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**Hampton Park Secondary College**

**Student Engagement and Inclusion Policy**

*“The College values Respect, Learning and Working together.*

*We foster an inclusiveness that celebrates diversity, honesty and equity.”*

**Minor Review of the Student Engagment Policy will occur yearly and minor changes ratified by the HPSC Council**

**Ratified by HPSC Council – 2020**

**Next Review - 2023**

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# Introduction

This Student Engagement Policy articulates Hampton Park Secondary College’s expectations in the areas of student engagement, attendance and behaviour within the school. The policy supports the rights and articulates the expectations of students and staff to engage in and promote a safe and inclusive educational environment.

The staff at HPSC acknowledge the value of effective communication and recognise the need to keep parents/carers informed about student progress and achievement.

This policy outlines the rules, procedures and support systems that have been established to complement the teaching and learning process by promoting and maintaining a safe, enjoyable, and effective school environment for both students and staff.

## A house with bushes in front of a brick building Description generated with very high confidenceSchool profile

Hampton Park Secondary College is situated approximately 42 km from the Melbourne CBD in the south east growth corridor within the City of Casey. The College is geographically close to Lyndhurst SC, Cranbourne SC, Hallam Senior SC, and Narre Warren P-12 College. River Gum PS, Hampton Park PS, Kilberry Valley PS, Lynbrook PS and Coral Park PS are the predominant primary schools that feed into Hampton Park Secondary College. The College opened in 1987 and is sited on spacious grounds with modern facilities. The student population is currently around 1200 students. Enrolment numbers have remained relatively stable over the last three years.

The student population is multicultural with approximately 50 nationalities represented and 64 languages other than English spoken. In 2017 the college has 168 students who are classed as refugees, this represents 14.8% of the school. Approximately 35% of students come from a background where the student or at least one parent speaks a language other than English at home. Over recent years there has been an increase in the enrolments of Afghan students who now make up 14% of the school population. These students often have little previous educational background. Students from New Zealand and the Pacific Islands represent approximately 9% of the student population. Indian and Philippine students represent 10% of the total population. The college has 12 Koorie enrolments across year 7 to 12.

The commonwealth index of disadvantage identifies Hampton Park as one of the most socio-economically disadvantaged urban areas in Australia. The School Family Occupation (SFO) index for the College had trended slightly upwards over 5 years and in 2014 the SFO is 0.6952. CASES 21 data shows that on average 36% of primary parents / carers are unemployed, 35% are presenting as unskilled workers and approximately 20% are a single parent / carer. We currently have 168 refugee students enrolled who have special learning and wellbeing needs.

A comprehensive and inclusive curriculum is offered at the College. Year 7 to 10 curriculum is organised around the Australian Essential Learning Standards (AUSVELS). Currently the college has committed to weekly staff professional learning by undertaking curriculum mapping for the whole school under the guidance of educational consultants. Year 10, 11 and 12 students have the opportunity to undertake VCE, VETiS/VCE (between 20 and 30% of students accelerate into a VCE/VET study in year 10) or VCAL in Year 11 and 12. All students participate in the one to one Netbook program which operates with a virtual desk top that enables “Bring your own device” and 24/7 access. The school has also engaged Compass, a student learning management system that allows student and parent access to student learning and attendance information.

The proportion of students exiting to university in 2016 was 41% and the proportion of young people not in education or training is 15%. The Attitudes to school data showed a Student Motivation score of 4.23 which is in line with the State average.

Students across all year levels are encouraged to take on leadership roles (Multipride, Reading Coaches, Sports Captains, Primary School Mentors, Yr 12 Committee, The Advanced Youth Development Program (Navy Cadets)) and to participate in the Inter School Sports Program. The College has a whole school positive behaviours program based on our values of respect, learning and working together. Regular year level assemblies celebrate student involvement in these values.

Hampton Park Secondary College and River Gum Primary School work together to create an extensive shared instrumental/voice program across both schools. We offer an Instrumental program catering for many musical instruments, specializing in rock, pop and contemporary music. The College participates in Performing Arts evenings, minor and major productions every year that is open to all students.

Significant building programs have occurred over the past five years with a BER funded Language Centre and in partnership with River Gum Primary School has developed the River Gum Performing Arts Centre.

Parent involvement in the College is through the Parent Network and College Council which both meet monthly. The College is involved in a number of community partnerships with organisations such as the Beacon Foundation, The Smith Family, SELLEN, and VETiS through ourselves and other Colleges, Casey Council, Chisholm TAFE, Monash University, St John’s Catholic College and the Hallam Trade Training centre consortia.

## School values, philosophy and vision

Our College vision is to prepare young people to become active, engaged, and responsible citizens of the local and global community who value and respect learning. We aim to prepare students to become active contributors in a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

The College aspires to provide a contemporary approach to teaching and learning based in part on the Harvard Instructional model as adapted by Esther Weichert in a purposeful and supportive learning environment that provides all students access to the curriculum and scaffolds their growth in achieving positive learning experiences and improving their learning outcomes. We value the pursuit of excellence and strive to provide opportunities for all our students to experience success and to contribute positively to their community. We value working together as we believe that it is through working together that excellence is best achieved through those critical partnerships formed between students, teachers, and parents.

The College values Respect, Learning and Working together. We foster an inclusiveness that celebrates diversity, honesty, and equity. We hold high expectations of all staff and students and celebrate a strong commitment to hard work and personal achievement.

The teaching and learning program in place at the College will support and promote the principles and practices of Social, Cultural, and sexual tolerance and individual and collective difference and diversity, including a commitment to:

* Equal rights for all before the law.
* Freedom of religion.
* Freedom of speech and association.
* The values of openness and tolerance.

Statements which affirm the school’s beliefs and principles are to be found in the vision of the school and in supporting documents such as prospectus and handbooks.

**Our school philosophy in practice**

We aim to ensure that the College vision is the cornerstone of all College activity and practice. It will be reflected in all documents, practices evidenced by students and teachers, in our work with the College Council and with the community. We aim to ensure that our vision is reflected in all teaching and learning programs and in all College initiatives, both internal and external. We work together to ensure high expectations of our students and of our staff. Regular evaluation processes will be in place to measure performance in all areas of the College with respect to the implementation of our vision and values.

Our college vision is to create reflective and independent learners for life, through a learning community that promotes a challenging and secure environment that is responsive to individual learning needs with high expectations of both staff and students and where students take increasing responsibility for their own learning. All students are encouraged to engage in a broad range of leadership opportunities available at the college designed to establish an environment where student voice is both respected and expected.

## Rights and responsibilities

#### General and Fundamental Rights and Responsibilities

Every student has the right:  
  
1) to be recognised as an individual member of the school, with all associated rights of access to the sites services and facilities;   
2) to be treated fairly and ethically, with respect and dignity;  
3) to study in a supportive and encouraging environment;   
4) of access to their records;  
5) to have their records dealt with in ways that are secure, with access limited to designated persons;   
6) to be informed of the existence of this information and to have adequate access to it.

7) The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school. Corporal punishment is not permitted in any circumstances at Hampton Park Secondary College.

Every student has the responsibility:  
  
1) to recognise the rights of others, including the rights of every other student as well as the rights of staff and visitors;   
2) to make themselves aware of and comply with any rules and policies of the program which apply to them;  
3) to ensure that their student record is accurate at all times;  
4) to uphold the reputation of the program while engaged at HPSC

**Equal Opportunity and Non-Discrimination**

Every student has the right:  
  
1) to study in an environment committed to the principles of equity and equality of opportunity and the recognition of diversity   
2) to be free from all sexual, physical and racial harassment and from other inappropriate behaviour;   
3) to have consideration given to the making of alternative arrangements for academic commitments to allow for religious or other cultural observance, or family responsibilities; and  
4) to have consideration given to the making of alternative arrangements for academic commitments to allow for any impairment or any medical condition.  
  
Every student has the responsibility:  
  
1) to act at all times in a way that respects the rights and privileges of others;  
2) to respect the equity and diversity of all members of the school;  
3) to respect school property and the property of others; and  
4) to make request for alternative arrangements in a timely manner in order to facilitate consideration.

#### Quality of Education

Every student has the right:  
  
1) to expect HPSC to provide a high quality of education including a high quality of teaching, supervision, curriculum and unit content, a commitment to inclusivity, and good access to staff;  
2) to access accurate, timely and sufficient information regarding enrolment and other administrative procedures;  
3) to have the content and outcomes of units and classes clearly communicated to them;  
4) to assessment that is valid, educative, explicit, reliable and fair (as outlined by the VCAA);  
5) to expect HPSC to provide a safe and accessible environment, including facilities, equipment and grounds;  
6) to have the opportunity to contribute feedback on the teaching and supervision they experience and to make suggestions for the future.  
  
Every student has the responsibility:  
  
1) to participate actively in the teaching and learning and research environment, in particular by attending classes as required, complying with workload expectations, and submitting required work on time;   
2) to be aware of all unit or subject information made available to them and to raise any questions or concerns with the appropriate staff member in a timely manner

3) to understand that despite all efforts to promote successful teaching and learning outcomes, a student’s work may still not reach the standard required to pass a unit;  
4) to contribute fair and honest feedback on the teaching and supervision they experience when requested to do so.

#### Student Representation

Every student has the right:  
  
1) To convey personal or collective opinion to the Principal on any matter relating to their education within the school.

## Principles for Health and Wellbeing

A close up of a logo

Description generated with high confidenceHampton Park Secondary College adheres to and promotes the eight Principles for Health and Wellbeing. The Principles are also utilised in school policy creation in order to ensure that the health and wellbeing of students in acknowledged and addressed in all circumstances within the college.

**Principle 1 – Maximise access and inclusion**

Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged. Further information is available in the At-Risk Students Policy and the PSD Policy.

**Principle 2 – Focus on outcomes**

A focus on health, learning, development, and wellbeing outcomes is upheld when designing, delivering, evaluating, and improving education and support services.

**Principle 3 – Evidence-informed and reflective practice**

Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

**Principle 4 –Holistic approach**

Educators and support staff work collaboratively and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children, young people and families.

**Principle 5 – Person-centred and family sensitive practice**

Successful schools see people in the context of their families and environment, and seek to support and empower people to lead and sustain healthy lives.

**Principle 6 – Partnerships with families and communities**

Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government, requiring shared commitment and action.

**Principle 7 – Cultural competence**

To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one’s own world view.

**Principle 8 – Commitment to excellence**

Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.

## Engagement strategies

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HPSC utilise a range of evidence-based strategies that positively engage students in learning and intervene early when problems arise. Research shows that engagement strategies work best when they extend beyond wellbeing and disciplinary approaches.  Remaining engaged in learning and connected with school is difficult for some children and young people. Whilst universal strategies may be all that is required to ensure some students remain enthusiastic about learning, we still need processes in place to identify and intervene early when a cohort of students or an individual student is at risk of disengaging.

Universal(school-wide) engagement strategies that create safe, inclusive, and empowering environments that foster an enthusiasm for learning and support student wellbeing.

### Primary Prevention Strategy

HPSC utilised a Primary Prevention strategy to support school-wide engagement. This includes:

* The regular and consistent use of our school values system – including acknowledgement of students who are displaying these values. Please see below for the Values Matrix.



* Regular professional development for staff relating to bullying, harassment, and proven counter measures.
* The provision of programs that promote inclusiveness, resilience, life and social skills, assertiveness, conflict resolution and problem solving will form an integral part of our curriculum and extra-curricular activities. In particular, assertiveness training and bystander training that builds skills in students to challenge and/or report unacceptable behaviour throughout the Health (7 – 10) and ALIVE (7-8) courses.
* Anti-bulling messages and posters will be displayed around the school.
* Structured activities will be available to students at lunch breaks to prevent student isolation.
* Teachers will be trained in cybersafety. Cybersafety information will be made available to parents (SUPPORTING DOCUMENTS) and cybersafety will form part of the curriculum.
* Education of the school community about the seriousness of cyber-bullying, its impact on those being bullied, how cyber-bullying occurs and consequences of cyber-bullying
* All students to be provided with individual and confidential computer and network passwords. Processes to be put in place to ensure tracking of student activity on the school’s computer equipment and network. Firewalls to be installed to eliminate outside traffic into the school’s network and intranet.

### Positive Behaviours Program

Hampton Park Secondary College strives to provide a safe, secure, friendly, and stimulating environment for students and staff.

There is particular importance of promoting positive behaviours which encourages care, courtesy, and respect for others. We promote a school wide Positive Behaviour Approach in order to build connectedness and to provide a framework for establishing the social culture that will provide an effective learning environment for all.

Through promotion of the College Values Respect, Learning and Working Together, we aim to promote pro-social behaviours amongst our college and broader community.

To achieve this as a College we:

* Spend a significant amount of time at the start of each year defining our school values and the social behaviour expectation to students.
* All teachers refer explicitly to the values in their classes. Please see [School Values](http://hpsc.responsive.classfocus.com.au/general-information/#values) for our comprehensive Values Matrix
* Acknowledge and reward positive behaviour. This is done by awarding Values Certificates, Values Postcards, and regular celebration assemblies.
* Regularly inform parents and the school community of our College Values.
* Display our values throughout the college

### A large room Description generated with very high confidenceWellbeing Support

The Hampton Park Secondary College Student Wellbeing Team (SWT) consists of multi-disciplined professional staff.

* The Wellbeing area is in A1 which offers Breakfast Club from 8am to 8:50am before school Tuesday to Friday mornings and is open some Recess and Lunch times for students to play games etc.
* All Assistant Principals oversee the college’s Student Wellbeing and Engagement Policy Guidelines and work with the Student Wellbeing Team in regards to Student Wellbeing.
* The entire team are available to support staff and students when communicating with parents and other family members about a range of wellbeing issues and refer out to external agencies when appropriate.

The Student Wellbeing Team at Hampton Park Secondary College focusses on the emotional, social, and psychological wellbeing of all students in the College Community. The Wellbeing Team consists of the Student Wellbeing Coordinator, Student Wellbeing Workers (x2) and the Adolescent Health Nurse.

The Student Wellbeing Team work closely with other members of staff within the College and also external support services to promote resilience, enhanced emotional, social and educational skills and to build strong positive working relationships to focus on the best interests and outcomes for all students that engage with Wellbeing.

The Student Wellbeing Team has the ability to case manage and assess a range of student issues from mental health and/illness to school refusal and attendance issues, and complete relevant referrals to external support services, if it is deemed in the best interests of a student and their health and wellbeing to be provided with further intervention, counselling and support to address their presenting issues.

**Current Programs/Support Services offered to Students:**

* **Oz Child – Shine Assist Program** – Psychologist attends the College one day per week to engage with students in counselling sessions.
* **Hampton Park Youth Support Service** – provide one on one counselling/outreach support for students requiring psychological, emotional, and social supports.
* **Foundation House** – Support Worker attends the College one day per week to engage with students from Multicultural backgrounds to support them in their areas of need and to establish appropriate community support links.
* **One Eighty Youth Program** – this is a once a week lunch time program that is offered to all students in the College to allow them to proactively and positively engage with each other in fun activities that focus on an issue that is impacting young people in their lives.
* **Breakfast Program** – is offered four mornings each week (Tuesday to Friday) to allow students to have something to eat and spend time with each other before their school day commences.
* **360 Community Bus** – the City of Casey have a community bus that goes around to all Secondary Colleges and offers students the opportunity to engage in games/activities on the bus during a lunch time through each school term.
* **SECASA (South Eastern Centre Against Sexual Assault & Family Violence)** – this support service runs a workshop, Respect, Protect, Connect each year for a chosen year level to discuss the difficult topic of sexual assault, consent and family violence to promote awareness and education within the student community.
* **Health Programs** – are facilitated during the school year by the Adolescent Health Nurse to promote awareness and education around issues, such as, body image, self-esteem, relationships, and social media amongst other issues that present as challenges to young people and to allow them a safe space to explore these with their peers and to build positive relationships within the College.
* **Student Support Services** – allows for students to be referred to a Psychologist or Social Worker to provide support services to students at risk and to provide case management and intervention strategies in the best interests of the student.

### Student Wellbeing Referral Process

If requested, feedback will be provided to the referrer if appropriate, keeping in mind the restrictions of confidentiality.

All parties communicate and decide on the best outcome for the student.

Students may also be discussed a Student Year Level Wellbeing Meetings (SWYM)

Parent/s may be contacted to discuss supports and be involved in any referral processes.

Student may be referred to an internal program or for DEECD SSSO support, or referred to an outside agency eg: City of Casey Counselling, Oz Child Psychologist etc.

**Emergency Situation:**

Harm, risk of harm or sexual assault is involved, it is classed as an emergency

Make every effort to ensure the student’s safety

Ensure the Principal, an AP or the SWC are notified immediately

**Teacher or Student Manager becomes aware of an issue or is concerned about the wellbeing of a student/s**

Student may be supported by team member or referred to an outside agency for further assistance.

**Examples:**

- Change in student’s behaviour (upset, aggressive, suddenly withdraw etc.)

- A student’s living arrangements have changed

- Student’s made a disclosure to you

\*\*\*Consult Classroom Management Plan if deemed a classroom behavioural issue

Complete a Student Wellbeing referral form and return to the Student Wellbeing Office. \*This must be completed if the matter is not deemed as an emergency as listed above.

(Referral forms located outside the SWC office or made available electronically.

SWC allocates a team member to meet with the referred student/s as soon as possible.

At this point, the student’s needs and interventions will be assessed.

