

Student Behaviour Management Policy and Procedure

Background

Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to support them. This interdependent relationship between student wellbeing and student learning is fundamental to students' positive and successful engagement with their education. Advance College aims to promote the link between wellbeing and learning in every aspect of the curriculum, school culture and environment.

The management of student behaviour is encompassed in the teaching and learning process.

Advance College aims to create a safe and positive learning environment which:

- promotes pro-social behaviour and positive social interactions amongst staff members and students;
- provides opportunities for students to learn and practice appropriate social behaviours and self-discipline;
- encourages appropriate and fair sanctions for students who display inappropriate behaviours.

Advance College aims to provide a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students need opportunities to develop appropriate behaviours, self-control, and resiliency through interactions with teachers and other staff and through the curriculum; and they need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

Policy

The School aims to provide a safe, secure and stimulating learning environment that fosters positive student behaviour. The following principles will guide Advance College in the management of all student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through **a focus on early intervention and prevention.**
- The use of appropriate curriculum and structured learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff members and students
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff member and the school community.
- Staff members will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.
- Corporal punishment is not permitted at Advance College.
- This Policy is communicated to the College community through its website and reference in the Student Handbook.

Definitions

Breach of School Discipline - Any act or omission that impairs the good order and proper management of the school.

Educational Instruction - Delivery of appropriate education (programs) both in and beyond the classroom through a variety of contexts including a teacher, computer program etc.

Education Program - An organised set of learning activities designed to enable a student to develop knowledge, understanding, skills and attitudes relevant to the Victorian Certificate of Applied Learning (VCAL)

Parent - Includes guardians and carers and refers to a person who at law has responsibility for the care, welfare and development of a student.

Procedural Fairness - A process that demonstrates procedural fairness is one in which:

- decision makers act fairly and provide reasons for decisions;
- the person affected is given a fair hearing;
- all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- all relevant arguments are considered and irrelevant arguments are excluded.

Restorative Practice - The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive, disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

School Activity - An activity that is organised or managed by a staff member as part of his or her duties.

School Community - All members of the school staff both teaching and non-teaching, all students attending the school and all parents and family members.

Serious Breach of School Discipline - A breach of school discipline that adversely affects, or threatens, the safety of a person at the school.

Whole School Approach - A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these.

Relevant Legislation

- *Children, Youth and Families Act 2005*
- *Education and Training Reform Act 2006*
- *Education and Training Reform Regulations 2007*
- *Equal Opportunity Act 1995*

Responsibilities

Teachers

Teachers are responsible for managing student behaviour in their classroom, (and during designated duty and other supervision times) implementing Levels 0 -2 and contributing to Level 3 of **the Discipline Levels System (refer to Appendix A)**. In this regard teachers are required to follow the Berry Street Education Model curriculum and principles to:

- Develop strong relationships through commitment to understanding all student's interests, circumstances and backgrounds. Every student must feel that they have an advocate in their school. Students learn best from teachers they like and respect.
- Ensure that every lesson involves both academic content and psycho-education so that students have an opportunity to understand themselves
- Develop stamina for academic and personal growth. Process praise should be used instead of person praise
- Establish and maintain a classroom environment that is organised and pleasant for students to work in. Curriculum should be structured and of high quality while meeting the needs of all students
- Establish and maintain classroom routines and high expectations
- Define and display the school code of conduct prominently
- Teach and model these expectations to students and continue to maintain high standards and expectations throughout the year.

Learning Support Assistants

Learning Support Assistants support the positive learning environment by attending to student's individual and collective emotional and social needs. They are responsible for providing teachers with information about students that may affect or influence learning outcomes and behaviour. Learning Support Assistants must have the flexibility to withdraw individual students from the classroom as soon as they see that a student's anxiety or frustration level is beginning to escalate.

Learning Support Assistants are not responsible for general classroom discipline and must immediately report any breaches of the school code of conduct to the classroom teacher for actioning.

VCAL and Well-being Coordinators

The VCAL and Well-being Coordinators oversee behaviour management, referring on when necessary and working with relevant members of the leadership team. The Coordinators:

- Provide support strategies to teachers
- Are responsible for implementing **Level 3 of the Discipline Levels System (refer to Appendix A)** in conjunction with the Principal.
- Are responsible for dealing with difficult parents

Principal

The Principal is responsible for providing support strategies to the Coordinators and the management of high level behaviour issues, dealing with difficult parents and serious welfare issues. This includes implementation of **Levels 2-4 of the Discipline Levels System (refer to Appendix A)**.

