

This policy is compatible and compliant with The Brotherhood of St Laurence – High Street Centre Frankston, Victorian Registration and Qualifications Authority (VRQA) and the broader Brotherhood of St Laurence policies.

Policy background and purpose

The David Scott School actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to receive a high-quality education that empowers them to reach their potential and equips them for a good life.

The David Scott 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.

When relationships break down between members of the school community, we use "Restorative Practices" to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

Legal and regulatory basis for compliance

- Duty of Care
- Education and Training Reform Act 2006 (Vic.)
- Education and Training Reform Regulations (2017)
- Victorian Registration and Qualifications Authority (VRQA) Minimum Standards
- Equal Opportunity Act 2010 (Vic.)
- Disability Standards for Education 2005
- The Regs (s 4.3.1(6)) require that our policies relating to the discipline of students are based on principles of procedural fairness and must not permit corporal punishment.

Policy objectives

To maintain a safe space for all students and staff and to encourage respect and tolerance.

Prohibition of Corporal Punishment

It is our policy that corporal punishment is prohibited.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Scope

The application of the policy is relevant to the governing body, principal, school staff, students and parents.

Rights and Responsibilities It is the right of all members of the community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to the Anti-Bullying Policy, Student Engagement Policy). Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community. Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning. Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to 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, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly; reasonably and consistently implement the Student Engagement Policy and Behaviour Policy. Teachers also have the right to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Shared Expectations

Students

Students are expected to:

Take responsibility for their learning and have high expectations that they can learn

Take responsibility for their behavior and its impact on others

Model the David Scott School core values

Comply with the David Scott Schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes

Comply with all policies related to Child Safety and Duty of Care including Illicit Drugs and Alcohol (student use)

Parents/Carers

Parents/Carers are expected to:

Have high expectations of their young person's behavior and an understanding of the David Scott Schools behavioural expectations

Communicate with the staff of the David Scott School in regards to their young person's circumstances

Behaviour Management Policy

Cooperate with the David Scott School by assisting in the development and enforcement of strategies to address individual needs

Principal/Teachers & Staff

The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviour's and emphasizes the wellbeing of every young person focusing on pro-social behaviour's in curriculum.

The school will employ whole school and classroom practices to establish a climate in which appropriate behavior is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioral issues.

The school will consistently apply its Behaviour Management Policy through a shared collegiate understanding and only exclude students in extreme circumstances.

The school recognizes 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.

School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

Whole school practices include:

Establishing predictable, fair and democratic 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

Empowering students by creating multiple opportunities 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 supported through a staged response, including:

Understanding individual 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

Engaging in "Restorative Practices"

Broader support strategies will include:

Behaviour Management Policy

Involving and supporting the parent/carer
 Involving Student Wellbeing and Engagement, Pathways and/or
 Psychological support where appropriate
 Mentoring and /or counselling
 Convening student support group meetings
 Developing individualised learning, behaviour or attendance plans
 Providing broader educational programs and/or involving
 community support agencies

Discipline Procedures

Suspension and Expulsion:

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Convening of a school support group.

At the discretion of the Principal and/or where all other measures have been implemented without success, students will be provided with assisted referral to a more appropriate education or training setting.

Related External Documents

VRQA Minimum Standards
 Department of Education – Responding to Challenging Behaviour
 Department of Education – Promoting Positive Behaviour and Preventing Behaviour Issues
 Drugs and Schools: Legal Issues A Guide for Principals

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Policy Changes

Date	Reason for Change	Made by
April 2019	V1.2 Review and Update	Catherine Arnold