\*\*\*NB: Students are followed up on a Priority/Triage basis based on the risk and needs of the student

**Wellbeing Referral Form**

NB: If your referral concerns a student’s safety you must immediately contact the Student Wellbeing department or the appropriate Assistant Principal

|  |  |
| --- | --- |
| **Student’s Name:** | **Year Level:** |
| **Staff making referral:** | **Date:** |
| **Has the YLM/YLC been informed of this referral?** |  |

|  |
| --- |
| **Primary reasons/concerns for referral:**  **(examples for referral: mental health concerns, family issues, drug and alcohol issues, homelessness, current/known/past trauma, chronic & ongoing school absences)** |

**Have you spoken to the student about your concerns and this referral? Yes No**

|  |
| --- |
| **What has been done to address your concern up to this point?** |

|  |
| --- |
| **Wellbeing Team Use Only: Referral received:\_\_\_\_\_\_\_\_\_\_\_\_\_ Referral allocated:\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student Wellbeing Co-ordinator**      **Adolescent Health Nurse**    **Student Wellbeing Worker Date student followed up:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**    **Comments:** |

### GPA progress reports

A close up of text on a white background

Description generated with high confidence

Teachers provide regular feedback to students and their carers on student learning dispositions through the GPA report. The GPA’s allow students to obtain feedback and critically self-reflect on their learning dispositions and include the following categories: Self-Management, Behaviour, Effort and Homework. In addition to this the GPA’s provide YLM’s with critical information about the progress of students and allow for targeted interventions.

GPA data is compiled by the Reporting Manager to evaluate student progress. YLM/YLC to inform SMO to send letters of recognition and concern (at levels agreed to by the Student Management Committee). Copies of letters of concern are printed by SMO and placed into student’s file.

Years 7-10 below 1.6 GPA average (use professional discretion)

Years 11 and 12 below 2.5 GPA average (use professional discretion)

Years 7-12 positive – “performing to an extremely high standard” (use professional discretion)

YLM/YLC to organise recognition for high achieving students (use professional discretion)

End of term one and three – certificates based on GPAs

End of term two – lunch based on nominations on reports for Academic Excellence and Outstanding Application

End of term four – awards at Presentation Evening and Valedictory Dinner

**GPA Gift Vouchers**

Each year level will be given 6 X $25 gift vouchers to further celebrate student success as part of our Positive Behaviours Program.

The gift vouchers will be awarded twice per year at the following times:

1.       The first assembly after the completion of semester 1.

2.       The final assembly of the year.

The three gift vouchers will be given to the following recipients:

1.       Highest Performed GPA for the semester- YLM’s/YLC’s will elect the top performing students based on the semester GPA results. These top performing student’s names (approximately 15) will be shown to the whole assembly as part of the Values PowerPoint and a student name will be randomly drawn from that group to receive the award.

2.       Most improved GPA for the semester- YLM’s/YLC’s will elect the students whom GPA has increased the most in the semester based on the GPA results (current GPA result compared to starting semester result). These most improved student’s names (approximately 15) will be shown to the whole assembly as part of the Values PowerPoint and a student name will be randomly drawn from that group to receive the award.

3.       Best Semester Attendance- YLM’s/YLC’s will elect the students with the highest attendance in their year level. These student’s names whom have the highest attendance (approximately 15) will be shown to the whole assembly as part of the Values PowerPoint and a student name will be randomly drawn from that group to receive the award.

The three award recipients for each assembly (6 students in total) will be photographed in front of our College Values banner and celebrated through our NewsHamper distribution to our wider school community.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GPA Rubric** | | | | | |
|  | **EFFORT** | **BEHAVIOUR** | **SELF MANAGEMENT** | **HOMEWORK** |
| **EXCELLENT**  **(4 points)** | * Always maintains very strong focus in class * Always motivated to work at a very high level * Puts an exemplary amount of effort into all tasks | * A responsible mature attitude always shown * Highly co-operative * Always shows a high level of respect for other and for property | * Very well organized * Always punctual, with all equipment required * Uses a planner most effectively * Deadlines always met – work sometimes early | * Homework always completed on or before due date * Quality of homework very high * Revision always done very effectively |
| **GOOD**  **(3 points)** | * Maintaining strong focus on set tasks in class * Usually shows a good level of motivation * Puts an appropriate amount of effort into most tasks | * Usually displays a positive attitude * Usually co-operative * Generally shows respect for other and for property | * Well organized * Generally punctual with correct equipment * Uses a planner quite well | * Homework always completed on time * Quality of homework good * Revision usually done effectively |
| **Satisfactory**  **(2 points)** | * Displays a reasonable level of motivation * Puts a satisfactory amount of effort into most tasks | * Attitude could be more positive at times * Does not always follow instructions, becoming distracted or distracting others * Could show greater respect for self, others and property | * Could be better organized * Could be more punctual, bringing correct equipment * Could use a planner more consistently * A number of deadlines not met with the submission of set work | * Most homework completed on time * Quality of homework acceptable * More consistent effort needed with revision |
| **NEEDS ATTENTION**  **(1 point)** | * Needs to show an increased level of motivation * Needs to put a greater amount of effort into most tasks | * Can show a negative attitude at times * Regularly does not follow instructions, becoming distracted or distracting others * Should show greater respect for self, others and property | * Poorly organized * Regularly late to class, often not having required equipment * Tends not to use planner for school-related purposes * Late with the submission of set work on a regular basis | * Homework often late – some not submitted * Quality of homework not always acceptable * Much more effort needed with revision overall |
| **UNSATISFACTORY**  **(0 points)** | * Rarely focuses on set tasks in class * Often shows very low level of motivation * Puts very little effort into the majority of tasks | * Very negative attitude * Often refused to follow instructions, becoming distracted or disrupting others * Needs to show far greater respect for self, others, and property | * Little or no focus on organization * Very often late to class, usually not having required equipment * Tends not to bring planner to class at all * Deadlines for the submission of set work rarely if ever met. | * Very little or no homework submitted * If handed in, quality of homework often well below acceptable level * Little or no effort made with revision |

Please Note: ‘Not Assessed’ does not contribute towards GPA average.

### Restorative Practices

Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in school communities. It is focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of restorative practices is the focus on restoring relationships after harm has been done.

Where deemed appropriate a restorative conference will occur with the student manager or wellbeing team member or representative and the students involved in the bullying. Restorative conferences are aimed to improve the relationship between the students. Not all bullying situations are appropriate for restorative conferences. This will be determined by the student well-being team and year level management team. Students will be prepared for the restorative conference so they have a clear understanding of the process and what will be expected out of them.

Mediators can be members of the Wellbeing team, student management team or other restorative practices trained teachers. The mediator will remain impartial and not be concerned assigning blame or punishment. The focus is on mediation, which is detailed in supporting documents – A parents guide to restorative conferences.

Students will also be referred to wellbeing for further support. Further information about restorative practices is included later in this document.

### A close up of a piece of paper Description generated with high confidenceResponding to Bullying

HPSC has a very clear policy regarding bullying which is communicated to all members of the school community. This includes a visual diagram for teachers and for student managers to further ensure that this critical process is followed (please refer to next page).

Our College is committed to our duty of care in providing a safe and caring environment within a culture that respects diversity. This enables positive relationships between all students and staff which encourages self-esteem, co-operation, personal growth and a positive attitude to learning and teaching.

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Bullying may occur because of perceived differences such as culture, ethnicity, gender, sexual orientation, ability or disability, religion, body size and physical appearance, age or economic status. Bullying may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge. It can continue over time, is often hidden from adults and will probably continue if no action is taken.

Bullying includes:

|  |  |
| --- | --- |
| * teasing or ridiculing others; * making rude and unwanted personal comments; * offensive body language; * pushing , hitting, kicking or pinching; * making rude gestures; * malicious gossip; * mischievous complaints; * racist or sexist comments; | * exclusion; * supporting the bullying or harassment of others; * telephone or internet abuse; * writing abusive notes or letters; * writing graffiti about someone or their family; * sexual harassment; * damaging another person’s personal property; * cyberbullying |

Direct physical bullying: including but not limited to: hitting, kicking, tripping, pinching and pushing, unwanted touching or damaging property.

Direct verbal bullying: including but not limited to: name calling, insults, teasing, intimidation, comments of a sexual nature, homophobic or racist remarks, or verbal abuse.

Indirect bullying: is often harder to recognise and can be carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation.

Indirect bullying including but not limited to: lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone, damaging someone’s social reputation or social acceptance.

Cyberbullying: is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via abusive texts and emails, hurtful messages, images or video, nasty on line gossip and chat, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

**What bullying is not**

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

Mutual conflict: involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike: is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts: of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

**Unacceptable behaviour**

Unacceptable behaviour in the school environment refers to a wide range of behaviours that are not acceptable or appropriate, as outlined in our school’s Student Engagement Policy and Values matrix. This includes harassment, discrimination and a threat or act of violence.

**Harassment**

Harassment is behaviour intended to annoy, disturb, threaten or upset another person. Harassment and bullying may involve similar behaviours as both usually involve a person or group of people who have, or are perceived to have, more power deliberately upsetting someone on more than one occasion. Harassment may also occur because of perceived differences such as culture, ethnicity, gender, sexual orientation or religion.

Sexual harassment is unlawful behaviour under the *Racial Discrimination Act 1975, Commonwealth Sex Discrimination Act 1984* and the Victorian *Equal Opportunity Act 1995*. It occurs when a person engages in any unwelcome or unreciprocated conduct of a sexual nature (written or verbal), in circumstances which could reasonably be expected to cause offence, humiliation or intimidation.

**Bullying** (in all its forms) and **harassment** are both unlawful and unacceptable at Hampton Park Secondary College.

1. Every student has the right to feel safe from bullying at the College.
2. The College has a Whole School Positive Behaviour Program based on the agreed values of the College. See College Staff and Student Matrices (SUPPORTING DOCUMENTS).
3. This College strives to provide a safe environment by implementing Restorative Practices that aims to promote positive student behaviour, prevent anti-social behaviour, and encourage respect, compassion and cooperation.
4. The college takes a whole-school approach that focuses on safety and wellbeing throughout all school practices.

**PURPOSE**

This policy aims

* to define the roles and responsibilities in the prevention and response to bullying and harassment.
* to develop an understanding of college and community expectations around decreasing anti-social behaviours and promoting pro-social behaviours amongst the students.
* to empower bystanders to intervene and report incidents of bullying and harassment.
* to create empathy and understanding of the impact of the bullying behaviour on others.

**GUIDELINES**

The following guidelines will be adhered to in relation to bullying and cyber bullying at the College:

**ADMINISTRATION:**

|  |  |
| --- | --- |
| **RIGHTS** | **RESPONSIBILITIES** |
| * Are supported in developing and implementing the school’s plan to prevent and effectively manage bullying. | * Provide leadership in resourcing the school’s prevention and effective management of bullying; * implement the school plan; * ensure parents are informed of the school plan; and * support staff to implement the school’s plan. |

**STAFF:**

|  |  |
| --- | --- |
| **RIGHTS** | **RESPONSIBILITIES** |
| * Feel safe and supported in the workplace; * access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention; * are informed of the school’s plan on bullying; * are treated with respect in the workplace; and * access to professional learning in preventing and effectively managing bullying. | * Promote and model positive relationships; * participate in implementing the school plan to counter bullying; * identify and respond to bullying incidents; * teach students how to treat other with care and respect; * teach students how to respond effectively to bullying; * promote social problem solving with students; and * respect and accept individual differences. |

**STUDENTS**:

|  |  |
| --- | --- |
| **RIGHTS** | **RESPONSIBILITIES** |
| * Access to curriculum that supports the building of resiliency; * are informed of the school’s plan on bullying; and * if involved, are provided with support to stop bullying. | * Treat members of the community with care and respect; and * To help someone who is being bullied or harassed * To approach a staff member or an appropriate peer if they, or someone else, is being bullied or harassed – either at school or on the way to or from school * read, sign and return the digital users agreement (SUPPORTING DOCUMENTS) |

**PARENTS**:

|  |  |
| --- | --- |
| **RIGHTS** | **RESPONSIBILITIES** |
| * Expect children to be safe and provided with a supportive school environment and treated with respect; and * are provided with access to information on the prevention and response strategies related to bullying. | * Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying; * encourage children to report bullying incidents; and * awareness of school plans and support school in effectively managing bullying. * awareness of the schools use of restorative practices (SUPPORTING DOCUMENTS) * read, sign and return the digital users agreement (SUPPORTING DOCUMENTS) |

**Procedure:**

**Responding to Bullying and Harassment including Cyberbullying for Teachers**

If a student reports bullying and harassment to you

Observed by teacher

What is Bullying? Check the definition in the Policy

Actively stop the bullying behaviour if/when safe to do so. Are there any immediate safety issues?

**No**

**Yes**

Consult with individual students before the end of class to get background (don’t be afraid to ask, at worst the student will know that you care about them).

Take action to **ensure immediate safety** of the student – Immediately send for a Student Manager to remove the student if appropriate

**Are they OK?**   
(Please don’t assume that classroom jokes are not upsetting for the student. Often they laugh in front of their peers but would like someone to intervene)

Physical Violence

Suicide/Self Harm

Sexual Harassment

Consult with YLM/YLC/  
SSM/AP/SWC

Consult with Wellbeing team and follow policy

Consult with YLC/YLM/SSM/AP

**No**

**Yes**

Take action to **ensure safety.**Is it ongoing?

Teacher involved to enter a **RISC report**

**No**

If the student is OK and this is not ongoing, monitor and check-in, in a week

**Yes**

Consult/refer to YLC/YLM/SSM who may refer to SWT for individual support

Enter report on **RISC**

If the issue is within a specific class, a solution may be made between that student and teacher (eg. Seating plan, group work etc). In this case, the YLM/YLM will simply be informed  
Referral to RJ Co-ordinator for a class conference may be appropriate

When in doubt/unsure, refer with YLC/YLM, SSM or wellbeing team. A fresh view on the situation can be very powerful.

Monitor and check in with student in a week.

**Responding to Bullying and Harassment including Cyberbullying for   
Student Managers**

If a student reports bullying or harassment to you or it is reported by someone else

Observed by teacher  
(YLM/YLC/SSM)

What is Bullying? Check the definition in the Policy

Are there any immediate safety issues?   
Actively stop the bullying behaviour.

Yes

No

Take action to ensure immediate safety of the student

Is it ongoing?

YLM/YLC to conduct an RJ meeting (NB: Remember to record actions & agreements)  
Review/follow up 1 week later   
– It is still ongoing?

Consult with that staff member

Investigate prior history. Speak with the students involved. Have any other staff members been involved?

Physical Violence

Sexual Harassment

Inform AP/SWC

Inform AP/SWC

Consult with Wellbeing team and follow policy

Suicide/Self Harm

Has a Restorative meeting been done?

Yes

No

Yes

No

\*Monitor

\*Consult with student management team

\*Have a restorative conversation with perpetrator & victim

Yes

No

1. What was the outcome?
2. Referral/consult with SWC
3. Contact parents of all students involved. Ensure they understand the policy and process. Keep them informed and ask them to monitor
4. Restorative meeting may be appropriate – referral to RJ Co-ordinator
5. Look at punitive consequences

Yes

Great! Continue to monitor.

No

**Isolated, Infrequent or Lower-Risk Incidents**

* All instances of suspected bullying or inappropriate behaviour must be responded to by staff.
* Once identified each perpetrator, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
* Parents are encouraged to contact the school if they suspect a bullying or behaviour problem.
* The school will reinforce with students the importance of appropriately reporting incidents of inappropriate behaviour involving themselves or others, and the imperative that staff respond appropriately and proportionally to each allegation consistent with the school’s Student engagement guidelines, including the proper reporting and recording of the incident on Compass.
* Parents are to be contacted if their child is alleged to have been bullied or experienced inappropriate behaviour, or if their child appears to have behaved inappropriately or bullied someone else.
* Appropriate and proportional consequences may include a verbal apology through the restorative conference, writing a letter of regret, loss of privileges etc.
* Removal of cyber-bullies from access to the school’s network and computers for a period of time.
* Public recognition and reward for positive behaviour and resolution of problems will occur as appropriate.
* Students provided with support through wellbeing that may include but is not limited to counselling, self-esteem programs, anger management programs, talks with the school liaison police

**Repetitive or Serious Incidents**

* Serious incidents and/or repetitive incidents of bullying or unacceptable behaviour must be reported, responded to by staff and documented.
* Serious incidents are those that include physical assault, sexual assault, criminal activity involving theft or serious damage of property, serious threats or homophobic bullying etc.
* All such incidents or allegations will be properly investigated and documented. Depending upon the nature of each incident, they may be also be reported to and investigated by police, reported to the Student Critical Incident Advisory Unit, and/or reported to the Department’s Emergency and Security Management Unit.
* The school may contact support professionals such as Wellbeing officers, Wellbeing coordinators or Councillors and/or Student Support Officers for assistance and support.
* Students and staff and parents identified by others as perpetrators will be informed of allegations.
* Both perpetrators and victims will be offered counselling and support.
* All repetitive or serious incidents must be brought to the attention of the Assistant Principal for the year level
* The most appropriate staff member will contact parents of the targeted child. Principal class members or Student Managers will contact alleged perpetrators unless advised by police etc. not to do so.
* Regional office will provide support as appropriate, and the principal will monitor the investigation and review the situation until matters are appropriately resolved.
* Consequences of repetitive or serious incidents may include criminal charges, suspension, expulsion, loss of privileges, counselling, conciliation or any other consequences consistent with the school’s Student Code of Conduct.
* A management strategy for all parties will be developed in consultation with the students and parents involved.
* Parents or community members who bully or harass or abuse staff will be provided with official warnings, and if necessary referred to the police, and/or have Trespass restrictions placed upon them by the principal consistent with the Summary Offences Act.

**Post Incident**

It is important that appropriate strategies are put in place after the incident has been resolved for all students involved. Appropriate strategies may include:-

* restorative conference
* ongoing monitoring of students involved.
* identification of an agreed key contact staff member for each student involved.
* follow-up meetings regarding each child’s management strategy.
* ongoing communication with parents.
* counselling from appropriate agencies or support officers etc. for both parties.
* reinforcement of positive behaviours and appropriate behaviour strategies.
* adjusting timetables so students are less likely to be in the same class

### Careers and Pathways

Youth Pathways and Transitions at HPSC is delivered by a team of highly skilled and registered professional Careers Practitioners.

