Student Behaviour Management Policy

Policy number	VIC0013	Version	1.0
Drafted by	MSV	Approved by Board on	June 2024
Responsible person	Principal	Scheduled review date	June 2026

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1   Introduction

1.1   Our Student Behaviour Management Policy is designed to foster a positive atmosphere where students can thrive academically, socially, and emotionally. We firmly believe that responsible behaviour is essential for personal growth and the safety and wellbeing of the entire school community.

1.2   The terms used in this policy and procedure are defined in the School's Child Safety Policy unless otherwise specified.

2　Purpose

2.1　The purpose of this policy is to provide students, parents/guardians and staff with clarity as to the behaviour expected of students at the School and the consequences when those expectations are breached.

2.2　The policy aims to:

(a)　support the School and its staff members, parents and students in creating a culture of positive behaviour with high levels of student engagement as essential prerequisites for ongoing wellbeing and learning.

(b)　present a clear process to be followed when students fail to exhibit the type of behaviour required of them.

(c)　ensure the safety of all the members of the School community, i.e., students, staff members, parents and visitors.

(d)　help students develop self-discipline, self-respect, self-worth, self-efficacy and respect for others.

(e)　create an environment where the right of students to learn and the right of teachers to teach is respected.

3　Scope

3.1　This policy applies to all School students and staff.

3.2　Students must follow the Behavioural Expectations of the School.

3.3　Failure to meet the Behavioural Expectations of the School will result in this Student Behavioural Management Policy being applied.

4　Definitions

4.1　**Behavioural Expectations** means the requirements of Students set out in the School's:

(a)　Student Code of Conduct;

(b)　the Rights and Responsibilities Guidelines; and

(c)　the ICT Responsible Use Policy.

4.2　**Disciplinary Intervention** means a Behavioural Management Plan, suspension or expulsion.

4.3　**Internal suspension** means an immediate suspension to permit the School to investigate allegations of misconduct and diffuse heightened situations of risk of harm to students and staff. An internal suspension does not go on a student's record, unless converted into a suspension retroactively as a Disciplinary Intervention.

4.4   **Intervention** means a behavioural management action which includes warnings, additional duties, withdrawal of privileges, Disciplinary Interventions and temporary exclusion.

4.5   **Policy** means this Behavioural Management Policy.

4.6   **Severe behaviour** is behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

4.7   **Severe Breach** means a breach of the Behavioural Expectations which, in the sole assessment of the Principal or delegate, is severe in its nature and/or impact. The Principal, or delegate may have regard to the following considerations in determining whether a breach is a Severe Breach:

(a)   whether the conduct is repeated or sustained;

(b)   the extent to which the conduct is inconsistent with the School's values;

(c)   the severity and breadth of the impact of the conduct on others including other students;

(d)   the extent of the impact of the conduct on the School's reputation; and

(e)   any other matter the Principal, or delegate deems relevant.

5   The three main rules

5.1   This Policy centres around three main rules:

(a)   Be Safe.

(b)   Be Respectful.

(c)   Be a Learner.

6   General guidelines

6.1   The School will respond to behavioural management issues with students with the following principles in mind:

(a)   **Communication** – There should be honest, courteous, respectful and open communication between parents, staff members and students. We take a collaborative approach to student behaviour management.

(b)   **Positive interpersonal relationships** – The School will prioritise the creation and restoration of positive interpersonal relationships between the parties when considering the seriousness and the consequences of breaches of this policy.

(c)   **Support and empowerment** – The School provides students with opportunity to learn and grow whiles enrolled at MSV. To do this, the School ensures each classroom has several Assistant Teachers and a Support Worker who work based on an "early intervention" model to provide additional support to all students in learning how to self-manage

behaviour and make decisions that align with the behavioural expectations. Assistant Teachers and Support Works are available to work 1:1 with students throughout the entire school day and on an ongoing basis.

(d) **Inclusion**– The School will be inclusive in implementing or designing behaviour management procedures that aim to empower students.

(e) **Responsibility** – MSV aims to support the development of effective self-management skills, by empowering students to make decisions about responsible ways of meeting personal needs and the expectations of the School.

(f) **Consistency** – MSV promotes fairness, equality and consistency in the approach taken to student discipline at the School should be a whole-of-school approach.

(g) **Professional responsibility** – There is a responsibility for staff members to assert effective discipline to ensure an effective learning atmosphere in the School environment, including student safety.

