



# BELMONT CITY COLLEGE

## BEHAVIOUR MANAGEMENT POLICY 2024

	Moving from	Moving toward
<b>Paradigm</b>	Law and order	Engagement
<b>Object</b>	A problem (i.e. “misbehaviour”)	A goal or achievement (i.e. to “behave”)
<b>Orientation</b>	Management	Support
<b>Key Method</b>	Punishment / containment	Education
<b>Requirement</b>	Student compliance, obedience	Student developing and using a set of skills, knowledge and attitudes
<b>Driver</b>	Critical incidents	Early intervention
<b>Key Practitioner</b>	Administrator or behaviour specialist	Teacher
<b>Ownership</b>	Institutionalised (about and for students)	Personalised (by students and parent(s) in collaboration with school)
<b>Effect</b>	Time in classroom reduced	Time in classroom increased

# CREATING A POSITIVE ENVIRONMENT

## 1. Code of Conduct

### 1.1 STUDENT, STAFF AND PARENT CHARTER

<b>Students have the RESPONSIBILITY to:</b>	<b>Students have the RIGHT to:</b>
<ul style="list-style-type: none"> <li>• Ensure their behaviour is not disruptive to the learning of others.</li> <li>• Ensure the College environment is kept clean and secure.</li> <li>• Behave in a way that protects the safety and well-being of others.</li> <li>• Ensure they are punctual, polite, prepared and display a positive manner.</li> <li>• Respect others and their property.</li> <li>• Maintain and use their diary.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn in a purposeful and supportive environment.</li> <li>• Achieve their educational potential.</li> <li>• Work in a safe, secure and clean environment.</li> <li>• Respect, courtesy and honesty.</li> <li>• Have their property respected.</li> </ul>
<b>Staff have the RESPONSIBILITY to:</b>	<b>Staff have the RIGHT to:</b>
<ul style="list-style-type: none"> <li>○ Explicitly teach expected behaviours in line with PBS</li> <li>○ Model respectful, courteous and honest behaviour.</li> <li>○ Ensure the College environment is kept neat, tidy and secure.</li> <li>○ Establish positive relationships with students.</li> <li>○ Ensure good organisation and planning.</li> <li>○ Report student progress to parent/carers</li> <li>○ Use diaries to communicate with parent/carers.</li> <li>○ Implement consistent behaviour management strategies.</li> <li>○ Abide by the guidelines outlined in the Child Protection Policy</li> </ul>	<ul style="list-style-type: none"> <li>○ Be treated with respect, courtesy and honesty.</li> <li>○ Teach in a safe, secure and clean environment.</li> <li>○ Teach in a purposeful and non-disruptive environment.</li> <li>○ Cooperation and support from parents.</li> <li>○ Timely feedback and ongoing support for behaviour management.</li> </ul>
<b>Parents have the RESPONSIBILITY to:</b>	<b>Parents have the RIGHT to:</b>
<ul style="list-style-type: none"> <li>▪ Ensure their child attends school.</li> <li>▪ Ensure the physical and emotional wellbeing of their child is at an optimum for effective learning.</li> <li>▪ Ensure their child is provided with appropriate materials to make effective use of the learning environment.</li> <li>▪ Support the College in providing meaningful and adequate education for their child,</li> <li>▪ Communicate important information regarding their child to the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be informed of their child's progress.</li> <li>▪ Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare.</li> <li>▪ Access a meaningful and adequate education for their child.</li> <li>▪ Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</li> </ul>

# CREATING A POSITIVE ENVIRONMENT

## 1. Code of Conduct

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### 1.2 STAFF ROLES AND RESPONSIBILITIES

Belmont City College has adopted a whole-school approach to positive student behaviour management.

#### **The Principal and Associate Principals agree to:**

- Support the principles of the College's behaviour management plan.
- Promote a positive school environment.
- Authorise the suspension of a student from school for a severe breach of behaviour.
- Manage end-of-line behaviour management strategies.

#### **Year Level Managers agree to:**

- Promote a positive school environment.
- Co-ordinate Belmont City College's behaviour management plan.
- Monitor student behaviour in the school grounds.
- Monitor the attendance and participation of students.
- Record both positive and negative behaviour in SIS
- Communicate with parents regularly about student behaviour through written correspondence and phone calls home
- Provide support for classroom teachers, both incidentally and as detailed in the College's behaviour management plan
- Provide support to students to promote management and change of inappropriate behaviours.
- Effect mediation and conflict resolution to build positive working relationships within the school community.
- Provide support to staff on teaching and behaviour management strategies, professional development activities, case management support, conflict resolution and mediation.
- Seek support from external agencies for identified students
- Suspend a student from school as authorised by the Principal for any serious breach of the College's behaviour management plan.

#### **Heads of Department agree to:**

- Promote a positive school environment.
- Support and implement Belmont City College's behaviour management plan.
- Monitor student behaviour in their Learning Area.
- Monitor participation of students in their Learning Area
- Record both positive and negative student behaviour in SIS. They should be written in a factual and objective manner.
- Record student late, uniform and buddy information in Academy
- Communicate with parents regularly about student behaviour through written correspondence and phone calls home
- Provide support for classroom teachers, both incidentally and as detailed in the College's behaviour management plan
- Support the re-entry of students into classes as detailed in the College's classroom withdrawal process.

# CREATING A POSITIVE ENVIRONMENT

## 1. Code of Conduct

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### Teaching and Learning Support Staff agree to:

- Promote a positive school environment.
- Support and implement Belmont City College's behaviour management plan.
- Monitor the attendance and participation of students.
- Provide counselling to support students from a pastoral care perspective and to promote management and change of inappropriate behaviours.
- Effect mediation and conflict resolution to build positive working relationships in the school community.
- Where necessary, provide advice on teaching and behaviour management strategies, professional development activities, case management support, conflict resolution and mediation.
- Seek support from external agencies for identified students
- Deliver targeted programs to identified students as required

### Classroom Teachers agree to:

- Create a positive classroom environment where appropriate behaviours are explicitly taught and reinforced by encouragement, reward and praise.
- Model respectful, courteous and honest behaviour
- Be conversant with and implement classroom management strategies that reflect current best practice.
- Be aware of all school policies relating to the positive management of student behaviour
- Be consistent in approach and fair in application of behavioural consequences, following guidelines and steps set out in the College's behaviour management plan.
- Place emphasis on the student's behaviour rather than on the student and focus on the resolution of difficulties and conflict.
- Account for student movement around the school through notes in the school diary.
- Record both positive and negative student behaviour in SIS. They should be written in a factual and objective manner.
- Record student late, uniform and buddy information in Academy
- Adhere to the Belmont City College Teachers' Code of Practice and model appropriate behaviours and strategies at all times.