HPSC has a focus on personalising learning for students. Our pathway team embraces this approach in our practices. We aim to prepare students, who are mature and resilient, to know how to access relevant career information and how to manage their career plans so that they are independent learners.

Our core focus is to assist all students to learn about themselves to identify their strengths, their academic and social skills and their interests and abilities. These are then linked to the world of work.

We aim to provide the best possible support and guidance to the students for their future education, training and work aspirations. Once equipped with self-awareness and knowledge students can then make informed decisions and be adaptable throughout their career journey. With many different nationalities within our student body, we try to work in a culturally sensitive and inclusive manner.

Hampton Park Secondary College’s Career Education Program is based on the following aims:

* To develop students’ knowledge and understanding of the world of work knowledge of self (skills and abilities that relate to work)
* To develop students’ ability to plan career decisions
* To develop students’ ability to implement career decisions and manage work transitions

All students complete VCE Industry and Enterprise Unit 1 in Year 10 to ensure they have undertaken studies to meet these aims by the time they reach school leaving age. Within this unit of study, students do the following:

* Career inventory to assess their skills, interests and abilities and how these relate to certain career areas
* Research one or more career areas highlighted in the career inventory results
* Write a curriculum vitae, letter of application, and collate a portfolio of achievements
* Prepare for and sit a mock job interview with a local employer, group training company or Job Network member
* Locate, apply for, and complete a week’s work experience in an area of interest
* Complete a MIPS (Managed Individual Pathways) plan, outlining the steps needed to be taken to achieve their career goal
* Attend guest speakers and career events to inform them of opportunities in the world of work e.g., Australian Defence Forces Lecture Team, Centrelink and the Job Network
* Complete applications for tax file numbers

**Career Events Available to Students**

* New Apprenticeships Expo
* Exhibits from over 20 local employers and group training companies showcasing apprenticeships and traineeships

**Industry Excursions**

* Real@Jobz VCAL excursion to Edwards Dunlop Paper P/L
* Be a Vet for Day at Healesville Sanctuary

**Tertiary Excursions and Programs**

* Year 12 Tertiary Information Service
* Year 11 Be a Uni Student for a Day
* Year 11 & 12 at Monash Seminar Series
* Year 10 & 11 Experience Monash
* Year 10 – 12 Chemical Engineering Experience, Monash University
* Year 11 Uni Experience
* Year 11 Uni Summit
* Year 11 & 12 Experience Dookie Campus, University of Melbourne
* Year 11 Experience La Trobe University
* Year 11 & 12 Folio Preparation Seminar, RMIT
* New Apprenticeships applications with Apprenticeships Victoria

The Careers Centre also has an extensive library of books, brochures, computer programs and videos, which are regularly updated to ensure students have access to current information on careers, and pathways to these careers, through courses at TAFE institutes, universities, private colleges, and through apprenticeships and traineeships. Students can access the Careers Centre at lunchtime, after school or by appointment in class time.

### Managed Individual Pathways (M.I.P.S)

The goal of the MIPS program is to assist all students from Year 9 through to Year 12 to construct, continually review and further develop an individual career pathway plan. This will assist them with their planning to move effectively from Secondary School to employment or TAFE/ University.

MIPS planning involves:

developing skills and knowledge about education training and employment  
completing activities that will assist the student to identify both personal & career interest areas  
guidance and advice on options for study and future careers.  
From Year 10 through to Year 12, students have a Managed Individual Pathways (MIPS) mentor who provides intense and personalised support for the student.

In year 10, students participate in MIPS mentor sessions. These sessions enable students to identify individual career goals, explore employability skills, investigate post-secondary options and realise pre requisite needs. They also gain assistance with course selection for their senior years.

In addition to their mentor sessions the Year 10 students participate in pathways days. These include

Mock Interview Day. The outcomes for our students are significant given that they get to meet outstanding community leaders and they learn how to present and prepare for an interview.  
University and TAFE excursion. Students have the opportunity to spend a day at selected Universities and TAFE education settings, exploring the study options available to them for when they leave HPSC.

### Youth Voice and Student Leadership

**College Captaincy**

The position of College Captain at Hampton Park Secondary College is the pinnacle of student leadership in the school. As well as representing the student body, the Captains represent the whole school, its values, its good name and our embraces our College diversity.

The College Captains are leaders, independent and reliable. They are able to inspire others; they enjoy the confidence and respect of students and teachers.

To be eligible for the position of College Captain, applicants must be able to demonstrate and sustain:

* An exceptional attendance and behaviour record,
* Commitment to the school through academic and cultural involvement,
* Leadership,
* A vision for their leadership.

**Role of the college captains**

* Liaison with Staff, the Student Involvement Coordinator and all Year Level Managers,
* Regular meetings with the Principal and or members of the Executive Leadership Team,
* Liaising with the Students’ Representative Council,
* Representing the student body at formal occasions both within and outside the school, such as Parent Teacher Evenings, Open Night, Presentation Evening, VCE Information Sessions,
* Representing the School at official functions, such as meetings with College guests
* Addressing school assemblies to promote the values and good name of Hampton Park Secondary College,
* Speaking to the whole school about relevant matters,
* Exhibiting leadership in activities such as sporting events and carnivals

**Year 12 Committee**

The Year 12 Committee consists of a group of, year twelve students whom are elected to represent the teaching domains at the College. The members of the Year 12 Committee are Captains of our academic areas and assist the staff with specific subject duties across the school.

The Year 12 Committee is the essential link between college management and the student population. The Year 12 needs to seek input from all student members and represent all groups equitably.

The 2017 Year 12 Committee comprises of the following roles:

* College Captains
* Art Captain
* Health and PE Captain
* Humanities Captain
* LOTE Captain
* Science Captain
* English Captain
* Technology Captain
* Maths Captain
* VCAL
* SRC Presidents
* Student Involvement and Community Links

**House Captaincy**

The position of House Captain at Hampton Park Secondary College is the an opportunity for students to embrace all wider aspects of our community and to help celebrate student success in a variety of domain based activities such as the Arts, Physical Education and Debating. Senior House Captains work with Junior House Captains to ensure that their House is competitive as all groups strive for the annual House Championship Trophy.

Our 4 Houses are:

* Somerville (Red)
* Fordholm (Green)
* Regans (Blue)
* Cairns (Gold)

**Role of house captains**

* To promote the social and physical value in participating in College House Challenges to the best of your individual ability.
* To act as a role model for other students, obeying Hampton Park Secondary College rules and Uniform requirements at all times.
* To represent the college on official occasions at both internal and external events, including sports carnivals, award evenings and fundraising events.
* To take an active role in Lunchtime Activities, Sporting Carnivals and Interschool Sport.
* To assist in the organisation of all House Sports Carnivals (Swimming, Athletics and Cross Country) and to act as a student helper on the relevant whole school sports carnivals and parent teacher evenings/open nights.
* To provide a link between students and staff members and work closely with the Sports Coordinator and Student Involvement Coordinator to increase the profile of the House Championship at the College.

**Peer Support Leaders**

During Term 1 each year, trained Year 11 Peer Support Leaders meet our incoming Year 7 once a week to help them with the transition into secondary school. The focus for the groups is:

* Welcome to Secondary School
* Connectedness to the College
* Trust
* Communication and Listening
* Relationships
* Families/Friends
* Bullying
* Body Image
* Teamwork/Cooperation
* Values/Goals
* Being Positive
* Respect (for yourself, others and the school community)
* Personal Qualities for Success
* Self Confidence/Esteem
* Peer Pressure
* Decision Making

**Role of peer support leader**

Peer Support Leaders need to be able to role model the following skills to the YR 7 students:

* Commitment
* Confidence.
* Initiative.
* Honesty.
* Respect for all ideas and proposals.
* Good communication skills.
* Responsibility.
* Friendliness.
* Punctuality.
* Ability to listen to other people’s view.
* To be able to voice people’s opinions.
* Be able to give up their time to help such things as school events.

Targeted (population-specific) engagement strategies that meet the varied needs of vulnerable cohorts, including both prevention and intervention strategies

### The Certificate Program

We believe that all students can be catered for and developed to their full potential at our College. The Certificate Program was introduced to help bridge the divide between VCAL and the Middle years. This program supports funded students through their later years education, further supporting them by the addition of an extra year in which to complete their studies. This offers students the ability to grow and develop in a safe and supportive environment with experienced teachers and support staff. The program takes place in a close knit environment that fosters positive relationships whilst students receive additional support in an individualised learning program. Students work to complete their Intermediate VCAL whist completing a VET program, hosted through a local VET provider. This VET program is a taster program in order to provide them with a variety of experiences and skills. Students also complete work experience in a local workplace, for example - aged care and neighbourhood houses. The program has a maximum of 15 places for year 11 and 12 students who face multiple barriers to their education and through an assessment are shown to require further support in order to complete their VCAL.

### Multi Pride

Multi Pride is a student directed group, focusing on promoting cultural harmony and celebrating diversity in the Hampton Park Community. The group is made up of 2 elected leaders at each year level and is overseen by 4 senior student leaders.

Multipride aims to celebrate understand and accept the different cultures that make up our school community and promote cultural harmony. At the end of 2011, we were one of three local secondary colleges to meet with the founding school, Lyndhurst Secondary College and now work collectively on promoting cultural awareness in the City of Casey.

**Role of multi pride leader**

* Plan and coordinate the annual Multicultural Assembly
* Work with wellbeing staff and year level managers to celebrate student achievements.
* Promote cultural pride and acceptance
* Develop partnerships with local agencies
* Improve students understanding of difference
* Co-ordinate social, recreational and fundraising events.
* Share information at College assemblies when required
* Help develop potential leaders through leadership workshops.
* Role model inclusive behaviours to all students
* Promote our diversity in the local community.
* Work collectively with our school communities in the City of Casey

### Students with Disabilities

The Program for Students with Disabilities is a targeted, intervention program that makes reasonable adjustments for a defined student population with moderate to severe disabilities.

This program aims to maximise student potential growth in education and learning, and ensure that students with disabilities are valued and participate in the aspects of school life, consistent with optimal and relevant goals and aspirations.

Eligible categories within the Program for Students with Disabilities are:

* Physical disability
* Visual impairment
* Severe behaviour disorder
* Hearing impairment
* Intellectual disability
* Autism Spectrum Disorder
* Severe language disorder with critical educational needs
* Parent/guardian/carer(s), teachers and school leaders will work together to support all students to achieve their potential, and focus on the teaching-learning relationship to meet the individual needs of all students. Through the Program for Students with Disabilities, students’ educational needs are closely monitored and reviewed, and meaningful goals are set and met. Teachers and school leaders comply with the Disability Standards for Education 2005, which clarify the obligations on schools and the rights of students under the Disability Discrimination Act 1992.

**PURPOSE**

* **Student learning** – Student potential for growth and development in (academic) discipline-based, personal and interpersonal learning, and independence in learning is maximised and is consistent with their goals and aspirations.
* **Student engagement** and wellbeing – Students are motivated and are able to participate fully in their education and wider school life, consistent with optimal and relevant goals and aspirations.
* **Student pathways and transitions** – Students successfully transition to, throughout and from school, and the pathways selected maximise their potential for growth and development while they attend school and after they leave school.
* To ensure that the general educational program at the College proceeds whilst maintaining the safety  and well-being of students and staff.
* To encourage an awareness, understanding and acceptance of disability and impairment within the  College community.

**GUIDELINES**

The following guidelines will be adhered to in relation to the disability support policy at the College:

* The PSD coordinator will
* in consultation with relevant YLM/YLC and staff determine specific long and short-term educational and social aims and objectives for the student involved, evaluate progress and make changes to the educational program as required;
* in consultation with appropriate in school professionals and the SSSO team arrange screening and testing for all students referred by YLM/YLC and teaching staff.
* communicate the results of the screening tests with parents/care givers
* communicate the results of the screening tests to the relevant staff working with the child.
* develop an Individual Learning Plan (ILP) for each student

- assess the resources at the College to meet the student’s needs, to identify additional resources (if any), to submit application for additional resources to the College Council and the DEECD; and

- to convene student support group meetings for all PSD funded students inviting parents/care givers, relevant YLM/YLC, integration aide.

- to provide the parent/guardian with relevant current documents

- to support the classroom teacher to modify class work to specifically meet the needs of the PSD Funded students in their classes.

* Where possible and appropriate, curriculum, teaching and assessment may be modified to allow for the needs and requirements of students in the program. The degree of modification and accommodation will depend on resources available and degree of impairment and disability.
* All necessary information will be provided to staff to facilitate the operation of the program and teachers will provide regular information and monitoring of the progress of integration students for Integration Student Support Group meetings.
* Teachers are expected to ensure that every student has access to meaningful, challenging and enriching learning experiences drawn from all areas of the curriculum and co-curricular programs. They are also expected to ensure that appropriate special arrangements occur at times of assessment.
* Teachers should approach the Integration Teacher to discuss the special needs of the students in their care, read the information provided for them and communicate any problems they may be having in assisting their learning.
* Students may have access to a 3-year VCE program
* Students will have access to Literacy Support classes 7-10
* Students will have access to SNMY (Numeracy Support) in years 7 & 8
* Students will have access to a 2 year Intermediate VCAL Certificate
* Access appropriate resources through Student Support Services, Private clinicians to support the student
* Work with families to achieve best outcomes

### Refugees and Newly arrived students

Over 10% of the student cohort are newly arrived migrants or refugees. To cater for the specific needs of these cohorts, the College has a number of programs and supports in place.

**Foundation House**

The Ucan2 program run by Foundation House (FH) specifically works with refugee students in Year 11 VCAL. The program focuses on three areas:

The morning sessions focus on enhancing the students work related skills in an easy to follow format that caters to their level of understanding. It gives them the necessary skills to be able to go out into the work force with confidence. The students are also given the opportunity to go out on work experience at a local Coles Supermarket (Coles partners with Foundation House and is very open to assisting EAL students).

The second session of the day is called the psychosocial session. Through discussions about where the students are at and how they have found their journey, it strives to give the students the freedom to voice their opinions and work through any trauma they have been through. The sessions also focus on building strong and trusting relationships with the teachers and each other.

The third session of the day involves community participation. Someone from the Centre for Multicultural Youth and volunteers come in each week and work with the students to develop their communication skills and to develop positive relationships with those in the community. The students work with the volunteers on anything from creating resumes to learning new recipes to participating in sports together. Generally, excursions into the community take place in these afternoon sessions.

Outside of the classroom Foundation House continues to support the students. They organize work placement for them once they have completed the course and take them to meet their employers. FH also assist them with VISA and family situations. From 2017, FH has a representative that is based in the school on Thursdays.

### Home work Club

Homework Club runs every Wednesday in the College’s Resource Centre (CRC). The Homework Club is under the leadership of the school’s EAL Coordinator and supported by a number of teaching staff and support staff. Students from Monash Access also support the Homework Club by acting as mentors and tutors to students who need further support with their learning.

### Multicultural Aids

The college employs a number of Multicultural Aids to support our newly arrived students, refugees and EAL students. The role of the Multicultural Aid includes:

* Support students to complete homework during the After School Study Group
* Provide teachers with insights into students’ cultural backgrounds and experiences
* Assist with the enrolment of new EAL students
* Assist teachers to communicate with parents and other family members

Individual (student-specific) engagement strategies for students at risk, including strategies to identify and respond to individual student circumstances when regular attendance is not consistent or positive behaviours are not demonstrated.

### SSSO Targeted Support

The DET offer Student Support Service Officers (SSSO) to provide assistance to students and staff where necessary. Services include psychologist, social worker, speech pathologist etc. The referral process is online and must be completed by the Student Wellbeing Co-ordinator.

The SWT utilises support from and refers students to a number of external agencies. Referrals are made via a member of the SWT.

Some of the agencies include:

* City of Casey Youth Support Service – Short-term individualised support, some group work available.
* Oz Child Shine Assist Psychological Service – individualised psychological assistance. Oz Child psychologist sees students here at school, however a GP referral must be made in order for students to be referred to the program.
* Youth Connections – individualized support aimed at re-engaging students with education.
* Southern Ethnic Advisory & Advocacy Council (SEAAC) – Service to support Afghan students.

### Students at-risk of disengagement

At Hampton Park Secondary College we recognise that while most children and young people attend school regularly and successfully attain a senior secondary qualification, there is a proportion of our student population that face a variety of barriers to their attendance and success at school. Others facing complex problems may remain enrolled in a school but are not engaged in learning and demonstrate poor attendance or behaviour. Some reasons students may become disengaged or at risk of leaving school early are; experiencing bullying; they experience learning difficulties due to either intellectual ability or diagnosed behavioural disorders; unstable home environment; live in out of home care; asylum seekers or refugee; have experienced childhood trauma.

These children and young people need to be identified early and provided with extra support to help them to remain actively involved in their learning and achieve success.

**GUIDELINES**

The following guidelines will be adhered to in relation to students at risk at the College:

* Classroom teachers will maintain accurate records on student attendance and assessment
* Classroom teachers will communicate with parents/ carers if students have not submitted work
* After school Homework Club is available for students to attend
* Classroom teachers will use the Compass Chronicle to record incidents of concern
* Year Level Managers and Coordinators will monitor student achievement through GPA & semester reports and Compass Chronicle
* Year Level Managers and Coordinators will regularly communicate with the parents/carers of students at risk
* Year Level Managers and Coordinators will refer to students at risk to the Wellbeing Team (Student Wellbeing Manager/ Adolescent Health Nurse)
* The Wellbeing team, in communication with parents/carers, will refer students to external agencies
* Regular Student Wellbeing Year Manager (SWYM) meetings will be held to identify strategies for students at risk
* As a part of the transition year 6- year 7 program student will be screened to identify students who have low literacy and numeracy skills to place them in the appropriate intervention program.
* All year 7 students will be screened by our disability support team at the beginning of the year to identify students for the speech program and students with intellectual disabilities.
* Classroom teachers and Year Level Management teams will refer students to the disability support team for screening when academic and behavioural concerns arise.
* All students in out of home care will have a care team which will meet regularly and an individual learning plan.
* Students who are not attending school will be referred to our MIP’s Coordinator for follow up and possible referral to external educational settings/re-engagement programs such as Operation New Start and Myuna Farm.
* Wellbeing meetings will be held with the Principal Team to discuss students at risk when required

### Nitro Program

The Nitro program is targeted towards working with at-risk boys in year 7 and is based on teambuilding and social awareness. The program involves students participating for 1 period a week on a rolling roster. The program is offered to a maximum of 10 year 7 boys who have been identified as at risk or showing signs of disengagement. Selection of these students would be informed by students GPA’S, chronical entries, staff observation and wellbeing recommendation.

