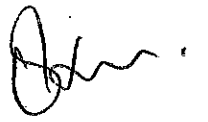
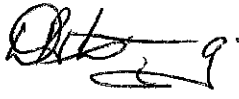




VCAL Student Behaviour Management Policy and Procedure

Policy number	P-61		
Version number	1.0		
Drafted by	Veronica Kioria		
Responsible person CEO	Veronica Kioria	Signature 	Date: 22/05/19
Approved by the Board:			
On behalf of the Board	David Ling President	Signature 	Date: 22/05/19
Scheduled review date	December 2021		

Basic Beliefs/Purpose

Diamond Valley Learning Centre (DVLC) is committed to providing a safe, inclusive and positive learning environment for all students engaged in education and training. In the VCAL program, DVLC uses a range of strategies to promote student wellbeing and positive learning behaviours.

Scope

This policy applies to the Chief Executive Officer (CEO), and to VCAL program staff, students and volunteers.

Policy Guidelines

DVLC recognises that the majority of VCAL students have a range of behavioural, emotional and social welfare needs, and is committed to providing positive educational outcomes for all. DVLC acknowledges its duty of care obligations to students, and other legal obligations around occupational health and safety, and under the Charter of Human Rights.

DVLC has developed a range of behaviour management strategies to meet its obligations, provide students with ongoing support, and to manage any associated risks. These are based on cornerstone principles and expectations that VCAL students:

- participate in their own learning;
- support each other's learning;
- develop respect for self and others;
- take responsibility for their own actions;
- take care of each other and their teachers; and

- commit to non-violence, including bullying.

On enrolment and at least annually, VCAL students (and their parents/ guardians / carers if under 18 years) are required to sign a statement of their rights and responsibilities, including expectations about student conduct.

DVLC expects that VCAL staff will model behaviour that students are expected to develop, including:

- treating all staff and students with respect;
- acknowledging own mistakes and apologising;
- seeking and being open to student feedback; and
- where possible and appropriate, changing behaviour, learning plans, policies and processes as a result of this feedback.

DVLC's behaviour management strategies are a staged response and include, but are not limited to:

- acknowledgement, support and reinforcement as students take steps towards positive improvement;
- early intervention in the classroom to address factors influencing concerning behaviours;
- more targeted and intensive interventions, including wellbeing interviews, ongoing communication with parents / guardians / carers and caseworkers, student support groups, learning plan changes, behaviour agreements, and referrals to external assessing counselling services;
- temporary and limited withdrawal of privileges;
- temporary and limited in-school timeouts, allowing the student to work with wellbeing staff and mentors while continuing their educational activities, or completing restorative or amending activities under supervision; and
- exclusion measures, used as a last resort when other strategies have been tried and failed, or for serious misconduct, as outlined in the VCAL Suspension and Expulsion Policy.

Before a behaviour management strategy is implemented, VCAL staff must give due consideration to the best interests of the student, and the strategy's appropriateness given the:

- behaviour of the student/s;
- educational needs of the student/s;
- age of the student/s;
- any disability or additional learning need of the student/s;
- residential and social circumstances of the student/s; and
- the wellbeing of the whole school community or vulnerable individuals within it.

DVLC does not use detention as a disciplinary measure, or permit corporal punishment, and will not send students home unless there has been a significant incident involving violence, property damage, or the sale or consumption of illicit substances. Parents / guardians / carers will be contacted prior to a student being sent home, and will be requested to attend a meeting prior to the student's return to classes.

At all times, DVLC staff will ensure that:

- students are reminded of, and encouraged to meet, expected standards of behaviour;
- concerning behaviours are discussed with the student/s involved, including environmental changes necessary to reduce or stop the behaviour;
- parents / guardians / carers are informed and involved in resolving and managing behaviour issues;
- duty of care obligations for all students remain a key focus; and
- DVLC policies and procedures are followed.

In seeking to minimise the risk of harm to staff and students, DVLC staff will:

- monitor student behaviour and raise concerns at VCAL team meetings;
- document behaviour management and disciplinary responses;
- maintain confidentiality wherever possible;
- follow DVLC processes, including accident and incident reporting;
- respond to reports of bullying, including cyberbullying;
- report illegal activity to the police;
- encourage student feedback, and follow a continuous improvement approach to managing student behaviour; and
- ensure that students are aware of the complaints process and what to do if they feel that they have been treated unfairly.