Procedure

1. A Staged Response

Positive behaviours are most effectively supported through relationship-based whole-school and classroom practices. However, it is recognised that some individuals and groups of students require additional support in the development of pro-social, positive behaviours. For most of these young people, the development of pro-social behaviour is achieved in stages, and requires reinforcement and acknowledgement to support each step towards positive improvement.

Some students who are at risk of disengagement from their learning require evidence-based, targeted interventions that are monitored regularly to assist them to improve their wellbeing and educational performance. These students are best supported in calm, consistent and predictable school classrooms and environments that recognise their individual needs and provide appropriate support.

Students with problem behaviours can be responded to through a staged response:

1.1 Prevention

Implementing preventative and early intervention strategies to support positive behaviours is a key part of student engagement at Advance College. Prevention and early intervention strategies should:

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

1.2 Intervention

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the young person. It is important that intervention strategies meet the following criteria:

- targeted interventions should be based on systemic collection and analysis of data. **This data is to be collected and recorded by the LSA at each site at the conclusion of each day and communicated to the relevant teacher during the morning briefing.**

- intervention strategies should include the teaching and/or building of pro-social replacement behaviours
- progress should be measured and support reduced slowly and gradually
- intervention practices should occur in the classroom as the first option and should always involve the classroom teacher and LSA
- both academic and social strategies should be addressed
- partnerships should involve and support parents
- the formation of a **student support group** is a critical element in the staged response

1.3 Student Support Group

The student support group aims to:

- develop an understanding of the young person
- utilise data collection and monitoring systems that will inform decision-making
- identify the young person's learning, social, emotional, behavioural and environmental needs and the support or resources the student requires for improvement
- develop an Individual Learning Plan with the student's classroom teachers and ensure support to implement the plan
- develop Return to School Plans outlining responsibilities of students, parents and school staff for students who have been excluded from school for more than one day
- support referrals to community agencies for specialist interventions delivered in partnership with the student support group school strategies

Meetings of student support groups must involve:

- Principal or delegate
- student (as appropriate)
- VCAL or Wellbeing Coordinator
- parents
- professionals who have been supporting the student or their family, for example psychologist, youth worker, etc. (as appropriate)

Parents may be accompanied and supported by an advocate at a student support group meeting if they wish. Parents are required to organise the attendance of this advocate, who cannot act for a fee or reward. The role of the advocate is to provide emotional and moral support to the student and/or their Parents and to act as a witness to the process of the student support group. The advocate should attend only as an observer, and should refrain from directing the process or answering questions on behalf of the student or their Parents. The only circumstance in which the advocate should speak on behalf of or participate in the student support group is when a language or communication barrier has been previously identified by the student, their Parents or the school.

2. Managing Breaches of School Discipline

Advance College behaviour management plans will include the use of appropriate consequences for breaches of school discipline as part of an educative and restorative process. The **Advance College Discipline Process, outlined in Appendix A**, utilises the following consequences for the management of behaviour.

2.1 Withdrawal of Students from School Activities

Exclusion for Less Than One Day

Following a breach of school discipline, teachers and/or the VCAL or Wellbeing Coordinators may withdraw a student for less than one day from:

- any class;
- recess and lunch breaks, however, alternative breaks must be provided and students must be supervised; and
- identified school activities or programs.

The withdrawal of a student from a school activity must be imposed in a timely manner that is as close to the occurrence of the incident as is possible.

Staff members will only consider withdrawal when it:

- is used to provide students exhibiting disruptive behaviour with the opportunity to calm down, and reflect on their own behaviour;
- provides an opportunity to negotiate and plan behaviour management strategies; and
- provides an opportunity for restorative processes to be implemented.

Staff members must provide a student withdrawn from classes with opportunities to complete assignments or assessments to fulfil course requirements.

Staff members must supervise students to ensure safety and security requirements are met at all times.

Decisions about the location, supervision arrangements and the duration of withdrawal must take into account:

- the developmental status of the student; and
- the potential emotional, academic and social impact of such withdrawal on the student.

Staff members must inform parents of their child's withdrawal from school activities (which are more than 2 hours in duration) and keep records regarding this process.

Advance College upholds the philosophy that student's should be provided with the opportunity to 'wipe the slate clean and start afresh each day'.

3. Exclusion for More Than One Day

3.1 Exclusion - Guiding Principles

Students should only be excluded from school when all other measures have been implemented without success, or where an immediate withdrawal is the only appropriate course of action given the student's behaviour.

