

McGuire College

Student Engagement & Wellbeing Policy 2017

This policy reflects the DET Student Engagement and Inclusion Guidance and was produced in consultation with the school community

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SCHOOL PROFILE STATEMENT

Physical Location

McGuire College is a proud Government Secondary College located within the South Shepparton region of the City of Greater Shepparton. Our College has large, open classrooms with outstanding ICT resources including video conferencing facilities, data projectors and high definition televisions with data links enabling teaching to move into the 21st Century. Our College also enjoys outstanding sporting facilities with a full size oval complete with A-grade cricket pitch, training lights and AFL goal posts, two new multi-purpose courts featuring two netball and basketball courts. The College gymnasium has undergone major refurbishment with the installation of a new floor and air-conditioning.

Construction on the new \$1.9 million McGuire College Language and Cultural Centre has been completed, providing students with a new state of the art learning hub with a focus on the provision of literacy for students of McGuire College; and the development of a number of programs and activities aimed at engaging families and the wider school community in College life.

McGuire College enjoys partnerships with a number of key community agencies, programs and initiatives including the River Connect project, The Smith Family, Ready to Drive, Zaidee's Rainbow Foundation, I-Track, The Smith Family Financial Literacy Program, Beacon Foundation, LaTrobe University, Melbourne University Astronomy Program, Advance – KidsTown Community Garden Project and many more. These community partnerships and programs provide students with a range of experiences and opportunities to work directly with our local community whilst developing a greater understanding of the local needs of our community.

Student Demographics

McGuire College has a rich and diverse multicultural, co-educational student population in excess of 500 students. Students at McGuire College come from a range of backgrounds including Koori and countries of birth including Australia, Afghanistan, Iraq, Saudi Arabia and Kuwait. We also have a large number of second generation students from families born overseas.

This mix of student and family demographics provides our College community with the unique opportunity to share a wealth of experiences and develop a greater understanding and appreciation of cultural respect and tolerance.

Staff

Our committed and passionate team at McGuire College is led by a Principal Team comprising– 1 Principal, assisted by 2 Assistant Principals. Our classroom teaching staff totals 40 and is supported by:

- a Wellbeing Leader - Anna Sloane,
- School Nurse- Raelene Wilson,
- Social Worker- Kerrie Young
- Programs for Students with Disabilities- Stacie Lundberg
- 6 Integration Aides; and
- 2 Multicultural Education Aides

- a team of 19 Education Support Officers.

Our staff are committed to our College values and remain focused on keeping each individual student at the centre of everything we do.

Curriculum

The curriculum at McGuire College follows a course of study, which aims to provide opportunities for all students to experience a wide range of subjects in all 8 Domains. Students can choose courses that are both personally rewarding and prepare them for further training, tertiary study or work.

As an accredited member of the DEET Select Entry Accelerated Learning Program (SEALP) McGuire College offers an accelerated program (SEAL). These students then have the ability to broaden their VCE offerings over a two or three year period. The College is also able to offer a wide range of Vocational Education and Training (VET) to students from both McGuire College and other local schools. McGuire College also offers VCAL classes for students.

Programs:

McGuire College has a well-established welfare system which places a strong emphasis on the transition of students from primary school and the close monitoring of student progress. McGuire College has a horizontal home group (DT group) system from year 7 to 12 which provides support for all students with the Year Level Leader being the first point of contact for our parents. Students receive a strong exposure to co-curricular opportunities provided by our camp, excursions, sport, leadership and performing arts programs. We proudly boast several Victorian champions in a range of sporting achievements and the display of students' work around the school is encouraged. Artistic talent is celebrated through our Visual Arts, Drama and Media programs and our College Bands. It is our expectation that students who complete their education at McGuire College will do so with an increased sense of pride and satisfaction in their achievements and will look back on their time at McGuire College, having seized the opportunities they have for learning, to be better prepared for life outside school.

VALUES, PHILOSOPHY & VISION

McGuire College
“Caring Learning Community”

McGuire College is a **CARING, LEARNING, COMMUNITY** where differences are valued. It is our purpose that students will leave McGuire College as confident, competent individuals able to face challenges and take responsible, active roles in a diverse world.

The following pillars provide the foundation to guide us as valued members of the McGuire College community

Respect: treating each other equally, with dignity and valuing our differences.

