Student Positive Behaviour Support Policy

1. Introduction

Djerriwarrh Community College (the College) is an independent specialist senior secondary school based in Melton. We deliver the Victorian Pathways Certificate (VPC) and VCE Vocational Major Certificate (VM) for students aged 15-19 years. We provide a safe and inclusive learning environment for young people who may have disengaged or be at risk of disengaging from education. The College recognises the importance of Aboriginal and Torres Strait Islander culture to the wellbeing and safety of Aboriginal and Torres Strait Islander students. Students, staff and visitors have the right to a culturally safe school, focusing on unlearning systemic racism, recognising harmful effects, standing up to racism and amplifying the voices of Aboriginal and Torres Strait Islander Peoples. The College is committed to supporting students to reach their individual personal, social and educational potential.

The College follows the philosophy of Restorative Justice and uses Restorative Practices Strategies. It is the responsibility of the Principal and Teachers to ensure that students understand their obligations and expected behaviour as detailed in the Student Code of Conduct and the Student/Parent Handbook. We work closely with our students and their parents and guardians to establish fair and reasonable measures.

Corporal punishment is not permitted under any circumstance.

Student behaviour relates to a school activity or school attendance happening at any time including but not limited to:

- while on school grounds;
- while going to or coming from school;
- during break periods, whether on or off the school grounds;
- during, going to, or coming from a school excursion activity.

2. Purpose

The purpose of this policy is to explain how the College manages student behaviour.

3. Scope

This policy applies to College staff, students and parents/guardians.

4. Definitions

Student/parents/ guardians	Includes the College students and their parents/guardians
Complaint	Any expression of dissatisfaction with an action or service delivered by the College and requires action to be resolved.
Appeal	Where a student/parent/guardian disputes a decision arising from a complaint, an assessment decision, or another decision made by the College
Natural justice	Natural justice is concerned with ensuring procedural fairness. It involves: • decisions and processes free from bias • all parties having the right to be heard all parties having a right to know how they are involved and of what, they are accused • investigating a matter appropriately before a decision is made • all parties being told the decision and the reasons for the decision
Restorative justice	Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment.

5. Policy

The College will use a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school.

Behavioural expectations of students, staff, parents/guardians are based on the College Statement of Values, Student Code of Conduct and Parent Code of Conduct. Student bullying behaviour will be responded to consistently with the Bullying, Harassment and Cyber Bullying Prevention Policy and Procedure.

When a student acts in breach of the behaviour standards of our school, the College will respond as per the College Student Behaviour Support Procedure, informing parents/guardians about the inappropriate student behaviour and the disciplinary action taken by College staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Suspension and expulsion are measures of last resort.

5.1 Preventative measures

All staff at the College are responsible for ensuring a respectful and positive school culture that reflects the school values.

The College follows the philosophy and methods of Restorative Practices:

- address and discuss the needs of the school community;
- build healthy relationships between educators and students;
- reduce, prevent and improve harmful behaviour;
- repair and restore positive relationships;
- resolve conflict, hold individuals and groups accountable.

Teachers use a range of non–punitive classroom strategies to minimise the incidence of student misbehaviour including:

- using positive terms and language, e.g. what to do rather than what not to do;
- modelling positive behaviour and school values;
- reinforcing the school SWPB matrix
- teaching expected behaviour (matrix)communicating expectations and consistently apply consequences;
- encouraging expected behaviour
- discouraging inappropriate behaviour
- using one on one feedback;
- helping students correct their behaviour by using restorative practice methods.

Staff use the Restorative Practices Behaviour Management Flowchart when responding to any student behaviour errors. This includes a staged response Refocus, Relocate, Reflect, Removal.

5.2 Breach of Student Code of Conduct

Expected behaviour and behaviours that will lead to disciplinary actions are detailed in the Student/Parent Handbook and the Student Code of Conduct and Acceptable User Agreement Form which students sign at enrolment.

