

## 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 of Education (ACE) Behaviour Management Policy and Procedures are informed by the Berry Street Education Model (BSEM) and are designed to promote student **engagement** and **commitment** to their education.

The policy and procedures centre on encouraging students to take responsibility for their behaviour and offer opportunities for student growth and change. Advance College aims to promote the link between wellbeing, engagement 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. ACE aims to create a safe, engaging 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 measures for students who display inappropriate behaviours.

ACE recognises that the majority of our students have some level of behavioural, emotional and social issues, with many requiring ongoing behaviour management assistance that is not necessarily classed as a disciplinary response. The 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 College 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:

- **Corporal punishment is not permitted under any circumstances.**
- 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 student engagement.
- Student behaviour is best managed in ways that promote restorative practices that 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.
- This Policy is communicated to the College community through its website and reference in the Student Handbook.

## Definitions

**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 focussing 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.

**Zones of Consequence**- Based on BSEM concept of where teachers 'draw the line' in regard to behaviour in the classroom and the impact that this behaviour has on their ability to teach and student's ability to learn and participate.

## Relevant Legislation

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

## General Behaviour Management Guidelines

- At enrolment, students will be provided with the ACE Rules and Responsibilities Agreement. This outlines the standards of behaviour students are expected to abide by.
- All behaviour management and disciplinary responses must be recorded in Sentral case notes.
- Parents/carers must be kept informed of any incidents where their child's behaviour has placed them into the 'Leadership Consequences' zone.
- Students requiring support to manage ongoing challenging behaviours will have an ACEF51 Positive Behaviour Support Plan developed with input from the student, family, Education Support Coordinator, teaching staff, school psychologist (as required) and other support workers (as required). In some cases; an ACEF10 Behaviour Management Contract may also be put into place to manage the student's behaviour.
- Where a student is removed from class, a duty of care remains to ensure that the student is supervised.
- ACE has a zero tolerance to verbal abuse of staff. In instances where a student verbally abuses a staff member, the Step Down procedure will be enacted immediately. When the student returns, they are expected to make an apology to the affected staff member/s as part of the restorative

meeting. The situation that led to the verbal abuse should then be reviewed in consultation with the student and the affected staff member/s.

- For incidents that occur outside of class hours, a disciplinary response cannot be implemented unless it impacts on a student's ability to successfully participate during class. E.g. a student is cyber-bullying another student outside of class hours. The victim is impacted significantly and cannot engage in their studies. This out of school behaviour can then be addressed with a disciplinary response.
- Incident and accident reporting procedures must be followed at all times.
- If any student feels that they have been treated unfairly, they have the right to make a complaint or appeal the decision as per the school's Managing Concerns, Complaints and Appeals Policy and Procedure.

## **Responsibilities**

### **Home Teacher**

The Home Teacher and Rotating Teachers are jointly responsible for managing student behaviour in the classroom (and during designated duty and other supervision times). In this regard Home 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.
- Establish and clearly communicate 'Zones of Consequence' in the classroom
- Meet with each student to discuss their ACEF66 Focus Plan and strategies at enrolment and/or at the start of each year.
- Ensure student engagement by:
  - Developing structured high quality projects that meet the needs of all students. Detailed Project Plans and Assessment Record Cover Sheets must be completed prior to the commencement of a project.
  - Following the BSEM Lesson Planning Structure.
  - Writing an outline of what will be covered on the white board at the beginning of each day.
  - Summarising the steps that students are expected to complete at the commencement of each lesson.
- Ensure that every lesson involves both academic content and psycho-education so that students have an opportunity to understand themselves.
- Develop student 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.
- Establish and maintain classroom routines and high expectations.
- Define, display and discuss the ACEF31 Student Rules and Responsibilities Agreement with students on a regular basis.
- Teach and model these expectations to students and continue to maintain high standards throughout the year.
- Liaise closely with the Learning Engagement Coordinator/Lead Teacher regarding curriculum and assessment adjustments.
- Liaise closely with the Education Support Coordinator regarding students who may be experiencing significant and complex issues to ensure that the student's welfare needs are considered in any disciplinary action.
- Liaise with parents to ensure students are given every opportunity to grow and change.

