*Charles La Trobe P-12 College takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all* ***Child Safety Standards as specified in Ministerial Order No. 870 (2015).***

Policy Statement

This policy is a summary of information provided in the Student Engagement Policy. The aim of the behaviour management policy is to articulate the shared expectations for behaviour of all College members. The policy also outlines procedural actions and consequences to ensure the safe, effective management of a learning organisation.

The Policy will be communicated to students, staff and parents/guardians via the school diary, web site and student handbooks.

Guidelines

***Shared Expectations***

Charles La Trobe College has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is accepted and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families from a diversity of backgrounds, communities and experiences.

The school’s values of Respect, Excellence, Acceptance and Leadership are based on the Australian Government’s nine values, for Australian schools, which are:

* **Care and Compassion**: Care for self and others
* **Integrity**: Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
* **Doing Your Best**: Seek to accomplish something worthy and admirable, try hard and pursue excellence
* **Respect**: Treat others with consideration and regard, respect another person’s point of view
* **Fair Go**: Pursue and protect the common good where all people are treated fairly for a just society
* **Responsibility**: Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
* **Freedom**: Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
* **Understanding, Tolerance and Inclusion**: Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
* **Honesty and Trustworthiness:** Be honest, sincere and seek the truth

School expectations also include:

* inclusive teaching practices
* accessible educational provision for all students
* strong parent/carer partnerships and liaison
* community partnerships which engage families and the community in ways that support student achievement and success
* provision of appropriate student services
* development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Student Management

The College has high expectations of students’ behaviour and implements a school-wide student management process based on an approach developed by Ramon Lewis from La Trobe University (The Developmental Management Approach). The approach emphasises the importance of building strong relationships between staff and students, provides students with choice, aims to allow teachers to teach and students to learn, involves parents/carers, promotes self-discipline and focuses on creating a positive, supportive learning environment. The basic tenets of the approach are:

* The student code of conduct is developed through a process of wide community consultation, which outlines amongst other things, agreed behavioural development and management strategies.
* The code of conduct will place significant emphasis on the development and recognition of positive behaviours.
* The school will adopt a staged approach to supporting student engagement and wellbeing.
* Individual learning plans and/or Behaviour Support Plans will be developed (via the SSG process) for students with additional or complex needs (ATSI, OHHC, PSD funded, at risk/vulnerable) including those students who are experiencing difficulty regulating their emotions and behaviour.
* Student individual academic reports will include details regarding student learning behaviours and the capabilities (as outlined in the Victorian Curriculum).
* The school will deliberately engage the services of successful young people as guest speakers or workshop facilitators to act as positive role models.
* Whole school rules will be negotiated with students and the Student Representative Council.
* A wide range of positive extra-curricular activities will be provided for students including sporting, leadership, community service and appropriate leisure pursuits.
* Positive student behaviour will be appropriately recognised.
* An up-to-date database of student behaviour (Compass Chronicles) will be maintained.
* All staff will undertake professional development on student behaviour and discipline management.
* The school curriculum will include units on resilience, peer pressure, positive choices, bullying, cyber-bullying, conflict resolution and leadership.
* Consequences for ongoing inappropriate behaviour may include counselling, loss of privileges or suspension.
* Parents will be kept informed, and actively encouraged to assist in the development of their children’s behavioural performance.

School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

* establishing clear processes for student management and student attendance
* 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
* implementing the Universal Design for Learning to ensure learning is accessible for all students
* consistently acknowledging all students
* empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
* providing physical environments conducive to positive behaviours and effective engagement in learning
* providing pro-active programs to promote student engagement, positive behaviours and regular attendance

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

* understanding the student’s background and needs
* ensuring a clear understanding of expectations by students, parents and teachers
* providing consistent school and classroom environments
* scaffolding the student’s learning program
* communicating with the parents/carers
* specific monitoring of student behaviour and attendance
* providing pro-active programs

*Broader support strategies will include*:

* involving and supporting the parents/carers,
* involving the Principal, Student Wellbeing Coordinator, school psychologist, Managed Individual Pathways or Careers coordinators
* tutoring/peer tutoring
* mentoring and/or counselling
* convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
* developing individualised flexible learning, behaviour or attendance plans, individual learning plans and behaviour support plans
* providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
* involving community support agencies.

Discipline Procedures – Suspension and Expulsion

**Detention**

Teachers may require a student to finish school work which has not been completed in the regular classroom, or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work out of school hours, the time should not exceed forty-five minutes.

The principal should ensure that parents are informed at least 24 hours prior to the detention. Where family circumstances are such that the completion of work would create undue hardship, we may choose to negotiate alternative disciplinary measures with parents.

Charles La Trobe College is permitted to detain students but will take into account family circumstances and negotiate with parents where appropriate.

**Exclusion**

Details of suspension and expulsion procedures are discussed below, however, it should be noted that parents are to be involved in exclusion procedures as stated, except where:

* The student is over 18 years of age
* The student is over 16 years of age, without disability or impairment and is living separately, apart and independently from his/her parents

For any reason the parent is not available or cannot be contacted. In these circumstances the principal may then refer to the student over the age of 18 years of age in place of ‘a parent’.

