> • See 2B (i) <p>NB: VCE and VCAL students are subject to Victorian Curriculum & Assessment Authority attendance requirements which are 90% for Lalor Secondary College.</p> <ul style="list-style-type: none"> • See 2B(i) • Student Manager may arrange restricted areas at lunch/recess. <p>All extended absences will follow the process outlined in the Student Attendance policy where a clear staged approach to student absence is outlined with supporting documentation.</p> <p>Please note that;</p> <ol style="list-style-type: none"> 1. Year 11 and 12 students are subject to LSC VCE attendance requirements – 90% 2. Regional Office may be contacted to send appropriate letter as required.
<p>2C) Acts that diminish the school's reputation. Including online via Social Media</p>	<ul style="list-style-type: none"> • 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, Friday Afternoon Principal Detention or Formal Suspension as appropriate.
<p>2D) Cyber bullying.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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; • Counselling and referral. • Detention. • Behaviour Support Plan • Friday Afternoon Principal Detention or formal suspension as appropriate. • Refer to the Anti-Bullying Policy for more information. • Police and/or legal action if considered appropriate by those involved.
<p>2E) Smoking and Vaping</p>	<ul style="list-style-type: none"> • Refer to the Anti-Smoking Policy for more information.
<p>2F) Minor theft or burglary.</p>	<ul style="list-style-type: none"> • Incident Report to Student Manager which is then recorded on Compass. • Replacement or recompense of item by student deemed to have taken the item/s.

	<ul style="list-style-type: none"> • Friday Afternoon Principal Detention / Formal Suspension.
2G) Behaviour endangering students own safety, or that of others.	<ul style="list-style-type: none"> • Incident Report to Student Manager which is then recorded on Compass. • If in class the student is likely to be sent to the SPR. • Parent contacted by Student Manager. • Friday Afternoon Principal Detention or Formal Suspension as appropriate.
2H) Causing Intruder/s to enter and/or be in the school grounds / facilities.	<ul style="list-style-type: none"> • Incident Report to Student Manager, Sub School Leader or Assistant Principal which is then recorded on Compass. • Parent contact. • Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate.
2I) Causing damage to school property. Wilful vandalism/ graffiti. Causing damage to other people's property.	<ul style="list-style-type: none"> • Incident Report to Student Manager, Sub School Leader or Assistant Principals which is then recorded on Compass. • Parent Contact • Clean up of area. • Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate • Recompense of damaged item by student. • Repeated offences or first serious offence – Suspension
2J) Production and/or use of offensive material.	<ul style="list-style-type: none"> • Report to Student Manager, Sub School Leader or Assistant Principals which is then recorded on Compass. • Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate. • Written apology when appropriate. • Counselling as required. • Repeated offences or first serious offence – Suspension.
2K) Forgery.	<ul style="list-style-type: none"> • Report to Student Manager or Sub School Leaders which is then recorded on Compass. • Detention, Friday Afternoon Principal Detention or Formal Suspension. • Parent contact. • Possible Police involvement.
2L) Plagiarism / cheating. Use of unauthorised and electronic devices.	<ul style="list-style-type: none"> • Refer to the plagiarism section located in the Learning, Assessment and Reporting policy. • VCE students are subject to VCE and VCAA Authentication rules. Refer to the LSC and VCAA VCE Administrative Handbooks. • Refer to the Mobile Phone Policy and/or Digital Device Policy.
2M) Lewd behaviour.	<ul style="list-style-type: none"> • Report to Student Manager which is then recorded on Compass. • Written apology. • Counselling as required. • Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate. • Repeated offences or first serious offence – Suspension.
2N) Tampering with lockers.	<ul style="list-style-type: none"> • Report given to Student Manager, Sub School Leader or Assistant Principal which is then recorded on Compass. • Students may have the locker privileges removed and their equipment re-located to the Student Manager's Office. • Detention or Friday Afternoon Principal Detention as appropriate. • Repeated offence or serious offence may result in suspension.
2O) Refusal to follow the instructions of a staff member.	<ul style="list-style-type: none"> • Report to Student Manager/Sub School Leader/ Assistant Principal which is then recorded on Compass. • Written apology. • Counselling as required. • Detention, Friday Afternoon Principal Detention or Formal Suspension as appropriate.