Breaches of the Student Code of Conduct will not be tolerated and students who fail to comply with the Code may be subject to any or all of the following processes:

- meet with the teacher to discuss unacceptable behaviour and agree on strategies to address the identified breach;
- placed on a Positive Behaviour Plan;

- issued with a written warning letter. An accumulation of three warning letters may result in a student being exited from the program at the College.

Student discipline and behaviour support strategies will be tailored to the individual student's needs and circumstances in line with SWPB documentation. Students' needs will be assessed when enacting discipline measures and before implementing behaviour support management strategies.

Teachers must inform the Principal of any incidents as soon as possible including strategies they used to support the student's behaviour.

All behaviour support and disciplinary responses must be documented on the student's personal file and on Compass.

The Principal will provide support on a case by case basis.

Parents/guardians are to be kept informed of any incidents involving their child and the subsequent disciplinary measures initiated.

Students are given the opportunity to reflect on their behaviour and identify strategies for managing similar situations in the future.

Where a student is removed from class, a duty of care remains to ensure that the student remains supervised.

If any student or parent/guardian feels that they have been treated unfairly, they have the right to make a complaint or appeal the decision as per the Complaints and Appeals Policy.

5.3 Suspension and expulsion

At the College, suspensions and expulsions are consequences of serious breaches of behavioural expectations and must be managed in accordance with processes based on principles of procedural fairness. The Student Positive Behaviour Support Procedure outlines the responsibilities and process the Principal must follow when suspending or expelling a student.

Grounds for Suspension & Expulsion

The Principal may suspend or expel a student for behaviour errors if that behaviour relates to a school activity or school attendance happening at any time including but not limited to:

- while on school grounds;
- while going to or coming from school;
- during break periods, whether on or off the school grounds;
- during, going to, or coming from a school excursion activity.

Students may be suspended or expelled for any of the following reasons when it is determined the student:

- continually breaches the Student Code of Conduct; or
- behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or
- commits an act of significant violence against a person or causes significant damage to or destruction of property or is knowingly involved in the theft of property; or
- possesses, uses, or deliberately assists another person to use prohibited drugs or substances; or
- fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
- consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or
- 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; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

6. Associated documents

Associated policies and procedures	Duty of Care Policy Duty of Care Procedure Student Wellbeing and Engagement Policy Student Positive Behaviour Support Procedure Information Communication Technology Use Policy Restrictive Intervention and Seclusion Policy and Procedure Bullying, Harassment and Cyber Bullying Prevention Policy Bullying, Harassment and Cyber Bullying Prevention Procedure Complaints Policy Complaints Procedure Appeals Procedure
Other associated documents **Internal**	Student/Parent Handbook Student Code of Conduct Parent Code of Conduct Acceptable Use of the Internet Agreement Student Positive Behaviour Support Plan Behaviour Management Flowchart

	Student Daily Report Form Student Incident Discussion Notes Form Student Reflection Sheet Form Suspensions and Expulsions Register Wellbeing Referral Form Student Services Referral Form
Relevant legislation	*Education and Training Reform Act 2006 (Vic)* *Education and Training Reform Regulations 2017 (Vic)* *Disability Standards for Education 2005 (Cth)* *Privacy Act 1988 (Cth)* *Racial Discrimination Act 1975 (Cth)* *The Racial Hatred Act 1995 (Cth)* *The Sex Discrimination Act 1984 (Cth)* *Charter of Human Rights and Responsibilities Act 2006 (Vic)* *Child Wellbeing and Safety Act 2005 (Vic)* *Children, Youth and Families Act 2005 (Vic)* *Disability Act 2006 (Vic)* *Racial and Religious Tolerance Act 2001 (Vic)* *Worker Screen Act 2020 (Vic)*
Other associated documents **External**	VRQA Guidelines to the Minimum Standards and Requirements for School Registration

7. Communication

This Policy is available on the College website, Compass and hard copies can be obtained from the College Reception.

8. Issuance and approval

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