Where a student has a disability or impairment, the principal must make enquiries as to the student’s ability to represent himself or herself. After making such enquiries, if the principal is satisfied that the student lacks the ability to adequately represent himself or herself, the student cannot be referred to in place of ‘a parent’. In this case, as with a student under 18 years of age, the principal may regard as ‘a parent’ an adult whom the principal considers to be suitable and available to perform the role of the parent.

**Suspension - General Information**

Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. ‘School days’, as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the Principal’s decision whether to expel a student.

*Procedures Prior to Suspension*

With the exception of situations which require an immediate response, principals of schools should ensure that a range of options (and in particular those to accommodate the needs of students with a disability or impairment) has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required. When it is believed that a student’s behaviour warrants suspension, the principal must ensure that every reasonable step is taken to arrange a meeting with the parent, the student and the Student Support Group meeting to discuss:

* the student’s behaviour and performance
* the strategies being developed within the school to meet the educational needs of the student
* the possibility of suspension, should that behaviour continue
* the responsibilities of the parents, should suspension be considered necessary.

The Principal will ensure that:

* the behaviour, the educational needs of a student, disability, age of student and the residential of social circumstances of the student has been considered before suspending a pupil
* a pupil is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a student support group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required
* the parent/carer may be accompanied at that meeting by another person who is not acting for fee or reward.
* if it is considered warranted by the student or the parent/carer, the Principal will ensure that suitable language interpretation facilities are available at the meeting arranged.

*Grounds for Suspension*

A student may, by order of the principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

* behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities; or
* commits an act of significant violence against a person or property or being knowingly involved in the theft of property; or
* possesses, uses, or assists another person to use prohibited drugs and substances; or
* fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
* consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student; or
* engages in behaviour that vilifies, defames, degrades or humiliates another person

*Procedures for Suspension*

If the strategies outlined in the Student Engagement Policy Guidelines fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

The Principal must provide the parents of the student with a copy of the Procedures for suspension brochure and a notice of suspension (refer to Appendix 13: Student Engagement Policy) on the day on which the suspension commences or within twenty four hours thereof.

The principal shall also provide the president of the school council with a copy of the notice of suspension.

At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but must convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year.

The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, student support group, parents, student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent/carer. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential.

A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter.

The period of suspension shall not be extended due to delays in holding a suspension conference.

A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the pupil and will consider other options for meeting the pupil’s educational needs.

*Period of Suspension*

The maximum continuous period of time a pupil can be suspended at any one time is five school days. A pupil cannot be suspended for more than fifteen school days in a school year.

The school shall provide appropriate and meaningful school work to the suspended pupil that is in line with classroom coursework.

**Expulsion – General Information**

The School Principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted (refer to Appendix 2: Staged Response checklist: Student Engagement Policy).

*Grounds for Expulsion*

The Principal may expel a student if:

* the student does anything for which they can be suspended
* the student’s behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the school

*Procedures Prior to Expulsion*

Prior to an expulsion the Principal must ensure that:

* a comprehensive range of strategies, consistent with a staged response has been implemented by the school;
* despite these strategies, the student’s inappropriate behaviour persists; and
* the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard

*Procedures for Expulsion*

The Principal is responsible for a student’s expulsion. The Principal must notify the Regional Director that a Student Support Group is being convened to discuss expulsion.

The Principal must convene a student support group meeting to:

* provide the student and their parents/carers with a Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) before the day on which the expulsion commences
* provide a copy of the Procedures for expulsion, to the student and their parents/carers identify the future educational, training and/or employment options most suited to the student’s needs

The Principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) to the regional director with a written expulsion report (refer to Appendix 16: Student Engagement Policy).

*Transition Arrangements*

If a school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student.

*Expulsion Appeal Process*

The Principal’s decision to expel a student can be appealed by the student or the student’s parents/carers.

The Principal must provide the student and parent/carers with an Expulsion Appeal proforma at the final Student Support Group meeting.

The appeal must be lodged with the Principal within ten school days of receiving the Notice of Expulsion and the Principal must provide the Regional Director with a copy of the Expulsion Appeal with twenty-four hours.

Evaluation

This policy will be evaluated as part of the three-year policy review cycle and/or in response to DET policy.

Ratification

This update was ratified by College Council on 15th February, 2018.

Resources

Berry Street Education Model (Trauma Informed Practice) <https://www.childhoodinstitute.org.au/EducationModel>

DET School Policy and Advisory Guide <http://www.education.vic.gov.au/school/principals/spag/pages/spag.aspx>

Ramon Lewis, Developmental Management Approach <https://trove.nla.gov.au/work/35096298?q&sort=holdings+desc&_=1514498545299&versionId=48337303>

Calmer Classrooms <https://www.communities.qld.gov.au/resources/childsafety/foster-care/calmer-classrooms.pdf>

Universal Design for Learning <http://www.udlcenter.org/aboutudl/whatisudl>