### Rotating Teacher

Rotating Teachers and Home Teachers are jointly responsible for managing student behaviour in the classroom (and during designated duty and other supervision times). In this regard Rotating Teachers are required to follow the Berry Street Education Model curriculum and principles to:

- Develop relationships through commitment to understanding all student's interests, circumstances and backgrounds. Students learn best from teachers they like and respect.
- Develop an awareness of each Student's Focus Plan
- Reinforce and adhere to each classroom's Zones of Consequence.
- Work with the Home Teacher to establish and maintain classroom environments that are organised and pleasant for students to work in. Ensure student engagement by:
  - Developing structured high quality projects that meet the needs of all students. Detailed Project Plans and Assessment Record Cover Sheets must be completed prior to the commencement of a project.
  - Following the BSEM Lesson Planning Structure.
  - Summarising the steps that students are expected to complete at the commencement of each lesson.
- Work with the Home Teacher to ensure that every lesson involves both academic content and psycho-education so that students have an opportunity to understand themselves.
- Work with the Home Teacher to develop stamina for academic and personal growth. Process praise should be used instead of person praise.
- Work with the Home Teacher to establish and maintain classroom routines and high expectations.
- Work with the Home Teacher to define, display and discuss the ACE Rights and Rules with students on a regular basis.
- Teach and model these expectations to students and continue to maintain high standards throughout the year
- Liaise closely with the Learning Engagement Coordinator/Lead Teacher regarding curriculum and assessment adjustments
- Liaise closely with the Education Support Coordinator regarding students who may be experiencing significant and complex issues to ensure the student's welfare needs are considered in any disciplinary action.

### Education Support Officers

Education Support Officers (ESO) support the positive learning environment by attending to student's individual and collective emotional and social needs. They are **not** responsible for general classroom discipline and must immediately report any breaches of the Student Rights and Rules Agreement to a teacher for actioning. In this regard ESOs are required to follow the Berry Street Education Model curriculum and principles to:

- Supervise students who are in the Step-Out Space and assist them to complete ACEF71 Step-Out Reflection Sheet.
- Provide teachers with information about students that may affect or influence learning outcomes and behaviour.
- Withdraw individual students from the classroom as soon as they see that a student's anxiety or frustration level is beginning to escalate.
- Encourage students to use their Focus Plan

### Education Support Coordinator

The Education Support Coordinator (ESC) coordinates student referrals and works closely with the School Psychologist, the Learning Engagement Coordinator and members of the leadership team. The ESC:

- Liaises closely with teachers regarding students who may be experiencing significant and complex issues to ensure that student welfare needs are considered in any disciplinary action.
- Provides support strategies to teachers.

- Coordinates ACEF56 Student Support Referrals when a teacher identifies that a student may require additional assistance to help them to overcome obstacles that may be preventing them from actively and successfully engaging in appropriate learning.
- Assists Home Teachers to work with parents (as required).

### **Learning Engagement Coordinator/Lead Teacher**

The Learning Engagement Coordinator (LEC) co-ordinates the teaching team and works closely with the ESC and members of the leadership team. The LEC:

- Provides leadership in student engagement practices, VCAL programming and student management.
- Assists teachers to make relevant curriculum and assessment adjustments
- Assists Home Teachers to work with parents (as required).

### **Leadership Team**

The leadership team comprises: The Principal, Assistant Principal and The Teaching and Learning Manager. The team is responsible for the management of behaviour issues which fall within the '**Leadership Consequences' zone** and for providing support strategies to teachers, coordinators and ESOs. Leadership team behaviour management responsibilities include:

- Facilitating a restorative conversation between the student and the teacher.
- Meeting with teachers and students who have been **stepped down** to discuss their behaviour and asking students to leave for the remainder of the day.
- Supervising students who have been **stepped down** and whose parents/carers cannot be contacted.
- Coordinating a restorative meeting with the student and the teacher to reflect on the reasons why the student was sent home and to discuss strategies for avoiding the situation in the future. Directing the student to go home for the remainder of the day with work to complete at the end of the meeting.
- Inviting students to **step up** (return to class) the following day when they have engaged in the restorative process.
- The Principal is solely responsible for directing any student to remain **stepped down (suspended)** until such time as they are prepared to participate in the restorative process and commit to a ACEF10 Behaviour Management Contract. The Principal also provides support strategies for the management of high level behaviour issues, dealing with difficult parents and serious welfare issues.
- The Principal is solely responsible for expelling a student who consistently compromises the safety and order of the program. This serious disciplinary measure is reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

## **1. Classroom Consequence and Leadership Consequence Zone Procedure**

### **1.1 Focus Plan**

- All ACE students are to complete/update a Focus Plan in Consultation with the ESC and Psychologist (as required) at enrolment and/or the start of each school year.
- The strategies outlined in the Focus Plan must be negotiated with and acceptable to the student's Home Teacher.
- A summary of each student's Focus Plan must be easily accessible e.g. in their folder, on the door of their locker. The summary will detail triggers and 3 strategies the student may use to de-escalate.
- A student who is showing signs of behaviour that sits in the *Classroom Consequences Zone* will be asked by a teacher to put their Focus Plan into action.