	<ul style="list-style-type: none"> • Repeated offence or first serious offence – suspension.
2P) Persistent lateness to school.	<ul style="list-style-type: none"> • Students continually late to school are given consequences by Sub School Leaders and Student Managers e.g. Detention, Friday Afternoon Principal Detention, suspension. [See Appendix B]
2Q) Persistent lack of equipment/homework/submission of work. Disruptive behaviour.	<ul style="list-style-type: none"> • Report to Student Manager/Sub School Leader/ Assistant Principal which is then recorded on Compass. • Detention/ Friday Afternoon Principal Detention. • Parent contact. • Monitoring Card. • Individual Learning /Behaviour Plan/Student Development Plan
2R) Persistent swearing/offensive/lewd language. Swearing in conversation/towards staff.	<ul style="list-style-type: none"> • Report to Student Manager/Sub School Leader/ Assistant Principal which is then recorded on Compass. • Parent contact. • Student Behaviour Plan • Monitoring Card • Detention/Friday Afternoon Principal Detention • Formal suspension as appropriate

LEVEL THREE - DISRUPTIONS TO TEACHING AND LEARNING

The Assistant Principal/s will be involved and the Principal as appropriate, where a serious incident posing danger or threat occurs. All Level 3 disruptions must be recorded on Compass as a permanent record of the event.

Examples of Disruptions

Consequences

3A) Distribution, acquisition and/or use of controlled or illegal substances [including alcohol and illicit drugs].	<ul style="list-style-type: none"> • 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. • <i>The offence may lead to the expulsion process.</i>
3B) Violent behaviour [including inciting fights, assaults and other reckless aggressive/anti-social behaviour].	<ul style="list-style-type: none"> • 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. • Formal Suspension. • Written apology - as appropriate. • Behaviour Support Plan • Student Wellbeing Team - counselling and referral. • <i>The offence may lead to the expulsion process.</i>
3C)	

<p>Other illegal activities [including carrying knives, weapons, dangerous goods, etc].</p>	<ul style="list-style-type: none"> • 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 required by law. • Parent Conference. • Behaviour Support Plan • Formal Suspension. • Student Wellbeing Team - counselling and referral. <p><i>The offence may lead to the expulsion process.</i></p>
<p>3D) Vandalism [destruction of property through reckless behaviour or deliberate action].</p>	<ul style="list-style-type: none"> • Incident Report to Student Manager, Sub School Leader or Assistant Principals. • Parent contact. • Repair or recompense for damage negotiated as appropriate. • Extensive community service arrangements and/or detention. • Formal Suspension. • <i>The offence may lead to the expulsion process.</i>
<p>3E) Major theft.</p>	<ul style="list-style-type: none"> • Incident Report to Student Manager, Sub School Leader or Assistant Principals. • Parents informed as soon as possible. • Police informed as required by law. • Replacement of item/s. • Formal Suspension. • Behaviour Support plan • <i>The offence may lead to the expulsion process.</i>
<p>3F) Computer offences. All students are required to follow the guidelines of the Acceptable Use of Computer Hardware and Software Agreement.</p> <p>See Computer Area Usage Guidelines & Games & Social Networking Sites Guidelines [Appendix E]</p> <p>There are also protocols and rules in place for Digital Devices. Refer to the Mobile Phone and/or the Digital Device Policy</p>	<p>Computer usage offence: all students are required to follow the Mobile Phone and Digital Device Policy and the Acceptable Use of Computer Hardware and Software Agreement signed by all students.</p> <p>First Offence –Communicated to IT Manager and then the Student Manager. Parents informed of offence and cost of damage to be paid if applicable.</p> <p>Withdrawal of personal device and personal computer privileges.</p> <p>Second Offence – As per First Offence and Friday Afternoon Principal Detention. Possible suspension.</p> <p>Third Offence - Suspension from school.</p> <p>Internet Usage Offence: All students are required to follow the ‘Computer Area Usage , Games and Social Networking Sites Guidelines’</p> <p>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.</p>
<p>3G) Offences relevant to 4.3.3 & 4.4.2 of the DEECD’s ‘Effective Schools are Engaging Schools – Student</p>	<p>As per the LSC Student Engagement Policy Guidelines.</p>