### 1.3 TEACHERS' CODE OF PRACTICE

- Teachers are committed to ensuring that all students will be successful learners.
- Teachers are committed to the principles of developmental learning.
- Teachers see themselves as learners – they are prepared to engage in reflective practices and ongoing professional development.
- Teachers collaborate in planning and structuring learning programs.
- Teachers work as part of a team in Learning Area and Specialist Programs groupings.
- Teachers work with parents and the community to support students' learning.
- Teachers model participative processes in their relationships with students and colleagues and are committed to agreed goals.
- Teachers treat all members of the school community with dignity and respect.
- Teachers are committed to enabling students to develop as autonomous and reflective learners

# CREATING A POSITIVE ENVIRONMENT

## 1. Code of Conduct

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### 1.4 SCHOOL CODE OF BEHAVIOUR

Members of the school community have a responsibility to:

- Be punctual, prepared and well presented for class.
- Display respect and courtesy to others and oneself.
- Work responsibly and diligently on all activities.
- Respect personal possessions and school property.
- Maintain a clean and orderly school environment.
- Respect the culture and diversity of all individuals

### 1.5 SCHOOL BEHAVIOUR EXPECTATIONS

#### Student Behaviour

- Do your best at all times
- Represent the College proudly at all times
- Wear College uniform to school including to all organised College activities
- Remain within College boundaries during the school day
- Attend and remain in scheduled classes unless given permission to leave by a member of staff
- Follow the instructions of your teachers at all times
- Arrive to class and other organised College activities on time and with books and/or equipment necessary for active participation
- Remove hats inside College buildings
- Ensure that mobile phones and other pieces of equipment that may be disruptive to class or College activities are turned off and out of sight before entering the College
- Eat and drink at appropriate times, i.e. during breaks
- Respect communal and private property at all times

#### Attendance

Attendance is essential for academic achievement. Students are considered at risk if attendance falls below 90% (as per Department of Education and Training guidelines). Parents of students who are absent from school on a particular day will receive a text message notifying them of their absence. Absences will be followed up by Classroom Teachers, Teaching and Learning Support Staff and Year Level Managers.

#### Punctuality to Class

- All staff and students are expected to be on time to classes.
- If a teacher keeps a student back after class then it is the teacher's responsibility to provide the student with a note of explanation.
- Students who are consistently late without a note are not following the behaviour expectations of the College. These students will be referred to Year Level Managers for further follow-up.

## **Student movement**

All students who are out of class during a lesson must carry a signed note in their diary from their teacher.

## **Uniform**

- It is a condition of enrolment that students comply with the College's uniform policy.
- Occupational Health and Safety (OHS) regulations require students to wear enclosed shoes in all practical areas, including Science.

## **School Grounds**

- Students are only permitted in designated areas of the school grounds. See "Out of Bounds" map for details.
- Students are not permitted inside buildings unless a teacher is present.
- Students must line up outside appropriate Learning Areas at the commencement of each class.
- Students may only leave school grounds during the school day after obtaining permission from parents and a sign out note from the Library.
- All students will be expected to assist in keeping the school environment clean, both in and out of the classroom. This means that students may be asked to pick up rubbish that is not theirs and they will be expected to comply.

# **CREATING A RESPONSIVE AND SUPPORTIVE ENVIRONMENT**

## **2. CLASSROOM MANAGEMENT STRATEGIES**

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### **2.1 EFFECTIVE CLASSROOM MANAGEMENT**

**Achieving effective classroom management with your class involves:**

- Showing respect and courtesy to the class.
- Knowing the names of your students as quickly as possible.
- Communicating your behaviour expectations to the class.
- Teaching and modelling expected behaviours.
- Providing students with positive feedback.
- Being consistent in enforcing and reinforcing your behaviour expectations. Students become confused and class relationships are weakened if behaviour is managed inconsistently. Students feel "picked on" and can become resentful if the same behaviour is held accountable on one day and ignored the next.
- Ensuring that you model punctuality and on-task behaviour.
- Actively supporting whole school policies – e.g. wearing the uniform.
- Ensuring you have planned your lesson carefully; spare time can lead to behaviour problems.
- Having lessons and materials prepared when the students enter the room.
- Delivering lessons in a variety of ways that cater for different learning styles.
- Mapping the content and curriculum of your lesson to the needs and abilities of the students.
- Varying assessment techniques that allow students to demonstrate achievement.

## **Achieving effective classroom management with individual students includes:**

- Showing an interest in students whenever there is an opportunity. For example, ask their opinions, sports they play, what they do outside of school, about their families, etc.
- Providing positive feedback, encouragement and praise – some students require a lot of reassurance.
- Letting students know exactly what you expect of them so they know where they stand with you.
- Taking time to listen to students.
- Showing respect and courtesy – ask students to carry out instructions rather than ordering them.
- Talking openly and positively to students after behaviours have occurred
- Separating the behaviour from the individual, do not label the student

## **2.2 STUDENT DIARIES**

The student diary is an invaluable tool in student management. The diary contains important information for all students.

The diary should be used to:

- Sign students out of class during a lesson.
- Record homework and requirements of students.
- Record assessment due dates.
- Write positive comments to parents about student's behaviour or work.
- Request absentee letters from parents.

## **CREATING A RESPONSIVE AND SUPPORTIVE ENVIRONMENT**

### **3. REWARDS PROGRAMS**

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#### **3.1 Whole School Strategies**

##### **VIVO Points**

Students who follow school behaviour expectations are rewarded with VIVO points. Points accumulate each week and at the end of each term the top five students from each year group are announced at the PBS assembly. These students are eligible for extra rewards.

##### **Celebrating Success Assemblies**

At the conclusion of each term students are formally recognised for their academic efforts at a school assembly. Certificates are awarded to students for both academic excellence and academic improvement.

##### **School Events**

Students who consistently demonstrate positive behaviour are permitted to attend school events such as end of term excursions, school ball, river cruise, PBS day and others.

## **Communication with Parents**

Staff are encouraged to regularly communicate with parents either verbally or via written correspondence to ensure parents are kept informed of their child's development. The College uses the Connect platform to communicate important information and share student reports with parents.

## **CREATING A RESPONSIVE AND SUPPORTIVE ENVIRONMENT**

### **4.THE APPLICATION OF DISCIPLINARY MEASURES**

#### **4.1 Withdrawal of a student from classes, breaks or other school activities.**

Year Level Managers, Year Coordinators and/or Associate Principals will withdraw a student from class as authorised by the Principal as a disciplinary consequence in response to a breach of the College's behaviour management plan.

Withdrawal of a student is used for the purpose of providing an opportunity to:

- calm, in circumstances where the student has become unable to self-regulate;
- reflect on and learn from the incident, including engaging in restorative processes;
- evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.