If a student is excluded it should be for the shortest time necessary. The period of exclusion should be used by the school, the student, and the student's parents as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

Appropriate and meaningful school work (detailed in a Student Absence Learning Plan) must be provided to the excluded student. This work must be consistent with work provided in the student's classes. While completion of the work is not a requirement for re-entry to school, Parents can assist the process by ensuring that the work is completed.

At any time during an exclusion, parents can request that a student support group meeting be convened.

The Principal is Responsible for Student Exclusions of More Than One Day.

3.2 Procedures Prior to Exclusion (of more than one day)

With the exception of situations that require urgent action, the Principal should ensure that a range of options (in particular to accommodate the needs of students with a disability or impairment) have been considered before excluding a student.

The student must be informed that an exclusion is being considered and given an opportunity to address the issues of concern and to respond positively, unless the Principal is satisfied that urgent action (in the form of an exclusion or expulsion) is required.

When it is believed that a student's behaviour warrants exclusion, the Principal may arrange a meeting with the student's parents and, if appropriate, the student to discuss:

- the student's behaviour and performance
- the strategies being developed in the school to meet the educational needs of the student;
- the possibility of exclusion should the student's behaviour continue; and
- the responsibilities of the parents should exclusion be considered necessary.

3.3 Grounds for Exclusion (of more than one day)

The Principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

- behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or

- commits an act of significant violence against a person or causes significant damage to or destruction of property or is knowingly involved in the theft of property; or
- possesses, uses, or deliberately assists another person to use prohibited drugs or substances; or
- fails to comply with any reasonable and clearly communicated instruction of the Principal, teacher or other staff member; or
- consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or
- consistently engages in behaviour that vilifies, defames, degrades or humiliates another person

3.4 Procedures for Exclusion (of more than one day)

In determining whether to exclude a student, the Principal must ensure that this response is appropriate to:

- the behaviour for which the student is being excluded;
- the educational needs of the student;
- any disability or additional learning needs of the student;
- the age of the student; and
- the residential and social circumstances of the student.

When it is determined that an exclusion is justified, the Principal must:

- convene a meeting of the student support group to:
 - explain to the student and their Parents the reasons for the exclusion, the school days on which the exclusion shall occur and where the exclusion will occur (e.g. in-school exclusion);
 - provide contact details for additional support services to the student and their Parents as appropriate;
 - direct the VCAL or Wellbeing Coordinator to develop a Student Absence Learning Plan that outlines the school work to be undertaken during the period of exclusion; and
 - if the exclusion is for five days, provide details of the post-exclusion student support group meeting.
- ensure that:
 - a comprehensive range of strategies, including student support groups, have been considered and implemented by the school to meet the educational, social and emotional needs of the student; and
 - despite these strategies, the student's inappropriate behaviour persists.
- provide the student, their Parents and the School Board with a Notice of Exclusion prior to the day on which the exclusion commences which must include:
 - the summary of outcomes of previous actions that have been undertaken by the school to support the student (the staged response);
 - the reasons for the exclusion;
 - the school days on which the exclusion shall occur;
- the Student Absence Learning Plan and Return to School Plan (as appropriate).

3.5 Procedures for Immediate Exclusion (of more than one day)

The Principal may exclude a student immediately and prior to convening a student support group meeting if the student behaves in such a way that would provide the basis for an exclusion ordinarily and their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

In such cases, the Principal has a duty of care to provide supervision of the student until they can be collected from school by a parent. If the parent is unable to collect their child, the student must stay on school premises and be adequately supervised by a staff member until the end of the school day.

The Principal must:

- give immediate verbal notification to the student and their Parents;
- schedule a student support group meeting (this meeting must be held within 48 hours of the student being excluded);

- provide the student and their Parents with a Notice of Exclusion
- develop a Student Absence Learning Plan and a Return to School Plan at the student support group meeting; and
- schedule a post-exclusion student support group meeting if the exclusion is for five days.

3.6 Period of Exclusion (of more than one day)

The maximum continuous period a student can be excluded at any one time is five school days and a student cannot be excluded for more than 15 school days in any one school year without approval from the School Board. The student must be provided with appropriate and meaningful schoolwork during the period of the exclusion.

Any exclusion must end at the end of the school term in which it was imposed and not continue into the following term. If a student is to be excluded for a period which is longer than the days left in a term the student may be excluded from attending school for the remainder of the term but must return to school on the first day of the following term.