6.2 Behavioural management actions taken under this Policy must be designed and implemented with regard to:

(a) the promotion of participation, empowerment and access to the School's education program;

(b) the avoidance of structures or actions that disempower others or discourage them from participating or freely expressing opinions;

(c) reasonable adjustments for students with disabilities; and or ensuring inclusion of students with additional needs;

(d) the overall need to maintain the culture of the School community in alignment with the School's values of resilience, discipline, high expectations, and personal responsibility; and

(e) encouraging students to take responsibility for their conduct.

7 Procedural fairness and prohibition of corporal punishment

7.1 The School is committed to ensuring this Policy and procedures are fair and reasonable. The School will ensure this Policy, and its application, affords procedural fairness and is consistent and non-discriminatory.

7.2 The School will ensure procedural fairness is afforded by:

(a) communicating to students the Behavioural Expectations;

(b) including students in decisions affecting them by explaining to students the disciplinary process;

(c) explaining allegations and how these breach the Behavioural Expectations (as well as whether the breach may constitute a Severe Breach);

(d)   giving students an opportunity to respond to allegations;

(e)   having decisions about Interventions made by impartial decision makers; and

(f)   explaining reasons for decisions.

7.3   The School prohibits any form of corporal punishment.

8   Responses to certain behaviours

8.1   The response to certain behaviours is set out in the table below.

8.2   The implementation of theses response options will have regard and consideration of the specific circumstances, including inclusion of students with disabilities or different learning needs.

8.3   <u>An Appropriate Level of Consequence</u>: When determining the appropriate level of consequences, the following guiding questions will inform the decision-making process:

(a)   Has the student previously demonstrated a consistent pattern of responsible self-management OR as the result of recent intervention and support, has the student currently been demonstrating a commitment to more <u>responsible self-management</u>?

(b)   Are there mitigating circumstances?

(c)   To what extent did the student's actions and behaviour endanger the safety and welfare of others, or impact upon the learning environment?

(d)   To what extent have less intrusive consequences been effective previously?

8.4   To be clear, the School will determine the level of consequence which may take into account a pattern of inappropriate behaviour and/or and especially significant or serious instance of inappropriate behaviour. The following stages of intervention do not necessarily progress from one stage to the next. Progression in consequences depends upon a range of factors, not least being the seriousness of an incident and the impact of the incident upon the safety, welfare and learning/work environment of others.

8.5   The School considers the individual circumstances of students when applying support and consequences by:

(a)   promoting an environment which is responsive to the diverse needs of students;

(b)   establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;

(c)   recognising and taking into account the age, gender, disability, cultural background, socioeconomic situation and emotional needs of students; and

(d)   recognising the rights of all students to:

(i)   express opinions in an appropriate manner and at the appropriate time

(ii)   work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and

(iii)   receive adjustments appropriate to their learning and/or impairment needs.

	Behaviour Development/ Response Options	Teacher/Administration Response Options
Tier 1 **Expected Behaviour**	Relationship Development Routines and Clear Expectations Essential Skills for Classroom Management Teacher-Student Game	Positive investment in family relationships Proactive ILP development
Tier 2 **Minor Disruptive Behaviour Minor** **Disrespectful Behaviour** **Uncharacteristic Behaviour**	Inform Classroom Teacher – verbal or Compass entry Essential Skills for Classroom Management Teacher-Student Game Chill out (leave classroom environment)– directed or offered (5 min break & implementation of individual strategies) –Teacher to manage Lunchtime play privileges removed Restorative conversation After class check-in and conversation	Contact home Schedule a parent/guardian meeting Student conversation Discuss options with Teacher Group observation and Teacher-student game evaluation Student re-set days (students who are or become dysregulated and are therefore having a negative impact on the learning environment and cannot engage in class will be sent home) Reflection Day (students who have behaved inappropriately will be required to spend a day at home reflecting on their behaviour)
Tier 3 **Ongoing** **Disruptive** **Behaviour** **Major** **Disrespectful**	Inform Classroom Teacher – Compass entry Chill out (leave classroom environment)– directed or offered (5 min break & implementation of individual strategies) Teacher to manage Buddy room with reflection sheet (used for extended period of time if student does not reengage in	Contact home Schedule a parent/guardian meeting Discuss options with Teacher Group observation and Teacher-student game evaluation Schedule meeting with student's allied health professional Behaviour support plan Admin to send student home early

	Behaviour Development/ Response Options	Teacher/Administration Response Options
Behaviour	learning after Chill out) – Teacher to manage Lunchtime play privileges removed Restorative conversation After class check-in and conversation Send to Principal Other strategies identified in Stakeholder meeting	Suspension & Re-entry meeting Suspension of enrolment Student re-set days Reflections days Termination of enrolment
Tier 4 **Extreme Disruption/Safety Risk** **Extreme Disrespects**	Immediately Inform Classroom Teacher – Compass entry Classroom Removal Send to/for Principal or Assistant Principal Other strategies identified in Stakeholder meeting	Contact home Schedule a parent/guardian meeting Schedule meeting with student's allied health professional Behaviour support plan Admin to send student home early Suspension & Re-entry meeting Suspension of enrolment Termination of enrolment

9 De-escalation of severe behaviour

9.1 Severe behaviour is behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy, or that impacts the learning environment to the significant detriment of other students.