When a student is withdrawn, the YLM and/or YC will:

- Provide oral or written advice to the parent(s) that day or as soon as possible thereafter about the withdrawal. SMS notification is sufficient to satisfy this requirement;
- Ensure that location and supervision arrangements account for duty of care at all times;
- Ensure that the student is provided the opportunity to complete assignments or assessments to fulfil course requirements; and
- Create a record for each student withdrawn showing:
  - reason for the withdrawal;
  - date, time and duration of the withdrawal; and
  - notification of parent.

Additional requirements include:

- Withdrawal must not affect the student's attendance. The principal will continue to provide accommodation, supervision and appropriate educational instruction for students who are withdrawn during school hours. This includes where a student is withdrawn from significant school events that occur during school hours, such as camps, excursions or sports carnivals
- withdrawal should have the minimal possible impact on a student's academic progress.
- any alteration of breaks must consider student needs, such as hydration, nutrition and toileting.

#### **4.2 Detentions of a student after school**

A member of teaching staff may detain a student after school, for a time period approved by the principal, in response to a breach of school discipline. This detention must be applied as close as possible to the day of the breach of discipline and is to be used assist the student



achieve the desired behaviour and to help the student to catch up on any work missed as a result of the breach.

- The principal will ensure that the school's duty of care responsibilities toward the student are met
- A record kept for each student detained must show:
  - teacher imposing the detention;
  - reason for the detention;
  - date, time and duration of the detention, including principal's approval of the duration;
  - details of contact with parent/carer, including arrangement for the student to get home; and
  - how the detention time was used; and
  - school's planned follow-up behaviour support.

Staff will act to ensure a restorative approach is implemented that focuses on:

- student accountability for the harm and impact of the actions on the school community; and
- opportunities for the student to re-establish their good standing within the school community.

### **4.3 Physical restraint of a student**

The principal will ensure that physical restraint of a student is only used:

- in circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful; and
- where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

### **Department Requirements**

- The principal will apply the principles detailed in Section 3.2 of the *Student Behaviour procedures*.
- The principal will attempt less restrictive strategies before attempting physical restraint.
- As far as is possible in the circumstances, the staff member will give consideration to:
  - the safety and wellbeing of the student, including the risk of the restraint causing physical or psychological harm;
  - any medical or psychological conditions that increase the likelihood that physical restraint will be harmful to the student;
  - the most appropriate method of restraint in the circumstances;
  - the likely response of the student; and
  - the safety of staff members and other students.
- The principal will provide appropriate support to the student, staff, other students and parents as required after the restraint.
- If disciplinary sanction is being considered following an incident, the principal will take into account that applying physical restraint to a student who is in a state of extreme escalation is likely to cause the student to struggle to be free, and thereby make physical contact with staff.
- The principal will keep a record for each instance of physical restraint, which includes:
  - date, time, location and duration of the physical restraint;
  - name of student and name(s) of staff member(s) involved;
  - reason for the physical restraint;

- alternative strategies attempted prior to application of physical restraint;
- brief detail of the follow-up support provided;
- detail of contact with the parent/carer;
- a statement by the staff member/s involved; and
- whenever possible, a statement by the student involved.
- A report will be lodged via the Online Incident Notification System as soon as practicable after the incident.

A principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when the documented plan:

- involves a hierarchy of planned, less restrictive responses;
- provides information about the use and type of restraint;
- defines the situations in which restraint will, and will not, be considered;
- is developed and reviewed in regular consultation with appropriate student support services, such as the School Psychology Service and Schools of Special Educational Need, as well as any participating external agencies or practitioners;
- has been developed in consultation with and agreed by parents/carers;
- includes consideration of how to minimise embarrassment for the student and mitigate the risk of distress to other students who witness the restraint;
- identifies the staff who are willing and able to apply the physical restraint; and
- identifies when and how often the plan will be reviewed.

The principal will take reasonable measures to:

- ensure that staff who apply restraint are appropriately informed and skilled; and
- make available assistance to staff involved in the application of restraint.

The principal will monitor the effectiveness of physical restraint as part of the behaviour support strategy.

#### **4.4 Behaviour and disability**

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. Principals will take care when considering their response to a breach of school discipline when the apparent breach was committed by a student with disability.

The principal will plan and implement reasonable adjustments to assist a student with disability to achieve desired behaviour. Where a student's actions breach school discipline, and these actions are the symptom or manifestation of a disability, the principal will not:

- on the basis of the student's disability, treat the student in a way that is different to other students such that this different treatment causes disadvantage to the student; or
- apply a standard that is intended to apply to all students, when that standard is reasonably likely to cause greater disadvantage to the student due to the student's disability than it would to other students.

In determining whether a student's actions are a symptom or manifestation of a disability, the principal will seek advice from suitably qualified persons. This may include the School Psychologist, Lead School Psychologist and/or the relevant [School of Special Educational Needs](#)<sup>4</sup>.

#### **4.5 Suspension of a student from attending school.**

The principal may suspend a student from attendance at school as part of a school's behaviour support plan. Suspension of attendance may be for the whole or part of each day during the suspension period.

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover;
- for all to reflect on and learn from the incident, including participating in restorative processes;
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances

YLM's in consultation with the college principal must all agree that suspending the student from school is the most appropriate action to take before the suspension will be authorised. This ensures that the decision to suspend is a targeted and thoughtful one and not a quick decision made in the heat of the moment. The principal may assign a provisional suspension period, and shorten or lengthen this period, upon completion of an investigation into the incident.

It is a breach of school discipline when it is established through an investigation into an incident that a student started a fight, made physical contact with the intention to harm another student or videoed a fight in the grounds of the school or off-site where there is a reasonable nexus between the incident and the school. The student identified is to be suspended for a period of time consistent with Regulation 43 of the School Education Regulations 2000.

In addition to the student being suspended from school, the student will also lose their good standing. The student will not be permitted to participate in school non curricula activities as decided by the Principal. The student will be able to regain their good standing as outlined on their student behaviour plan.

The principal will provide the student and parent a reasonable opportunity to provide reasons against the decision to suspend and/or the length of the suspension.

- For breaches of school discipline, this will occur orally or in writing prior to the principal's suspension decision
- for serious breaches of school discipline, this will occur in writing as soon as practicable after the provisional suspension decision
- the principal will make a record of any reasons given against the decision to suspend or length of suspension, and in conveying their final decision will explain how any relevant reasons were taken into consideration
- for an opportunity to respond to be deemed reasonable, the principal will take into consideration any language, cultural, medical or mental health factors and availability of the parent.