Once the students opt in via an application process and parents have given consent, the students are required to co-develop and sign a behaviour contract and agreement based on the expectation that the staff and managers have of them. The students will be required to take a conduct card to every class and maintain a minimum standard of effort, organization and behaviour for every class. The students continued participation in the program is government by their performance and attitude in the classroom.

Students are surveyed formally at the beginning and end of the program and will engage with weekly reflections to check progress regarding wellbeing and their success in the classroom. The students check in with the Year Level Manager at the end of every day to show their conduct card and discuss how the day has gone.

Upon reviewing literature it became evident that sport and physical education settings are the ideal platform to support disengaged youth. There are number of contributing factors to the disengagement of youth including poor health, depression, violence, crime and general well-being issues that need to be combatted (Holroyd & Armour, 2003).  The aim of the ‘Use it Up’ program is to reconnect disengaged students through providing opportunities for physical activity and improve their wellbeing.  The program hopes to empower students to take more responsibility for their actions and teach them to be more reflective of their decisions both in an outside the classroom.

The opportunity to provide weekly sessions with consistent and approachable mentors will endeavour to promote pro-social behaviours such as respect, care, responsibility, cooperation and the use of positive communication.  The theory underpinning physical activity as a positive way to instill these values it the teaching Personal and Social Responsibility Model (TPSRM) developed by Hellison (1995). The TPSRM will provide a theoretical framework for the ‘Use it Up’ program. Through engaging in team based activities and sports, students will develop their personal wellbeing skills such as effort and self-direction. The structure provided through traditional sports we will facilitate safe opportunities for students to increase their ability to show respect and care for others rights (Sanford, Duncombe & Armour, 2008).

It is crucial during transition from primary school to secondary college that the young men are set up as early as possible with our expectations of accepted forms of behaviour and equipped with the skills to demonstrate these behaviours on a daily basis. Through the development of mutually respectful relationships with each other and with consistent Mentors, this program will assist in developing each student's sense of belonging and connectedness to our community here at HPSC. It is our aim that by re engaging these students not only their wellbeing will be improved but their thus sense of worth and their academic outcomes.

### Beacon Foundation

Hampton Park Secondary College is proud to be involved in Beacon Foundation programs with our students.

The Beacon Foundation (Beacon) has an established track record of helping inspire and motivate students to either stay in school and increase their educational engagement and attainment or choose a positive pathway that enables successful transition to employment, further education or training.

Beacon is a national non-profit organisation working in 118 secondary schools across Australia and believes every young Australian can develop an independent will to achieve personal success for themselves and their community.

Beacon’s programs support young people to develop this focus through engaging and influencing the attitudes and behaviour of the broader community. By harnessing community involvement, it works within schools to ensure young people are either earning or learning at vulnerable transition points in their lives.

**Beacon programs at Hampton Park Secondary College**

**Smart Futures**

As part of the Beacon Foundation’s Smart Futures – year 10 students take part in a charter signing ceremony, pledging to stay engaged in education, training or employment next year and beyond.

In the past this event has been host to motivational guest speakers such as Travis Dempsey, former Drummer from The Living End who inspire the year 10 students to make positive choices for their future and to encompass a positive attitude.

**Lunch with the Girls!**

A one day program targeting 15-16 year olds girls who are at risk of disengaging from school or are without a positive female role model.

Interaction with female mentors through participating in workshops on emotional intelligence is where the strength of the program lies.

During the one day program twenty girls are given the opportunity to engage with a group of successful professional women from a variety of backgrounds as mentors.

**Polish**

The Polish program is a dynamic course that helps young people prepare for their careers through personal presentation and communication training.

These skills give students the ability to conduct themselves appropriately when entering the world of work and throughout their employment.

The one-day highly interactive program includes work ethic, deportment, grooming, employers’ expectations, mock interviews, manners and etiquette.

The day is broken up with a formal sit down lunch where students are asked to network with local industry representatives using the skills gained from the morning’s activities.

This program helps build students’ self esteem and gives them the “edge” in a competitive job market place.

**Mock Interviews**

Students engage with a local business volunteer in a ‘mock interview’ to practice and refine their job interview skills. Students are expected to dress and act as though they are undertaking a ‘real’ job interview. They receive feedback on what they can improve and gain increased confidence for when they do face a real interview.

### http://hpsc.responsive.classfocus.com.au/wp-content/uploads/sites/12/2014/11/reach-450x143.jpgReach

Reach was established in 1994 by co-founders, Jim Stynes OAM (AFL Brownlow Medalist, youth motivator, and Victorian of the Year 2003) and Australian film director, Paul Currie.

They had a vision – to inspire young people to believe in themselves and get the most out of life

Reach is a for-purpose organisation for young people.

Reach creates this space for teenagers where everyone, no matter who they are or what their circumstances, can explore their lives and connect with other people they can relate to.

As a College we are fortunate to be involved with Reach in the following programs:

* Year 9- Finding Heroes, Niche
* Year 10- Birdcage and Locker room
* Year 11- Imagine/Leadership

### Indigenous Australian Students

Hampton Park Secondary College aims to maintain high aspirations and high expectation for the development and educational achievement of Koorie learners, by creating a positive climate for learning and development and ensuring all Koorie learners have an environment where they feel proud and strong in their cultural identity

The school supports its Koorie students in a number of ways. A position of responsibility exists in the school for a Koorie Engagement Teacher who leads the program and support of our Koorie students within the college.

Australian Indigenous Mentoring Experience (AIME) – Students work with AIME on a regular basis and receive mentoring and personal development. AIME is a mentoring program based at universities where we build a bridge back to local high schools & mentor the most disadvantaged kids out of inequality. AIME has been doing this in Australia for the last 12 years and has been extremely successful. AIME is data driven, research backed, proven impact. Kids in the program close the educational gap with their mainstream peers then transition through to uni, employment and training at the same rate. Historical data in Australia shows 40% of Indigenous people aged 18-25 are in uni, employment or training. The non-Indigenous average is 75% for the same cohort. AIME students have achieved between 73-78% for the last 6+ years. The college enrols all indigenous students in AIME each year. AIME is tool that allows students to have a cultural connectedness.

Koorie Education Support Officer (KESO) – Students work with the DET KESO on an as-needed basis. The KESO provides valuable mentoring and support to keep students engaged in their education. Their role is to engage and support Indigenous students and their families, school teachers and staff and community stakeholders. The focus of the team is advocacy, cultural planning, school place advice and wellbeing support by developing substantial and well-connected partnerships that can help meet the needs of our Indigenous students and their communities.

The college also coordinates work between our Indigenous students and the Casey Cardinia Shire and the local Indigenous staff, the Victorian aboriginal Educational Association Incorporated (VAEAI).

Our college has been involved in the consultation of the development of the  Marrung Aboriginal Education Plan 2016-2026 and is already working to ensure that we will be aligned with Marrung once it’s implemented and endorsed by the Koorie community.

## Behavioural expectations and responses to challenging behaviour

Expected behaviour at the College is defined by our College Values of Respect, Learning and Working Together. Students who by their actions, show that they do not uphold these values, will receive a consequence from their classroom teacher. All teachers in all subjects at all year levels will employ the same hierarchy of consequences.

### Hampton Park Secondary College Hierarchy of Consequences

This hierarchy of consequences are:

* A student fails to comply with classroom expectations ie: being disruptive
  + Reminder of the college values and of the classroom expectations
  + Warning that continuation of the behaviour will result in consequences
  + 10 mins detention (with classroom teacher)
  + 20 min detention (with classroom teacher)
* Referral of the student to Time Out room if the behaviour continues

If a student commits one of the following the student will be sent straight to Time Out and a Year Level Manager or Coordinator referral will be made.

* Abusive and threatening language directed at teacher or student in an aggressive way
* Significant unsafe behaviour

### Discipline Policy

Hampton Park Secondary College strives to provide a safe, secure, friendly and stimulating environment for students and staff.

There is particular importance of promoting positive behaviours which encourages care, courtesy and respect for others. We promote a school wide Positive Behaviour Program in order to build connectedness and to provide a framework for establishing the social culture that will provide an effective learning environment for all.

Through promotion of the College Values Respect, Learning and Working Together, we aim to promote pro-social behaviours amongst our college and broader community.

**PURPOSE**

* To build a school environment based on positive behaviour, mutual respect, learning and working together.
* To manage poor behaviour in a positive and professional manner. Corporal punishment of any kind is not part of the school ethos and will not be used in the school.
* To establish well-understood and logical consequences for inappropriate student behaviour.

**GUIDELINES**

The following guidelines will be adhered to in relation to communication at the College:

* The College’s Positive Behaviours program outlines agreed behavioural expectations and responsibilities
* The Positive Behvaiours Program places significant emphasis on the recognition of students who live our College values of Respect, Learning and Working Together and display positive behaviours.
* The Staff and Student values matrix clearly outlines the requirements of staff and students with in the College community.
* Student individual GPA reports will include details regarding student behavioural approach to their education.
* Restorative meetings will be key strategies employed to guide and develop student behaviour and build positive relationships with their teachers and peers.
* The College Consistent Hierarchy of Consequences will be used as the framework for teachers to manage inappropriate behaviours in the classroom.
* Teaching staff will develop individual classroom management plans which will allow the students to participate in the development of rights and responsibilities in the classroom.
* Teachers will send students to the time out room for consistent repeated breaches of the student values matrix or aggressive/abusive language or violent behaviour. Students will fill out the rethink sheet and participate in a restorative conference with the teacher prior to returning to class.
* Whole class restorative conferences will be run where a poor learning environment has developed and relationships have been damaged.
* We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.
* Positive student behavioural achievement will appropriately recognised through our values assemblies, values awards, phone contact with parents and sending home of values postcards
* An up-to-date database of student behaviour will be maintained via the COMPASS portal.
* Staff will undertake professional development on student engagement, behaviour and classroom management.
* The school curriculum will include units on resilience, respectful relationships, peer pressure, positive choices, bullying, conflict resolution and leadership.
* Students experiencing difficulty achieving positive behavioural outcomes will have individualised behaviour management plans focussing upon agreed goals.
* Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, loss of privileges or suspension.
* Efforts will be made to inform parents of students involvement in afterschool detentions, however reserves the right to keep students at school until 4pm without 24hrs parent notice.
* Students may be issued a 2 hour Principal Detention on a Tuesday afternoon for repeatedly not meeting out behaviour expectations.
* Parents will be kept informed, and actively encouraged to assist in the development of their children’s behavioural performance.
* Corporal punishment is not permitted in the school.

### Restorative Practices

HPSC utilises a restorative practice approach to repairing relationships between members of the school community following a serious incident as outlined in the Hierarchy of Consequences.

*Restorative:* to give back; to repair the harm and rebuild; to reintegrate the person(s) who did the harm; restore a sense of wellbeing and connection. The philosophy and practice of restorative justice in schools is to promote resilience in both the one who is harmed and the one who causes harm. Restorative practices allow young people to ‘become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations’.

**Rationale**

Education in schools is largely about relationships, which can often develop into conflicts which require resolution, forgiveness and healing. Restorative practices help students learn from their mistakes and reconcile and resolve problems with others.

The aim of this initiative is for Hampton Park Secondary College students, teachers and the wider Hampton Park community, develop an understanding of restorative justice and learn skills and practices for use in the classroom and beyond. It is acknowledged that these prevention measures may lead to and / or require the use of interventions for more serious offences.

It is hoped that consistent use of restorative practices in our school setting will change attitudes and represent a philosophical shift in thinking about students and problem behaviours away from the use of punishment, to the management of situations using a restorative approach.

Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in school communities. It is focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of restorative practices is the focus on restoring relationships after harm has been done.

**The Principles of Restorative Practices**

***Foster awareness in the student*** of how others have been affected.

***Avoid scolding or lecturing.*** This often results in the student reacting defensively. It distracts from noticing other people’s feelings.

***Involve the student actively.*** Instead of simply doling out punishment, which the student is expected to accept passively, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable.

***Accept ambiguity.*** Often fault is unclear and people can agree to accept the ambiguous situation.

***Separate the deed from the doer.*** We can recognise a student’s worth, their virtues and accomplishments while disapproving of their wrongdoing.

***See every serious instance of wrongdoing and conflict as an opportunity for learning.*** Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

***Restorative practices must be systemic, not situational.*** Every attempt on an individual level to use these principles needs to be well supported by the broader system. How can the system be transformed in ways to minimise the chance of further harm?

**Affective Questions**

These questions are provided to school staff to assist in managing conflicts or potential conflict situations and working towards resolution. Many schools who are adopting the use of restorative practices strategies produce these questions and focus areas on small palm cards and on lanyards for easy accessibility, particularly while on yard duty.

**Affective Questions Focus Areas**

Teachers focus on the specific behaviour or incident without blaming.

They draw out who was affected and how they were affected.

Teachers direct questions toward problem solving what needs to happen to ‘make things right’.

### Attendance Policy

The Education Department requires that children of school age (six-seventeen years) are required to be in full-time attendance at a government or registered non-government school unless formally exempt. Our school requires that post-compulsory aged students also attend school unless a valid reason exists.

While consistent attendance at school is important at all levels of school, attendance in years 11 and 12 is a critical issue. Obviously, from a general educational point of view, missing classes can be detrimental to a student's progress. In addition to this, the assessment requirements of the VCE and VCAL make it essential that students have regular attendance. Students are required to complete the majority of assessment tasks in class under their teacher's supervision. Absence from such sessions without proper reasons could lead to receiving no marks for the SAC and non-completion of a study.

PURPOSE

1. To maximise student learning opportunities and performance by ensuring that students required to attend school do so regularly, and without unnecessary absences.
2. That regular lateness is minimised as the cumulative effect of this has a major impact on learning and socialisation
3. That VCE and VCAL students meet VCAA attendance requirements

GUIDELINES

All Students:

* Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find ‘catching up’ difficult.
* Absenteeism contributes significantly to student failure at school.
* All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
* Parents have access to the Compass portal to monitor student attendance in all classes.
* Parents will be sent a text message after Period 1 to notify of a students unexplained absence.
* Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to access the Compass portal explaining why an absence has occurred.
* Year Level Coordinators will be responsible for monitoring and investigating student absences.
* Parents of students who are to be absent are required to telephone the school before 9:00am to report the absence or use the Compass portal.
* Unexplained or inadequately explained absences will cause the relevant Year Level Coordinator to communicate with parents and the student involved so as to implement strategies that will resolve the problem.
* Students that are absent for 2 consecutive days will be contact by the relevant YLC.
* Ongoing unexplained absences, or lack of cooperation regarding student attendance will be referred by the YLC to the YLM and result in a formal attendance conference being organised. Unresolved attendance issues for students required to attend may result in the student having to repeat the year and may be reported by the principal to the Department of Human Services.
* The principal and attendance officer will ensure all student absences are recorded each period by teachers, are aggregated and transferred from Compass to CASES 21 and communicated to the Department of Education as required.
* The Department of Education and enrolment auditors may seek student attendance records.
* Student attendance and absence figures will appear on student half year and end of year reports.
* Aggregated student attendance data is reported to the Department of Education and Training and the wider community each year as part of the annual report.

Year 10 – 12 Students

* Year 10-12 students must attend a minimum of 90% of organised classes to be eligible for a pass in the subject.
* Year 10-12 students who are not meeting the 90% attendance requirement will be required to complete redemption, this will be monitored and arranged by the relevant YLC.
* Year 10-12 students are allowed to have 4 parent/caregiver approved absences per semester: any absence after that they are required to provide a medical certificate to explain their absence.
* If a student is absent on the day of a SAC they are required to provide a medical certificate to be allowed to sit the SAC for marks.

### Classroom Management Plans

A Classroom Management Plan is developed by a teacher to promote a positive and safe learning environment during the delivery of lessons. Lessons may be held both in and outside of the classroom environment.

All teachers are required to develop a classroom management plan that includes the whole school hierarchy of consequences.

Teachers who develop a positive relationship with their students have fewer classroom behavioural incidents and achieve better student learning outcomes.

**At Hampton Park Secondary College, each teacher is required to develop a Classroom Management Plan that defines:**

College values, classroom responsibilities for students and suggested strategies to manage breaches of classroom responsibilities

Whole School Hierarchy of Consequences

Strategies to celebrate achievement

College policies regarding attendance, uniform, and Out of Class passes

**Strategies to deal with classroom breaches using a positive behaviour framework**

When dealing with behavioural issues the teacher must remain calm, in control and give clear and simple instructions.

Each teacher is required to develop a number of strategies that will be used if a student breaches agreed classroom or College rules.

Strategies developed need to include the use of a restorative justice approach.

