

# Behaviour Management Policy

## Rationale

This school actively seeks to ensure a positive and inclusive school culture in which every student has the opportunity to succeed.

The Behaviour Management policy:

- Provides a collaborative whole-school approach to fair and respectful behaviour practices, based on the school's values, expected social competencies and positive peer relationships
- Implements preventative and early intervention strategies to support positive behaviours
- Collaborates with parents to encourage regular school attendance and support of the school's values and behavioural expectations
- Supports students at risk within the school and with the assistance of wellbeing professionals including the DET Psychologist, School nurse other available professionals
- Develops intervention strategies to address inappropriate behaviours which can negatively impact on the learning environment of the individual student, and others
- Complies with Ministerial Order 625.

## 1. Guidelines

- 1.1 Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required
- 1.2 When concerns arise about a student's behaviour or when a student is displaying chronic patterns of problem behaviour a more targeted response will be implemented to support the student
- 1.3 School Behaviour Management Program:
  - Behaviour Guidelines
  - Restorative Practices
  - Agreed Rules for Playground Areas

**Corporal punishment is prohibited in all Victorian schools. Under no circumstances will corporal punishment be permitted**

## 2. Implementation

### 2.1 Prevention:

- a) Fair school-wide and classroom expectations developed at the beginning of each school year with the students
- b) Consistent school-wide and classroom consequences for behaviour
- c) School-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty

- d) School-wide and classroom processes for ongoing collection and use of data for decision making
- e) Provision of opportunities for students to take responsibility and be involved in decision making
- f) Provision of a physical environment conducive to positive behaviours and effective engagement in learning
- g) Utilising evidence base interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

**2.1.1 Staged response to inappropriate behaviours including irregular attendance will be supported through:**

- a) Understanding the student's background and needs
- b) Ensuring a clear understanding of expectations by both students and teachers
- c) Providing consistent school and classroom environments
- d) Scaffolding the student's learning program
- e) Engaging in Restorative Practices
- f) Involving and supporting the parents/carers
- g) Appropriate intervention when necessary
- h) Providing broader educational programs
- i) Mentoring and/or counselling or involving community support agencies
- j) Support from wellbeing professionals including the DET psychologist, school nurse and other relevant professionals
- k) Developing individualised learning, behaviour or attendance plans
- l) Student Support Group (SSG) meetings for students with disabilities
- m) Convening Student Support Group meetings for other students if the behaviour is critical
- n) Developing individualised learning, behaviour or attendance plans
- o) Contact with the Regional Office

**2.1.2 Student Support Group aims to:**

- a) Develop an understanding of the child
- b) Utilise data collection and monitoring systems that will inform decision making
- c) Identify the child's learning, social and environment needs and the support or resources the student requires for improvement
- d) Involve key specialist learning and wellbeing support staff
- e) Develop an individualised learning, behaviour or attendance plan
- f) Support referrals to community support agencies for specialist interventions delivered in partnership with the Student Support Group

**2.1.3 Intervention to address inappropriate behaviours**

- a) Intervention strategies will include the teaching and/or building of pro-social replacement behaviours
- b) Intervention strategies will occur in the classroom as the first option and will always involve the class teacher
- c) Both academic and social strategies will be considered
- d) Progress will be measured and support reduced slowly and gradually

**2.1.4 Consequences which may be used prior to suspension include:**

- a) Withdrawal of privileges
- b) Use of behaviour and attendance sheets to monitor behaviour

- c) Withdrawal from class activities for a specified short period. Where appropriate parents/carers will be informed of such withdrawals
- d) Detention – teachers may require a student to finish school work not completed in the regular classroom or undertake additional or new work or duties at a reasonable place and time. No more than half the time allocated for recess may be used for this work.

## 2.2 Challenging Behaviours - Discipline Procedures

### **Corporal punishment is prohibited in all Victorian schools. Under no circumstances will corporal punishment be permitted**

#### 2.2.1 Suspension and/or expulsion:

A student will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension/expulsion is the only course of action in response to a student's behaviour.

