



Student Engagement and Management Policy

1. Rationale

1.1 This policy reflects the DE&T *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community.

1.2 Our College is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our College acknowledges that student wellbeing and student learning outcomes are inextricably linked.

1.3 Our College is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying and Harassment Policy and Procedures for more information.

1.4 The College sets goals and targets relating to student wellbeing and engagement which can be found in the strategic plan and annual implementation plan.

2. Engagement Strategies

2.1 The College actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The College works collaboratively with students and parents/guardians to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

2.2 The College appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging and challenging all students in their academic learning. Our Literacy and Numeracy Support programs and provision of EAL classes provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. High achieving students are offered opportunities for acceleration.

Our Student Wellbeing Leader and youth workers are available at all times to address students' personal and social learning issues at various stages of their secondary education. Students also have access to a network psychologist and speech therapist. Our Disability and Impairment Integration program provides vital assistance and support to students with special needs in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, the house system, the role of the school captains and our Beacon ambassadors.

2.3 The employment of multicultural teachers and aides is important in communicating effectively with our students' families, many of whom have migrated from overseas. The College also uses interpreters where appropriate to assist parents/guardians to engage in the learning and progress of their child. This also enhances our capacity for effective decision making due to the greater diversity of perspectives and inputs.

2.4 Our College Wide Positive Behaviour Support program underpins our student behaviour management and reflects our school values of 'Aspire to Achieve', 'Strengthen the Community' and 'Respect Ourselves and Others'. The Expected Behaviours matrix and Positive Behaviour Support Procedures have been implemented to address behavioural issues and suspension from school is viewed as a last resort.

2.5 The College places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our Home Group teachers and Year Level Coordinators.



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The College employs various strategies to support attendance and engagement of individual students including:

- Meet with the student and their parent/guardian to talk about how best to help the student engage with school
- Establish a Student Support Group
- Seek extra resources under the Program for Students with Disabilities for eligible students
- Develop an Individual Learning Plan in consultation with teachers for any student requiring assistance
- Make appropriate environmental changes for students with a visual or hearing impairment
- Refer to Student Wellbeing Team
- Refer to external support agencies including local government, family and youth organisations
- Provide a payment plan and/or assistance with educational expenses for families in financial hardship
- Identify alternative school settings appropriate to the student's needs.

2.6 The College values parent/guardian input into its operations and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The College supports families to engage in their child's learning and build their capacity as active learners. We provide an environment that welcomes all parents/guardians and are responsive to them as partners in learning. Staff communicate directly with parents/guardians where there are specific student concerns. The College uses the Compass student management tool and the College website to communicate information, news and events with families and the wider community.

2.7 Various types of data is collected regularly and analysed to measure student wellbeing, engagement and academic outcomes, and to inform school-based strategies, procedures and goals. Some sources of data used are:

- Student Attitudes to School Survey
- School level report data
- Parent Opinion Survey
- NAPLAN and On Demand data
- Teacher Judgements
- VCE data
- Data from case management work with students
- Data extracted from software such as CASES21.

3. Rights and Responsibilities

3.1 It is the right of all members of the college community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/guardians have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

3.2 Teachers also have the right to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

3.3 Students have a responsibility to contribute positively to the educational experience for themselves and other students through student voice, agency and leadership, to participate fully in the school's educational

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program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

3.4 Parents/guardians have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

3.5 Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, differentiate the work to meet the needs of their students and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement and Management Policy.

3.6 All members have an obligation to ensure school property is appropriately used and maintained.

4. Shared Expectations

	Students	Parents/Guardians	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	Demonstrate: <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work – collaborate and co-operate 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs 	<ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant, engaging and challenging curriculum that gives students the opportunity to have input into their learning and experience success

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Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> attend and be punctual for all timetabled classes every day be prepared to participate fully in lessons bring a note from their parents/guardians explaining an absence/lateness 	<p>Parents/Guardians are expected to:</p> <ul style="list-style-type: none"> ensure that enrolment details are correct ensure their child attends regularly advise the school as soon as possible when a child is absent account for all student absences keep family holidays within scheduled school holidays Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> Proactively promote regular attendance mark rolls accurately each lesson and follow up on absences Identify trends via data analysis Report attendance data in the school's Annual Report Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> take responsibility for their learning and have high expectations that they can learn take responsibility for their behaviour and its impact on others model the schools core values of diversity, achievement, responsibility and endeavour comply with the schools' Expected 	<p>Parents/Guardians are expected to :</p> <ul style="list-style-type: none"> have high expectations of their child's behaviour and an understanding of the school's behavioural expectations Communicate with the school in regards to their child's circumstances Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child focusing on pro-social behaviours in curriculum content.</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.</p>

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	Behaviours and work with teachers and parents in developing strategies to improve outcomes		All student management observations, commendations and wellbeing referrals will be posted on the student's record on Compass.
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5. School Action and Consequences

5.1 Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the college under any circumstances.

5.2 Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

Whole school practices include:

- 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
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision making
- Providing physical environments conducive to positive behaviours and effective engagement in learning.