- Students who are responsive to the strategies they implement as part of their Focus Plan will be directed (by the teacher) to re-engage with their class when they have shown that they are once again ready to learn.

### 1.2. Step Out – Step in

- Students who have either chosen not to action their Focus Plan, or have not modified their behaviour despite enacting their Focus Plan will be **stepped out** of their class by a teacher and directed to go to the 'step out' space.
- Students who have been **stepped out** of class will be supervised by an ESO (or alternative) in the step out space and asked to complete a Step-Out Reflection Sheet.
- Students will remain in the step out space for the remainder of the session until such time that a restorative conversation can be facilitated with the student and the teacher.
- A student will be invited to **step in** to their classroom once a restorative conversation has taken place and the student has indicated that they are once again ready to learn. Students who are not prepared to engage with, or not ready to participate in a restorative conversation and demonstrate that they are ready to learn will be **stepped down** by the teacher and a member of the leadership team (when available).

### 1.3. Step Down – Step Up

- A student who is **Stepped Down** after meeting with their teacher and a member of the leadership team (or alternative) will then be asked to leave for the remainder of the day. The student will be provided with any work that they should have completed during class time with the expectation that they finish and return it the next day.
- Parents/carers will be contacted (by the teacher) at this time to inform them of the **step down** and asked to collect their child. Parents will also be advised of any work that the student is expected to complete. They will be invited to attend a restorative meeting on the next school day. In the instance that a parent/carer cannot be contacted, the student will be supervised to complete set tasks on-site (out of the classroom) for the remainder of the day.
- The student will be required to return the following morning for a restorative meeting with their teacher and a member of the leadership team. The restorative meeting (using the Triage Conversation Formula) will provide an opportunity to reflect on the reasons why the student was sent home and to discuss strategies for avoiding those situations in the future. Students will be directed to submit the work that they were expected to complete.
- After the restorative meeting the student will be asked to go home for the day with work to complete.
- If the student engages in this process then they will be invited to return to school the following day. This will be referred to as '**Stepping Up**'.
- Should a student refuse to engage with the restorative meeting, they will remain **stepped down** until they attend and fully participate in a restorative meeting and commit to a **Behaviour Management Contract** (arranged by the Principal).

## 2. Responding to Reports of Bullying and Harassment Procedure

- All incidents or allegations of bullying reported must be taken seriously, fully investigated and documented.
- Parents/carers of students involved must be informed.
- Consequences for students will be individually based and determined by an existing Behaviour Management contract or a new contract may be developed and signed by the student, in consultation with their parent or guardian. A step down may be considered.

## 3. Exclusion from School

In some instances it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the program in order to protect the learning environment for remaining students and

continue with effective teaching. Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

- The decision to suspend or expel a student is made by the **Principal**.
- Suspensions should be applied for as short a time as possible and the student and family should be supported to engage in appropriate services that may assist in the management of the student's issues and behaviours.

### **3.1 Suspension:**

In order for **immediate** step down (suspension) to be an option, the student's behaviour must have occurred whilst attending classes, during a structured break, during an off-site class activity/excursion or travelling to/from class.

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

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

### **4. Expulsion or Withdrawal from the program:**

This option will only be used after all other forms of behaviour management have been exhausted and the student's behaviour is of such magnitude that expulsion is the only available mechanism. **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. 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.

#### **4.1 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

#### **4.2 Procedures Prior to Expulsion**

Prior to an expulsion, the Principal must ensure that:

- a comprehensive range of strategies 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/carers must be informed that expulsion is being considered and must be given the opportunity to be heard.

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.

#### **4.3 Procedures for Expulsion**

The School Committee has delegated the authority to expel to the Principal (see Delegation Policy).

The Principal must convene a meeting to:

- provide the student and their parents/carers 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/carers;
- 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 staff who have been working with the student can attend the meeting with the permission of the parent/carer and the student. In exceptional circumstances a meeting may occur outside the required timelines.

Following the meeting, if the Principal determines that enrolment at another school and/or Registered Training Organisation (RTO) is the most appropriate option for the student, all relevant staff must work to facilitate that enrolment.

