POLICY

KAMBRYA COLLEGE

Student Engagement / Discipline Procedures

Rationale:

Student engagement is influenced by a wide range of factors. Kambrya College recognizes that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes

Aim:

Kambrya College ensures that student engagement is underpinned by policies reflecting the following acts: The Equal Opportunity Act 2010 (Vic), The Charter of Human Rights and Responsibilities Act 2006 (Vic), The Disability Standards for Education 2005, Discrimination Act 1992 and The Education and Training Reform Act 2006 (Vic). This policy should be read in conjunction with *Ministerial Order 870- Child Safe Standards,* and the college's *Statement of Commitment to Child Safety*. To ensure ease of access to relevant policy for community members, Kambrya College articulates the following components of student engagement and inclusion as separate policies under the overarching framework of student engagement and inclusion.

Student Engagement and Inclusion Policy Framework:
- Community Code of Conduct
- Child Safe Code of Conduct
- Attendance Policy
- Anti-Bullying Policy
- Equal Opportunity and Anti-Harassment Policy
- Disabilities and Impairments Policy
- Discipline Procedures
- Student Safety: Responding to Critical Incidents Policy
- Uniform
- Class Formation

The policies that sit within the Student Engagement and Inclusion Policy framework reflect the school community's aspirations and the unique local context of Kambrya College.

Implementation:

Student involvement-
- A school environment which provides programs and curriculum which is inclusive and empowering, valuing the positive contributions of students, through voice and agency, and creating a sense of belonging and connectedness that are conducive to positive behaviours and effective engagement in learning.

- The school will create an environment that is conducive to positive behaviours and effective engagement in learning; linked to school-wide classroom expectations. Consequences for breaching expected behaviour may take the form of (but not limited to):

  - Parent calls
  - Recess and /or lunch 'community service'
  - Lunch-Time or After-School Detention
  - Suspension
  - Expulsion (an ongoing staged response and strategies of support is linked to this means of last resort)

  Kambrya College staff or any person undertaking child-connected work will not undertake any form of corporal punishment as a method of student discipline / student behavioural management (or for any other rationale). Kambrya College in line with DET requirements and morality explicitly prohibits such.

- Opportunities for students to take responsibility and be involved in decision-making will occur via Sub-School Captains, SRC and College Captains. Student voice will assist in building relationships, shared expectations and supporting policy implementation.

- Students will be engaged through dedicated classroom curriculum on behavioural expectations, where students show they are much more likely to commit to them. This will also help to build an inclusive and respectful school culture, where all members of the school community feel empowered to contribute to influencing the culture and practice.

- The school will provide social / emotional and educational support for at risk and vulnerable students identified through school staff or another.

Promoting positive student behaviour

Kambrya College will acknowledge that positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioural expectations. Some students exhibit challenging behaviour and require additional support and interventions to address this behaviour and to develop positive behaviours.

Challenging behaviour interferes with the safety or learning of the student/s or safety of school staff; including:

- **Withdrawn behaviours** (e.g. anxiety, school phobia, truancy, social isolation)
- **Disruptive behaviours** (e.g. tantrums, swearing, screaming or refusing to follow instructions)
- **Violent and/or unsafe behaviours** (e.g. kicking, biting, punching, fighting, running away)
- **Inappropriate social behaviours** (e.g. inappropriate conversations, stealing, property damage)

Supporting positive student behaviour

Kambry College will support and promote a culture of positive student behaviour and of student safety through the banning of certain items at school:

The following items are strictly prohibited at Kambrya College:
- Alcohol;
- Chewing Gum;
- Drugs (e.g. including illicit substances, tobacco, e-cigarettes, vapours);
- Drug paraphernalia;
- Explosives (e.g. fireworks, flares, sparklers);
- Flammable solids or liquids (e.g. matches, fire starters, mothballs, lighters);
- Illegal items, weapons or items that could be used as a weapon (e.g. gel blasters, guns, knives, throwing stars, brass knuckles, blades, ropes, tools);
- Inappropriate or offensive material (e.g. racist literature, pornography or extremist propaganda);
- Laser pointers;
- Poisons (e.g. weed killer, insecticides).

Influences on student behaviour

There are many potential influences on student behaviour and many factors that can lead to behaviour that is challenging for schools to deal with. Kambrya College will take into account the following student factors, which will require support:

- **Biophysical factors**, such as medical conditions or disabilities;

- **Psychological factors**, including emotional trauma or lack of social skills;

- **Behavioural / social factors**, including where a student's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices;

- **Historical community factors** including students whose family member/s had difficult, sometimes traumatic, experiences of school and government agencies.