**COLLEGE VALUES AND CLASSROOM RESPONSIBILITIES**

|  |  |  |
| --- | --- | --- |
| **College Values** | **Expected Classroom Responsibilities** | **Suggested Strategies to Manage Your Classroom** |
| **RESPECT**  I, as a student:   * respect myself and other people; * actively listen to others with an open mind; * respect other people’s different perspectives; * ensure I am inclusive; * respect school property and the property of others; and * wear my school uniform with pride. | I, as a student:   * use good manners with everyone; * listen actively when others speak; * will be considerate of others; * follow directions; and * look after the belongings/property of the school and others | * Have a calm and approachable manner * Acknowledge positive behaviour * Re enforce College Values * Follow College policy on Uniform * Listen to students’ ideas, concerns and general conversations * Be fair and consistent when dealing with students. * Giving a student a clear and simple choice allows the student to feel that they are making a decision and not just complying with an ‘order’. * (add your own) |

|  |  |  |
| --- | --- | --- |
| **College Values** | **Expected Classroom Responsibilities** | **Suggested Strategies to Manage Your Classroom** |
| **LEARNING**  I, as a student:   * set personal goals and have high expectations of myself and others to continually improve; * have a positive attitude and enthusiasm for learning; * strive to achieve my personal best; and * take pride in the achievements of myself and others. | I, as a student:   * bring all of my equipment to class; * get to class on time; * listen to instructions; * complete all of my work; * try my best to achieve my goals; * ask questions if I don’t understand; and * will be in class at all times | * Contact parents * Learning task to be on Compass * Learning Intention to be clearly stated at the start of each lesson and linked to past learning * Be organised and prepared for the lesson * Follow the learning sequences on Compass * (add your own) * Work with individual students to provide extra support and assistance. * Seating Plan * Moving around the room to check tasks is essential for group work * (add your own) |

|  |  |  |
| --- | --- | --- |
| **College Values** | **Expected Classroom Responsibilities** | **Suggested Strategies to Manage Your Classroom** |
| **WORKING TOGETHER**  I, as a student:   * share ideas, resources and skills; * am helpful and approachable; and * contribute positively to class, group activities and the school community. | I, as a student:   * allow others to learn; * share school equipment with others; * work together cooperatively; and * complete my fair share of group tasks | * Use instructional groups * Have group work protocols * Give feedback * Seating arrangements to break up students who don’t work well together * (add your own) |

**Whole College Classroom Expectations**

**Respect**: I follow directions first time and I listen actively.

**Learning**: I am in class on time with correct equipment and I complete all the set work.

**Working Together**: I actively participate, ask questions if I don’t understand and I work co-operatively with others.

**Consistent Hierarchy of Consequences**

If I fail to comply with classroom expectations, e.g., being disruptive, the classroom teacher will:

1. Remind me of the College values and classroom expectations.
2. Warn me that continuation of the behaviour will result in consequences.
3. Give me a 10 min detention (with classroom teacher, log on Compass)
4. Give me a 20 min detention (with classroom teacher, log on Compass)
5. Referral to YLM/YLC for additional detention / consequence

**Severe Clause**

If I commit one of the following, it is straight to Time Out and a YLM/YLC referral.

* *Abusive and threatening language directed at teacher or student in an aggressive way.*
* *Significant unsafe behaviour.*
* *Constant refusal to follow reasonable directions, which disrupts the learning environment for other students.*

**COLLEGE POLICIES FOR UNIFORM AND OUT OF CLASS**

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| --- |
| * **Late to class**   Period 1 class – student must sign in at the Student Managers Office (next to the Junior School Office).  A student who is late to Period 1 without a satisfactory reason will followed up by Year Level Management.  Periods 2, 3 and 4 are the responsibility of the classroom teacher.  The classroom teacher applies a consequence such as keeping the student after class to make up the time.  Refer to Attendance Policy for more detailed information |
| * **Out of uniform**   Classroom teachers will check to see that students who are not wearing correct uniform have a Uniform Pass  If the student does not have a uniform pass, the teacher is to fill in an Out of Uniform slip and send the student to:   * The Uniform Room (at back of TO Room) if Year 7-10   OR   * Student Mangers Office if year 11 or 12   Refer to Uniform Policy for more detailed information |
| * **Student Pass to Leave Class**   Student passes are available for Toilet, Sick Bay, Printing, Library, and Technicians. Follow conditions on Pass.  If a student leaves a classroom, they must have a Pass unless going to Uniform or Time Out Rooms. |

**STRATEGIES FOR BUILDING POSITIVE RELATIONSHIPS AND CELEBRATING ACHIEVEMENT**

|  |
| --- |
| 1. Celebrate individual success through positive comments, phone calls home, notes in diary and on Compass |
| 1. Nominate students for Values awards by entering this on Compass. |
| 1. During Term 2 and 3 send POSTCARDS home to parents and carers. Enter this on Compass. |
| 1. Give Blueys to students in Years 7 and 8 |
| 1. Publicise student achievements through News hamper and by notifying Community Links and Pathways Coordinator |
| 1. Involve parents in celebration of achievement and curriculum events e.g. Be the Change, Music performances, Drama performances, etc. |
| 1. (add your own) |
|  |
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### Duty of Care Policy

All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: “A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.” (Richards v State of Victoria (1969) VR 136 at p. 141) As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

School authorities in breach of the duty of care may be liable for injuries inflicted by one student on another, as well as for injuries sustained by a student.

Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

**Rationale**

In addition to their professional obligations, principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable.

**Aims**

To ensure that staff have an understanding of their duty of care to students, and behave in a manner that does not compromise these legal obligations.

**Implementation**

Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.

A teacher’s duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher’s instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have ‘assumed’ the teacher pupil relationship.

Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.

The teacher’s duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.

Whilst each case regarding a teacher’s legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:

• arriving late to class or leaving a class early

• arriving late to scheduled timetabled yard duty responsibilities

• failing to act appropriately to protect a student who claims to be bullied

• believing that a child is being abused but failing to report the matter appropriately

• being late to supervise the line up of students after the bell has sounded

• leaving students unattended in the classroom

• failing to instruct a student who is not wearing a hat to play in the shade

• ignoring dangerous play

• leaving the school during time release without approval

• inadequate supervision on a school excursion

Staff members are also cautioned against giving advice on matters that they are not professionally competent to give (negligent advice). Advice is to be limited to areas within a teacher’s own professional competence and given in situations arising from a role (such as careers teacher, year level coordinator or subject teacher) specified for them by the principal.

Teachers must ensure that the advice they give is correct and, where appropriate, in line with the most recent available statements from institutions or employers. Teachers should not give advice in areas outside those related to their role where they may lack expertise.

**Risks to the students in the outside environment**

Legal cases establish that a teacher’s duty of care does not start nor end at precise times during the day. The approach generally taken is that a teacher’s duty applies irrespective whether the risk occurs in or outside the school environment. However, the important issue in all cases will be whether the school took reasonable steps to protect the student from the risk.

Risks outside the school environment may sometimes call for immediate and positive steps by a school depending on the age of students, urgency and threat of injury. Consider for example, if a live power line came down outside the school, no emergency workers had arrived, and primary children are about to be dismissed to walk home. No school would allow the children to walk out to that danger unsupervised.

There will be a number of other situations where the school will be under a duty to take reasonable steps. In some instances, the school’s control over the activity may require it to take more active measures to satisfy the requirement that it take reasonable steps. For example, a known bully on a school bus may require the school to suspend or refuse to transport the bully. In other instances, the school may not control the activity, and the reasonable measures available to it will be limited. For example, fights at a local train or bus stop between students from rival schools may involve informing the police, contacting the other school to implement preventative measures, and notices to parents and students.

At our school students enjoy an open plan, adult learning environment and considerably more “freedom” than in a mainstream school.

While students are generally free to move around the buildings and work independently in break out spaces and designated study areas they must be under (indirect) adult supervision at all times.

Staff are responsible for their students at all times.

The following instructions and notices apply to all staff.

**Classroom Supervision**

Staff must not leave the classroom unattended at any time during a lesson.

It is not appropriate to leave students in the care of ancillary staff, parents or trainee teachers (At law, the Duty of care cannot be delegated)

It is not appropriate to leave students in the care of external education providers for example incursions (At law, the duty of care cannot be delegated)

In an emergency situation use the phone for the Principal or Assistant Principal or contact the Daily Organiser or the teacher in the next room. (if appropriate – send another student for assistance)

No student should be left unsupervised outside the classroom as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to Time-Out. In exceptional circumstances, a student may be sent to a colleague’s classroom, or to the Assistant Principal or Principal. This should be accompanied by documentation as to why the student is to be excluded from your class and must be followed by appropriate follow up. The teacher, Principal or Assistant Principal is to be contacted first to alert them that the student is on their way.

**Movement of students**

Care and planning needs to be taken in allowing students to leave the room to work in other areas of the school on curricula or extra-curricula activities.

Use of students as monitors outside the room during class time must only occur with the approval of the Principal or Assistant Principal

Discretion is to be used when allowing students to visit the Resource Centre during class time.

Discretion is also to be used when allowing students to visit the toilet during class time. On such occasions as are necessary, students are to be sent to the First Aid room to collect a toilet key.

On all occasions where a student is granted permission to leave your classroom, a note specifying the reasons for such an exit must be given to the student.

**Yard supervision**

Yard supervision is an essential element in teachers' duty of care. It is now clearly established that in supervising students, teacher's duty of care is one of positive action.

Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

Be aware that yard duty supervision within the school requires the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and duty of care responsibilities. Teachers are also expected to follow College policy whilst on yard duty. Teachers are required to arrive at their designated Yard Duty area on time and to remain actively supervising the area for the duration of the allotted time.

Specifically, teachers rostered for duty are to attend the designated area at the time indicated on the roster.

Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable.

The handing over of duty from one teacher to another must be quite definite and must occur in the area of designated duty. Where a relieving teacher does not arrive for their scheduled duty, the teacher currently on duty should send a message to the office, but not leave the area until replaced. There are to be no exceptions to this as to do so is a breach of one’s Duty of Care.

No changes to the yard duty roster are to be made without the approval of the Daily organiser, or Assistant Principal.

Be alert, mobile and vigilant -intervene immediately if potentially dangerous behaviour is observed in the yard - enforce behaviour standards and logical consequences for breaches of safety rules.

You should always be on the move and highly visible.

**Excursions, Incursion and Camps**

Be aware that students are usually less constrained and more prone to accident and injury while on Camp, incursion or on excursion, than in a more closely supervised classroom environment.

Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities. Such Duty cannot be delegated!

Be aware that camps and excursions outside the school require the teacher to fully comply with DET guidelines and bring with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and remain the person designated with duty of care. (See Camps and excursions Policy.)

Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to DET guidelines. A risk assessment must be completed as a part of these processes.

Be aware that College policy is for students to be counted on and off transport and at other appropriate times on a regular basis whilst on excursion or camp activities.

The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at College.

Arrangements will be made by the staff attending the Camp or excursion, for students not attending to continue their normal program at school under supervision of another classroom teacher.

The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.

If the return time from an excursion or camp is delayed, the teacher in charge will contact the College to inform the Principal of the new arrival time so that appropriate information can be posted on compass and if appropriate, parents can be contacted and a senior staff member will remain at the College until they arrive.

If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

All staff must follow the DET guidelines when organising an excursion, incursion or camp. All procedural steps contained in the School Camps, Excursions and Incursions Policy and Procedure outlines must also be followed.

**Informing staff of the legislative liability of duty of care**

All staff will be informed of their legal requirement via:-

• This information will be provided to each member of staff at the first staff meeting at the commencement of the school year, and the information will be available via Compass and Office 365.

• New staff will be informed of their Duty of Care as part of the College Induction Program

• Duty of Care will be an agenda item at staff meetings and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Guide.

• Staff will complete a risk assessment including ‘Duty of Care’ when completing planning for camps, excursions and incursions.

References: http://www.education.vic.gov.au/school/principals/spag/safety/pages/dutyofcare.aspx

### Mandatory Reporting

Teachers have a responsibility in the prevention and reporting of child abuse and neglect.

The Child Protection Service at the Department of Human Services must be notified of any instance of possible or known child abuse. Certain professionals are required under the *Children, Youth and Families Act* 2005 (Vic.), section 64 (1C) to report child physical and sexual abuse.  These professionals, described as mandated notifiers include:

* primary school and secondary school teachers and principles
* medical practitioners and registered nurses
* members of the Victorian Police Force

They must report to the Child Protection Service when they form a reasonable belief that a child has suffered or is likely to suffer significant harm as a result of physical injury or sexual abuse and if the child's parents or caregivers have not protected or are unlikely to protect the child. Professionals not currently gazetted as being mandated notifiers but who are listed in section 64(1C) of the Act for future gazettal include persons working as youth workers and welfare workers who work in the health, education, welfare or community service field.

**Staff must report any suspicions or beliefs they may have in regards to child abuse and neglect immediately to the Principal.** Staff will be supported in making any mandatory reports. Further support is then available to staff through the DET Employee Assistance Program.

**Child Protection, DHS, PHONE:** 1300 655 795 (Southern Region)

**Reporting suspected sexual offences to Victoria Police**

Three new criminal offences have been introduced to improve responses within organisations and the community to child sexual abuse.

**Failure to disclose**

Additional to DHHS Child Protection mandatory reporting obligations, any adult who forms a reasonable belief that a sexual offence has been committed against a child under 16 by an adult must report that information to police - failure to do so is a criminal offence. In limited circumstances failure to report is not an offence, for example if the information has been reported to DHS Child Protection.

For more information see: [Department of Justice and Regulation - Failure to disclose fact sheet](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence)

**Failure to protect**

This requires people in a position of authority within organisations to take action to protect children as soon as they become aware that a person associated with their organisation poses a substantial risk of sexually abusing children.

Failure to do so is a criminal offence.

For more information see:  [Department of Justice and Regulation – Failure to protect fact sheet](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence)

**Grooming offence**

Many perpetrators of sexual offences against children purposely create relationships with victims, their families or carers in order to create a situation where abuse could occur. This offence targets communication, including online communication, with a child or their parents with the intent of committing child sexual abuse.

For more information see:  [Department of Justice and Regulation – Grooming offence fact sheet](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/grooming+offence)

**Resources**

'Wise Up' to child sexual abuse is a booklet that helps you learn about child sexual abuse; how to identify signs and indicators of abuse, how to talk to children if they disclose, how to recognise the strategies of offenders and importantly how to report your concerns.

The booklet has been developed by Child Wise, a child protection charity working in Australia, Asia and the Pacific to prevent child abuse.

To access the booklet, see: [Child Wise - Online Publications](https://www.childwise.org.au/page/37/online-publications)

[Child protection contacts - Department of Health and Human Services](http://www.dhs.vic.gov.au/for-individuals/children%2c-families-and-young-people/child-protection/child-protection-contacts)

**Supporting Organisations**

**The Centre Against Sexual Assault**

There are 15 Centres Against Sexual Assault, who work to ensure that women, children and men who are victim/survivors of sexual offending have access to comprehensive and timely support and intervention to address their needs.

* [CASA website](http://www.casa.org.au/)
* ph: 1800 806 292

**Gatehouse Centre, Royal Children's Hospital**

Provides support and assistance to children and young people affected by sexual offending or problem sexual behaviours

* [Gatehouse Centre website](http://ww2.rch.org.au/gatehouse/index.cfm?doc_id=1151)

**Children's Protection Society**

Provide advice and support to children and families to help them break out of the cycle of abuse, neglect, poverty and disadvantage through a creative portfolio of programs, resources and services.

* [Children's Protection Society website](http://www.cps.org.au/)
* ph: (03) 9450 0900

**Australian Childhood Foundation**

Provide recognised programs that counsel and support children to recovery; help professionals who work with children to better support at risk children; raise awareness of the causes and consequences of abuse.

* [Australian Childhood Foundation website](http://www.childhood.org.au/page-not-found?item=/home/&user=extranet%5cAnonymous&site=website)
* ph: 1800 176 453

**Victorian Aboriginal Education Association Inc.**

Victorian Aboriginal Education Association Inc (VAEAI) provides an advocate role for the Victorian Koorie community

* [Victorian Aboriginal Education Association website](http://www.vaeai.org.au/)
* ph: (03) 9481 0800

### Response to Inappropriate Student Behaviour Outside of the Classroom

Teachers have a responsibility to challenge inappropriate behaviour outside of the classroom whether they are officially on yard duty or not.

Inappropriate student behaviour has been organised into three levels.

**A Compass report must be submitted as soon as possible after the incident.**

|  |  |  |
| --- | --- | --- |
| **Level 1** | **Level 2** | **Level 3** |
| **Yard duty teacher to deal with issue or refer onto Year Level Manager / Coordinator if required** | **Refer to Year Level Manager / Coordinator via electronic incident report** | **Take the student to an Assistant Principal / Principal or send for one if the situation is not safe. These offences may result in the police being involved.** |
| Spitting  Being out of bounds  Non compliance with uniform  Inappropriate language, but not directed  Not following teachers instruction – can escalate to Level 2  Running in corridors  Inappropriate use of water | Leaving school grounds  Language directed  Violent/Assault  Fighting  Vandalism  Smoking  Not following teacher’s instruction  Consistent breaches of level 1 – inappropriate behavior | Alcohol & drugs  Weapons  Serious assault – verbal  Serious assault - physical |

### Responses to Inappropriate Student Behaviour

**Compass**

Compass provides all College staff with ability to log student incident reports electronically and it also provides teacher with the ability to acknowledge positive behaviour and actions by students.

All reports of student misbehaviour must be entered onto Compass. In the event that a report is not entered, the incident may not be followed up. Written feedback will be provided in a timely manner via Compass.