<p>Engagement Policy Guidelines, 2009.</p>	
<p>3H) Offences relevant to the Racial and Religious Tolerance Act, 2001. Acts that engage in conduct that incites hatred against, or serious contempt for, a person's racial or religious background, including:</p> <ul style="list-style-type: none"> • serious contempt for and severe ridicule of people's racial or religious and practices • writing racist graffiti • making a racist speech • displaying racist posters or stickers • engaging in racist or religious vilification • making offensive racist comments in a publication (including Internet, email and social media) 	<ul style="list-style-type: none"> • 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. • Behaviour Support Plan • Friday Afternoon Principal Detention. • Formal Suspension. • Loss of computer privileges (if applicable).
<p>3I) Use of mobile camera phone at school to record staff and students.</p>	<ul style="list-style-type: none"> • This issue will be dealt with according to the LSC Mobile Phone and the Digital Device Policy. • Consequences can include the following: • After School Detention. • Friday Afternoon Principal Detention. • Formal Suspension. <p><i>The offence may lead to the expulsion process when behaviour is repeated.</i></p>
<p>3J) Possession and/or distribution of any inappropriate material such as pornography.</p>	<ul style="list-style-type: none"> • 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 formal suspension. • Ban from computer facilities may be applicable. • Reported to the police when required.
<p>3K) Swearing at or abuse of staff, or visitors to the school.</p>	<ul style="list-style-type: none"> • Incident Report to Student Manager, Sub-School Leader and Assistant Principal. • Friday Afternoon Principal Detention or Formal Suspension as appropriate. • Written apology. • Counselling and reconciliation processes as required. • Behaviour Support Plan <p><i>The offence may lead to the expulsion process when behaviour is repeated.</i></p>
<p>3L) Harassment / Bullying</p>	<ul style="list-style-type: none"> • Incident Report to the Student Manager and Sub School Leader or Assistant Principal.

<p>[Any verbal (including but not limited to racial, sexual or religious) or physical conduct which is unsolicited, unwelcome, threatening or repeated and regarded as offensive. Any persistent behaviour or act which causes another to feel uncomfortable and distressed. This includes setting up others.]</p>	<ul style="list-style-type: none"> • Parents informed. • Official EO Warning where appropriate recorded on student file for first incident. • Parent Conference. • Student Manager Detention where appropriate. • Friday Afternoon Principal Detention. • Suspension. • Behaviour Support Plan • Loss of digital device and personal computer privileges (if applicable). <p><i>The offence may lead to the expulsion process when behaviour is deemed severe.</i></p> <p><i>Mediation</i> is to occur with the Student Wellbeing Leader or representative. Parents should be contacted about mediation prior to this occurring. 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.</p> <p>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.</p> <p>An outline of the mediation process is provided in Appendix F.</p> <ul style="list-style-type: none"> • For further incidents, Sub School Leaders / Student Managers will follow the process outlined in the LSC Anti-Bullying Policy.
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DETENTIONS

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: 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.

CLASS TEACHER DETENTIONS:

Teacher Detention

These are Level One Detentions which are held at the discretion of the classroom teacher with at least 24 hours notice to parents (if after school). This means staff must complete the Chronicle Entry on Compass titled – Classroom Teacher Detention – Issued. These detentions can be held for up to 30 minute’s duration after school, Parents should ensure that their contact details are up to date so they can receive these details.

Teachers can also run detentions without notification for up to half of the scheduled time allocated for a student break such as recess or lunchtime.

If the student fails to attend either detention the teacher will reschedule in the first instance. Students who continually fail to attend will then be referred to the student management team.

Once any detention has been completed by a student the teacher must complete the Chronicle entry – Classroom Teacher Detention – Completion.

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 their homework or revision of the days classes, in silence. These detentions will be supervised by the Student Managers on a rotational basis. Students are required to satisfactorily complete their homework. Each student must provide sufficient work to engage them for the entire session otherwise they will be required to write out the school rules. If students are seen to be wasting their time, or distracting others, 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. Students who are more than 10 minutes late will not be admitted to the detention and will have the original detention rescheduled and may also be issued with a penalty detention.
5. If the penalty detention is not attended the student will be given a Friday Afternoon Principal 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 Principal's 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%.