- **Cultural factor**s, catering for cultural diversity.

- **Student group dynamics**, such as bullying and teasing or student apathy or hostility.

- **Environmental factors**, for example the level of classroom noise.

- **Classroom organisation issues**, such as inconsistent routines or inadequate materials.

Kambrya College staff will understand challenging behaviour by seeking to understand the role of behavioural triggers.

Positive Behaviour Support

Kambrya College will utilise a variety of DET support measures to promote positive student behaviour; which may include the following-

- The Education Department's **Positive Behaviour Support** (SWPBS) [School-wide Positive Behaviour Support](#) as an evidence-based framework for preventing and responding to student behaviour to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

- **Restorative Practices:**

  The school is committed to the use of restorative practices with students to aid in the resolution of issues with peers and teachers. Restorative Practices:

  - Are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999).
  - Promote awareness of others, responsibility and empathy (Hopkins 2002).
  - Involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
  - Promote relationship management rather than behavior management (Cameron & Thorsborne 2001)
  - Separate the deed from the doer (Marshall et al. 2002).
  - Are systematic, not situational (Armstrong 2004).
  - Are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

- **Bullying and peer relationship issues**- Bully Stoppers is the Department's online resource dedicated to bullying prevention, providing advice for teachers, parents and students on how to identify, respond to and prevent bullying in their school community. The College will promote a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their college environment. Bullying that is carried out through an internet service, such as email, chat room, discussion group instant messaging or by any other technology method is considered cyber bullying.

- **The National Safe Schools Framework:** Kambrya College will utilise this framework as a set of guiding principles in the maintenance of a safe and supportive learning community. These principles will assist to promote student wellbeing, develop respectful relationships and a school secure from harassment, aggression, violence and bullying. For more information, refer to: The Safe Schools Hub.

- **Health promotion (**Healthy Together Achievement Program). An initiative to create healthier environments for learning. It can assist schools to integrate health and wellbeing activities into strategic plans to improve student engagement and wellbeing outcomes.

- **Mind Matters-** A whole school approach to mental health promotion in secondary schools. For more information, refer to: Mind Matters

  Kambrya College employees a Student Wellbeing Team who will assist with issues across a broad range of student wellbeing issues. They will provide guidance on which supports can best address the needs of vulnerable students, including:

- Supportive measure to students where absenteeism has become an issue;

- Investigating strategies and supports beyond the school (e.g.: re-engagement programs (internal / external) and other supportive services such as ARC / Oakwood / Head Space / Casey Youth Services

- Students affected by homelessness or Out-Of-Home care will have specific supportive provisions, where their absenteeism will be monitored on a case-by-case basis.

Child Safety Standards

Kambrya College is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students. We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments. We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect. We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly. Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences. Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

Rights and Responsibilities of Students

Students have a right to:

- Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition.
- Participate fully in the school's educational program.

Students have a responsibility to:

- Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.
- As students' progress through school, they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.
- Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers, and all other members of the school community.

Rights and Responsibilities of Parents/carers

Parents/carers have a right to:

- Expect that their children will be educated in a secure environment in which care, courtesy, and respect for the rights of others are encouraged.

Parents/carers have a responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Ensure their child's regular attendance.
- Engage in regular and constructive communication with school staff regarding their child's learning.
- Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Teachers have a right to:

- Expect that they will be able to teach in an orderly and cooperative environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to work effectively.
- be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.

Teachers have a responsibility to:

- Fairly, reasonably and consistently, implement the engagement policy.
- Know how students learn and how to teach them effectively.
- Know the content they teach.
- Know their students.
- Plan and assess for effective learning.
- Create and maintain safe and challenging learning environments.
- Use a range of teaching strategies and resources to engage students in effective learning.

School Actions and Consequences

Guiding principles:

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- Understanding the student's background and needs.
- Ensuring a clear understanding of expectations by both students and teachers.
- Providing consistent school and classroom environments.
- Scaffolding the student's learning program.

Broader support strategies will include:

- Involving and supporting the parents/carers.
- Involving the student wellbeing coordinator and/or careers co-ordinators.
- Tutoring/peer tutoring.
- Mentoring and/or counselling.
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour.
- Developing individualised flexible learning, behaviour or attendance plans.
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts.
- Involving community support agencies.

These guidelines are underpinned by *Ministerial Order 625*

http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx provides links to all DE suspension and expulsion proformas.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Author	Martin McDonald- Acting Principal
Responsible for Review	Principal Team
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