Environment: creating and promoting a safe, clean and healthy community for all.

Accountability: challenging each other to take responsibility for our own actions.

Learning: working with families, educational partners and community agencies to design individualised pathways to develop confident, competent young people.

McGuire College strives to be a **REAL** community providing an individualised education of **REAL** value.

Bullying and Harassment

Bullying in any of its forms is not acceptable and will not be tolerated in our School Community.

All members of McGuire College have the right to attend a school where their safety and well-being is positively promoted and valued. The McGuire College Respectful Relationship Policy encourages respectful relationships between students, staff and parents. The School recognises that this is an ongoing and evolving process, and a variety of proactive and reactive strategies and approaches need to be taken to address bullying. The School will take every report of bullying or harassment seriously and will thoroughly investigate and respond to all observed or reported incidents. This policy applies to all members of the school community – students, staff, visitors, parents and friends whilst on all programs, activities and official school functions connected to McGuire College.

Please refer to McGuire’s College Respectful Relationship Policy and flow chart for further information.

GUIDING PRINCIPLES

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

ENGAGEMENT STRATEGIES

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined below.

Restorative Practices

McGuire College is committed to the use of restorative practices with students.

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 behaviour 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).

Student Engagement and Regular Attendance

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

- establishing predictable and fair classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

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 leader, transition and pathways leader or careers leaders
- 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.

Positive Behaviours in School (PBIS)

Positive Behaviours in Schools (**PBIS**) is a proactive approach to establishing the behavioural supports and social culture and needed for all students in a school to achieve social, emotional and academic success

McGuire College supports this by:

- develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families
- Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.
- All students will have the opportunity to participate in a social and emotional learning curriculum program [include name of program and what it focuses on],
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.
- Develop a Behaviour Support Plan and/or Individual Education Plan for students displaying troubled behaviour.

Behaviour

Students are expected to:

- Model the schools core values of Respect, Environment, Accountability and Environment
- Always treat others with respect
- Never physically or verbally abuse others
- Take responsibility for their behaviour and its impact on others
- Obey all reasonable requests from staff
- Respect the rights of others to learn. No student has the right to impact on the learning of others
- Respect the property of others

To support the above our Parents/Carers are expected to:

- Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations
- Communicate with the school regarding their child's circumstances
- Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs

- The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child.
- The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.
- The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.
- The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion

IDENTIFYING STUDENTS IN NEED OF EXTRA SUPPORT

Our school will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal Information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with student families
- Feedback given by Year Level Leaders and Wellbeing Team.

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. McGuire College refers to the Equal Opportunity Act, The Charter of Human Rights and Responsibilities Act 2006 and the Disability Discrimination Act 1992 to ensure that everyone feels supported and inclusive.

McGuire College's whole school approach to welfare recognises the best learning environment; the best educational outcomes are achieved through the student/parent/teacher partnership. This partnership is based on a commitment to shared responsibility, co-operation and respect. An important aspect of that partnership is our shared understanding of the rights of each group and the responsibilities which accompany those rights. The rights and responsibilities have been developed in consultation with students, parents/guardians and staff.

PARENTS'/GUARDIANS' RIGHTS	
RIGHTS	RESPONSIBILITIES
To be treated with respect by all personnel at McGuire College.	To act in a respectful manner in all engagements with personnel at McGuire College.
To know the policies and procedures of the school, to expect that these will be upheld and to be confident that these reflect the attitude of the College community.	To maintain an active and interested role in the education of their children, including the completion of homework.
To have the opportunity to be an active participant in the development of and changes to these policies and procedures- through School Council.	To attend where possible and appropriate, events provided by the school which promote the educational development of their children; for example, parent/teacher/student meetings and information evenings.
To be involved in any major decisions made regarding their children's education and welfare.	To support the implementation of college rules and policies and foster positive attitudes towards the school and their children.
To maintain their role as primary caregiver.	To take notice of the importance of correspondence and communications from the college and to respond promptly where required.
To be informed as soon as possible if problems arise.	To cooperate with those staff and personnel involved in the education and welfare of their children.
To have their views and requests both listened to and taken seriously.	To provide the school with information necessary to facilitate contact i.e. addresses, phone numbers, child residence arrangements- and to keep that information up to date as it changes.
To receive regular and relevant information from the school, in the form of newsletters and notices and the website http://mcguireco.vic.edu.au/	To inform the school as soon as possible of problems which may affect their child's education, safety and well-being whilst at school.
To be provided with appropriate, confidential professional support and guidance services as soon as possible.	To keep a child who is ill at home and to collect a child who is ill from school.
To gain a fair and impartial hearing in matters of dispute.	To ensure children are equipped for school and in uniform as prescribed by the school.
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.	To ensure their children's punctual and regular attendance and to provide explanatory notes in the case of absence.