##### **First steps prior to suspension**

- Determine if suspension is an option. It is best reserved for incidents when other measures have not produced a satisfactory outcome
- The Principal should thoroughly investigate the nature of the behaviour/s, the student who committed those behaviours/s the context in which it was committed, and any other relevant circumstances in relation to the incident or behaviour
- The Principal must identify the student's Relevant Person in accordance with Part 2 of the Ministerial Order

Consideration should be given to:

- a) The behaviour for which suspension is being considered
- b) The educational needs of the student
- c) Any disability of the student
- d) The age of the student
- e) The residential and social circumstances of the student
- f) Previous incidences of challenging behaviour and the support/disciplinary measures employed to respond to these.

#### 2.2.2 Suspension

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day or multiple days. Only the Principal has the authority to make the final decision to suspend a student. This authority cannot be delegated.

The Principal has two options available: in-school or out-of-school suspensions. In determining which option is the most appropriate, the Principal should consider the educational, social and emotional impacts on the student and school community.

##### **Grounds for Suspension:**

- a) The student's behaviour must have occurred:
  - Whilst attending school
  - Or travelling to or from school

- Or travelling to or from any school activity
- Or engaged in any school activity

b) **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 education opportunities of any other student
- **Should incidents occur outside of school hours or in locations other than those listed above**, a suspension cannot be used as a response. The impact of cyber-bullying (and other behaviours) outside of school hours/off school premises is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident

c) **In school suspensions**

An in-school suspension is where a student is excluded from the standard instruction or educational opportunities being provided to other students, but can still undertake supervised educational or work based activities on the school premises for the period of the suspension. The same process (including record keeping) must be followed for in-school suspension as for out of school suspensions.

d) **Immediate suspensions**

The Principal may implement a suspension with immediate effect if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk. Where an immediate suspension is imposed, the Principal has a duty of care to provide supervision of the student until they can be collected by a parent, carer or an emergency contact nominated by the parent or carer.

e) **Period of suspension**

Suspending a student can have serious implications for the student's engagement in learning therefore suspension should be applied for the shortest time necessary.

- The period of suspension must not exceed five school days
- The suspension must not result in the student being suspended for more than 15 school days in the school year unless there is prior written approval from the Regional Director
- If the period of suspension is longer than the days left in the term, the Principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

f) **Notification and Action:**

Prior to the suspension taking effect, or on the day of taking immediate action the Principal must:

- Identify the Relevant Person
- Notify the student (verbally) and the Relevant Person (via telephone or in person) of the reasons/s for the suspension, the school days on which the suspension shall occur and whether it is in-school or out of school
- Provide contact details for additional support services to the student and the relevant person as appropriate
- Where the student is suspended for three days or less appropriate and meaningful school work must be provided to the suspended student
- While completion of work is not a requirement for re-entry, parents/carers are encouraged to assist the process by ensuring the work is completed
- Where the student is suspended for more than three days, develop a Student Absence Learning Plan and Return to School Plan
- Follow DET guidelines including providing to parents/carers the Notice of Suspension, relevant suspension brochures and relevant Absence/Learning/Return to School Plans
- Record the suspension on CASES21

- **The relevant person**

Due to the seriousness of **suspension and expulsion** Ministerial Order 625 requires that students who are subject to suspension and/or expulsion processes have a "relevant person" to participate in the process to support and advocate for them. **For most students this will be a parent or carer**

In situations where the parent or carer is unavailable or unwilling to act as the relevant person for their child, they can nominate an alternative relevant person. If they are unable to do so the Principal can appoint a Relevant Person from the Region's "Suitable Persons List".

- **Suspension of Aboriginal and Torres Strait Islander Students**

When considering a suspension for an Aboriginal or Torres Strait Islander student, the Principal should engage a Koorie Engagement Support Officer (KESO) to support the school and the family.

- **Students with separated parents**

In circumstances of separated parents all parents/carers are entitled to be notified of the intention to suspend or expel the student and be involved in the suspension or expulsion process.

**g) Expulsion**

Expulsion is the process of permanently excluding the student from the school in which they are currently enrolled. Expulsion is the most extreme disciplinary measure. The student's behaviour must be of such magnitude that expulsion is the only available mechanism. Expulsion should only be used after other forms of behaviour management have been exhausted and the school can demonstrate evidence that this has occurred.

