

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.

Source of Obligation	The ETR Act (s 4.3.1(6)) requires that our policies relating to the discipline of students are based on principles of procedural fairness and must not permit corporal punishment.
Policy Background and Purpose	<p>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.</p> <p>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.</p> <p>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/expulsion from school is viewed as a last resort. See the school's Suspension and Expulsion Policy.</p>
Prohibition of Corporal Punishment	<p>It is our policy that corporal punishment is strictly prohibited.</p> <p>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.</p>
Behaviour Management: Rights and Responsibilities	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

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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. 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.

David Scott School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting expectations with respect to student behaviour
- establishing specific teaching and learning programs
- communicating expectations with the wider School community
- acknowledging positive behaviours in a range of ways
- maintaining records with respect to student behaviour.

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 this 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 regard 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 behaviours 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.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students
- have decisions determined by a reasonable and unbiased person
- know the allegations that have been made, and to respond to them
- be heard before a decision is made
- to have a decision reviewed (but not so as to delay an immediate punishment).

David Scott School is committed to ensuring procedural fairness when disciplining a student.

School Actions

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

Where a student has breached the David Scott School's rules there are a range of consequences which students face.

These may include:

- warnings or reprimands (verbal and written)
- withdrawal and/or cancellation of privileges
- use of contracts and agreements to monitor behaviour
- 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
- suspension
- expulsion

A decision to suspend or expel a student may only be made by the Principal or delegate.

Individual Behaviour Management Plan

Individual behaviour management plans may be made at the discretion of Principal or delegate.

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.

Procedures for Suspension, Expulsion and Exclusion Implementation

David Scott School has developed specific procedures that must be followed when considering the suspension or expulsion of a student. Refer to our Suspension and Expulsion Policy.

This Policy is implemented by:

- staff training and professional development opportunities in behaviour management
- communicating this Policy to the School community through the school's website
- monitoring the effectiveness of the Policy

Approved by	Catherine Arnold – Principal
Approved Date	February, 2022
Review Date	2025
Authorising Department	David Scott School
Prepared by	Niklas Straub - Administration
Control File title	Behaviour Management Policy
Version No	V 3.0
Superseded documents	V 2.0

Policy Changes

Date	Reason for Change	Made by
Feb, 2022	Fully revised to incorporate clear procedural steps for managing suspensions and expulsion. Supplemented by new Suspension and Expulsion Policy.	NS