Teacher Management is level 1 and set at amber

Student Manger referral is level 2 and set at red

Values and Postcards are set at green

The responses have been divided into three levels:

**Level 1 Classroom** Classroom Teacher – Classroom Management Plan/Hierarchy of Consequences

Timeout 1. Teacher / Restorative Conference

2. Year Level Manager / Coordinator / Consequence

Detention

* will be arranged and supervised by the classroom teacher
* may be held either during lunch time or after school (for up to 45 minutes as Principal’s letter to parents)
* details should be placed as a chronicle entry on Compass as a Teacher Management Referral and resolved once the detention has been completed
* parents should be contacted (phone or email) regarding the breach of classroom expectations and the resulting consequences by the classroom teacher
* for repeated breaches or failure to attend the classroom teachers detention, the classroom teacher should refer to the appropriate Year Level Coordinator or Year Level Manager via Compass as a Student Management Referral

**Level 2 Year Level Manager / Coordinator**

* in these circumstances the YLC / YLM will follow up with the student and issue an afterschool detention
* failure to attend the Student Managers detention will result in a Principal’s detention, which is held afterschool Tuesday 1.30pm – 3.30pm in A7/8
* Students who do not attend the Principal’s detention will have a second opportunity to attend. If they do not attend the 2nd Principal’s detention or have been issued with 3 Principal’s detention they will be suspended from school for 1 day

**Level 3 Year Level Manager / Coordinator / Principal Class**

**Level 1: Classroom**

A teacher who has a clear set of strategies (Classroom Management Plan) that are applied consistently for students who breach class room rules, will be best placed to handle breaches if and when they occur. The classroom teacher is the person in charge of the situation and manages any problem as listed. Matters of misbehaviour need to be dealt with promptly. It is the responsibility of the teacher to remain calm, in control and give clear and simple instructions.

Examples of Inappropriate Behaviour and suggestion for dealing with these are:

1. Late to class
   * Period 1 class – student must sign in at the Student Managers Office (next to Junior School)

A student who is late to Period 1 without a satisfactory reason will be given a Year Level Detention.

* + Periods 2, 3 and 4 are the responsibility of the classroom teacher.

The classroom teacher applies a consequence such as keeping the student after class to make up the time.

1. Failure to complete homework

The classroom teacher gives the student a supervised time to complete the homework, including after school. A letter is sent at the beginning of the year by the Principal to inform parents/care givers.

1. General misbehaviour in class such as throwing paper, roaming the room without permission, etc

Teacher refers to classroom management plan and HOC.

1. Failure to follow directions

Teacher refers to classroom management plan and HOC.

1. Failure to bring correct equipment

Remind student of their responsibilities to bring correct equipment and materials to class, including functional device. Teacher must use Whole School Hierarchy of Consequences. Repeated offences require contact with parent / caregiver and log on Compass. Damaged or non-functional devices, should be sent to IT department, and logged on Compass.

1. Swearing/negative language in conversation that is not directed at someone

Remind the student of the college values re respect and appropriate language. Sometimes tactically ignoring the incident at the time but holding the student back after class to remind them of appropriate behaviour. Teachers should follow Whole School Hierarchy of Consequences. See Time Out policy for serious incidents.

1. Interfering with other student’s belongings

Teacher refers to classroom management plan including Whole School Hierarchy of Consequences.

1. Use of Ipod/phones or similar electronic devices not directed by a teacher as part of the Learning and Teaching program

Remind student of College policy. Ask them to put the item away or leave on the desk in clear view. If the item is confiscated then at the earliest time after confiscation the item must be placed in an envelope with the students name and homegroup written on it and then given to the main office where it will be stored. Log on Compass.

1. Bullying
   * Refer to the Anti Bullying and Harassment Policy
2. Use / possession of chewing gum, whiteout and permanent markers

Teacher to confiscate these items – do not return to the student.

1. Graffiti

Teacher to organise for students to clean area after class. If there is damage this needs to be reported to the YLM/YLC who will liaise with the Business Manager to provide the student with an itemised account.

1. Computer offences in breach of the Computer and Internet Acceptable User Policy.

Refer to the Acceptable Use Policy.

1. Out of uniform- classroom teachers will check every lesson to see that students who are not wearing correct uniform have a Uniform Pass

Refer to the Uniform Policy

1. Student Pass to Leave Class

If a student requests to go to the toilet during class they can be given the teacher’s pass to attend sick bay. All school toilets are locked during class time.

Technician, Library, Print/Copy and Sick Bay – teacher is to give their pass to the student to exit the classroom.

**Escalation of student behaviour**

In the event of the student behaviour escalating to a critical incident that compromises the safety of those present and / or the learning environment then the student can be sent to the TIME OUT ROOM.

Students are not to be placed outside of the classroom or Junior/Senior School offices as the ‘Duty of Care’ for the student during class time may be negated.

Sending a student to the Time Out Room requires documentation, conferencing and accountability by the teacher.

The College protocol is to use a restorative approach when dealing with inappropriate student behaviour.

Time Out is not the consequence for their behaviour.

**Time Out**

The following process needs to be followed if a student is sent to the Time Out room.

**Exit from Class**

1. A pro-forma (attached proforma 2) is to be completed by the classroom teacher and sent to the Time Out room with the student, or if necessary, a reliable student. Students should report to Time Out with their equipment. A Compass incident report must be completed by the classroom teacher.
2. If a student refuses to go to Time Out the teacher is to send a reliable student to the sub school office for support. If no one is in attendance, the student should go to an Assistant Principal / Principal.

Arrival at the Time Out Room

1. Upon arrival at the Time Out room the student is logged in. Supervisor confirms that student has come directly from class to the Time Out room.
2. The Supervisor marks the electronic roll.
3. The student will be given 5 – 10 minutes of silent thinking time.
4. The student is then asked to complete the “Think Sheet” (proforma 3).
5. The Supervisor checks the completed Think Sheet with the student.
6. The student then undertakes classroom based work.
7. The student must remain in Time Out until a restorative conference has been organised. The student will be given an alternative recess and lunch break.

The Role of the Subject Teacher

1. The subject teacher must come to the Time Out room at the next available break to have a restorative conference or make an agreeable time to meet with the student. A meeting between the teacher and the student should take place by the end of the day. If it does not occur within 24hours the Year Level Manager / Coordinator is alerted by the Time Out supervisor and the classroom teacher will be contacted. The student does not return to any classes until such time as this has occurred.
2. If the subject teacher is absent on the following day and the restorative conference has not occurred then the Year Level Manager / Coordinator can negotiate the student back into classes. When the subject teacher returns they must have a restorative conference with the student.

The Role of the Time Out Room Manager

1. An SMS / letter will be sent home, on the day, by the Time Out manager to notify parents / caregivers that their child has been in Time Out room and the reason for this.
2. Supervise the Time Out room
3. Coordinate restorative meeting between the student and the teacher.

**Level 2: Year Level Manager / Coordinator**

The following offences may be dealt with by the Year Level Manager / Co-ordinator. A Compass report must be completed by the staff member. The following are some examples.

1. Leaving class without permission
2. Not attending timetabled classes or scheduled duties
3. Extensive unapproved absences
4. Bullying / Harassment – behaviour which is unwelcomed, uninvited and usually persistent. This behaviour may be physical, verbal, racial or sexual in its nature
5. Theft
6. Possession and /or distribution of pornographic material including electronic forms
7. Production and / or use of offensive material including electronic forms
8. Persistent unresolved classroom issues

Year Level Managers / Coordinators may:

* Discuss the issue with the teacher ( if applicable)
* Determine and manage appropriate consequences
* Inform parents of consequences
* Organise and conduct parent meetings and inform parents of the appropriate consequences
* Provide staff with strategies to effectively manage the issue
* Organise a whole class conference
* Refer students to the Student Wellbeing Team
* Complete appropriate DET Student Engagement documentation
* Provide electronic written feedback to the classroom teacher via Compass

**Level 3: Assistant Principal / Principal**

The following offences will be dealt with by an Assistant Principal / Principal in conjunction with the relevant / Year Level Manager / Year Level Coordinator. A Compass report must be completed by the teacher. The following are examples.

NOTE: These offences may involve police action.

1. Distribution, acquisition and / or use of controlled or illegal substances
2. Carrying knives, weapons or dangerous goods
3. Assault against a teacher
4. Assault against another student
5. Fires or explosions
6. Major property damage, theft or other illegal activities

Principal / Assistant Principal may:

* Discuss the issue with the teacher (if applicable)
* Refer the issue to the Year Level Manager if appropriate
* Determine and manage appropriate consequences
* Inform parents / caregivers of consequences
* Organise and conduct parent meetings
* Refer students to the Student Wellbeing Team

### Suspension and Expulsion

Students may be suspended for the following reasons:

* They are found to be in possession of a weapon
* The have initiated or participated in a physical altercation
* They have sold or supplied illicit substances
* They have showed aggressive behaviour towards a teacher or staff member
* They have been sent to Time Out three times
* They have failed to follow detention processes

Students eligible for expulsion are reviewed on a case by case basis by the Principal. Reasons for expulsion could include any significant breach of the DET Student Wellbeing Guidelines.

### Sending students to Time Out

All teachers must follow the hierarchy of consequences. As a result of this, students may be sent to Time Out.

* A student fails to comply with classroom expectations ie: being disruptive
  + Reminder of the college values and of the classroom expectations
  + Warning that continuation of the behaviour will result in consequences
  + 10 mins detention (with classroom teacher)
  + 20 min detention (with classroom teacher)
* Referral of the student to Time Out room if the behaviour continues

If a student commits one of the following the student will be sent straight to Time Out and a Year Level Manager or Coordinator referral will be made.

* Abusive and threatening language directed at teacher or student in an aggressive way
* Significant unsafe behaviour

Student misbehaves in class

**Responding to student misbehaviour – Time Out Room**

TOR is not to be used for general misbehaviours. Eg:Not limited to

* Being late to class
* Swearing – not directed at someone
* Being out of uniform
* Throwing paper around the room
* Not doing home work
* Not bringing equipment to class

\*NB: These can all be dealt with via individual Classroom Management Plan and teacher consequences.

\*TOR is NOT a PUNISHMENT – it is to de-escalate a situation. The teacher is still required to apply a punishment/consequence for the student

\*A student is NOT to be sent to the TOR because they ‘want to go’.

Teacher and student participate in an RJ meeting with a trained RJ Convener

Monitor student – report to YLM/YLC if continued concerns.

Enter incident on Compass ASAP. All serious incidents are to be recorded on Compass – YLM/YLC to initiate consequence where applicable.  
NB: the entry for the incident may have been started by the TORM. Please complete the entry.

Teacher to report to/make contact with the TORM ASAP to arrange a Restorative Meeting

Teacher sends student to the Time Out Room  
1. With a reliable student  
2. With TOR paperwork  
3. With class work to be completed

Ensure all student safety – phone alert through to the front office or send a reliable student to alert the AP/Principal.

Compass Report to be completed ASAP

\*If student misbehaves in the TOR, is disrespectful or does not follow the TOR procedures, YLM/YLM to be contacted – Student is to be suspended for not complying with the TOR.   
\*If a student is sent to the TOR 3 times, they receive a suspension.

Class teacher to apply consequences, complete Compass report

YLM/YLC follow up on incident/concerns if necessary

TORM Steps:

1. Enter Student in to TOR
2. Send conf. note to teacher
3. Student given ‘Think Sheet’
4. Email relevant people, including for SMS alert to parents
5. Student to complete work
6. Supervise alternate breaks
7. Arrange RJ before the student can return to class with the particular teacher – Student not to be in the TOR for more than 24 hrs
8. Compile paperwork – provide to Sub-School Admin for filing
9. Send letter home to parents with outcome of TOR/RJ

Is there immediate risk of serious danger to self or others – (Level 3 incident)?

Yes

Initiate **Classroom Management Plan**

Yes

\*NB: If teacher is taking an ‘in lieu’ or ‘Extra’ class or is supervising a large group, and sends a student to the TOR, they are required to follow the TOR procedure, not the normal classroom teacher.

\*NB: CRT’s are to participate in the RJ before they leave at the end of the day. If unable to do this, it is recommended that the TOR not be utilised.

**Is the behaviour *escalating to a critical incident that compromises the safety of those present and/or the learning environment?***

No

No

**Time Out Frequently Asked Questions**

*NB: T.O.R = Time Out Room, T.O.R.M = Time Out Room Manager, RJ = Restorative Justice Meeting*

| **Question** | **Answer** |
| --- | --- |
| **When is it appropriate to call for a Student Manager for assistance within the classroom?** | It is appropriate for a Student Manager/Principal Class to be called to the classroom only if a student is refusing to leave the classroom to go to the T.O.R or a dangerous situation in class (eg: physical risk). In this case, the student may be escorted by the Student Manager to the T.O.R and the process of students sent to the T.O.R continues. |
| **What if the student refuses to go to the T.O.R? (eg: leaves class but does not report to the room)** | If the paperwork has arrived to the T.O.R and the student has not attended, the T.O.R.M is to report this to a Student Manager/Principal Class (via direct phone contact + email) who will follow up with the student and provide appropriate consequences for their non-attendance. When followed up, the student will be escorted to the T.O.R where they will be entered and the standard process follows. |
| **What if a student is sent to the Time Out Room and the T.O.R.M is concerned that the incident does not qualify for the T.O.R? (eg: not serious enough)** | 1. Student enters the T.O.R and goes straight to completing the Think Sheet. 2. With information from the Think Sheet and what is written on the Exit slip from the teacher, the T.O.R.M considers if it is appropriate for the student to be in the T.O.R. 3. If the T.O.R.M questions the student being entered, (not serious enough) an AP is contacted to assess the situation –The Principal may be contacted if AP not available. 4. If it is assessed that the student is legitimately in T.O.R, they are officially logged in and the process will follow (E.g. SMS sent etc) 5. If it is assessed that it was inappropriate for the student to be sent to the T.O.R due to not being serious enough, the student is to remain in the T.O.R for the duration of that class. The AP will approach that teacher after that class to discuss the situation and that the student will be returning to their normal classes. The teacher to continue to apply their classroom consequence to the student (e.g. detention) |
| **What if a parent contacts the school after receiving the SMS wanting to know what happened?** | If a parent phones they are to be directed to the Year Level Manager who responds accordingly.  *NB: This reinforces the importance for teachers to complete Compass statement ASAP to inform YLM’s of the circumstances of the incident.* |
| **What if the student in the T.O.R has a test or a SAC?** | If a student is in the T.O.R while a SAC is going on in their class, the student is to remain in the T.O.R and is to complete the SAC in the T.O.R. If the SAC is needed to be completed within the classroom, alternate arrangements are to be made. eg: catch-up time. The student is to alert the T.O.R.M if they have an upcoming SAC, the T.O.R.M is to then speak with one of the Student Managers to get a copy of the SAC. T.O.R.M to ensure all conditions for SAC are followed. |
| **What if the student/teacher is away for the whole day/s after and the RJ cannot be held within the 24 hours?** | 1. Class teacher to report to the T.O.R.M as soon as possible after sending a student to the T.O.R to arrange a Restorative Meeting. It is very important that this is held within 24 hours of the student being sent to the T.O.R. 2. If a teacher is aware that they are not going to be at school the following day, it is hoped that the teacher is able to participate in the R.J straight after school that day. 3. The YLM agrees for the student to return to their normal classes while the T.O.R.M follows up with arranging the RJ as soon as possible. |
| **How do the parents get notified re: their child has been sent to the T.O.R and the outcome of the process?** | An SMS text message is sent home to a parent when a student is entered into the Time Out Room.  When the Restorative Meeting has been held between the student and the teacher, a letter is sent home to the parents by the T.O.R.M, outlining the process and a brief statement as to the circumstances that the student was sent to the T.O.R and the outcome of the RJ meeting.  The parents may also be contacted by a YLM/AP regarding the incident. This may be to discuss consequences etc. |
| **What if a student walks out of the T.O.R without approval? (eg: during recess and lunch time)** | Once a student is logged into the T.O.R, they are required to remain in the room and are provided with alternate recess and lunch breaks. If the student refuses to comply with this and walks out of the T.O.R without approval from the T.O.R.M, the T.O.R.M is to report this immediately to the appropriate Student Manager/Principal Class who will follow up with the student and provide appropriate consequences – this most likely will result in the student being suspended for the incident in class and the refusal to comply with the T.O.R guidelines. The student is to then be escorted back to the T.O.R to complete the process. |
| **What if the student sent to the T.O.R has a disability and an allocated aide?** | The allocated Aide is to attend the T.O.R with the student and assist in calming the student down and help them to complete the Think Sheet. The student is then to go on with completing class work. If an Aide does not accompany the student to the T.O.R, the T.O.R.M is to contact the Disability Program Administrator to arrange some assistance from an Aide with completing the Think Sheet.  In an extreme case, the Aide may take the student to A1 to complete a one-on-one program. The student is then to be returned to the T.O.R – the Aide is to be conscious of the allocated breaks for the students.  The Student’s allocated Aide is also to be present during the Restorative Meeting with the teacher to support and assist them with the process. The student may have an altered Restorative Script to assist them with the process. |
| **What if the teacher who sends the student to the T.O.R is a CRT or is taking the class as an ‘Extra’?** | Any teacher who sends a student to the T.O.R is required to then have a follow-up Restorative Meeting with the student. This is to occur whether the teacher who sent the student is a CRT or was taking an ‘Extra’. The Restorative Meeting is about restoring the harm with the teacher that sent them and for the student to understand the effects of their behaviour and take ownership of their behaviour. A CRT must complete the RJ before leaving that day. |
| **What if 2 students are sent to the T.O.R as a result of the same incident?**  **(eg: a fight against one another)** | If two + students are sent to the T.O.R from the one class for separate incidents, they are to sit apart and not talk to each other while in the T.O.R.  If two + students are involved in the same incident within the class room (e.g. fighting each other), the student who instigated the incident is to be sent to the T.O.R. The teacher is to use their discretion as to who was the instigator of the incident.  The teacher is to then apply appropriate consequences. |
| **Who enters what information on Compass?** | 1. The classroom teacher enters the incident onto Compass as soon as possible with a follow-up email to the YLM/SSM. The Classroom teacher is also required to state on Compass the consequences they have applied for the incident. 2. The T.O.R.M enters information on Compass when the T.O.R process and RJ have been completed. 3. The T.O.R.M is to enter any incident that occurs for a student while in the T.O.R. 4. Where the YLM is involved, the YLM is to enter any outcome for the incident. |
| **What if there is no RJ convener available when the student & teacher are available?** | There are a number of staff who are trained in Restorative Practices who are able to convene a small conference between a staff member and a student.  These staff members will have an allocated period within their timetable where they are the RJ convener available at that time. This teacher may convene the RJ or relieve the T.O.R.M for them to run the RJ. *[N.B – this is yet to be approved and is still to be discussed with those trained in Restorative Practices]*  The T.O.R.M is not able to convene an RJ meeting if there are any other students in the T.O.R to supervise or during their scheduled breaks (10:20am – 10:35am & 1:15pm – 1:45pm). |
| **What if a student gets suspended as a result of the incident/being sent to the T.O.R – Do they return to the T.O.R upon their return?** | The student is required to return to the T.O.R upon their return to school after a suspension.  As the student was officially entered into the T.O.R, a Restorative Meeting is still required to be held between the student and the teacher. All attempts will be made for the RJ to occur before the student returns to the class with the teacher they had the incident with. However, this may not always happen in time.  The T.O.R.M is to be advised when a student is suspended and when they are due to return so that the T.O.R.M can arrange the RJ with the teacher. |
| **What if the classroom teacher does not respond/report to the T.O.R.M in order to arrange a RJ meeting?** | The T.O.R.M sends an email to the Classroom teacher requesting they contact the T.O.R.M to arrange a Restorative Meeting with the student. If the classroom teacher does not respond to this, the T.O.R.M is to alert the Student Manager/Principal Class that the 24 hours is approaching and that the classroom teacher has not made contact with the T.O.R.M.  The YLM is then to follow up with the teacher and make arrangements for the student to return to their classes. |
| **Can the T.O.R be used as an internal suspension Room?** | No. The T.O.R is not a ‘punishment’ room, it is a ‘calm down’ and ‘reflective room’.  The only time the T.O.R may be used to sit student prior/during/post suspension is if it is authorized by a Principal Class staff member and communicated with the T.O.R.M. |
| **What if the student continues to misbehave while in the T.O.R** | The student is to be warned that their behaviour in the T.O.R will impact on their possible consequence for the incident and may likely be a suspension. If a student continues to misbehave in the T.O.R, the T.O.R.M is to contact the YLM/AP to advise them of the situation.  The Student Manager/Principal Class is to speak with the student and arrange appropriate consequences.  The T.O.R.M is to enter any incident reports on to Compass |
| **What happens if a student is continually being sent to the Time Out Room?** | If a student is sent to the T.O.R more than 3 times, they are to receive a suspension for their behaviour. The T.O.R.M is to monitor how often students are being sent to the T.O.R and alert the YLM of this.  These students are to have an Individual Education Plan written up and this is to be distributed to their classroom teachers.  If a teacher sends a student 2+ times, a support meeting will be held with the teacher where strategies are discussed and supports put in place. At this time the Classroom Management Plan will be discussed in relation to the individual student. |
| **What happens when the RJ is held before the YLM has a chance to see the student about the incident.** | The YLM may not need to see all students who are sent to the T.O.R. When YLM’s are informed of an incident which requires their intervention, they are to follow up with the student as soon as possible.  The RJ convener is to inform all parties during the meeting that a YLM may follow up with the student and teacher regarding the incident and further consequences may be put into place. |
| **What happens if the T.O.R.M is concerned that a student is not ready to have the RJ meeting and return back to class as they are still angry/worked up?** | A student is to remain in the T.O.R until they have settled, calmed down and are able to concentrate on their work. If a situation occurs where a student is not yet ready to participate in the RJ or return to class due to their non-compliance with the process or they are still angry/worked up, the T.O.R.M can request approval from an YLM/YLC/AP for the student to remain in the T.O.R until they have calmed down and ready to participate in the RJ and return to class. |