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

#### **4.4 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 Committee, 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 parent/carer;
- a summary of the options considered by all staff 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 Committee should work with the school to ensure that student is supported and the outcomes of the Expulsion Report are achieved.

#### **4.5 Transition Arrangements**

The school must contact the destination school or RTO of the expelled student and ensure that information relevant to the needs of the student is passed to the enrolling school or RTO in accordance with the Information Privacy Act 2000.

#### **4.6 Appeal Process**

The Principal's decision to expel a student can be appealed by the student or the student's parents/carer.

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/carer with an Expulsion Appeal proforma at the final meeting. The appeal must be lodged with the Principal within 10 school days of receiving the Notice of Expulsion.

#### **4.7 Expulsion Review Panel**

The person who filed the Expulsion Appeal (the student or their parent/carers) 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.

#### **4.8 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 Committee receiving the Expulsion Appeal. In exceptional circumstances this time limit may be extended for an additional five school days following approval from the School Committee.

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 Committee within 24 hours of the conclusion of the meeting. Copies of this report must be provided to the School Committee, the person who submitted the Expulsion Appeal and the Principal. The decision of the panel must be unanimous.

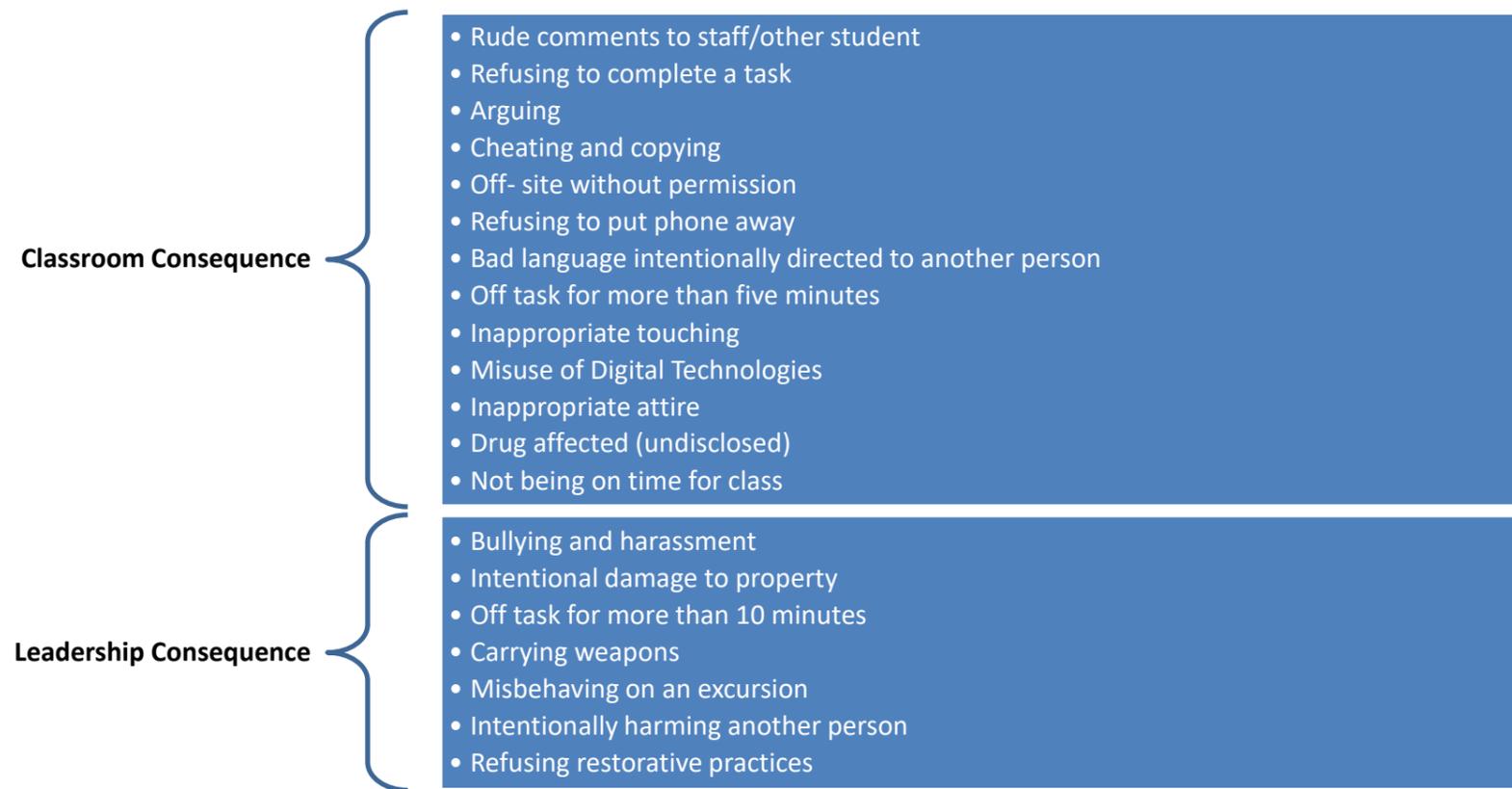
If the panel is unable to reach a unanimous decision, the School Committee must be notified within 24 hours of the conclusion of the meeting. The School Committee must then make a decision regarding the appeal based on the Expulsion Review Panel Report and all other documents before the expulsion review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