### **Length of Suspension**

The length of suspension will be determined by the nature and seriousness of the behaviour. A serious breach that may result in a student being suspended for between 5 and 10 days can be identified as one of the following:

- Assaulting a student or a member of staff with intent to harm
- Being in possession of a weapon with intent to harm
- Being in possession of a prohibited weapon
- Possession, distribution or sale of illicit drugs
- Inappropriate use of ICT for a sexual or violent purpose.

- Wilful damage or endangerment to College, staff or students' property
- Harassment, vilification or threatening of staff or students
- Any deliberate behaviour which triggers the enactment of the emergency action plan

An alternative strategy to suspension may be considered by the Principal and/or YLM where:

- There is reason to believe that the student will be exposed to serious safety risks (e.g. physical or sexual abuse, exposure to drugs, crime or domestic violence, homelessness) outside of the school and reasonable measures to mitigate these risks to the student cannot be arranged; or
- The student is considered by the principal to be at risk of suicide or serious non-suicidal self-injury, and the principal is not satisfied that there are arrangements for sufficient supervision/care for the student outside of the school.
- In such circumstances, the record should state the degree of seriousness of the breach and that the strategy was used in lieu of suspension due to exceptional circumstances

The principal and/or YLM will not allow a suspended student to leave the school grounds before an agreement has been reached with the student's parent for how the student will get home. This must occur on every occasion, as it involves a transfer of duty of care from the school to the parent. Where it has not been possible to reach such an agreement and the student is continuing to pose a risk to staff, students or property, the principal and/or YLM will consider calling the police to request that the student be removed.

Where a parent is not able to pick the student up and asks that the student be allowed to walk home, the principal and/or YLM will not allow the student into the community if the student is in an escalated state such that risk of harm to the student, community members or property is reasonably foreseeable. The principal and/or YLM with the support of Student Services staff (i.e. school psych, chaplain, AEIO etc.) will take reasonable measures to calm the student before the student leaves the school grounds.

### **Recording the Suspension**

The principal and or YLM will:

- Enter the suspension into SIS as soon as practicable following the decision to suspend;
- Enter a report into the Online Incident Notification System (OINS) for any incident:
  - deemed by the principal to have involved a serious breach of school discipline;
  - involving a notifiable incident, as defined in the *Emergency and Critical Incident Management* policy; and
- Record all absences due to suspension as authorised absences using the Z code.

Additional Requirements:

The principal will take reasonable measures to minimise the number of days any one student is suspended during the course of a school year. Where repeated suspension is not proving effective as a strategy to reduce the severity or frequency of breaches of school discipline by a student, the principal will consider other strategies that may be more successful.

The principal will not consider the reaching of a specified number of days of suspension to be an automatic trigger for exclusion.

For the purpose of calculating suspension periods, the principal will consider each day the school is open for business as counting for a whole day within the student's suspension period. This requirement applies irrespective of the student's normal level of attendance on that day, including where:

- The student would normally be absent from school that day due to a Notice of Arrangements or placement in an off-site program; or
- the suspension applied is for only part of the school day.

The principal will consider multiple breaches in the course of an incident or connected series of incidents to be taken as one overall breach for the purposes of considering the case for, and duration of, a suspension.

The principal will not apply suspension for reasons associated with:

- attendance;
- an incident occurring outside of school, except where the principal can establish a reasonable nexus between the incident and the school; or
- dress code.

The principal will not apply a suspension period that exceeds the number of days remaining in the school term. For purposes of accurately reflecting the severity of the student's breach of school discipline, the principal may express in the record of the suspension decision the length of suspension that would otherwise have been applied.

The principal will consider the possible impact of suspension for a student who is undertaking Vocational Education and Training (VET) delivered to secondary students or workplace learning external to the school. Where there is a stipulated requirement for a number of hours to be completed in a course or workplace learning environment, the principal will take measures to mitigate any suspension preventing the student completing the requirement. This may include stipulating a suspension condition that permits the student to attend the required setting or program.

When considering appropriate measures for international students, the principal will note that the decision to suspend may impact on the student's visa conditions. Such visa conditions can include the student:

- attending 80 per cent of classes; and
- making satisfactory progress.

Where a suspension may impact on a student's visa conditions, the principal will consider whether alternative measures are appropriate.

### **Responsibilities during the Suspension Period**

The principal and/or YLM will conduct any required meetings in preparation for re-entry prior to the completion of the suspension period. The focus of the re-entry meeting is on restoring the harm to both the victim and the school community, the accountability of the offender and the impact on the individual's good standing in the school.

When a student comes onto school grounds without permission during a period of suspension, the principal and/or YLM will:

- Ascertain the reason for the attendance and offer the student assistance when the reason for attendance is genuine
- Where the student does not supply a genuine reason, discuss calmly and supportively with the student the need for the student to honour the suspension decision and leave the school grounds
- Make reasonable attempts to notify a parent to collect the student in circumstances where the student refuses to leave school grounds
- Notify the police if the student is acting in a way that poses a threat to staff, students or property.

For a student who commits a breach of school discipline while on suspension, the principal may apply an extension to the suspension period, subject to Regulation 43.

- Where the maximum period of suspension is already in place, the principal will consider alternative disciplinary sanctions for that breach, to be served following the student's return to school, provided the sanction does not further limit the student's attendance. This does not apply in the event of a recommendation for exclusion.
- A suspension under Regulation 43(1)(a) may not be extended to a suspension under Regulation 43(1)(b), except where the breach committed during the suspension period can reasonably be considered by the principal to be a serious breach.

The principal will provide learning activity for the student to complete during the period of suspension where this period is for 3 or more consecutive days or totals more than 5 days in the school year. The principal will:

- Provide work that is genuine learning activity (not busy work), designed to help the student as much as possible to keep up with class during the enforced absence
- Provide any required remedial support upon the student's return should the student have difficulty with the learning activity; and
- Not require staff to supervise the student whilst on suspension, except where the student attends the school site. The principal and/or YLM may ask teaching and/or administration staff to maintain a reasonable level of contact with the student or the student's parent during school hours whilst the student is suspended, for the purpose of discussing the student's progress on the learning activity.

Where the period of suspension is less than that stipulated above, the principal will make reasonable endeavours to ensure the student keeps up with their classwork and maintains continuity of learning.

If a student accumulates 8 suspensions or 20 days of suspension in a calendar year, whichever comes first, the principal will:

- Inform the Director of Education and Principal, School of Special Educational Needs: Behaviour and Engagement as part of a case management approach
- Provide copies of all current Documented Plans to the Principal, School of Special Educational Needs: Behaviour and Engagement for review
- Work with Regional Education Office and Statewide Services staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve Documented Plans to provide further personalised behaviour support for the student.

#### **4.6 Exclusion of a student from attending school**

The principal may recommend to the Director General that a student be excluded from attending the college as part of our college's behaviour management plan. Only the Director General may exclude a student. Exclusion may be temporary or permanent.