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 3.05 and 3.50pm using the guidelines as set out under "DETENTIONS". For serious offences more specific services will be negotiated with the student, parents and the school.

FRIDAY AFTERNOON PRINCIPAL DETENTIONS

Friday Afternoon Principal Detentions are used as a consequence of serious breaches of the Student Code of Behaviour often in lieu of suspension. Students will attend the school in full school uniform on the nominated Friday afternoon from 3:05pm to 4:30pm. 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 1.5 hour period.

Students who are more than 10 minutes late will not be admitted to the detention and will be given an additional consequence.

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 Student Manager / Sub-School Leader is also notified of the send out. The student must meet with the classroom teacher and negotiate a return to the class. In some cases another consequence such as a detention may 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 may be suspended. Any student who is continually sent to the SPR may receive further consequences and a parent meeting may be called.

The SPR may be used for Internal Suspensions or for students who are unable to follow the policies of Lalor Secondary College. Parents will be informed if this occurs.

SUSPENSION

Suspension

Lalor Secondary College operates in accordance with **Ministerial Order 1125; Procedures for Suspension and Expulsion.**

Authority for Suspension

Only a principal has the authority to suspend a student from the school of which he or she is the principal. This power cannot be delegated.

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures/consequences have not reformed the consistent unacceptable behaviour of the student or where the incident is severe in nature (Level 2/Level 3).

The student's behaviour must meet one or more of the following conditions:

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Dependent on the level of behavior and measures which have been put in place previously, the school may deem it necessary to administer a suspension. A suspension may be administered in one of two ways.

Refer to LSC Student Engagement Policy for further information regarding:

- **Procedures for suspension**
- **Period of suspension**

Internal Suspension

When an internal suspension has been administered, a student will attend school as normal but **WILL NOT** attend regular classes for the duration of the suspension. The student will also be isolated during regular social times. The following points will be implemented where appropriate;

- The student will be isolated within the school to work with Student Manager/Sub School Leader/Assistant Principal.
- The student may be required to work for some periods in the Silent Planning Room if appropriate should no other option be available.
- Classroom teachers may provide work for the student to complete whilst on suspension.
- Depending on the reason for suspension, the student may be required to complete a **Reintegration Task** whilst on suspension.
- If a reintegration task is given, the student **WILL NOT** be allowed to return to normal class until the Student Management Team is satisfied that the student has completed the task to the required standard.
- The Student Management Team will discuss a possible reintegration back to regular class with the student and parents/carers prior to reintegration being awarded.

- The student may be administered a further behavioral support measure such as a Daily Monitoring Card, Behaviour Support Plan or Individual Education Plan once reintegrated back into normal lessons.
- A mediation may take place as required between parties involved.
- A referral to the Wellbeing team may be appropriate.

External Suspension

- A student may be administered an **external suspension** in which case they are not to attend school for the duration of the external suspension.
- The Student Management Team may decide that a suspension may be completed partially as an external and internal suspension. (For example, one day internal. One day external).
- Depending on the reason for suspension, the student may be required to complete a **Reintegration Task** whilst on suspension.
- If a reintegration task is given, the student **WILL NOT** be allowed to return to normal class until the Student Management Team is satisfied that the student has completed the task to the required standard.
- The Student Management Team will hold a **suspension conference** with the student and parents/carers to discuss a possible reintegration back into regular classes. A member of the Principal Team may be required to be involved in this process.
- The student may be administered a further behavioral support measure such as a Daily Monitoring Card, Behaviour Support Plan or Individual Education Plan once reintegrated back into normal lessons.
- A mediation may take place as required between parties involved.
- A referral to the Wellbeing team may be appropriate.

Reintegration Tasks

Any student who is suspended, either internally or externally may be required to complete a **Reintegration Task(s)** prior to being permitted to return to regular classes. This may be discussed with parents as part of the reintegration process. The reintegration task is an opportunity to reflect upon the student's behavior, the school rules and the impact on themselves and the wider school community. A reintegration task is designed to achieve the following;

- To allow the Student Management Team to work with the student to develop an awareness and understanding of their behavior and its effect on themselves and others
- To allow the student to take ownership of their behavior and learn from their mistakes.
- To build positive relationships between the student and members of the Student Management Team and individual classroom teachers.
- To provide both a punitive measure and a learning opportunity for the student.
- To work collaboratively with parents/carers to curb unacceptable behaviour that falls outside of the school's acceptable behaviours as outlined in the LSC student Code of Behaviour.