The Principal is required to seek secondary consultation and/or direct intervention support to address the behavioural concerns for a student who has been excluded for eight days in a school year or who reaches a total of four individual exclusions in a school year.

If a student reaches 15 days exclusion, an expulsion is not the automatic consequence.

3.7 Post-Exclusion Student Support Group Meetings

If the exclusion is for five days, the Principal must convene a post-exclusion student support group meeting on the day of the student's return to school

The post-exclusion student support group meeting should consider:

- the Student Absence Learning Plan and develop a Return to School Plan, including a review of school work undertaken while excluded from school;
- the strategies to be developed within and outside of the school to meet the educational, social and emotional needs of the student; and
- the responsibilities of the student, their Parents, the school and any other professional participating in the meeting to support these strategies.

4. Expulsion

4.1 Authority for Expulsion

The Principal is responsible for student expulsions. However, expulsion from a school is the most serious consequence open to the Principal. When expulsion is unavoidable, the Principal has a responsibility to demonstrate that expulsion is the only appropriate measure and that all other measures consistent with a staged response have been implemented in good faith by the school without success.

Only the Principal has the authority to expel a student from the school. This responsibility cannot be delegated to any other person at the school.

4.2 Grounds for Expulsion

The Principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):

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

In determining whether to expel a student the Principal must determine that expulsion of the student is appropriate to:

- the behaviour for which the student is being expelled;
- the educational needs of the student;
- any disability or additional learning needs of the student;
- the age of the student; and
- the residential and social circumstances of the student

4.3 Procedures Prior to Expulsion

Prior to an expulsion, the Principal must ensure that:

- a comprehensive range of strategies, consistent with the staged response, to meet the educational, social and emotional needs of the student has been considered and implemented by the school; and
- despite these strategies, the student's inappropriate behaviour persists.

The student and Parents must be informed that expulsion is being considered and must be given the opportunity to be heard. This should be undertaken through the student support group process.

The Principal may implement an immediate exclusion pending expulsion, prior to a student support group meeting being convened, only when the Principal considers that the severity of the situation and the possibility of immediate physical threat to another person warrants such action.

4.4 Procedures for Expulsion

If the Principal considers that expulsion is justified, they must notify the School Board that a student support group meeting is being convened to discuss the expulsion.

When the School Board has been informed that the Principal is convening such as meeting, they must nominate a member of the Board to:

- attend the meeting;
- ensure that the appropriate education, training and employment options are considered for the student; and
- assist in implementing the course of action agreed to at the meeting.

The Principal must convene a student support meeting to:

- provide the student and their Parents with a Notice of Expulsion before the day on which the expulsion commences ; The Notice of Expulsion must state the reason/s for the expulsion and state the date of the commencement of the expulsion.
- provide a copy of the Expulsion Appeal proforma to the student and their Parents;
- ensure that the student and their Parents have the opportunity to be heard; and
- identify the future educational, training and/or employment options most suited to the student's needs.

Every reasonable step must be taken to ensure that all relevant professional staff who have been working with the student can attend the meeting with the permission of the Parents and the student. In exceptional circumstances a student support group meeting may occur outside the required timelines.

Following the student support group meeting, if the Principal determines that enrolment at another school and/or registered training organisation is the most appropriate option for the student, all members of the student support group must work to facilitate that enrolment.

It is the responsibility of the Principal to ensure that the student is enrolled at another school or registered training organisation if the student is of compulsory school age.

4.5 Procedures Following Expulsion

When a student has been expelled, the Principal must, within 24 hours of the commencement of the expulsion, forward a copy of the Notice of Expulsion to the School Board, with a written expulsion report which must contain:

- a short statement of the history of the student's time at the school, the grounds for expulsion, any considerations in support of the expulsion including a comprehensive range of strategies employed to date and any representations made by the student or their Parents;
- a summary of the options considered by all the student support group meetings and why expulsion is considered necessary;
- details of the arrangements that have been made for the continuing education and/or employment of the student; and
- recommendations on whether any further action either at the school, local, or community level is required, including strategies at the school to prevent the repeat of similar circumstances.

The School Board should work with the school to ensure that student is supported and the outcomes of the Expulsion Report are achieved.

4.6 Transition Arrangements

The school must schedule a meeting with the destination school or registered training organisation of the expelled student and ensure that information relevant to the needs of the student is passed to the enrolling school or registered training organisation in accordance with the Information Privacy Act 2000.