An exclusion order is the most extreme sanction that can be applied to a student in a public school and as such should be reserved for the most serious breaches of school discipline. The Department continues to have responsibility for providing an education for any student who is excluded.

In considering a recommendation for exclusion the Director General will closely scrutinise the following:

- the responses and strategies the school has put in place to deal with the student's behaviour;
- the student has committed an act so extreme that its impact prevents the school from re-establishing a safe, caring and supportive environment for the student; or
- aggressive physical contact committed intentionally by a student against school staff (\*exception for students with a disability).

This list is not exhaustive; the Director General will consider each recommendation on its merits.

A principal may recommend exclusion for a student with a diagnosed disability provided that they are satisfied that the breach of school discipline pursuant to section 91(a) is not a symptom or manifestation of the student's disability.

Exclusion is used when the breach of school discipline causes extreme disruption to the good order and proper management of the college, in the context where:

- Ongoing breaches have occurred; and
- Intensive support has been provided by the school to the student, including:
  - Multiple cycles of planning, implementing and evaluating behaviour support in an attempt to help the student successfully to meet behaviour requirements; and
  - Effective case management by the school, including taking advice from regional and statewide services behaviour and engagement support staff, as well as any appropriate external agencies;
- The existing school environment is clearly contributing to the student's difficulties in achieving desired behaviour, and the principal has taken all reasonable measures to change this environment; and
- In the context of all of the above, the principal, having taken advice and considered all options, considers that it is in the best interests of the student to move to an identified educational program or setting; but the parent(s) and student are not willing to undertake this move.

#### Issues to Consider

To make a case for exclusion, the principal will account for the following:

1. Did the student commit the breach?
  - Is the breach a ground for exclusion under s91 of the *School Education Act 1999*?
  - Is there a dispute or any doubt as to what actually happened?
  - Is there a dispute or any doubt as to the identification of who committed the act?
  - Has any dispute or doubt been given due consideration and dealt with reasonably?
2. If part 1 is satisfied, then how culpable was the student in committing the breach?
  - Was the offending action an accident, for example, the intent of the student and the circumstances leading to the incident?
    - Did any disability or developmental status of the student play a part in the actions?
    - If another person was the victim of the student's actions, did the other person's actions demonstrate or imply consent (e.g. the victim was fighting with the student)?
  - Any other relevant issues relating to the incident including but not limited to:

- Was the student provoked?
  - Were the student's actions taken under duress?
  - Were the actions taken in an emergency?
  - Were the actions taken in self-defence?
  - Does a view of the student's intent need to take into account any social, cultural, lingual, economic or geographical factors, or learning disability?
3. If parts 1 and 2 have been satisfied, was the breach serious enough to justify exclusion?
- Were the student's actions reasonably foreseeable?
  - Did the school take reasonable measures to prevent or mitigate the likelihood of these actions occurring (i) prior to; and (ii) at the time of the breach?
  - For acts of verbal aggression, how reasonable was it to conclude that the student was likely to act on the threats (e.g. records showing that the student acts on threats)?
  - Is there evidence demonstrating the seriousness of the incident (e.g. emergency procedures required; police required; police report made; police identifier number provided; charges pressed)?
  - Is there evidence of significant impact of the incident(s) on:
    - staff: The extent of the injury, including psychological, to the staff member, the opinion of the school staff member who was subject to the physical contact; or
    - students (e.g. hospitalisation, absences, evidence of decrease in performance or achievement, ongoing medical attention or counselling needed subsequent to the incident)?
  - For damage to property, what are the costs of repair and/or the level of impact on the school of the repair process in the present, or as a result of past incidents?
  - For disruption over time to the educational instruction of other students, what is the amount of instructional time lost, number and frequency of incidents, demonstrated impact on student achievement?
4. If parts 1, 2 and 3 have been satisfied, then has the school taken sufficient prior measures in relation to the student to avert or mitigate such incidents?
- Is the school's practice aligned with legislation and system strategy and policy?
  - Is the breach part of a pattern of behaviour breaches?
    - Do school records show awareness by the school of the pattern?
    - Do school records show sufficient measures to intervene into the pattern?
  - Do school records demonstrate multiple attempts by the school to adjust behaviour support to meet the student's behaviour needs?
  - Has the school accessed Regional Office and Statewide Services support for behaviour and engagement to assist with this student?
    - Has the school made sufficient attempts to implement this support?
  - Has the principal allocated a reasonable level of resourcing to support the student's behaviour needs, including seeking any available supplementary resourcing where school resources have become strained?
  - Have the student and parent(s) been given reasonable opportunity to be involved in the planning, provision, monitoring and review of behaviour support?
  - Has the school engaged in case coordination about the student's behaviour and engagement with any relevant external agencies or practitioners who are involved with the student?
  - Has the school sufficiently considered and adjusted behaviour support for any social, cultural, lingual, economic or geographic factors, or learning difficulties?



## Requirements when considering a recommendation to exclude

1. A principal will only consider recommending exclusion based on verbal threats by a student where it can be shown that there is cause to have reasonable belief that the student will act on these threats (e.g. school records show that a student has in the past tended to follow up on threats made).
2. Except in circumstances of intentionally aggressive physical contact causing injury or harm by a student against staff or a one-off serious incident, the principal will only consider recommending exclusion when there has been a prior meeting with the student and parent(s) at which the possibility of exclusion has been raised (Appendix A: Notification of Risk of Exclusion Recommendation). A plan arising from this prior meeting that is designed to assist the student to achieve desired behaviour and thereby avert a recommendation for exclusion must have been given a reasonable opportunity to be successful.
3. Before making a recommendation for exclusion, the principal will inform the Director of Education that a recommendation is being considered and take into consideration any advice provided by the Director of Education or Assistant Director of Education.
4. In any discussions prior to a decision to recommend, the principal will avoid giving messages that appear to coerce a parent to move the student out of the school. This does not prevent supportive exploration of alternative settings or programs in which the parent may choose to make free and informed decisions about future placement.
5. The principal will not, on the basis of a student's behaviour needs, use methods to enforce the departure of a student that are alternative to exclusion (e.g. telling a parent that the student is not welcome to enrol in a following year).
6. If an exclusion recommendation is made near the end of a school term, all reasonable efforts will be made to convene the panel before the last day of school. School staff are not required to undertake work during the school holidays. Where a panel cannot be convened in time, it will be convened as soon as possible after the commencement of the next term. Where it has been possible to convene the panel, the 10-day procedure will be completed during the school holidays.