It is the goal of the school to ensure that the suspension process provides an appropriate punishment as well as an opportunity to learn from mistakes and alter behaviour accordingly.

The accumulation of numerous incidents requiring suspension, whether internal or external, similar or different in nature, may require the intervention of the principal class resulting in alternate pathways being explored, including expulsion.

A principal has the authority to expel a student from the school of which he or she is the principal. This power cannot be delegated.

Please refer to the Student Engagement Policy for further information regarding the expulsion process.

CONSEQUENCES OF BEING OUT OF UNIFORM

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.

TIME OUT PASS

In exceptional circumstances a Time Out Pass may be issued to a student that will allow that student to leave the classroom under their own instruction. If this occurs the student will always report directly to the Principal class area and inform a member of the Principal class that they are in the area having used the card.

The Time Out Pass will be issued under the guidance of the Wellbeing Team; however, the following steps must be fulfilled prior to the card being issued to the student:

- Consultation with the relevant Student Management Team.
- Approval from the relevant Assistant Principal.
- All classroom teachers informed of the process and circumstances including sighting a copy of the card.

The Time Out Pass will be produced by the Wellbeing Team and will vary according to the needs of the student.

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 0% recorded 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 and VCAL).

Rules For Students Sent To The Silent Planning Room

1. If a classroom teacher sends you out you must take a “SPR exit slip” 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, agitated or escalated, the Supervisor will try to calm you down. This will be your chance to deescalate and also, 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 assisting you with your ‘Student reflection’ sheet or some classwork.
5. Whilst waiting to be seated you can read the Silent Planning Room rules and acknowledge to the Supervisor that you understand them. You will then be assigned a space to sit 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 Team area and dealt with accordingly. Your parents/guardians may be contacted and asked to come and pick you up and you may be suspended.
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 asks for further details or cannot read your handwriting, follow these instructions.
8. Remember you are negotiating for your prompt return to class and that this is a good chance for you to reflect on what happened, why your safety plan didn’t assist you and how you repair the relationship with your teacher after the incident.
9. Classroom teachers will arrange mediation with the relevant student manager between themselves and a student who does not attend to negotiate a prompt return to the classroom, or refuses to sign a ‘return to class agreement’. A student development plan may be created as part of this process. Students must attend the relevant class until this meeting occurs, unless involved in a serious Level 3 disruption, where appropriate arrangements will be made between the classroom teacher and the student management team.
10. Students who are repeatedly sent to the SPR will have a Student Development Plan developed by the Student Management team in consultation with the student’s classroom teachers and parents

APPENDIX B

LATE TO SCHOOL

It is expected that all students will arrive at school on time for Period 1. Any student who arrives after Period 1 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. Students who arrive consistently late with a note may also be issued with the consequences below. Parent contact should be made via Compass or telephone to inform them of any consequences issued. The consequences include:

- 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 and informed of the school's 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 Friday Afternoon Principal Detention will then be issued.
- e) If the student is late after this point another Friday Afternoon Principal 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 After School Detention.

APPENDIX C



Non Submission of Work Email and SMS

Email

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.

Subject	Assessment task/activity

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 meet the minimum academic requirements 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.

SMS

{studentName} has not submitted an assessment task by the due date. Please access Compass and contact the relevant classroom teacher for more information.



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.

TIME LATE	PENALTY
1 School Day	5%
2 School Days	10%
3 School Days	15%
4 School Days	20%
5 School Days	25%
6 School Days	30%
7 School Days	35%
8 School Days	40%
9 School Days	45%
10 School Days	50%
Non-Submission	A NS (Not submitted will be awarded) This equates to 0% on the report.

