

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/carers/guardians 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/guardians 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.

Policy objectives

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

Scope

The application of the policy is relevant to the governing body, Principal, David Scott School staff, students and parents/carers/guardians.

Rights and Responsibilities

It is the right of all members of the community to experience a safe, respectful and supportive learning and teaching environment. Staff, students and parents/carers/guardians have a right to be treated with respect, and operate in an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

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/guardians 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

Behaviour Management Policy

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. 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 behaviour 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.

Parents/Carers/Guardians

Parents/Carers are expected to:

- Have high expectations of their young person's behaviour 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
- 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 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 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

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

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:

- 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 exclusion include:

- Withdrawal of privileges
- Use of contracts and agreements to monitor behaviour

Behaviour Management Policy

- Withdrawal from class activities for a specified period. Where appropriate, parents/carers/guardians will be informed of such withdrawals
- Convening of a school support group.

Where all other measures have been implemented without success, students will be provided with assisted referral to a more appropriate education/ training setting.

Student Engagement David Scott School has developed specific procedures that must be followed when considering behaviour management. Refer to our Student Engagement Policy

Individual Behaviour Management Plan Individual behaviour management plans may be made in certain circumstances.

Behaviour Management Plans will be negotiated between school staff, students and parents/guardians, and will consider the student's:

- age
- developmental needs
- behavioural context.

Desired behaviour/goals of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The School will refer the student to other support available and review, assess, change and modify the plan as needed.

Implementation

This Policy is implemented by:

- staff training and professional development opportunities in behaviour management
- communicating this policy to the School community
- monitoring the effectiveness of the policy
- reviewing and evaluating the policy annually.

Approved by	Catherine Arnold – Principal
Approved Date	October, 2022
Review Date	2022
Authorising Department	David Scott School
Prepared by	Craig Colgan – Business Manager
Control File title	Behaviour Management Policy
Version No	V 2.0
Superseded documents	V 1.0

Policy Changes

Date	Reason for Change	Made by