9.2 The following is required for staff in managing and seeking to de-escalation severe behaviour.

Diffusing strategy	
Preventing escalation of the problem behaviour by avoiding:	• shouting cornering the student • moving into the student's space • touching or grabbing the student • sudden responses, • sarcasm, • becoming defensive, • communicating anger and frustration through body language
Maintaining calmness, respect and detachment by:	• modelling the behaviour students need to adopt • staying calm and controlled using a serious measured tone • choosing language carefully, • avoiding humiliating the student being matter of fact • avoiding responding emotionally

Approaching the student in a non-threatening manner by:	• moving slowly and deliberately toward the problem situation
	• speaking privately to the student/s where possible
	• speaking calmly and respectfully
	• minimising body language
	• keeping a reasonable distance
	• establishing eye level position
	• be brief
	• staying with the agenda
	• acknowledging cooperation
	• withdrawing if the situation escalates
Following through by:	• acknowledging student compliance and engagement however brief
	• reminding the student of the expected school behaviour and identify consequences of continued unacceptable behaviour
Debriefing by:	• helping the student to identify the sequence of events that led to the unacceptable behaviour
	• pinpointing decision moments during the sequence of events
	• evaluating decisions made and identifying acceptable decision options for future situations

10   Restorative practices and wellbeing approach

MSV seeks to empower students to self-manage their own behaviour. Restorative conversations, reflections and accountability are an important part of behaviour management process. To support students as they begin to learn about self-managing their behaviour, Support Workers will provide that guidance and listen to student concerns and issues to help them prepare for classroom re-entry. They will offer ongoing support to all students as they progress through the day.

11   Suspension

11.1   Only a Principal or Assistant Principal has the authority to suspend a student. A Principal and Assistant Principal may not delegate this power to suspend a student.

11.2   A Principal or Assistant Principal may suspend a student if the student:

(a)   behaves in such a way that poses a risk or danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any persons;

(b)   causes significant damage to or destruction of property;

(c)   commits or attempts to commit or is knowingly involved in the theft of property;

(d)   possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;

(e)   fails to comply with any clear and reasonable instructions of a staff member as to pose a danger, whether actual, perceived or threatened, to the health and safety or wellbeing of any persons;

(f)   consistently engages with behaviour that vilifies, defames, degrades or humiliates another person;

(g)   consistently behaves in an unacceptable manner that interferes with the wellbeing, safety or educational opportunities of any other student.

11.3   Before implementing a suspension, the Principal or Assistant Principal will ensure the student has the opportunity to be heard and staff will consider all relevant information and documentation pertaining to the incident and situation.

11.4   All suspensions will be communicated to the student and the parent/s or guardian/s of that student, both verbally and in writing. Suspension letters will be saved on the students Compass file and a register of suspensions will be kept and managed by the Senior Campus Administration Officer.

11.5   Suspension length and type is at the discretion of the Principal or Assistant Principal, adhering to the principles of this Policy. Where a suspension is effective immediately, the Principal and Assistant Principal may determine to expel the student while the student is on suspension.

12   Expulsion

12.1   Only the Principal or Assistant Principal has the authority to expel a student.

12.2   The Principal and Assistant Principal may not delegate this power to suspend a student.

12.3   A Principal may suspend a student if, whilst attending school, travelling to or from school or engaging in any school activity away from school, the student:

(a)   the student does anything mentioned in the above suspension reasons at 11.2 of this Policy; and

(b)   student behaviour is of such magnitude that, having regard to the need for the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs, expulsion is the only available mechanism.

12.4   Before implementing an expulsion, the Principal will ensure the student has the opportunity to be heard and staff will consider all relevant information and documentation pertaining to the incident and situation.

12.5   All expulsions will be communicated to the student and the parent/s or guardian/s of that student in writing and, if appropriate, verbally as well. Expulsion meetings between the student and parent/s or guardian/s of that student will be held immediately. Expulsion letters will be saved on the students

Compass file and a register of those who are expelled along with suspensions will be kept.