APPENDIX D

Lalor Secondary College
Physical Education



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.
- Students who have Sport or HPE during periods 5&6 on any given day and are not in their full HPE uniform (even if a note is provided), must not leave the school until they are changed back in to their school uniform.
- If a student is unable to participate in HPE or Sport for a prolonged period of time, a medical certificate should be provided outlining the period of time involvement in practical classes cannot occur.
- 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 semester):
 - 1st time:
 - Student will be given a warning
 - Student will be kept in for 10 minutes after class
 - 2nd time:
 - Student will be given an alternative written task to complete
 - Student will be kept in for 10 minutes after class
 - Green slip teacher detention given for 30 minutes
 - 3rd time:
 - Student will be given an alternative written task to complete
 - Student will be kept in for 10 minutes after class
 - Parents to be called by class teacher
 - Student Manager will be notified to issue the student with an afterschool detention
 - Every time there after:
 - Consequences may include -
 - Student will be given an alternative written task to complete
 - Student will be kept in for 10 minutes after class
 - Student Manager will be notified to issue the student with an afterschool detention
 - Parent meeting may need to be held

APPENDIX E

Lalor Secondary College

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 & INTERNET SITES GUIDELINES

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

APPENDIX F

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.
- Mediators 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.

APPENDIX G

Behaviour Support Plan



Education
and Training

Learner:

Grade: Year 9

Teacher: Student Management Team

School: Lalor Secondary College

Date:

Team Members	Role
	Student
	Sub-School leader
	Student Manager
	Student Manager
	Welfare Team
	Assistant Principal

Learner Strengths	<ul style="list-style-type: none"> • He is capable of completing his work if he is serious in the class • He understands the concept of a maths question quickly. • When he is on his own you can have a mature conversation. • Has great respect for his sister and looks up to her. He understands who he wants to do well for • Reading out from PowerPoints in class if called upon • Confident, social, charismatic, values humour • He is well-liked by his friends • Can follow simple instructions when not in the boys group • Can have a good conversation when talking to him one on one 	Additional information	<ul style="list-style-type: none"> • Does not complete all set tasks and homework • Has been involved in a number of incidents during 2021 and 2022 whereby he has not attended class and disrupted other classes' learning • Has been unable to seek adult assistance when a student makes a comment he doesn't like • Struggles to regulate emotions enough to avoid a physical altercation
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Behaviours of Concern
<ul style="list-style-type: none"> • Highly disruptive in class • Arguing with teacher • Late to the session and sometimes even miss the class without any reason. • Will often shout/scream out despite multiple warnings not to. • Disengaged with class work. • Does not complete learning activities • Avoiding distractions – despite not sitting next to friends he will still engage in distractive behaviours by calling out. • Lack of interest in anything academically • Disruptive, lateness, coming to class unprepared, minimal willingness to learn • Provocative behaviour towards peers: can become confrontational when feeling challenged. Does not like negative comments to be made by peers at and will react negatively to those that do this. • Aggression: Will react aggressively and lack control of his actions when feeling threatened or challenged. This could be in response to comments made by others whether in class, the yard, on social

media or via phone at school and outside of school. He will seek out those who make comments and respond physically. He will also ignore staff trying to stop his behaviour.

Hypothesis Statement		
Potential Behaviour Triggers	Behaviour	Potential Functions
Doesn't get to bed early enough and comes to school tired	<ul style="list-style-type: none"> • Distracts others • Doesn't attend classes or is late • Is rude to teachers and disrupts other classes 	<ul style="list-style-type: none"> • To distract from his having not completed work or homework and his lack of understanding of the work.
Social Media drama outside school or during school	May arrive to school or class heightened, unable to concentrate and focus in class. Seeking confrontation in the yard	To punish or gain control over individuals engaging in external insults
Physical and verbal confrontation in the yard	Becomes agitated and non-compliant. Will confront those engaging in action.	To gain control over environment and establish dominance
Negative talk about significant others	May arrive to or class school heightened, unable to concentrate and focus in class. Seeking confrontation in the yard.	To punish or gain control over individuals engaging in external insults
Perceiving being spoken down to	Becomes agitated and non-compliant. May engage in provocative behaviour	To punish or gain control over individuals engaging in external insults

Behaviour Goals	
Long term goal:	<ul style="list-style-type: none"> • Complete any task with the goal of doing well/passing. • Boost his grades, limit his engagement in distracting behaviours • Transform into a student that can pass some subjects because he has reached the minimum expected standard (level.) • Determine career and pathway goals and understand how his teachers and classes can support him • Complete all required coursework and demonstrate a willingness to learn (include himself in class discussion, making learning the primary focus for him the classroom rather than socialising) • _____ can self-manage his intense emotions • _____ can participate in classroom learning • _____ can resolve conflict without violence • _____ will seek assistance when experiencing intense emotions • _____ can use assertive language in response to being challenged by peers.
Short term goal:	<ul style="list-style-type: none"> • Come to class on time • Bring materials to class, attempt work throughout the lesson • Become proud of the work he can do • Use his confidence as a skill to possibly show leadership in class. i.e. answering class questions