- 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
- Principals must refer to the Guidance for Expulsion Considerations and expulsion processes

**h) Grounds for expulsion**

**The student's behaviour must have occurred:**

- Whilst attending school
- Or travelling to or from school
- Or travelling to or from any school activity
- Or engaged in any school activity

**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 education opportunities of any other student.

**A student's behaviour must also be of such magnitude that expulsion is the only available mechanism**

Expulsion cannot be implemented as a consequence for events of a novel nature such as one-off pranks that do not cause any harm to other students or members of the school community

- i) **Removing a student from school while considering an expulsion**  
If a student's behaviour is serious enough to warrant expulsion and poses a danger to staff and students an immediate suspension may be implemented while the expulsion is being considered
- j) **Notify the Department for:**
- Students in out-of-home care: The Regional Director must be notified
  - Overseas students: The International Education Division of the Department
  - Aboriginal and Torres Strait Islander Students: The Principal should engage a Koorie Engagement Support Officer (KESO) to support the school and the family
  - Students with disabilities: The Regional Office should be notified to contribute and support planning
- g) **Assistance from the Regional Approved Support Person**  
The Principal must select and seek support from a Regional Approved Support Person (RASP). The role of the RASP is to provide the Principal with advice and support during the process
- h) **Students with separated parents**  
In circumstances of separated parents all parents/carers are entitled to be notified of the intention to suspend or expel the student and be involved in the suspension or expulsion process
- i) **First steps prior to expulsion**
- Determine if expulsion is an option. Expulsion may be an appropriate course of action where a student poses a significant and real to the ongoing safety of other students and staff and/or compromises the effectiveness of the school's educational programs
  - The Principal should thoroughly investigate the nature of the behaviour/s, the student who committed those behaviours/s the context in which it was committed, and any other relevant circumstances in relation to the incident or behaviour
  - The Principal must consider any alternative disciplinary measures that may be appropriate to address the behaviour of the student.
  - The **Principal must** identify the student's Relevant Person in accordance with Part 2 of the Ministerial Order
- j) **Behaviour Review Conference**  
Before making the decision to expel a student, and at the earliest possible time, the Principal must convene a Behaviour Review Conference to provide the student and their Relevant Person with the opportunity to discuss the student's behaviour and possible consequences including expulsion. They may also be accompanied by an independent support person of their choice who is not acting for fee or reward. If the student and their Relevant Person do not attend the meeting, the meeting may proceed in their absence. In this case they will be notified in writing of the key points discussed

The attendees of the Behaviour Review Conference should include the Principal, the student, the Relevant Person, Regional Approved Support

Person, Independent support person (if appropriate). Interpreter/s (if appropriate) and Koorie Support Education Officer (if appropriate)

**The Behaviour Conference must cover:**

- Informing the student and the Relevant Person that expulsion is being considered
- The grounds on which expulsion is being considered
- A summary of the evidence that supports a finding that the student has engaged in the alleged behaviour
- Actions taken to date to address the student's behaviour and engagement at school
- An opportunity for the student and the Relevant Person to be heard
- Any modifications or adjustments that would need to be made to enable the student to remain at school
- Identifications of the student's options for future education and the development of a relevant transition plan
- Providing the student and the Relevant Person with the relevant information brochure on Procedures for Expulsion including the student's right to appeal

**k) Following the Behaviour Conference:**

The Principal must properly and fairly and without bias consider all the relevant information and documentation in making a decision as to whether to expel the student including:

- Any information or documentation provided by the student or their Relevant Person
- Other forms of action to address the behaviour
- The need to maintain the health, safety, and wellbeing of other students and staff at the school
- The need to maintain the effectiveness of the school's educational programs
- The alternative education options available to the student

With consideration to:

- The behaviour for which suspension is being considered
- The educational needs of the student
- Any disability of the student
- The age of the student
- The residential and social circumstances of the student

**l) If the expulsion does not proceed**

A student support group meeting should be held

**m) If the expulsion DOES proceed**

The Principal must follow DET guidelines including providing to parents/carers the Notice of Expulsion, the Expulsion Appeal form. The Principal must also:

- Provide the Regional Director with an Expulsion Report and Notice of Expulsion
- Record the expulsion on CASES21
- Follow DET post expulsion requirements.

### **3. Resources**

3.1 This Policy is underpinned by the:

- a) Child Safe Policy
- b) Bullying, Cyber-bullying and Harassment Policy
- c) Duty of Care Policy
- d) Student Attendance Policy
- e) Student Engagement and Wellbeing Policy.

### **4. Evaluation**

4.1 The Education Sub Committee and Weeden Heights staff will review the effectiveness of the school's Behaviour Management Policy on a cyclical basis in accordance with DET guidelines and priorities.

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