## Requirements in making a recommendation to exclude

Upon making a decision to recommend exclusion of a student, the principal will:

- notify the Director of Education in writing using ([Appendix B: Notification to Regional Executive Director](#));
- notify the Director of Education if the student has a diagnosed disability, or if in the absence of a diagnosis, the school has been making adjustments on the basis of a belief that the student has a disability;
- write to the parent(s), informing them:
  - of the specific grounds for the recommendation, using the wording of Section 91 of the *School Education Act 1999*;
  - that a School Discipline Advisory Panel (or a Disabilities Advisory Panel, as appropriate) will be convened to hear from the school, the parent(s) and the student and then provide a recommendation to the Director General;
  - that assistance will be available, if required, to facilitate their attendance at the Panel; and
  - of their right to:
    - present information to the Panel;

- respond to the information provided in the School Exclusion Report, which will be provided to them at least 24 hours before the Panel meeting;
  - have a support person at the panel meeting; and
- suspend the student from school for such additional time that a total of 10 school days are available for the procedure (e.g. if a decision to recommend exclusion is made on day 5 of a 10 day suspension, the principal will add a 5 day suspension to bring the total remaining days up to 10);
- prepare a School Exclusion Report and submit this report to the Director of Education at least 48 hours prior to the Panel meeting; and
- attend the Panel meeting and present the school's case for exclusion.

With the exception of intentionally aggressive physical contact causing injury or harm by a student against staff resulting in a police report identifier number being issued, the principal is not required to make a decision on the day of an incident. The principal should take several days to support the school's recovery of the incident, take advice, and consider the case. It is recommended that, wherever possible, a decision either way is made by Day 5 of the student's suspension period. If the decision is not to recommend, this leaves time for meeting with the student and parent as well as to make plans and ready resources and strategies to support the student's successful re-engagement in the school.

#### **4.7 Weapons in schools**

Students are not to be in possession of weapons on the school site or at any school activity. A student, who is aware of a weapon on the school site or school activity, must bring this information to the attention of school staff.

Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately under Regulation 44(2) of the *School Education Regulations 2000*.

Under the *Weapons Act 1999* it is an offence to:

- carry, possess, purchase, supply or manufacture a prohibited weapon;
- carry a controlled weapon without a lawful reason to do so;
- carry an article with the intention of using it to injure or threaten any person; and
- sell or supply a controlled weapon to a person under the age of 18 years, except if it is to be used in the course of a sporting or recreational activity.

The principal's powers relating to prohibiting and regulating things that are weapons or may be used as weapons are specified in Regulation 70.

The principal's powers relating to confiscating property from students are specified in Regulation 71.

#### **Definitions**

A *weapon* is 'anything serving as an instrument for making or repelling an attack'<sup>1</sup>:

- *Prohibited weapons* are any item that has no purpose other than as a weapon, such as spray weapons, flick knives or switch blades.
- *Controlled weapons* include those used in the practice of a martial art, act, sport, or similar discipline, such as firearms, swords, machetes or spear guns.
- *Firearm* includes any lethal firearm and any other weapon of any description from which any shot, bullet or other missile can be discharged or propelled, such as handguns and paintball guns.

## Department Requirements

The principal will:

- develop, monitor and review plans for addressing identified risks (Risk and Business Continuity Management policy) and critical incidents (Emergency and Critical Incident Management policy) that involve weapons;
- contact police immediately if a weapon deemed to be prohibited or controlled is found on school site or during school activities;
- on a case by case basis, determine whether a student will be permitted to carry a ceremonial or religious observance implement on the school site or during school activities;
- where a student is found to be carrying a weapon for the purpose of self-protection or self-defence, provide assistance and support to the student to promote more appropriate means of dealing with the threat perceived by the student;
- make a report via the Online Incident Notification System as soon as practicable;
- communicate with, and offer support to, school staff, students and others as required;
- have clear procedures for dealing with weapons on the school site and at off-site school activities as part of the whole school behaviour support plan; and
- inform staff, parents and school community members of requirements relating to weapons on the school site and at off-site school activities.

Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:

- assess the level of risk to the student and others;
- report the matter immediately to the principal; and
- ask the student to accompany a member of school staff to the school office where the principal or YLM, together with a witness, will request that the student hand over the weapon.

If the student declines to hand over the item which is likely to cause harm, the principal will, if deemed appropriate after considering the safety of other students and staff:

- inform the student's parents/carers of the situation;
- give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student; and
- ensure the student is supervised by a member of school staff and the witness

If the student continues to decline to hand over the item, the principal will:

- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff should **not** undertake a personal search of the student.

If the student does not have the item which is likely to cause harm on their person, the principal will:

- ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s.

If the student refuses to make their property (e.g. bag) available for search, the principal will:

- inform the student's parents/carers of the situation; and

- seek permission from the parents/carers for a search of the student's property to be conducted.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:

- seize the property if it is judged to be safe to do so;
- if seized, label and securely store the property in the presence of a witness;
- contact the police immediately if there is significant risk; and
- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff who find, or are given, a weapon should:

- label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it; and
- provide it to the principal.

The principal will:

- securely store the item in their office;
- confirm the labeling of the weapon;
- accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents;
- maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident.

#### **4.8 Breaches of discipline by students suspected of being intoxicated**

The possession or use of illegal substances by students at Belmont City College is not acceptable under any circumstances. Being intoxicated does not excuse a breach of school discipline by a student. However, a breach of school discipline committed by an intoxicated student will be dealt with only after the safety and wellbeing of the student has been secured.

Student intoxication on school sites or at school off-site activities is unacceptable. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being intoxicated.

These requirements relate to school disciplinary considerations only and are not a complete guide for dealing with drugs or alcohol use by students. Drug and alcohol use by students will be responded to through health and education frameworks and the school behaviour plan. In circumstances where school staff have reasonable grounds for belief that a student is intoxicated, the immediate priority will be the health and welfare of the student. A follow up priority is support and education for the student.

It is the responsibility of the principal to report relevant matters to the police.

#### **Department Requirements**

The principal will:

- as part of the school's documented whole school behaviour support plan, develop, monitor and review a plan for addressing identified risks (*Risk and Business Continuity Management* policy) and critical incidents (*Emergency and Critical Incident Management* policy) relating to suspected intoxication of students on school sites and at off-site school activities;

- implement the requirements of the *Student Health Care* policy and procedures in relation to suspected intoxication of students on school sites and at off-site school activities and act on any breach of school discipline;
- follow the procedures detailed in the *Child Protection in Department of Education Sites* policy and procedures when there are concerns about the welfare of a student;
- not inhibit students from seeking assistance for another student who is intoxicated and in need of medical treatment, or at risk of harm to themselves or others (this will not impact on any responsibility of the principal to refer matters to the police);
- be cautious in judgment, as a student's presentation may be impacted by a range of individual and environmental factors, including disability, illness or injury, which may manifest in similar ways to intoxication; and
- consider possession, supply or sale of restricted or illegal substances by students on school sites or at off-site school activities to be breaches of school discipline (this can include supply or sale by a student that occurs outside the school, where this contributes to a student presenting intoxicated at school or at an off-site school activity).