STUDENTS' RIGHTS	
RIGHTS	RESPONSIBILITIES
To opportunities for involvement in all aspects of college life.	To participate fully in the school's educational program and to attend regularly. Students are also expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the college community.
To work in a secure and safe environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition.	To be punctual to school and scheduled classes.
To receive recognition of their achievements.	To obey college and classroom rules and not disrupt the learning or safety of others.
To express their opinions and be taken seriously.	To complete the required work to the best of their ability.
To participate in the development of college policy.	To be honest, thoughtful, respectful and courteous in their dealings with others.
To a relevant and engaging curriculum.	To take college messages, reports and newsletters home.
To be treated with respect and consideration at school.	To practise good personal cleanliness.
To the support and assistance of teachers, co-ordinators and all staff.	To resolve problems in a non-aggressive manner.
To the highest quality facilities and learning tools the school is able to provide.	To wear the college uniform correctly.
To have their private property respected.	To catch up on work missed due to absence.
To a clean, tidy and attractive college.	To be familiar with the details of daily organisation by listening to/reading the Daily Bulletin.
To gain a fair, impartial hearing of dispute.	To represent the school while in uniform outside the college and abide by the school rules and expectations.
To have confidentiality respected.	
To gain experiences in and opportunity for leadership.	

TEACHER/STAFF RIGHTS	
RIGHTS	RESPONSIBILITIES
To conduct lessons without disruption from students.	To be prepared for classes and teach in a way appropriate to students' levels of ability and which enhances learning and engages students in their activities.
To expect students to know and obey college and classroom rules.	To provide students with clear guidelines regarding the course to be taught, work requirements and assessments, including due dates.
To expect students to follow any lawful, reasonable instruction.	To teach the course of study adopted by the Key Learning Area.
To teach in a classroom or outdoor area that is clean and tidy and free of hazards, an environment conducive to learning.	To monitor students' progress and attendance and keep accurate records.
To expect that students will come to class on time, with appropriate books and equipment and be prepared to learn.	To fulfil all requirements with regard to Home Group, timetabled classes and extra duties.
To expect that staff private property will be respected.	To communicate quickly concerns about students to parents, through appropriate channels.
To be free from abuse of threats of a verbal or physical nature.	To set an example for students in personal presentation, punctuality, courtesy and consideration of others.
To expect parents to be supportive and cooperative in the management of their children.	To notify community services through welfare staff, the Principal or Assistant Principals if they believe a student is being sexually abused, or physically or emotionally abused or neglected (Mandatory Reporting)
To gain a fair, impartial hearing in matters of dispute.	To support the school's policies and the goals and priorities as outlined in the college charter.
To be treated with respect and courtesy by all members of the school community- students, parents, fellow staff and administration	To provide support for their colleagues and respect the right of other staff to express their opinion.
To have their roles and leadership positions recognised by all members of the school community, and to be entitled to the support of others in carrying out the responsibilities that go with these roles.	To know how students learn and how to teach them effectively and use a range of teaching strategies and resources to engage students in effective learning.
To be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.	

SHARED EXPECTATIONS

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on:

Respect: treating each other equally, with dignity and valuing our differences.

Environment: creating and promoting a safe, clean and healthy community for all.

Accountability: challenging each other to take responsibility for our own actions.

Learning: working with families, educational partners and community agencies to design individualised pathways to develop confident, competent young people.

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Diversity in the school community

The school aims to address diversity by:

- Maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- Attracting highly skilled and diverse staff
- Increasing the range of knowledge, skills and experiences available in the workforce
- Enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.
- Creating inclusive classroom where everyone is seen and treated as equals
- Celebrating diversity in the school by running days of cultural celebration such as Harmony Day and Remembrance Day and altering the school program where possible to ensure significant cultural events are maintained e.g. ensuring that the school athletics carnival is not run during Ramadan so that all members of the school community can participate.