	<ul style="list-style-type: none"> • Improve behaviour and respect for others in the classroom and finish some work • Submit work for assessment tasks, or complete some classwork that can contribute towards a result • _____ can identify feeling 'unhappy/agitated' and communicate with a member of staff or student managers when experiencing this. • _____ will remove himself from any challenging situation when confronted in the yard • _____ will not confront students or staff verbally or physically in the school yard or in classes • _____ will NOT enter the Year 7 area at break times
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Interventions	
Specific Steps/strategies	Implementation
<ol style="list-style-type: none"> 1. _____ to arrive to Student Management office at 8:30 each day 2. Collect support card each day and check in with Student Managers 3. Attend each class on time 4. Notify student managers if he is 'ready to learn' and attend class so arrangements can be made 5. If _____ does not attend more than one class for the day (i.e. goes to a Student Manager's class/SPR) he will be picked up 6. _____ and his teachers to follow General Guidelines (below) 	<p>_____ and LSC staff to follow the above in relevant time and place (i.e. class room, Student Manager office etc)</p>

General Guidelines
<ul style="list-style-type: none"> • Minimise drawing focus and attention, during class time, to poor behaviour • Don't comment on poor choices, tell Redha what he needs to do or stop doing. • Use a calm and neutral voice • Use of unconditional positive regard by separating students from their behaviour • Use of regular positive reinforcement through process praise • Use of entry and exit routines, this builds connections with students and provides a consistent, predictable and safe environment. • Use of general intervention strategies listed above

Consequences to Continued Truancy and Behaviour
<ul style="list-style-type: none"> • _____ will make up time missed in class during recess, lunch time and after school • Any misbehaviour will be managed according to the Student Code of Behaviour

- _____ could be suspended, or he will be exited to the SPR to work, to ensure that _____ is not disrupting the learning of others

Data Collection - used to evaluate Student's progress and communicate information to all parties

- Data will be collected on Behaviours of Concern, compliance.
- All incidents are to be recorded on compass

Communication

- Information to be communicated to the family via email or phone call by teachers and Student Management team

Review

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LALOR SECONDARY COLLEGE INDIVIDUAL EDUCATION PLAN

STUDENT NAME:

YEAR LEVEL:

SEMESTER: 1

TEACHER'S NAME: Various teachers

Educational Goals

In planning and implementing an Individual Learning Plan for for Semester 1, 2021, the following Learning Improvement goals were agreed upon by the Student Support Group.

For to:

- 1.
- 2.
- 3.

Student Interests		Student Strengths	
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NAPLAN Results		ODT Results	
Reading		Literacy	
Writing			
Spelling		Numeracy	
Grammar & Punctuation			
Numeracy			

Does this student receive any **differentiated work** or **Modified Assessment**? YES / NO

What does this look like?

All of 's assessments require modification. This could be done in the following ways:

- Through scaffolding the tasks
- Including images and diagrams to support questions
- Definition of key words (glossary)
- Support from the Integration staff
- Extra time
- Alternate tasks

Career Plan – What career would you like to pursue in the future?

1. _____	2. _____	3. _____
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Individual Education Goals Record Sheet

Learning Areas	Learning Outcomes	Entry Skills
English		
Mathematics		
Humanities		
Science		
Personal Development		

Educational Support Staff member feedback (If PSD)

The College will do the following to support:

- Provide modified and differentiated tasks and assessments within the classroom.
- Provide classroom support with an Integration Aide.
- Provide extra time to complete tasks where required.
- Opportunity to attend Homework Club.
- Closely monitor's progress and provide feedback.

What you can do at home to help progress:

- Support in completing homework tasks.
- Listen to him read on a regular basis.
- Contact the college if you have any concerns about progress.

Teacher/Sub School Leader/

Date: March 2021

Review Date: Semester 2 2021