**Time Out Form**

**Student Exit from Class to the Time Out Room**

**SEND WITH A RELIABLE STUDENT**

|  |  |
| --- | --- |
| Student’s Name: | Teacher’s Name / Initials: |
| Year Level/Home Group: | Date: Time: |

**Reportable Incident (TICK APPROPRIATE BOX & COMMENT)**

|  |  |
| --- | --- |
| Abusive and threatening language **directed** **at teacher or student** in an **aggressive way** | Brief description of the incident: |
| **Significant unsafe behavior** | Brief description of the incident: |
| Constant refusal to follow  reasonable directions, which **disrupts the learning** environment **for other students** | Brief description of the incident: |

**Please make sure that you have done the following:**

* Completed exit form
* Sent form with a reliable student if necessary
* Student has been sent with equipment from classroom
* Completion of report on Compass

**Be prepared to attend a restorative justice meeting within 24 hours**

**Time Out Room Think Sheet**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student’s Name: Home group:**

**Teacher’s Name: Subject:**

*Please complete the following:*

Why were you asked to leave the classroom?

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Which classroom rules did you break?

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What school values did you not follow?

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What were you thinking at the time?

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How has it affected you?

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How has it affected others?

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What is one thing you would do differently next time?

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How could the teacher support you with this?

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What do you need to do to ‘put things right’ with those affected?

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Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Attendance Policy

The Education Department requires that children of school age (six-seventeen years) are required to be in full-time attendance at a government or registered non-government school unless formally exempt. Our school requires that post-compulsory aged students also attend school unless a valid reason exists.

While consistent attendance at school is important at all levels of school, attendance in years 11 and 12 is a critical issue. Obviously, from a general educational point of view, missing classes can be detrimental to a student's progress. In addition to this, the assessment requirements of the VCE and VCAL make it essential that students have regular attendance. Students are required to complete the majority of assessment tasks in class under their teacher's supervision. Absence from such sessions without proper reasons could lead to receiving no marks for the SAC and non-completion of a study.

**PURPOSE**

1. To maximise student learning opportunities and performance by ensuring that students required to attend school do so regularly, and without unnecessary absences.
2. That regular lateness is minimised as the cumulative effect of this has a major impact on learning and socialisation
3. That VCE and VCAL students meet VCAA attendance requirements

**GUIDELINES**

**All Students:**

* Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find ‘catching up’ difficult.
* Absenteeism contributes significantly to student failure at school.
* All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
* Parents have access to the Compass portal to monitor student attendance in all classes.
* Parents will be sent a text message after Period 1 to notify of a students unexplained absence.
* Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to access the Compass portal explaining why an absence has occurred.
* Year Level Coordinators will be responsible for monitoring and investigating student absences.
* Parents of students who are to be absent are required to telephone the school before 9:00am to report the absence or use the Compass portal.
* Unexplained or inadequately explained absences will cause the relevant Year Level Coordinator to communicate with parents and the student involved so as to implement strategies that will resolve the problem.
* Students that are absent for 2 consecutive days will be contact by the relevant YLC.
* Ongoing unexplained absences, or lack of cooperation regarding student attendance will be referred by the YLC to the YLM and result in a formal attendance conference being organised. Unresolved attendance issues for students required to attend may result in the student having to repeat the year and may be reported by the principal to the Department of Human Services.
* The principal and attendance officer will ensure all student absences are recorded each period by teachers, are aggregated and transferred from Compass to CASES 21 and communicated to the Department of Education as required.
* The Department of Education and enrolment auditors may seek student attendance records.
* Student attendance and absence figures will appear on student half year and end of year reports.
* Aggregated student attendance data is reported to the Department of Education and Training and the wider community each year as part of the annual report.

**Year 10 – 12 Students**

* Year 10-12 students must attend a minimum of 90% of organised classes to be eligible for a pass in the subject.
* Year 10-12 students who are not meeting the 90% attendance requirement will be required to complete redemption, this will be monitored and arranged by the relevant YLC.
* Year 10-12 students are allowed to have 4 parent/caregiver approved absences per semester: any absence after that they are required to provide a medical certificate to explain their absence.
* If a student is absent on the day of a SAC they are required to provide a medical certificate to be allowed to sit the SAC for marks.

### Parent and Student Complaints

A timely and professional response to parent and student complaints is an effective means of encouraging communication, building trust and resolving issues for the betterment of all concerned.

**PURPOSE**

To develop and implement a process by which parents and students can confidently raise concerns in the knowledge that they will be listened to and their concerns will be professionally managed in a timely, confidential and appropriate manner.

**GUIDELINES**

The following guidelines will be adhered to in relation to parent complaints at the College:

* Relationships with parents and students are important to us. We take complaints raised seriously.
* Parents making complaints should ascertain the facts as best they can, and contact the school at their earliest convenience.
* Parents with complaints should contact the school by telephone, in person or in writing.
* Parents visiting the school to make a complaint are advised that it is unlikely that staff will be immediately available to investigate the complaint. However, details regarding the complaint can be taken by the office staff. Alternatively, office staff can make an appointment for the parent to meet with an appropriate person to discuss their concerns.
* Parents making complaints are to be well-behaved, confidential and courteous. Parents who are unreasonable, threatening or discourteous can expect their discussions with staff to be terminated until such time as an alternative discussion time is arranged by the school.
* The school will record the details of all complaints including the name and contact details of the persons making the complaints. The school will then refer the complaint to the most appropriate person to investigate. There will be many occasions that this will be someone other than the principal.
* The principal will determine whether or not an anonymous complaint will be investigated.
* The investigating staff member may conduct a preliminary investigation or communicate with the parent to discuss the matter further.
* If the scope of the investigation is beyond the capacity or jurisdiction of the school, the matter will be referred to the appropriate authority and the parent will be informed of the referral.
* Parents discussing complaints with staff may be accompanied by an advocate if they wish.
* Any investigation conducted by the school will be done so in a timely, efficient and confidential manner, ensuring the fair principles on natural justice are applied for all. Parents will be provided with an anticipated time-frame for a resolution.
* The investigating staff member will record the details of the investigation.
* Following the investigation, the investigating staff member will communicate with the parent to provide their findings and an appropriate course of action, if any.
* If in the view of the parent the matter remains unresolved, the parent will be provided with details as to how they can refer the matter to the Department of Education’s regional office.
* Students making complaints should speak with their year level team (Manager, coordinator or Assistant Principal), the Principal or another member of staff. There are three ‘styles’ of complaint, each with guidelines which are governed by Department policy and guidelines:
  + - * + The first style of complaint is where the concern is made verbally but is not committed in writing. Where these go to the student managers or coordinators, they will make a judgment call as to the nature of the concern and where they deem it appropriate, will make that concern known to the staff member against whom the concern has been raised. In this circumstance, no action is taken by the coordinator in any context, however, the individual staff member is informed of the concern and has an opportunity to consider its validity and to take any remedial action they deem appropriate in the circumstances. There will be many occasions, however, where the student manager or coordinator will consider the matter frivolous or vexatious and the matter will not be taken further.
        + The second style of complaint is where the complaint comes either directly to the Principal or year level team. In such instances, the matter is governed by Ministerial Order 199 and by The Education and Training Reform Act (2006). In such instances, all written complaints must be referred to the principal. The principal will make similar judgement as outlined above. The principal is however obliged to the complaint to the attention of the staff member concerned. Where the principal deems the complaint to be vexatious or frivolous, the principal will meet with the staff member concerned, provide them a copy of the complaint and discuss with them the process of moving forward. The principal will inform the staff member that they are not the subject of a discipline process, however, would invite them to consider the context of the complaint and to look at whatever or not there is anything in their practice that they might consider changing or reviewing, so as to be in a position to allay the concerns of those who have raised the complaint.
        + The second style of complaint is where the complaint is lodged by a number of students, most often, the principal will recommend a restorative between the staff member and all of the students in order to establish an environment within which the staff member and students concerned can move forward without judgement being made in regard to the teachers practice whatsoever. The expressed complaint is not placed on the staff member’s file and no record of the discussion with the staff member is retained by the principal. This is a process designed to restore the classroom to a learning environment within which all students and staff members are able to move forward in a collaborative and collegial environment where teaching and learning is the focus of all endeavour.
        + The third style of complaint is where again the complaint is received by wither the year levels Managers, Assistant Principal or Principal and the complaint is in writing. Where there is believed to be some substance to the complaint it must be referred directly to the Principal. The Principal will meet with the staff member, provide them a copy of the complaint and afford them an opportunity to consider the substance of the complaint and provide a written response to the Principal within 3 working days. Up until this point there is no judgement by the Principal as to the substance of the complaint other than the recognition that something may need to be addressed. Once the written response from the teacher has been received the Principal will make a judgement as to what if any further action is required. If the Principal deems further investigation is required this will be done in line with the Department guidelines for dealing with complaints against members of the teaching service. In all situations where this process is set in place, the staff member is informed that they are welcomed to invite a colleague to attend the meeting with them as a support person.
* All staff will be made aware of our school’s complaints handling procedures and will be supported with training on how to minimise, respond to, and manage parent complaints.

## Student Health

### Suicide Postvention Strategy

A student’s attempted suicide or suicide is a traumatic event for any school community. Hampton Park Secondary College Policy is designed to assist school staff in responding to such circumstances, by providing a checklist of the immediate and longer term steps that need to be taken by school staff.

This policy has been implemented to be used in conjunction with:

* Guidelines to assist in responding to attempted suicide or suicide by student
* <http://www.education.vic.gov.au/school/principals/health/Pages/studenthealth.aspx#2>
* Headspace School Support Suicide Postvention Kit
* [www.headspace.org.au](http://www.headspace.org.au)
* Immediate Response
* Principal Checklist (First 24 hours)

1. Undertake immediate risk management and duty of care to all. Refer to Immediate Response Step Document (below).
2. Follow Emergency Management protocols and contact this Unit: 9589 6266
3. Contact Headspace School Support

**Emergency Response Team Members**

Principal

Assistant Principal – Wellbeing

Assistant Principal – Relevant Year Level

Student Wellbeing Coordinator

Secondary School Nurse

Student Support Service Manager

Phone: 0458 037 955 [schoolsupport@headspace.org.au](mailto:schoolsupport@headspace.org.au)

1. Find out the facts.
2. Confirm Suicide with family.
3. Seek permission to refer to the death as a suicide.
4. Access the HPSC Suicide Postvention Response Plan and Suicide Toolkit/Guidelines by Headspace.
5. Convene an internal Emergency Response Team Meeting with the relevant members of staff.
6. Enact the 24 hour response plan.

**Immediate Response Steps Document:**

* First Aid Call 000.
* Remove others from area.
* If student has attempted suicide - a risk assessment needs to be completed by mental health practitioner.
* Don’t leave affected students alone.
* Principal Class need to inform Critical Incident Unit.
* Verify suicide with the Police.
* Principal to contact the family and verify what the family want to call it - suicide or death in the family? This is the families’ decision and school needs to respect this.
* Principal to have a prepared statement that all staff will adhere to. The message needs to be consistent, but also has to be explained within the context of the family wishes.
* Principal to send out email to neighbouring schools informing of what’s happened and that some of their students may be affected. Primary schools are also to be included in this email.

**Roles of Emergency Response Team (ERT)**

* Take the facts provided and formulate a statement to be read to staff and students to ensure consistent information that honours the family’s wishes.
* This statement to be read to HPSC Staff/Students/Parents and the Community.
* ERT need to identify those staff who may be highly affected and inform them privately.
* Daily Organiser to arrange to cover classes of affected staff.
* Allocate an area for staff and students to talk with counsellors privately.
* Plan how to tell staff- groupings/briefing/individually etc.
* Plan how to tell the students- groupings/rooms/individually/cohorts etc.
* Plan how to manage the calls from concerned parents.
* Organise backup support from office/all staff of the College.
* Plan how to manage student led tributes (ie tribute flower walls/lockers etc.)
* Plan how to manage funeral attendance from students/teachers and the organisation of the rest of the students at school.
* Be aware when planning of any cultural or religious influences on students.

**Follow HPSC Suicide Postvention Response Plan:**

See Attached Document HPSC Suicide Postvention Response Plan.

**24 Hours and Beyond:**

* Following the suicide of a student, the return to regular daily routines and activities is important to the recovery of all affected members in the school community.
* Monitor Students affected students and/or indirectly affected students.
* Identify students at immediate risk and have individual support plans for them, such as refer to SSSO or community support service for individual counselling.
* Be aware of roll and attendance and follow up any unexplained absences.
* Daily Organiser to make CRT teachers aware of incident and HPSC response plan.
* Persons name to be taken off the roll immediately.

**Referral Procedures for ‘At Risk Students’**

Refer to attached document of ‘Responding to Suicide Attempts in Secondary Schools’ completed by Headspace.

**Staff Professional Development**

Staff to participate in Skills-based Training on Suicide Risk Management for Secondary Schools (STORM Training) facilitated by Headspace.

### Caring for ill or injured students

Management of ill students at school is a requirement of the school’s duty of care. All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid.

The Care Arrangements are to be read in conjunction with the college First Aid Policy that outlines the college’s responsibility and procedures in respect of student health care needs.

**PURPOSE**

1. Administer first aid to students when in need in a competent and timely manner.
2. Communicate student’s health problems to parents when considered necessary.
3. Provide supplies and facilities to cater for the administering of first aid.
4. Maintain a sufficient number of staff members trained with a level 2 first aid certificate.

**GUIDELINES**

The following guidelines will be adhered to in relation to the care of ill students policy.

* All injuries or illnesses that occur during school time will be referred to the administration first aid staff who will manage the incident.
* Students who are ill or injured should not attend school.
* Students who are ill with a communicable condition, such as Influenza or Gastroenteritis, must not attend school until the infectious period has ended, and when cleared by a medical professional.
* Students who become ill or injured at school should be removed from class to the sick bay
* Parents/caregivers will be notified and requested to arrange for the student to be collected as soon as practically possible
* If parents/caregivers cannot be contact the nominated emergency contact person will be called
* A confidential up-to-date register located in the first aid room will be kept of all injuries or illnesses experienced by students that require first aid.
* Injuries - including those requiring parents to be notified or suspected treatment by a doctor - require a level 2 first aid trained staff member to provide first aid.
* Any children with injuries involving blood must have the wound covered at all times.
* **No medication including headache tablets will be administered to children without the express written permission of parents/caregivers, and the medication must be supplied from the parents/caregivers.**
* Parents/caregivers of all children who receive first aid will receive a completed form indicating the nature of the injury, any treatment given, and the name of the teacher providing the first aid. For more serious injuries/illnesses, the parent/caregivers must be contacted by the administration staff so that professional treatment may be organised. Any injuries to a child’s head, face, neck or back must be reported to parents/caregivers.