Procedure Guidelines

Additional procedures may apply where actions are required in related policies.

1. VCAL teachers are responsible for managing student behaviour in the classroom, and are encouraged to utilise trauma-informed approaches such as the Berry Street Education Model, which uses the underlying principles of:
 - a. strong relationships matter - every student must feel they have an advocate in their school; struggling students learn best from teachers they love and respect;
 - b. teachers can make a difference - teachers must be supported to love what they do;
 - c. every lesson should teach academic content and psycho education;
 - d. students who have the most challenging and complex needs require predictable structures of safety and support;
 - e. psycho education is self-education - all students must have the opportunity to understand themselves and how they learn; struggling students learn best once they learn about themselves.
2. VCAL wellbeing staff and teaching assistants are responsible for providing teachers and the VCAL Coordinator with additional information about students' emotional and social needs that may influence learning and other behaviour outcomes.
3. The VCAL Coordinator is responsible for the oversight of behaviour management and must:
 - a. ensure that students and teachers are working in a positive learning environment where behaviour- related disruptions are minimised;
 - b. support teachers, and provide a forum for developing, implementing and reviewing behaviour management strategies;
 - c. convene meetings with relevant VCAL staff to oversee behaviour management plans and approaches taken with students with chronic patterns of poor behaviour;
 - d. liaise with the parents / guardians / carers and caseworkers of students whose behaviour is being monitored; and
 - e. approve disciplinary measures when appropriate, in conjunction with the CEO, when serious misconduct has been identified.
4. All VCAL staff are required to follow DVLC policies and procedures at all times.

Definitions

Duty of Care is a non-delegable, legal duty to take reasonable steps to minimise the risk of reasonably foreseeable harm including:

- ensuring that the school / organisation complies with the Child Safe Standards;
- providing suitable and safe premises and equipment;
- providing adequate supervision systems;
- implementing strategies to prevent bullying;

- ensuring that sick or injured students receive medical assistance; and
- managing employee recruitment, performance and conduct.

Serious misconduct means any behaviour which poses a danger to the health and safety of staff and students, and may involve a criminal offence. It includes:

- carrying weapons or dangerous articles;
- acts of violence;
- intentional misuse or damage to property, facilities or equipment;
- possession of illegal substances or alcohol while on campus;
- illegal activities carried out on campus;
- theft;
- threatening or bullying behaviour, including verbal abuse; and
- slander or harassment.

Related Policies

P-1 Risk Management Policy and Procedure
 P-8 Student Welfare and Duty of Care Policy and Procedure
 P-11 Occupational Health & Safety Policy and Procedure
 P-16 Student Complaints and Appeals Policy and Procedure
 P-24 Critical Incident Policy and Procedure
 P-26 Access, Anti-Discrimination, Equity, Diversity and Empowerment Policy
 P-31 Student Safety and Security Policy
 P-35 Mandatory Reporting Policy and Procedure
 P-40 Child Safe Policy
 P-44 Student Engagement Policy
 P-43 Privacy Policy
 P-45 VCAL Attendance Policy and Procedure
 P-51 Bullying and Harassment Policy and Procedure
 P-56 Accident and First Aid Policy and Procedure
 P-54 Excursions Policy and Procedure
 P-59 Computer, Internet and Email Usage Policy and Procedure
 P-62 VCAL Suspension and Expulsion Policy and Procedure
 P-63 Medication Distribution Policy

Related Documents

D-028 Student Handbook
 D-055 VCAL Student Rights and Responsibilities
 Behaviour Management Plan

Legislation

Child Wellbeing and Safety Act 2005
 Human Rights and Equal Opportunity Commission Act 1986
 Privacy Act 1988
 Charter of Human Rights and Responsibilities Act 2006 (Vic)
 Children, Youth and Families Act 2005 (Vic)
 Disability Act 2006 (Vic)
 Education and Training Reform Act 2006 (Vic)
 Health Records Act 2001 (Vic)
 Occupational Health and Safety Act 2004 (Vic)
 Privacy and Data Protection Act 2014 (Vic)

Mapping Information

VRQA Guidelines for Non-school Senior Secondary Education Providers: Minimum Standards for Registration to Provide an Accredited Senior Secondary Course, Standard 3
 AQTF Standard 2.1, 2.3, 2.5, 3.2