4.7 Appeal Process

The Principal's decision to expel a student can be appealed by the student or the student's parents. Grounds on which an expulsion can be appealed are:

- that the expulsion process was not followed by the school;
- reasons for which the student was expelled are considered unfair; or
- other extenuating circumstances.

The Principal must provide the student and Parents with an Expulsion Appeal proforma at the final student support group meeting. The appeal must be lodged with the Principal within 10 school days of receiving the Notice of Expulsion.

4.8 Expulsion Review Panel

The person who filed the Expulsion Appeal (the student or their parents) must be present at the expulsion review panel and have an opportunity to put their case to the panel.

The student or their parents may be accompanied at the expulsion review panel meeting by another person who is not acting for a fee or reward. Legal practitioners are not permitted to attend this meeting on behalf of any member of the expulsion review panel, the student or their parents.

4.9 Role of the Expulsion Review Panel

The role of the expulsion review panel is to:

- observe procedural fairness by providing an opportunity for a student and Parents to be heard; and
- review the decision to expel a student.

The panel must make a written recommendation to the Principal, who must act on the recommendation.

4.10 Procedures for the Expulsion Review Panel

The review must be held as early as possible within 10 school days of the School Board receiving the Expulsion Appeal. In exceptional circumstances this time limit may be extended for an additional five school days following approval from the School Board.

The attendance of qualified legal practitioners or other agents acting for fee or reward on behalf of any member of or participant in the appeal process is not permitted.

The Principal must provide the following documents to the expulsion review panel:

- a copy of the Notice of Expulsion;
- a copy of the Expulsion Report; and
- a copy of the Expulsion Appeal from the student or their Parents.

The expelled student or the student's parents must be given the opportunity to be heard and articulate their case.

The expulsion review panel must complete a report, which must be forwarded to the School Board within 24 hours of the conclusion of the meeting. Copies of this report must be provided to the School Board, the person who submitted the Expulsion Appeal and the Principal. The decision of the panel must be unanimous.

If the panel is unable to reach a unanimous decision, the School Board must be notified within 24 hours of the conclusion of the meeting. The School Board must then make a decision regarding the appeal based on the Expulsion Review Panel Report and all other documents before the expulsion review panel. The School Board must make this decision within 48 hours of being notified of the outcome of the expulsion review panel's deliberations.

The School Board (or nominee) must verbally notify the person who has brought the appeal of the outcome of the appeal within 24 hours of the decision being made. This verbal communication must

be followed up by written communication notifying the student or their parents of the panel's decision and must include a copy of the expulsion review panel report within five school days of the decision. This written communication must be provided to the person who submitted the Expulsion Appeal, the Principal and the School Board members.

During the appeal process, the school remains responsible for the student's educational provision and must provide the student with appropriate school work for the duration of the appeal. This must be monitored by the School Board's student support group nominee. The school should develop a Student Absence Learning Plan for the student to support the student's ongoing engagement with learning.

If the expulsion appeal panel overturns the Principal's decision to expel the student, the student must be readmitted to school immediately. The Principal must work with the student, their parents and the student's teachers to develop a Return to School Plan for the student. The Principal must also ensure that the record of expulsion is removed from the student's permanent record. Once this has occurred, the Principal must notify the student and their Parents of this in writing. This process should be monitored by the School Board.

Appendix A Discipline Levels System

NOTE: The Principal reserves the right to implement Levels 2, 3 and 4, without reference to Level 1 for serious transgressions, including substance abuse, threatening the safety of others, harassment of any description, violence or any illegal activity.

| Level | Reason | Consequence | How to Get Back a Level | Your Choices |
|---|--|---|-------------------------|-----------------------|
| 0 | Normal level of responsible behaviour. You show self-discipline and self-control, respect others and their right to learn. | Normal participation in class activities and opportunities. You enjoy learning and make an effort to overcome difficulties. You also enjoy privileges offered to you appropriate to your level. | | Keep up the good work |
| <ul style="list-style-type: none"> A teacher or the Learning Development Coordinator and Learning Support Coordinator may put a student on Level One of the Discipline System, if they deem it to be an appropriate course of action. | | | | |

