



Behaviour Management Policy

Purpose:	<p>To inform staff, students, parents and carers about the rights and responsibilities of students at VHS.</p> <p>To outline how the school will respond to behaviours that breach these rights and responsibilities.</p> <p>To comply with Child Safe Standards in Ministerial Order 1359 and the VRQA Minimum Standards and Other Requirements for Schools</p>
Scope:	All students, parents/carers, staff and volunteers
Implemented by:	School Principal, Mentors employed in their capacity as VIT Registered Teachers
Approved by:	VHS Board
Reviewed:	Every two years, or before in response to regulatory changes or as improvements are identified.
Communicated via:	School website, enrolment agreements, staff induction program, student Parliament, parent handbook

At VHS we believe that social and emotional skills are an essential component to a happy and satisfying life. We also believe that these skills can be learned, which informs the school’s approach to behavior management. We recognize that unlearning ineffective patterns of behavior takes time, but with willingness from the student, positive change is possible – and likely.

While actively supporting individuals to learn and practice effective methods of communication and behavior we also remain conscious of protecting the safety and rights of others. We understand that there is a link between positive behaviour and engagement, which are significant contributors to positive outcomes at school.

This policy has been developed to ensure students, Mentors and parents are aware of the process that will be followed when inappropriate behavior occurs. This policy is used in conjunction with the Student Code of Conduct which forms our Student Enrolment Agreement which is signed prior to the commencement of enrolment and then at the start of each year.

The Rights of each Student








- to feel safe
- to be accepted and valued as an individual regardless of personal characteristics and values
- to expect personal property to be safe from destruction or theft
- to be spoken to quietly and with respect by everyone
- to learn in an attractive, well-prepared environment
- to work without disturbance
- to be shown courtesy, kindness, and respect by everyone

The Responsibilities of each Student

- to express themselves appropriately
- to accept and value others as individuals regardless personal characteristics and values
- to respect the personal property of others
- to work without disturbing others
- to show courtesy, kindness and respect to everyone
- to cooperate and act in a friendly manner
- to listen to others, and to allow them their thoughts and opinions
- to contribute towards the wellbeing of the school community and environment
- to fulfil the obligations outlined in the student enrolment agreement
- to abide by all school policies

The Responsibilities of the School

It is the responsibility of the school and its staff to:

-  apply the Behaviour Management Policy
-  discharge its Duty of Care to ensure the safety and wellbeing of students. This Duty of Care is not delegable
-  provide opportunities for students to grow in their social learning in order to develop positive behaviour, respectful relationships and encourage high levels of student engagement
-  ensure that all members of the school community have a shared unambiguous understanding of what constitutes acceptable and unacceptable behaviour
-  proactively identify and consider the needs of Aboriginal students, students from culturally and linguistically diverse backgrounds, students with disabilities, students unable to live at home, students who identify as lesbian, gay, bisexual, transgender and gender diverse, intersex and queer (LGBTIQ+) and students experiencing risk or vulnerability.
-  monitor and record student behaviour and regularly review, analyse and look for trends and emerging patterns, and use this information to update policies, practices and processes.
-  make a record in the Student Management System of any Level 3 breach of the Student Code of Conduct, recording the event and subsequent investigations, actions and outcome.



Behaviour Management Pathway & Breaches to Student Code of Conduct

Types of Inappropriate Behaviour

We recognise there are different levels of inappropriate behavior which impact on the rights of each student or school community member. These can range from just being annoying to causing serious harm to people or property. Below is a non-exhaustive list of examples of how different type of behavior will be defined by the school:

- Level 1** One-off name calling, inadvertent embarrassment, disrupting meetings, distracting others' learning, one-off put-down, non-cooperation
- Level 2** Ongoing name calling and uninvited online contact, intentional embarrassment, defiance, low-level physical contact (e.g. pushing), graffiti, swearing
- Level 3** Threatening others, serious physical violence (e.g. punching, kicking, intent to injure), inappropriate physical or online contact, high level swearing directed at another individual, vandalism or destruction of property, bullying and harassment including racial slurs, cyberbullying or accessing inappropriate online content, abuse or persistent Level 1 & 2 Behaviours.

The VHS Behaviour Management Pathway uses these examples of behavior to indicate an appropriate level of response. However, inappropriate behavior always occurs within a context of timing, intensity, intention and outcome. Mentors (in conjunction with the Principal) will consider the context of a student's inappropriate behaviour prior to engaging with the Behaviour Management Pathway.