13 Behavioural Management Plan

13.1 A Principal or the Assistant Principal, or delegate, may implement a Behavioural Management Plan.

13.2 Students and their families will be consulted on the Behavioural Management Plan's development. Students and their families are expected to cooperate in both its design and implementation, as well as complying with it.

13.3 The Behavioural Management Plan will assist staff members in handling difficult situations, including details of strategies:

(a) to reduce behavioural triggers;

(b) to address the behaviour; and

(c) on how all staff members will support a student and encourage them to calm down in heightened situations.

13.4 The School will regularly review the Behaviour Management Plan to ensure it is up-to-date, and address the changing needs of the student. All reviews of Behaviour Management Plans will consider a student's unique identity, with its implementation supported by the School's values. In addition to regular reviews, any incidents resulting in Interventions under this Policy will trigger an additional review of the relevant Behavioural Management Plan.

14 Safety Interventions: Temporary exclusion of a student

14.1 The following Interventions are relevant to ensure the safety of all members of the School community. They may be implemented at any time and do not need to be in response to a breach of the Behavioural Expectations.

14.2 The School endeavours to provide strong pastoral care for all students. However, sometimes the School will not have sufficient expertise or resources to provide a safe environment for its students or ongoing attendance at the School will not be practicable or lawful.

14.3 In such cases, the Principal, or delegate, may temporarily direct a student to not attend the School on the following grounds:

(a) evidence to believe that a student's physical or mental health will be at risk if attendance continued;

(b) the student poses a risk to others;

(c) there is a suspected and/or alleged Severe Breach of the Student Code of Conduct; and/or

(d) the School does not have the specialised resources and expertise required to protect and support the student's wellbeing.

14.4 On such grounds, and in the best interests of the student and/or other students, the Principal, or delegate, may temporarily direct the student to not attend School so:

(a) external support from the student's allied health professional can be sourced which will support the student and the School with a safely managed pathway back to School.

(b) the School can seek medical advice, if appropriate, from the student's health professionals as well as independent medical advice to help inform the School's decisions.

(c) a safety management plan can be implemented.

15 Safety Interventions: Restrictive interventions

15.1 Staff may <u>only</u> use restrictive interventions as a last resort if all non-physical interventions have been exhausted and a student is:

(a) physically assaulting another student or staff member;

(b) posing an immediate danger to themself or others.

15.2 The use of restrictive interventions is <u>only</u> appropriate where the immediate safety of others is threatened, and the strategy is used to prevent injury.

15.3 Restrictive interventions cannot be used:

(a) as a form of punishment

(b) when a less severe response can effectively resolve the situation

(c) as a response to:

(i) property destruction;

(ii) school disruption;

(iii) refusal to comply;

(iv) verbal threats; or

(v) leaving a classroom or the school, unless student safety is clearly threatened.

Guidance on the types of restraint that can be used

15.4 Any restrictive intervention made must be:

(a) reasonable in the particular circumstances;

(b) in proportion to the circumstances of the incident;

(c) the minimum force needed to achieve the desired result; and

(d) take into account the age, stature, disability, understanding and gender of the student.

Actions after the use of restrictive intervention

15.5 Staff must formally document – in writing – the use of any restrictive interventions by submitting an Incident Report Form to the Principal and Child Safety Officer and save a copy of the report on the student profile on Compass.

15.6 Either the Principal or Child Safety Officer will debrief with the staff member to gain a better understanding of why restrictive intervention was necessary in the circumstances and inform continuous improvement of behaviour management.

15.7 If deemed appropriate, the Principal or Child Safety Officer may contact the parents/guardians.

16 Breach of this policy

16.1 Staff members who fail to implement this policy may be subject to disciplinary action, including and up to termination of employment or engagement.

16.2 If a student or their parents are unhappy in the application of this policy, they should raise the issue in accordance with the procedure set out in the School's Community Grievance Policy.

17 Communication of this policy

17.1 Behavioural expectations, standards and consequences are communicated clearly for the benefit of students, parents and staff members.

17.2 The School will ensure all members of the School community have a shared understanding of what constitutes acceptable and unacceptable behaviour together with clear systems of recognition and consequences.

17.3 The Policy is on the School's SharePoint and website.

18 Associated policies

18.1 Student Code of Conduct

18.2 Online Safety Policy

18.3 Bullying Prevention and Intervention Policy (Students)

19 Review

19.1 This policy is reviewed periodically as detailed in the Policy Review Schedule. Next review date is June 2026.