SCHOOL ACTIONS AND CONSEQUENCES

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as seen below

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Creating a child safe organisation

The school is committed to being a child safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The school's strategies for a child safe school and the statement of commitment can be found in the McGuire College Childsafe Policy. The school's policies and

procedures to manage child abuse can be found McGuire College's Mandatory Reporting Policy and Step by Step guide to reporting abuse

CLASSROOM MANAGEMENT

To facilitate the learning of all students in the classroom, McGuire College has adopted the following procedure.

CLASSROOM RULES

These rules apply in all classrooms at all year levels.
They are posted on classroom walls.

Respect: Students will behave in a way which respects others and their property.

Environment: Students will conduct themselves in a safe manner at all times.

Accountability: we will challenge each other to take responsibility for our own actions.

Learning: we will contribute to and value positive learning pathways.

In addition, there may be subject specific rules, especially in subjects where use of equipment provides safety concerns.

Where students do not observe these rules, then a series of steps will be followed within a restorative framework.



McGUIRE COLLEGE BEHAVIOURAL FLOWCHART



OBSERVE DISRUPTIVE BEHAVIOUR

Handled in CLASSROOM
 Late to Class
 Distracting Others
 Interfering with learning
 Bags in class
 Minor anti-social behaviour
 Disruptive behaviour
 Harassment
 No Equipment
 Off task/not completing work
 Uniform infringement
 Inappropriate Language
 Back chat
 Throwing objects
 Leaving class
 Taking others' belongings
 Refusal to follow instructions
 Unauthorised PED Use/Sighting

MINOR MAJOR

- Respect
- Environment
- Accountability
- Learning

Sent to Year Level Leader
 Repeated Minor Behaviour
 Attendance issues
 Out of school grounds
 Fighting
 Abuse of Teacher
 Deliberate damage to property
 Threats
 Explicit racism
 Substance abuse
 On-going harassment
 Swearing at people
 Student walks off

Intervention 1
 Rule Reminder
 Restate Expectation

Universal Classroom Practices
 REAL
 Real Slips
 Classroom Procedures & Routines
 Classroom Expectations (REAL)
 Encourage Expected Behaviours

Step 1
 Return to class agreement
 Restorative Conversation
 Re-entry process
 Detention/s
 Parent correspondence
 XUNO

Intervention 2
 Relocate student within the classroom
 5 minutes outside classroom
 Restorative Conversation
 Call Home
 XUNO

Known Effective Classroom Behavioural Strategies
 Instructional Model
 Task Difficulty/Differentiation
 Activity Sequencing & Choice
 Active Supervision e.g. Proximity
 Opportunities to Respond
 Establishing trust/rapport to gain classroom cooperation
 Gaining Classroom Attention
 Tactical Ignoring
 Dealing with distractions confidently

Step 2
 Behavioural Management Plan
 Conduct Book/Sheet
 Suspension
 Parent Meeting
 Notify Principal Class

Intervention 3
 Relocate student to another class
 XUNO
 Restorative Conversation
 Call Home

Step 3
 Parent Meeting
 Continued enrollment agreement

Intervention 4
 Refer to Year Level Leader/ Student Management Team Immediately

Step 4
 Explore Alternative Pathways

DISCIPLINE MANAGEMENT FOR CLASSROOMS

Within the Classroom- A Restorative Approach

McGuire College has adopted a restorative approach to responding to behaviour which impacts negatively on others, and to conflict and disagreement between students, staff and other members of the school community.

A restorative approach is based on the concept of restorative justice: a philosophy and set of practices which blend a high degree of discipline, clear expectations, limits and consequences with a high degree of support and nurturance. We use each instance of conflict or misbehaviour as an opportunity to learn about the impact of our behaviour on others, about how to restore damaged relationships and how to manage situations differently.

A restorative conversation will involve answering the following questions:

- What happened?
- How were you feeling at the time?
- Who was affected?
- What can you do to repair the damage?

A restorative conversation can occur at any of the following classroom management steps:

- When a student has been removed from a classroom for 5 minutes.
- When a student is sent to the Year Level Leader's office.
- When a student has been suspended and returning to school.