5.3 Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Referring students back to the College and Expected Behaviours Matrix

5.4 Broader support strategies will include:

- Involving and supporting the parent/guardian
- Involving relevant staff where appropriate
- Mentoring and/or counselling
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

6. Responding to Violent and Dangerous Student Behaviours of Concern

6.1 Occasionally, students may behave in a way that threatens the safety of themselves or others. Incidents involving violent or dangerous behaviour can cause distress for the students involved or witnessing the



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incident, their parents and staff members.

6.2 Students can sometimes behave in a way that is violent or dangerous. Examples of violent or dangerous behaviours of concern include but are not limited to:

- self-injuring behaviour, such as hitting/kicking walls, head-banging
- attacking other students or staff, including hitting, biting, kicking, hair pulling
- throwing furniture or other objects at students and staff
- a verbal threat of harm which you believe a student will immediately enact
- running onto a road or near some other hazard

Incidents of violent or dangerous behaviour may occur following a period of escalating behaviour or may occur without any notice. In some cases such behaviour may be associated with a student's disability.

6.3 Interventions to prevent, de-escalate and respond to violent and dangerous student behaviours of concern can be broken into four categories:

6.3.1. Prevention and Early Intervention

Section 2 of this Policy (Engagement Strategies) outlines the College's strategies and processes for preventing violent and dangerous behaviour, as well as the early intervention strategies used to support students' wellbeing, address underlying issues and prevent foreseeable behavioural problems.

6.3.2. De-escalation

The risk of violent and dangerous behaviours of concern can often be minimised by actions taken immediately before or as a behaviour begins to escalate. Therefore it is important for teachers to strive to identify a student's triggers and early signs of escalation so they know when and how to act.

If a student is becoming agitated, but their behaviour is not placing them or others at imminent risk of harm, teachers should employ de-escalation tactics to prevent behaviours from escalating.

Some recognised de-escalation strategies include:

- acknowledging the student's anger/distress
- using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- adopting a non-threatening body stance and body language
- allowing adequate personal space
- using non-verbal cues
- distracting the student from the source of their anger or distress by discussing another topic of their interest
- providing options (within limits) to help the student feel they are still in control of their decisions.

In some cases, physical intervention may be needed to direct a student away from the source of their distress. For more information on physical interventions, see section 7 below.

For students with a pattern of behaviour escalation, effective de-escalation techniques should be detailed in a Behaviour Support Plan.

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Teachers and other staff who are likely to be in close contact with that student should be familiar with the strategies outlined in the plan. Including parents/carers in this planning process is important as the use of consistent de-escalation strategies across both school and home environments will help to make sure these strategies are effective and do not cause confusion for the student.

When attempting to de-escalate a student's behaviour, staff members should observe whether the student's agitation is lowering or if the behaviour is continuing to escalate. If it appears the behaviour is escalating to the point that it is placing the student or others at imminent risk of harm, the staff member present will need to move from a de-escalation approach to incident intervention.

6.3.3. Incident Intervention

Occasionally a student's behaviour may reach the point where their behaviour threatens the safety of themselves or others. This may occur following a period of escalating behaviour, when de-escalation techniques have been employed but have not been effective. In either scenario, the actions of school staff should focus on protecting the safety of all students (including the student behaving dangerously), themselves and other staff.

Where possible, staff members should:

- seek help from school leadership and other staff members to manage the incident
- move all other students in the vicinity to a safe distance away from the student behaving dangerously
- remove objects that may be used to cause harm from the vicinity of the student, if safe to do so
- follow emergency response procedures set out in the school's Emergency Management Plan.

6.3.4. Response and Recovery

Immediately following an incident, the Principal or their delegate will enact the response and recovery processes in the school's Emergency Management Plan and/or Critical Incident Plan as appropriate.

7. Physical Interventions

In some situations, school staff may need to physically intervene to protect a student who is behaving dangerously from harming themselves, other students or staff members.

It is useful to distinguish between three different types of physical intervention: protective physical interventions, physical restraint and seclusion of students.

7.1 Protective physical interventions

Protective physical interventions are interventions involving physical contact that serves to block, deflect or redirect a student's actions, or disengage from a student's grip, but from which a student can freely move away.

Examples of protective physical interventions include:

- guiding a student's arm away from their mouth to prevent biting behaviour (without using force to prohibit further movement)
- using your arm to block a student from hitting you
- physically redirecting a student who is aggressively running towards you
- breakaway techniques to disengage from the inappropriate grip or hold of a student



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The particular physical intervention used must be the least invasive way of protecting those involved. If there is a less invasive way of protecting those involved, then that approach should be used.

Situations involving the use of protective physical interventions must be reported by the Principal or their delegate via the Department's incident reporting systems in accordance with the Schools Policy and Advisory Guide: Reporting (Emergency and incidents).

Parents/carers must be notified or attempts made to notify them as soon as practicable and by the end of the day on which the incident occurred.

The decision to use protective physical intervention rests on the professional judgment of the staff member(s) involved, who will need to take into account their duty of care to the students, their right to protect themselves from harm and obligations under the Human Rights Charter.