1. Any student who has been administered treatment by a hospital or ambulance officer as a result of an injury, or where a first aid officer considers the injury to be greater than “minor” will be reported on and entered onto CASES.
2. A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room.

* At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma, diabetes and anaphylaxis management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.
* General organisational matters relating to first aid will be communicated to staff at the beginning of each year. Revisions of recommended procedures for administering asthma, diabetes and anaphylaxis medication will also be given at that time.

### First Aid

The College has procedures for supporting student health for students with identified health needs (see Care Arrangements for Ill Students Policy) and will provide a basic first aid response as set out in the procedure below to ill or injured students due to **unforeseen circumstances** and requiring **emergency** assistance. Basic First Aid will be administered by qualified staff.

These procedures have been communicated to all staff and are available for reference from the College office.

**First aid officers**

Consistent with the Department’s First Aid Policy and Procedures, the College will allocate staff member/s as First Aid Officer/s. The names and details of First Aid Officers, including their level of first aid and first aid expiry dates, is kept in the First Aid Register. The First Aid Register also includes the names and details of all First Aid trained staff.

**2.1 First Aid Officer Duties**

The First Aid Officer/s is required to undertake a coordinating role maintaining standard medical service provision, student medical records and parent notifications.

Their specific duties include:

* Participating in the risk management process within the school as part of the school’s OHS team. This may include contributing to risk management solutions and providing feedback on injury reports and first aid register data to identify persistent or serious hazards.
* Providing first aid emergency awareness training for staff including emergency notification processes, a list of responsible officers and provision of emergency phone numbers.
* Maintaining the first aid room and first aid kits for use on camps and excursions.
* Providing first aid services commensurate with competency and training. This may include all or some of emergency life support including response to life threatening conditions which may occur in the College (e.g. cardiac arrest or respiratory difficulties associated with asthma), management of severe bleeding, basic wound care, fractures, soft tissue injury.
* Recording all first aid treatment. A copy of treatment provided shall be forwarded with the patient where further assistance is sought. The first aider is to respect the confidential nature of any information given them in their role.
* Providing input on first aid requirements for excursions and camps.

The First Aid Officer/s will be available at the College during normal working hours and at other times when authorised Department programs are being conducted.

Where possible, only staff with first aid qualifications will provide first aid. However, in an emergency other **staff may be required to help within their level of competency.**

**Procedures for medical treatment**

In the event of a student requiring medical attention, an attempt will be made to contact the parents/guardians before calling for medical attention except in an extreme emergency.

In serious cases, parents/guardians will always be informed as quickly as possible of their child’s condition and of the actions taken by the College, however, care for the student will attract priority.

All major accidents and incidents will be recorded on the Department’s injury management system on CASES21.

A Record of First Aid Treatment will be kept in the Sick Bay and information recorded for all students treated in the Sick Bay. A pink slip will be filled in and sent home with the student indicating date and time of attendance in the Sick Bay, the treatment given and the person administering the first aid.

It is the policy of the school that all injuries to the head are reported to parents/emergency contacts.

First aid kits will be available for all groups that leave the school on excursions. The content of these kits will be dependent on the nature of the activities, the number of students and staff, and the location of the excursion.

**Assessment and first aid treatment of an asthma attack**

If a student develops signs of what appears to be an asthma attack, appropriate care must be given immediately.

**4.1 Assessing the severity of an asthma attack**

Asthma attacks can be:

* **Mild** - this may involve coughing, a soft wheeze, minor difficulty in breathing and no difficulty speaking in sentences
* **Moderate** - this may involve a persistent cough, loud wheeze, obvious difficulty in breathing and ability to speak only in short sentences
* **Severe** - the student is often very distressed and anxious, gasping for breath, unable to speak more than a few words, pale and sweaty and may have blue lips.

All students judged to be having a severe asthma attack require emergency medical assistance.

Call an ambulance (dial 000), notify the student’s emergency contact and follow the ‘*4 Step Asthma First Aid Plan’* while waiting for the ambulance to arrive. When calling the ambulance state clearly that a student is having ‘breathing difficulties.’ The ambulance service will give priority to a person suffering extreme shortness of breath. Regardless of whether an attack of asthma has been assessed as mild, moderate or severe, Asthma First Aid (as detailed below) must commence immediately. The danger in any asthma situation is delay. Delay may increase the severity of the attack and ultimately risk the student’s life.

**4.2 Asthma First Aid**

If the student has an Asthma Action Plan, follow the first aid procedure immediately. If no, Asthma Action Plan is available in the steps outlined below should be taken immediately.

**The 4 Step Asthma First Aid Plan (displayed in Sick Bay and classrooms):**

**Step 1**

Sit the student down in as quiet an atmosphere as possible. Breathing is easier sitting rather than lying down. Be calm and reassuring. Do not leave the student alone.

**Step 2**

Without delay give 4 separate puffs of a blue reliever medication (*Airomir, Asmol, Epaq or Ventolin*). The medication is best given one puff at a time via a spacer device. If a spacer device is not available, simply use the puffer on its own. Ask the person to take 4 breaths from the spacer after each puff of medication.

**Step 3**

Wait 4 minutes. If there is little or no improvement repeat steps 2 and 3.

**Step 4**

If there is still little or no improvement; call an ambulance immediately (dial 000). State clearly that a student is having ‘breathing difficulties.’

Continuously repeat steps 2 and 3 while waiting for the ambulance.

**Assessment and first aid treatment of anaphylaxis**

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. Although allergic reactions are common in children, severe life threatening allergic reactions are uncommon and deaths are rare. However, deaths have occurred and anaphylaxis is therefore regarded as a medical emergency that requires a rapid response.

**Signs and symptoms**

The symptoms of a mild to moderate allergic reaction can include:

• swelling of the lips, face and eyes

• hives or welts

• abdominal pain and/or vomiting.

Symptoms of anaphylaxis (a severe allergic reaction) can include:

• difficulty breathing or noisy breathing

• swelling of the tongue

• swelling/tightness in the throat

• difficulty talking and/or a hoarse voice

• wheezing or persistent coughing

• loss of consciousness and/or collapse

• young children may appear pale and floppy.

Symptoms usually develop within 10 minutes to one hour of exposure to an allergen but can appear within a few minutes.

**The role and responsibilities of the Principal**

This Principal or nominee has overall responsibility for implementing strategies and processes for ensuring a safe and supporting environment for students at risk of anaphylaxis. The principal will:

* + Actively seek information to identify students with severe life threatening allergies at enrolment.
  + Conduct a risk assessment of the potential for accidental exposure to allergens while the student is in the care of the College.
  + Meet with parents/carers to develop an Anaphylaxis Management Plan for the student. This includes documenting practical strategies for in-school and out-of-school settings to minimise the risk of exposure to allergens, and nominating staff who are responsible for their implementation.
  + Request that parents provide an ASCIA (Australasian Society of Clinical Immunology and Allergy) Action Plan that has been signed by the student’s medical practitioner and has an up to date photograph of the student
  + Ensure that parents provide the student’s EpiPen® and that it is not out of date.
  + Ensure that staff obtain training in how to recognise and respond to an anaphylactic reaction, including administering an EpiPen®.
  + Develop a communication plan to raise student, staff and parent awareness about severe allergies and the school’s policies.
  + Provide information to all staff so that they are aware of students who are at risk of anaphylaxis, the student’s allergies, the school’s management strategies and first aid procedures. This can include providing copies or displaying the student’s ASCIA Action Plan in canteens, classrooms and staff rooms, noting privacy considerations.
  + Ensure that there are procedures in place for informing casual relief teachers of students at risk of anaphylaxis and the steps required for prevention and emergency response.
  + Ensure that any external canteen provider can demonstrate satisfactory training in the area of anaphylaxis and its implications on food handling practices.
  + Allocate time, such as during staff meetings, to discuss, practise and review the school’s management strategies for students at risk of anaphylaxis. Practise using the trainer EpiPen® regularly.
  + Encourage ongoing communication between parents/carers and staff about the status of the student’s allergies, the school’s policies and their implementation.
  + Review the student’s Anaphylaxis Management Plan annually or if the student’s circumstances change, in consultation with parents.

**The role and responsibilities of all school staff who are responsible for the care of students at risk of anaphylaxis**

School staff who are responsible for the care of students at risk of anaphylaxis have a duty to take steps to protect students from risks of injury that are reasonably foreseeable. This may include administrators, canteen staff, casual relief staff, and volunteers.

Members of staff are expected to:

* Know the identity of students who are at risk of anaphylaxis.
* Understand the causes, symptoms, and treatment of anaphylaxis.
* Obtain training in how to recognise and respond to an anaphylactic reaction, including administering an EpiPen®.
* Know the school’s first aid emergency procedures and what your role is in relation to responding to an anaphylactic reaction.
* Keep a copy of the student’s ASCIA Action Plan (or know where to find one quickly) and follow it in the event of an allergic reaction.
* Know where the student’s EpiPen® is kept. Remember that the EpiPen® is designed so that anyone can administer it in an emergency.
* Know and follow the prevention strategies in the student’s Anaphylaxis Management Plan.
* Plan ahead for special class activities or special occasions such as excursions, incursions, sport days, camps and parties. Work with parents/carers to provide appropriate food for the student.
* Be aware of the possibility of hidden allergens in foods and of traces of allergens when using items such as egg or milk cartons in art or cooking classes.
* Be careful of the risk of cross-contamination when preparing, handling and displaying food.
* Make sure that tables and surfaces are wiped down regularly and that students wash their hands after handling food.
* Raise student awareness about severe allergies and the importance of their role in fostering a school environment that is safe and supportive for their peers.

**Individual Anaphylaxis Management Plans**

Every student who has been diagnosed as at risk of anaphylaxis will have an individual Anaphylaxis Management Plan. (See Care Arrangements for Ill Students Policy).

The student’s Anaphylaxis Management Plan will clearly set out:

* The type of allergy or allergies.
* The student’s emergency contact details.
* practical strategies to minimise the risk of exposure to allergens for in-school and out of class settings, including:

» during classroom activities

» in canteens or during lunch or snack times

» before and after school, in the yard and during breaks

» for special events such as incursions, sport days or class parties

» for excursions and camps.

* The name of the person/s responsible for implementing the strategies.
* Information on where the EpiPen® will be stored.

The Anaphylaxis Management Plan will also include an individual ASCIA Action Plan, which sets out the emergency procedures to be taken in the event of an allergic reaction. (ASCIA, the Australasian Society of Clinical Immunology and Allergy, is the peak body of immunologists and allergists in Australia).

It is the responsibility of parents/carers to complete an ASCIA Action Plan, in consultation with their child’s medical practitioner, and provide a copy to the High School. The ASCIA Action Plan must be signed by the student’s medical practitioner, and have an up to date photograph of the student.

As a student’s allergies may change with time, our High School will ensure that the student’s Anaphylaxis Management Plan and ASCIA Action Plan are kept current and reviewed annually with the student’s parents/carers. When reviewed, parents will be expected to provide an updated photo of the child for the ASCIA Action Plan.

**First aid kit contents**

Consistent with the Department’s First Aid Policy and Procedures the school will maintain a First Aid Kit that includes the following items:

* an up-to-date first aid book – examples include:
  + First aid: Responding to Emergencies, Australian Red Cross
  + Australian First Aid, St John Ambulance Australia (current edition)
  + Staying Alive, St John Ambulance Australia, (current edition)
* wound cleaning equipment
  + gauze swabs: 100 of 7.5 cm x 7.5 cm divided into small individual packets of five
  + sterile saline ampoules: 12 x 15 ml and 12 x 30 ml
  + disposable towels for cleaning dirt from skin surrounding a wound
* wound dressing equipment
  + sterile, non-adhesive dressings, individually packed: eight 5 cm x 5 cm, four 7.5 m x 7.5 m, four 10 cm x 10 cm for larger wounds
  + combine pads: twelve 10 cm x 10 cm for bleeding wounds
  + non-allergenic plain adhesive strips, without antiseptic on the dressing, for smaller cuts and grazes
  + steri-strips for holding deep cuts together in preparation for stitching
  + non-allergenic paper type tape, width 2.5 cm–5 cm, for attaching dressings
  + conforming bandages for attaching dressings in the absence of tape or in the case of extremely sensitive skin
  + six sterile eye pads, individually packed
* bandages
  + four triangular bandages, for slings, pads for bleeding or attaching dressings, splints, etc
  + conforming bandages: two of 2.5 cm, two of 5 cm, six of 7.5 cm and two of 10 cm – these may be used to hold dressings in place or for support in the case of soft tissue injuries
* lotions and ointments
  + cuts and abrasions should be cleaned initially under running water followed by deeper and more serious wounds being cleaned with sterile saline prior to dressing. Antiseptics are not recommended
  + any sun screen, with a sun protection factor of approximately 15+
  + single use sterile saline ampoules for the irrigation of eyes
  + creams and lotions, other than those in aqueous or gel form, are not recommended in the first aid treatment of wounds or burns
  + asthma equipment (which should be in all major portable kits,)
  + blue reliever puffer (e.g. Ventolin) that is in date
  + disposable spacers
  + alcohol wipes

Other equipment includes:

* single use gloves
* blood spill kits
* vomit spill kits
* disposable cups
* one pair of scissors (medium size)
* disposable splinter probes and a sharps container for waste
* disposable tweezers
* disposable hand towels
* pen-like torch, to measure eye-pupil reaction
* gel packs, kept in the refrigerator, for sprains, strains and bruises or disposable ice packs for portable kits
* adhesive sanitary pads, as a backup for personal supplies
* flexible ‘sam’ splints for fractured limbs (in case of ambulance delay)
* additional 7.5 m conforming bandages and safety pins to attach splints
* blanket and sheet, including a thermal accident blanket for portable kits
* germicidal soap and nail brush for hand-cleaning only
* one box of paper tissues
* paper towel for wiping up blood spills in conjunction with blood spill kit
* single use plastic rubbish bags that can be sealed, for used swabs and a separate waste disposal bin suitable for taking biohazard waste (note: Biohazard waste should be burnt and there are several companies that will handle bulk biohazard waste)
* emesis bags for vomit.

**First aid recording**

A Record of First Aid Treatment will be kept in the Sick Bay and information recorded for all students treated in the Sick Bay. This information is kept in the Sick Bay Sign In Book.

A pink slip from the Sick Bay Sign In Book will be filled in and sent home with the student indicating date and time of attendance in the Sick Bay, the treatment given and the person administering the first aid.

All major accidents and incidents will be recorded on the Department’s injury management system on CASES21. These include any accident or incidents where an ambulance was called or where a student required hospital attendance, eg. fracture.

**Emergency telephone numbers**

Poisons Information Service 13 11 26

Ambulance 000

### Distribution of medication

Significant numbers of students require medication on a prescribed basis, while other students, at times, may request the use of painkillers such as headache and paracetamol tablets. Firm guidelines in relation to the use of prescription and over-the-counter medications and to their storage at the College should be strictly followed to ensure student safety.

**PURPOSE**

* to ensure all medications, including prescription as well as non-prescription medication, including analgesics, such as paracetamol and aspirin and other medications which can be purchased over the counter without a prescription, are to be administered by school personnel following the processes and protocols set out in the Medication Management Procedures
* to ensure that the interests of staff, students and parents/guardians/approved persons are not compromised, medication will only be administered with explicit written permission from parent/guardian/approved person, or in the case of an emergency, with permission of a medical practitioner.
* to ensure that a Medication Authority form is submitted by parents with all medication requests

**GUIDELINES**

The following guidelines will be adhered to in relation to the use of medication at the College:

* Medication will not be administered to any student unless supplied by parent / guardian with written consent. A Medication Request form must accompany the medication.

**Medication must be:**

* In the originally dispensed container; and
* Students’ name and year level clearly marked on the envelope the medication is kept in.
* When medication is administered to students, a record will be kept on file in Sick bay.

**Medication Security**

* All medication is kept in the spare sick bay cabinet. This cabinet will be locked
* Each student will have an envelope containing the Medication Request Form, the medication and all details of administration.
* All medication prescribed for a particular student will be retained solely for the use of that student.
* The school will ensure the student’s privacy and confidentiality and will exercise sensitivity towards this issue to avoid any stigmatisation.

**Camp Medication**

* Any student requiring medication on camp will require a signed written consent form and a Medication Request form.
* The parent/guardian must contact the College First Aid Officer prior to the camp to discuss and supply the medication which must be in the originally dispensed and clearly marked packet stating:

- Name of Student;

- Year Level;

- Medication Dose;

- Time of Administration; and

- Prescribing Doctor.

* This medication, as well as a signed letter and Medication Authority form stating the above information and the reason for the medication, should be handed to the First Aid Officer at least 3 school days prior to going on camp.
* Students needing medication on camp to control illnesses such as diabetes, epilepsy and asthma should have the medication supplied in the same manner stated above, as well as an individual management plan.
* Students on camps and excursions are encouraged to carry their own Ventolin or epi-pen as well as providing an additional pump or epi-pen to the teacher responsible for First Aid during the event.

## Evaluation and Document Control

Our Student Engagement Policy is a living document and is reviewed in conjunction with the school's annual self-evaluation undertaken as part of the school accountability framework.

The role of leading the monitoring and evaluation and promoting of the Student Engagement Guidelines is Ms Sue Glenn, Assistant Principal.

**Version Control:**

V1 2010

V2: 2014

V3: 2017

# 

Individual Learning Plans

Critical incident plan

Safeschools

Homework club

Conduct card

Suspension and Expulsion