A restorative meeting may be held between students or students and teachers when:

- A student is continually disrupting a class.
- A student is unco-operative or disrespectful to a teacher.
- There is on-going conflict between a student and teacher
- There is on-going conflict between students
- There is on-going bullying or harassment by a student of others.
- In any instance of a behaviour which has a damaging effect on others.

This meeting will be usually convened by a member of the Welfare team, Year Level Leader or Assistant Principal

A restorative conference may be held when a large number of school community members have been affected by the actions of one or more other members. The conference will usually be convened by a Year Level Leader or a member of the Welfare Team.

All staff have been trained in using a restorative approach as part of the classroom management procedures outlined below.

CLASSROOM PROCEDURES

1. Managing the Classroom Environment

Each Class Teacher develops a Classroom Management Plan. This plan is based on the following four common rules:

Respect: Students will behave in a way which respects others and their property.
Environment: Students will conduct themselves in a safe manner at all times.
Accountability: Students will bring to the particular subject all the required books and equipment and comply with all the instructions of teachers promptly.
Learning: Students will not disrupt the learning of others

In addition, up to 3 subject specific rules may be included. These rules will be decided on and agreed to by the particular Learning Area and be consistent across the Learning Area.

These rules will be displayed prominently in all classrooms. The plan will also include a series of graded consequences, common to all classes, for infringements of rules:

- The student is given an explicit warning.
 - The student's name is written on the board and moved within the room
 - The student may be requested to stand outside the room for 5 minutes
 - The student may be required by the teacher to make up time at recess or lunchtime (up to half of the specific break time)
 - The teacher will negotiate with the student for return to that class.
 - A student who cannot agree to return and conform to class rules is sent immediately to a Year Level Leader/Assistant Principal, taking their books and any work.
2. When a student does not follow these rules, the teacher will follow the Plan within a restorative framework. At each point, where possible *, a student will be given the opportunity to reflect on their behaviour and do things differently. If the behaviour continues and is disruptive, then the student will be removed from the classroom as in 3.

*A restorative conversation may need to be held after the class, to minimise disruption to others.

3. A student who infringes on classroom rules and cannot agree to conform, or who returns to class but reoffends, is sent to another supervised classroom with books and work. If the student's behaviour is extreme or dangerous in nature the student will be sent to their Year Level Leader or Assistant Principal. A restorative meeting held by the Year Level Leader/Assistant Principal/ Welfare Leader with the student and classroom teacher who will attend at the next possible opportunity
4. A student, who regularly infringes on class rules over a period of time, but not reaching the point of being removed from class, will be reported to the Year Level Leader via XUNO Report. The class teacher will follow the classroom

Management Plan using restorative conversations with the student where possible.

BEHAVIOUR MANAGEMENT BEYOND THE CLASSROOM

A Restorative Conference will be held with parents and the student when the student has been unable to comply with all reasonable expectations of behaviour in the classroom. When other measure such as detentions, behaviour report or in-school suspensions have not resulted in a change in behaviour, a suspension from school may be necessary.

There are serious consequences for serious or repeated breaking of school rules. While we hope that discussion and counselling involving a student, parent/guardian and staff will lead to improved behaviour, there are times when there is a need to remove a student from school for a period of time. In these cases, the student will have been advised that a suspension is being considered and given an opportunity to respond.

If all of the above mentioned steps have been put in place and the behaviours continue, the school will consider taking further action in the form of either suspension or expulsion of the student from the school.

Please refer to our Suspension/Expulsion policies for further information.

ENGAGING WITH FAMILIES

McGuire College values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- Ensuring all parents/carers are aware of the school's Student Engagement and Wellbeing Policy
- Conducting effective school-to-home and home-to-school communications
- Providing volunteer opportunities to enable parents/carers and students to contribute
- Involving families with homework and other curriculum-related activities
- Involving families as participants in school decision-making
- Coordinating resources and services from the community for families, students and the school
- Involving families in Student Support Groups.

Parents are responsible for supporting their child's attendance and engagement and are expected to act in a respectful and constructive manner when dealing with our school.

EVALUATION

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- School level report data
- Parent Survey Data
- Data from Case Management work with students
- Data extracted from software such as CASES21 or SOCS
- Data extracted from XUNO

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Moved by College Council: 15th June 2017