The School Committee (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 Committee 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 Committee'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 Committee.

## Zones of Consequence



**Appendix A**
**Zones of Consequence System**

**NOTE:** The Principal reserves the right to implement Zones 5, 6 and 7, without reference to the other levels for serious transgressions, including but not limited to: substance abuse, threatening the safety of others, harassment of any description, violence or any illegal activity.

| Zone                            | Reason   | Consequence   | Your Choices          |
|---------------------------------|--|---|-----------------------|
| <b>1. Responsible Behaviour</b> | Normal level of responsible behaviour. You show self-discipline and self-control. You 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 |

| Zone  | Reason   | Consequence   | Your Choices  |
|---|--|---|---|
| <b>2. Classroom Consequences- Focus Plan Snapshot</b> | Your teacher/s are concerned about your lack of co-operation, attitude and readiness to learn. For example:<br><ul style="list-style-type: none"> <li>- You are causing problems in class or outside of the classroom</li> <li>- You are being rude to Staff and other students</li> <li>- You have been told that your behaviour/attitude is unacceptable</li> <li>- You are disregarding guidelines given as to what is acceptable and what is not.</li> </ul> | <ul style="list-style-type: none"> <li>- Your teacher/s will ask you to put your <b>Focus Plan Snapshot</b> into action and implement the strategies that you have listed to get you back to Zone 1.</li> </ul> | <ul style="list-style-type: none"> <li>- To be proactive around difficulties. If a problem arises put your <b>Focus Plan Snapshot</b> into action and/or seek the help of a teacher \ESO before it becomes a major issue.</li> <li>- You are aware of your triggers and attempt to self-regulate.</li> <li>- You show an awareness and understanding of the Rules and Responsibilities Agreement.</li> <li>- You show that you are ready to learn.</li> </ul> |

| Zone  | Reason   | Consequence  | Your Choices   |
|---|--|--|--|
| <b>3. Classroom Consequences – Step Out-Step In</b> | You have chosen not to action your <b>Focus Plan Snapshot</b> or have not modified your behaviour despite enacting your <b>Focus Plan Snapshot</b> and your behaviour, attitude and readiness to learn has not improved. | <ul style="list-style-type: none"> <li>- Your teacher will ask you to <b>Step Out</b> from the classroom and into the <b>Step Out Space</b> to wait for an ESO or another staff member to see you.</li> <li>- An ESO or another staff member will ask you to complete a <b>Step-Out Reflection Sheet</b>.</li> <li>- You will remain in the <b>Step Out Space</b> for the remainder of the session until you can meet with your teacher to have a restorative conversation and discuss your</li> </ul> | <ul style="list-style-type: none"> <li>- Try to face the issues identified by your teachers/ESO.</li> <li>- Identify the ‘triggers’ which impact on your readiness to learn.</li> <li>- Seek advice about ways to diminish the impact of these triggers/self-regulate. Ask questions and ACE staff will listen and help you.</li> <li>- Show that you are ready to learn.</li> </ul> |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>completed <b>Step Out Reflection Sheet</b>.</p> <ul style="list-style-type: none"> <li>- Your teacher will invite you to <i>Step Into</i> the classroom when a positive restorative conversation has taken place and you have indicated that you are ready to learn.</li> <li>- A text will be sent to your parent/carer informing them that you were stepped out and have returned to class.</li> </ul> |  |
|--|--|---|--|