In the event that there is a breach of school discipline involving a student who is reasonably believed to be intoxicated, the principal will:

- not apply disciplinary sanction for the breach until the immediate requirements relating to the student's health and welfare have been satisfied; and
- where applying a suspension, only release the student into the care of an adult.

Where an arrangement for this transfer of care has not been reached with the parent, the principal will not release a student into the community. The principal will either keep the student under supervision at school, or have the student conveyed to a medical facility.

Staff will be mindful that intoxication may make the student's behaviour volatile and unpredictable. Staff will take care not to provoke a response that places the student or staff at risk of injury.

Staff will:

- Remain calm; try to be friendly and non-judgmental, avoid transferring anxiety;
- Tell the student you are concerned about his or her safety;
- Keep your distance; ensure the student knows what you are going to do before you approach them
- Stand to the side of the student when speaking to ensure s/he feels less threatened;
- Try to avoid talking to the student in front of other students, to avoid embarrassment; and
- Try to find a caring friend of the student – intoxicated people are more likely to listen to a familiar voice.

Staff will not:

- Confront the student;
- Argue with the student;
- Try to physically intervene with the student (unless a last resort where other strategies have failed and risk of harm to self or others is judged to be imminent);
- Allow the student to leave the school site on his or her own; or
- Leave the student alone.

If there is an immediate risk to the health and wellbeing of the student the principal will:

- advise the parents/carers of the situation, request they collect the student and encourage them to seek medical assistance;
- arrange for care of the student in Teaching & Learning Support or another safe location until such time that a parent or person authorised by the parent can collect the student; and
- call an ambulance if there is significant concern for the student's health, or if the student is posing a risk to self or others and parents/carers decline or are unable to collect the student right away

#### **4.9 Personal use of mobile electronic devices**

The *Student Mobile Phones in Public Schools* policy became effective on 3 February 2020. The *Student Mobile Phones in Public Schools* policy bans students from using mobile phones from the time they enter school grounds to the conclusion of the school day. This includes smart watches and listening accessories, such as headphones and earbuds.

Mobile Electronic Devices (MEDs) include a range of devices including, but not limited to smartphones, tablets and laptops. The Department of Education supports the use of personal MEDs for school work. Many schools have a Bring Your Own Device policy or similar that supports bringing personal MEDs to school. Students will tend to use such devices at school for personal use as well as school use.

The position of the college is that mobile phones should not be brought to school. The college takes no responsibility for loss or theft of such items. If these devices are brought to school, it is expected that they will be switched off and kept out of sight. This extends to headphones, speakers and other peripheral devices which should also be kept away while at school.

The college views the inappropriate use of mobile phones as serious offences. Repeated failure to comply with these requirements will result in appropriate responses which may include confiscation, request for parent meetings and other measures.

#### **Department Requirements**

The principal will ensure that any rules relating to personal use of MEDs for telecommunications:

- minimise disruption to the normal school routine;
- minimise interference with a student's learning or the learning of others;
- promote practices that involve courtesy, consideration and respect for others;
- identify places and/or times where any special conditions apply (such as at assemblies, camps and excursions, extra-curricular activities, in the library); and
- indicate the conditions under which or processes whereby any exemption to rules may occur, e.g. where there is an urgent need to contact parent(s).

The principal will ensure any rules related to personal use of MEDs for audio or visual recording should:

- identify any banned spaces (e.g. changing rooms, toilets, swimming pools);
- clarify permission requirements; and
- stipulate the consequences for any student who uses an MED to record a breach of school discipline (e.g. fighting, drug or alcohol use, inappropriate contact, wilful damage to school property).

The principal will follow the procedures detailed in the Child Protection of Department of Education Sites policy and procedures when concerns about the welfare of a student arise in the context of dealing with personal use of MEDs, or where the principal is made aware that a recording that contains sexually explicit material involving minors.

Students may be found to be involved in filming, distributing or uploading inappropriate and/or illegal images or videos of students, parents or staff. This includes material that is violent, pornographic, racist, sexist, inflammatory, threatening, hateful, obscene or abusive in nature, or which promotes or encourages illegal activities. In such circumstances, the principal will:

- promptly address the online publication of inappropriate material about staff or students by:
  - reporting it to the relevant webmaster or authorities;
  - if it involves another school, reporting it to the principal of that school;
  - keeping a record of the nature and location of the inappropriate material; and
  - hiding/removing/deleting it whenever possible;
- treat the filming, distribution or uploading as a serious breach of school discipline by the student and suspend them from school
- make a report via the Online Incident Notification System as soon as practicable;
- communicate with, and offer support to, school staff, students and others as required; and
- report any illegal activity to the police

Exemptions for the use of mobile phones during school time can apply for students to monitor a health condition as part of a school approved documented health care plan.

#### **4.10 Bullying**

Members of the school community have the right to expect that schools are safe and supportive learning environments. This expectation comes with a shared responsibility by the whole-school community to prevent and effectively respond to behaviours that have the potential to affect school safety and wellbeing, including bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involved the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

#### **Everyone is responsible for the prevention of bullying**

As a whole school we deal with bullying in a pro-active way.

As a college we:

- Explicitly teach expected behaviours to all students through Positive Behaviour Support
- Deliver programs through Advocacy classes that increase awareness of bullying and teach strategies to manage the issue.
- Ensure all year seven students participate in the YMCA youth program each fortnight
- Ensure adequate and active supervision of areas during break times.
- Encourage an atmosphere/ethos of cooperation and support where everyone feels responsible for dealing with the issue
- Use the Restorative Justice process to help students understand the impact that bullying can have on others

## **What to do if you are being bullied**

If you are being bullied let a member of the college staff know immediately so they can help you. You may wish to tell your teacher, an education assistant, a Year Level Manager, the school psychologist, the AIEO, the chaplain or the school nurse who will then begin the process of dealing with the situation.

## **The PBS Approach to Teaching Expected Behaviours**

At Tier 1 all students and staff are explicitly taught about how to behave in a safe, respectful, and responsible manner across all college settings. The emphasis is on teaching and encouraging positive social skills.

At Tier 2, students who do not respond to Tier 1 supports are provided additional preventative strategies that involve:

- More targeted social skills instruction
- Increased teacher monitoring and positive attention
- Specific and regular daily feedback on their behavioural progress
- Additional academic supports if necessary

At Tier 3, student whose behaviours do not respond to Tier I and II supports are provided intensive preventative strategies that involve:

- Highly individualised academic and/or behaviour management plans
- More comprehensive person-centred planning
- School, family-community mental health supports

### **4.11 INDIVIDUAL BEHAVIOUR SUPPORT PLANS**

Individual Behaviour Support Plans (IBSP) are designed to support a student whose behaviour continues to pose a challenge and has become increasingly complex, requiring a greater level of intervention and monitoring by the College. The behaviour support plan is usually part of a wraparound approach to supporting students with complex behaviour. A number of agencies may be involved in developing the IBSP. Typically an IBSP will be part of a much bigger plan of action to support the student's behaviour. Key stake holders meet to work with the student, explore reasons for the behaviour, and build strategies to improve.