| Level | Reason | Consequence | How to Get Back a Level | Your Choices |
|-------|---|--|--|---|
| 1 | Your teachers are concerned over your lack of co-operation, attitude and readiness to learn e.g. <ul style="list-style-type: none"> You are causing problems in class or outside of the classroom Being rude to Staff and other students Crossing boundaries set You have been told that your behaviour/attitude is unacceptable You are disregarding guidelines given as to what is acceptable and what is not. | <ul style="list-style-type: none"> Asked to remove yourself from class to talk to the Learning Support Assistant until they feel that you are able to self-regulate Asked to apologise to the staff members/students who you have affected The teacher or LSA will make a note in your student file | Show you are genuine in wanting to modify your attitudes and behaviours. Act responsibly and with respect for others | To be proactive around difficulties. If a problem arises you seek the help of a teacher \LSA before it becomes a major issue. You are aware of your triggers and attempt to self-regulate. You show an awareness and understanding of the Code of Conduct |

| Level | Reason | Consequence | How to Get Back a Level | Your Choices |
|-------|---|---|---|---|
| 2 | Your difficulties are still present. Your behaviour, attitude and readiness to learn is not improving. You are not able to self-regulate. You have received 3 warnings in one day | <p>Your teachers and the LSA are very concerned.</p> <p>Your teacher will remove you from class and direct you to immediately meet with the Principal (or another member of the leadership team) who will direct you to remove yourself from the school for the remainder of the day.</p> <p>The Principal (or another member of the leadership team) will phone your parent/s asking them to come to collect you. They will be informed of the reason why you have been asked to remove yourself from the school.</p> <p>You will attend school the next day but will need to talk to your teacher and the LSA about your readiness to learn prior to the beginning of class.</p> <p>You will be asked to read and sign a Return to School Plan which outlines the responsibilities that you will be expected to meet.</p> <p>You will not attend the next excursion unless you have significantly improved.</p> | <p>You will talk more about your behaviour, attitude and plans to the teachers/ LSA.</p> <p>You need to take notice of comments made by your teachers and act on them.</p> <p>You need to demonstrate you are genuine in modifying your behaviour and attitudes by fulfilling all of your responsibilities outlined in the Return to School Plan.</p> | <p>Try to face the issues identified by your teachers/LSA.</p> <p>You will be encouraged to face these rather than avoid them.</p> <p>Identify the 'triggers' which impact on your readiness to learn.</p> <p>Seek advice on ways to diminish the impact of these triggers/self-regulate.</p> <p>Ask questions and Teachers/LSAs will listen and help you</p> |

| Level | Reason | Consequence | How to Get Back a Level | Your Choices |
|-------|--|--|---|--|
| 3 | You continue to display deliberate, irresponsible or unacceptable behaviour. | <p>Your parents will receive a letter/phone call requesting that they come in to see the Principal, VCAL Coordinator and Well-being Coordinator for an interview. You will also be required to attend.</p> <p>You will be asked to read and agree to completing a Return to School Plan.</p> <p>Your teacher will review your behaviour and attitude at the end of each day for eight days and will write a comment about what you have/haven't done to follow the Plan.</p> <p>You will show these comments to the Principal at the end of the 8 days and</p> | <p>You complete the 8 days with consistently good behaviour and demonstrate you are genuine in modifying your behaviour and attitudes</p> | <p>You are in a serious position.</p> <p>Ask yourself if you want to stay at Advance College.</p> <p>Talk to someone about how to modify your behaviour and employ the necessary strategies.</p> |

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| | | he/she will make a decision regarding your continuing enrolment at the school. You will not attend the next excursion | | |
|--|--|--|--|--|

| Level | Reason | Consequence | How to Get Back a Level | Your Choices |
|-------|--|--|--|--|
| 4 | Your behaviour and attitude is still unacceptable and you seem unwilling or unable to modify it. | <p>You will now complete 3 days of serious thinking time at home. You will be provided with a Student Absence Learning Plan. You must complete all activities on this plan and show them to the Principal when you return. Your parents will receive a letter requesting they come in to see the Principal for an interview. You will also be required to attend. You will not be allowed to return to school until you have agreed on a Return to School Plan.</p> <p>Your teacher will review your behaviour and attitude at the end of each day for eight days and will write a comment about what you have/haven't done to follow the Plan. You will show these comments to the Principal at the end of the 8 days and he/she will make a decision regarding your continuing enrolment at the school.</p> | You will need to show greatly improved behaviour and attitude in all aspects of school life. | <p>You have asked yourself again if you really want to be at this school. Get some help or help yourself. Coming to terms with these difficulties is important for your life- NOW.</p> <p>IF YOU DECIDE YOU REALLY NEED A CHANGE OF SCHOOL WE RELUCTANTLY ACCEPT THE DECISION AND WISH YOU ALL THE BEST.</p> |