| <b>Zone</b>  | <b>Reason</b>   | <b>Consequence</b>   | <b>Your Choices</b>   |
|--|---|--|---|
| <p><b>4. Leadership Consequences – Step Down – Step Up</b></p> | <p>- You are not prepared to engage with or are not prepared to participate in a restorative conversation or to change your negative behaviour.</p> | <p>- You will be Stepped Down by your teacher and a member of the leadership team and asked to leave for the remainder of the day.</p> <p>- You will be given work to complete that should have been completed during class time. You must complete this work and return it the following day.</p> <p>- Your parent/carer will be contacted to inform them that you have been Stepped Down. They will be asked to come and pick you up. If your parent/carer cannot be contacted, you will be supervised on-site (away from the classroom) while you complete your work.</p> <p>- You will be required to return to school the next morning for a restorative meeting with your teacher, parent/carer and a member of the leadership team. You must submit your completed work at this time.</p> <p>- After the restorative meeting you will be asked to go home for the day with work to complete.</p> <p>- If you engage with this process you will be invited to return to school the following day – <i>Step Up</i>. You must submit completed work.</p> | <p>You are in a serious position. 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 so you can make the most of your learning opportunities – <i>Step Up</i></p> |

| Zone  | Reason   | Consequence   | Your Choices  |
|---|--|---|---|
| <b>5. Leadership Consequences Step Down – Behaviour Management Contract</b> | <ul style="list-style-type: none"> <li>- You have refused to engage with the restorative meeting.</li> <li>- Your behaviour and attitude is still unacceptable and you seem unwilling or unable to modify it.</li> </ul>   | <ul style="list-style-type: none"> <li>- You will remain <i>Stepped Down</i> until you and your parent/carer attend and fully participate in a restorative meeting and commit to a <b>Behaviour Management Contract</b> (arranged by the Principal). The <b>Behaviour Management Contract</b> outlines what your responsibilities are.</li> <li>- You will be allowed to return to class when you and your parent/carer have signed the <b>Contract</b></li> <li>- Your teacher will comment on how well you have met your responsibilities at the end of each day for a 4 day period.</li> <li>- The Principal will look at these comments and will meet with you at the end of the 4 day period to discuss your <b>Contract</b>.</li> <li>- If you have failed to meet your responsibilities for more than one day, the Principal will <i>Step you Down</i> and you will move into Zone 6.</li> </ul> | <p>Ask yourself again if you really want to be at this school.</p> <p>Get some help or help yourself. Coming to terms with these difficulties is important for your life.</p>   |
| <b>Zone 6 Leadership Consequences- Immediate Step Down (Suspension)</b>     | <p>You have:</p> <ul style="list-style-type: none"> <li>- put yourself or another person in danger; and/or</li> <li>- caused damage or destruction to property; and/or</li> <li>- been involved in theft of property; and/or</li> <li>- used or sold or deliberately assisted another person to possess, use or sell drugs or weapons; and/or</li> <li>- failed to comply with any clear and reasonable instructions from a staff member so as to cause danger to the health and safety, or wellbeing of any person; and/or</li> </ul> | <p>You will now complete 3 days of serious thinking time <b>at home</b>. 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 that 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. Your teacher will review your behaviour and attitude at the end of each</p>   | <p>Ask yourself again if you really want to be at this school.</p> <p>Get some help or help yourself. Coming to terms with these difficulties is important for your life.</p> <p>If you decide you really need a change of school we reluctantly accept the decision and wish you all the best.</p> |

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|  | <p>failed to meet your responsibilities on a <b>Behaviour Management Contract</b> for one day or more; and/or</p> <ul style="list-style-type: none"> <li>- Consistently engage in bullying or harassment so as to pose a danger (whether actual or perceived) to another person's health, safety or wellbeing; and/or</li> <li>- Consistently behave in an unproductive manner that interferes with the wellbeing, safety or learning of any other student.</li> </ul> | <p>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>  |  |
| <p><b>Zone 7 Leadership Consequences Withdrawal from the Program</b></p> | <p>All other forms of behaviour management have been tried without success and your behaviour is so serious that withdrawal from the program is the only option.</p>   | <p>The Principal will let the School Committee know that a meeting to discuss withdrawal from the program has been arranged. You will need to attend the meeting with your parent/carer. The Principal will also attend the meeting. The Principal will provide you and your parents with a Notice of Withdrawal from the program. You will also be provided with some pathway options. If you are of compulsory school age the Principal will ensure that you are enrolled in another school or RTO</p> | <p>Think carefully about your other pathway options and choose the best option for you. You have the right to appeal the decision if you feel that it is unfair.</p> |