### **4.12 CASE MANAGEMENT**

Our student-centred approach to building student's capacity also extends to our approach to the case management of students who require additional support to improve their behaviour, attendance and/or psychological and emotional wellbeing. We are committed to a 'wrap around' approach to case management, placing our students firmly at the centre of a network of support from staff, family and relevant agencies. Through meetings such as Joint Services Planning Meetings and case conferences, students' needs are supported through a process of listening and recognition of students' concerns and by the development of actions and strategies leading to a change in behaviour that may include:

- Developing a documented plan (IBMP, RMP, Escalation Profile) to support positive behaviour to be discussed with family and student, signed and shared via email
- School referral to Student Services for social and emotional support.
- School referral to outside agencies (eg. CAMHS) for additional social and emotional support
- Seeking enrolment at alternative education providers (TAFE, Care Schools) where applicable



- Establishing an attendance plan that may include a transitional timetable for students who regularly do not attend school

### **Record keeping and the use of data**

All student behaviour, both positive and negative is recorded on SIS. This is the central point for teaching, non-teaching and administrative staff to access behaviour data on individual students. Behaviour data reports (verbal and physical assaults, breaking school code of conduct etc...) are extracted from SIS on a regular basis to identify the effectiveness of the college's Behaviour Support Plan. This data is then used by YLM's, Student Services staff and teachers to develop and implement Individual Behaviour Management Plans for identified students.

Behaviour data is:

- Discussed and analysed at fortnightly PBS Leadership meetings
- Discussed and analysed at weekly Strategy Meetings with YLM's and TLS staff
- Discussed and analysed at fortnightly Referral Meetings with YLM's and TLS staff
- Discussed and analysed at Learning Area meetings
- Discussed at Executive meetings with the school Principal
- Presented to the school board annually for analysis
- Presented to staff at whole school staff meetings
- Reported to the public in the school's annual report

### **4.13 Behaviour and Attendance**

The only basis for enforcing absence from school on behaviour grounds for a student in the compulsory years of schooling is suspension (Section 90 of the *School Education Act 1999* and Regulations 43-46) or exclusion (Sections 91-94 of the Act).

All absences from school reduce students' capacity to maximise opportunities for learning. Multiple absences can translate into cumulative educational disadvantage, which in turn tends to increase the likelihood that the student will experience difficulties meeting behavioural expectations at school.

Principals will exercise due care in attending simultaneously to behaviour and attendance needs as part of a set of strategies that aim to engage a student in school.

Regulation 26 requires that the minimum hours of instruction in a primary or secondary school be:

- a) at least 25 hours and 50 minutes instruction during each week in which the school is open for instruction; and
- b) at least 4 hours and 10 minutes instruction during each day in which the school is open for instruction.

### **Department Requirements**

The principal will support and encourage full-time attendance in education for every student in the compulsory years of schooling.

- The principal will take care to not enforce, coerce or encourage the student to attend less than full-time.
- With the exception of suspension and exclusion, the principal will use no practice which, on the basis of student behaviour, applies a restriction to a student's full-time attendance.

- The principal will not send a student home on behavioural grounds during the school day, except where a suspension has been applied.
- Any modified timetable or alternative program, designed for a student in primary or secondary schooling to support behaviour, must satisfy both of the requirements of Regulation 26.
- The principal will not consider Section 23(1)(a)(ii) to be a basis to send a student home from school on behavioural grounds.
- The principal will not allow a Section 24 agreement on the grounds of behaviour to involve the student studying at home.
- The principal will support the student to return immediately to full-time attendance upon the completion of a period of suspension. The return will not be subject to conditions (e.g. expectation that a parent attends a meeting).

#### **4.14 Behaviour and Disability**

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like inappropriate behaviour. When considering their response to a breach of school discipline, principals need to be satisfied that the breach of school discipline was not a symptom or manifestation of the student's disability.

##### **Department requirements**

The principal will plan and implement reasonable adjustments to assist a student with disability to achieve desired behaviour.

Where a student's actions breach school discipline, and these actions are the symptom or manifestation of a disability, the principal will not:

- on the basis of the student's disability, treat the student in a way that is different from other students such that this different treatment causes disadvantage to the student; or
- apply a standard that is intended to apply to all students, when, due to the student's disability, that standard is reasonably likely to cause greater disadvantage to the student than it would to other students.

In determining whether a student's actions are a symptom or manifestation of a disability, the principal will seek advice from suitably qualified persons. This may include the school psychologist, lead school psychologist and/or the relevant School of Special Educational Needs.

# CREATING A RESPONSIVE AND SUPPORTIVE ENVIRONMENT

## **5. School Response to Suicidal Behaviour and Non-Suicidal Self-Injury**

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Maximising the social and emotional outcomes for all students at Belmont City College by providing engaging, safe and supportive learning environments is a priority for all college staff. Many of our students will navigate their school years with minimal concerns regarding their own mental health and wellbeing. Our school staff need to be mindful, however, that some of our students will experience emotional and/or psychological distress during their time at BCC. This could lead to mental health concerns and, in some cases, risk of suicidal behaviour and/or non-suicidal self-injury (NSSI).

### **5.1 Indicators of Concern**

College staff may observe behaviours or sudden changes in a student that may indicate they are stressed or distressed. If staff have concerns regarding a student it is important to consult with the principal, YLM and/or School Psychologist to ascertain if further actions need to be taken to support the individual.

Some examples of common indicators of concern are:

- changes in activity and mood
- anxiety and/or depression
- decrease in academic performance
- difficulty concentrating and/or making decisions
- persistent thoughts about death and/or suicide
- negative view of self and/or world
- significant tiredness and/or loss of energy
- significant grief and loss issues
- alcohol and/or other drug use
- risk-taking behaviours
- persistent or sudden absence from school
- sudden weight loss or gain
- change in appearance (no care for clothes, hair, makeup, etc)
- unexplained injuries such as cuts, burns, bruises
- wearing long sleeves or covering up, even during hot weather (that is not due to religious or cultural reasons)
- changes in eating and/or sleeping.

## 5.2 Suicidal and Non-Suicidal Self-Injury Flow Chart

### A.3 School Response to Student Suicidal Behaviour & Non-Suicidal Self-Injury (NSSI) Flow Chart