Mentor Responses to Level 1 and 2 Behaviours

Below are examples of how the different stages on the Behaviour Management Pathway will be applied by Mentors:

- Request (Stage 1)** Mentors will calmly describe the unwanted behavior and make a request describing what is needed / wanted from the student.
- Remind (Stage 2)** *Mentors will ask if the student remembers / understood the previous request and remind them of what is needed / wanted from the student.*
- Instruct (Stage 3)** *Mentors will instruct the student to stop the unwanted behavior and the student is assisted to consider the feelings and needs of the other individual/s. The mentor may help the student to identify any feelings or unmet needs that may be informing the inappropriate behavior. Note of incident made in individual student Case Notes held in the school's student management system.*



Relocate (Stage 4) *When a student's behaviour is not appropriate to the setting, mentors will provide scaffolding and support for the Student to resume appropriate behaviour by relocating them from the setting of the inappropriate behaviour. This could be within the existing space, or to another area close by where the student can still be supervised and could involve them completing work independently instead of within the group.*

Mentor Responses to Level 3 Behaviors

Remove (Stage 5) *Student is removed from the situation and supervised away from the individual or group. If a student cannot safely be relocated (Stage 4) then others in the space will be moved instead and it will constitute a Remove (Stage 5). Participants and witnesses of the incident will be interviewed, and the Mentor (in conjunction with School Principal) will decide on an appropriate response. This may include a Restorative Practice session. Parents of all participants are notified by phone, email or in-person. A Record will be kept in each participant's students records in the school's student management system.*

For Level 3 behaviours and/or a Stage 5 incident, the school will request to meet with parents and the student to discuss the incident Depending on the incident and behavior a Breach Notice may be issued to the student, and/or a Personal Management Plan (PMP) may be developed.

The School Board is advised by the Principal if a PMP is established or Breach Notice issued.

Refer (Stage 6) *At Stage 6, the School Board will determine on a case-by-case basis whether the student's enrolment can continue and if so, any special conditions. All information provided to the Board will be de-identified. The principles of procedural fairness will be followed. All decisions will be provided to parents in writing and delivered in person.*

Enrolment Cancelled (Stage 7) *If the Board determines that a student's enrolment will be cancelled, this is considered Expulsion and will be recorded in the Suspension and Expulsion Register by the Principal.*

Restrictive Interventions and Suspension

Suspension

If a student is removed from a class or other activity for a length of time beyond that which it takes to de-escalate the situation, interview participants, establish what happened, and (if required) re-establish acceptable behaviours and a suitable environment, this will be recorded in the school's Suspension and Expulsion Register by the Principal. Parents will be notified if this has occurred and may be required to collect their child before the end of the school day.

Prior to a student being suspended from class or other activities for an ongoing period, he/she must have an opportunity to be heard or have taken into account any additional information or documentation that is



provided by the student or parent / carer / guardian. Suspension from school is seen as a last resort and a PMP may be established prior to the student returning to school.

Restrictive Practices, Restraint & Seclusion

In some limited circumstances, in order to satisfy their duty of care it may be necessary for a staff member to use physical restraint or seclusion strategies.

Every effort should be made to prevent the need for the use of physical restraint or seclusion. It should only be used in situations where the student's behaviour poses an imminent threat of physical harm or danger to self or others and where there is no less restrictive means of responding in the circumstances.

Restraint should only be used with the minimum force required and seclusion used for the minimum duration required. Both should be discontinued as soon as the immediate danger has dissipated.

Physical restraint or seclusion should never be used in a manner that restricts a student's breathing or wilfully harms the student.

The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the Charter of Human Rights and Responsibilities Act 2006.

Should a staff member have physically restrained or secluded a student they should report the incident to the Principal immediately. Details of the incident should be recorded in the school's student management system, including witness statements from other staff who were involved or present. Parents should be notified as soon as possible after the incident. The Principal will decide if a PMP or other support strategies, including staff training, are required to reduce the likelihood of a similar incident happening again.

Procedural Fairness

Students and families have a right to be treated fairly.

At VHS, we will

- ensure all those involved in an incident have a reasonable opportunity to have their voice heard, defend themselves and/or to explain their understanding of the context and any extenuating circumstances
- ensure the response to, and consequences are unbiased and are applied consistently.
 - A test of this could be whether the same (or similar) sanctions are applied:
 - to different students for the same breach
 - for the same breaches occurring at one time compared with another
 - by one teacher compared with another



- use levelled responses and consequences that are proportionate to the behaviour.
 - This could involve taking into account questions such as:
 - the impact of the behaviour on others
 - the prior behaviour of the student
 - the likelihood of the behaviour being repeated.

Concerns & Complaints

If parents or students disagree with or are unsatisfied with an outcome of an incident, they may make a complaint by following our Concerns & Complaints Policy.

Corporal punishment is not permitted at VHS at any time.

Related Documentation

Behaviour Management Pathway
Student Enrolment Agreement
Student Code of Conduct
Digital Technologies Code of Practice
Electronic Student Records
Personal Management Plan template
Breach Notice template
Suspension and Expulsion Register

Related Policies

- Child Safety & Wellbeing Policy
- Duty of Care Policy
- Bullying & Harassment Policy
- Concerns & Complaints Policy
- Digital Technologies Policy