Staff should be guided by the following principles:

- A protective physical intervention should only be used as a last resort to protect the safety of students or staff members.
- A protective physical intervention should only be used when other less restrictive interventions have been ineffective, are not feasible, or would not be sufficient for the staff member to discharge their duty of care responsibilities to all students.
- Where a protective physical intervention is required, the least restrictive approach should be used.
- Any protective physical intervention should be stopped as soon as the risk has been reduced.

A protective physical intervention should not be confused with physical restraint. Physical restraint involves the use of physical force to prevent, restrict or subdue the movement of a student's body or part of their body. Students are not free to move away when they are being physically restrained.

7.2 Physical restraint

Physical restraint is the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Physical restraint should only be used when it is immediately required to protect the safety of the student or any other person. The Department has issued substantial guidance about the circumstances in which physical restraint is and is not appropriate and lawful. This section is only a summary of that material. Staff should ensure that they are familiar with the full policy. See Schools Policy and Advisory Guide: Restraint of Student.

The key principles are:

- For physical restraint to be immediately required there should be no less restrictive action that could be taken to avert the danger in the circumstances.
- Staff should use the minimum force needed to protect against the danger of harm.
- Staff should apply the physical restraint for the minimum duration required and remove it once the danger has passed. Staff should ensure the type of restraint used is consistent with a student's individual needs and circumstances, including:
 - age/size of the student
 - gender of the student
 - any impairment of the student, for example, physical, intellectual neurological, behavioural, sensory or communication
 - any mental or psychological conditions of the student, including any experience of trauma



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- any other medical or other conditions
- the likely response of the student
- the environment in which the restraint is taking place
- The staff member should monitor the student for any indicators of distress or pain.
- The staff member should talk to the student throughout the incident, making it clear to the student when and why the physical restraint is to be applied and calmly explain that the restraint will stop once it is no longer necessary to protect the student and / or others.

Wherever possible, only staff trained in using physical restraint should use physical restraint on a student, and at least one other staff member should be present to witness the restraint being used and monitor the wellbeing of the student being restrained. It is recognised that this may not always be possible in a situation requiring an immediate response.

Physical restraint must not be included in a Behaviour Support Plan or as a routine behaviour management technique, to punish or discipline a student or to respond to:

- a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- a student leaving the classroom/school without permission, unless that conduct causes an imminent risk to the safety of the student or another person
- verbal threats of harm from a student, except where there is a reasonable belief that the threat will be immediately enacted
- property destruction caused by the student unless that destruction is placing any person at immediate risk of harm.

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

Where physical restraint is used this must be reported through the relevant Department incident reporting systems by the Principal or their delegate.

Parental consent is not required for the use of physical restraint given it may only be employed in a situation of immediate danger, in accordance with Regulation 15. However, use of physical restraint must be communicated to the student's parent/carer as soon as practicable after the incident, and on the same day.

7.3 Risks of physical restraint

Restraint has been associated with injury and increased trauma to the student and to the staff member responsible for the restraint. Unreasonable use of physical restraint may breach the Human Rights Charter and may amount to assault under criminal law.

Any restraint which covers the student's mouth or nose, in any way restricts breathing, takes student to the ground into the prone or supine position, involves the hyperextension of joints, or application of pressure to the neck, chest or joints must not be used.

7.4 Seclusion of students

Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is locked as well as where the door is blocked by other objects or held closed by staff.



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It does not include time out, which is a behaviour management technique that is part of a Behaviour Support Plan, involves the monitored separation of the student in a non-locked setting, and is implemented for the purposes of calming.

Rooms or areas designed specifically for the purposes of seclusion or which are used solely or primarily for the purpose of seclusion are not permitted in Victorian Government Schools.

As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by Regulation 15.

Where seclusion of a student occurs this must be reported through the relevant Department incident reporting systems by the Principal or their delegate.

7.5 Intervention in student fights

Duty of care obligations require teachers and principals to use their authority and to be proactive where students are fighting, being violent or threatening.

In the event of a violent or volatile fight the same considerations apply as they would with an individual student exhibiting other violent and dangerous behaviour (i.e. staff are lawfully allowed to take reasonable action immediately required to restrain a student from behaviour or acts that are dangerous to any person). Teachers have an obligation to take steps to discharge their duty of care to students in the event of a student fight by using their authority to intervene and to be proactive.

Intervention does not always have to be physical and can involve verbal intervention, physically approaching students (without being in striking distance), calling for support from other staff and contacting police.

Extra care should be taken under these circumstances to ensure that the staff member is not placing himself or herself in a dangerous position (for example stepping between two students involved in a violent altercation). Staff are required to take reasonable care for their own health or safety which is balanced with their duty to intervene.

Student fights need to be reported via the Department's incident reporting systems by the Principal or their delegate if they constitute a reportable incident. Any situation where a student is physically restrained or secluded to protect safety must be reported.

7.6 Time out / Withdrawal

Time out is different from seclusion. There may be occasions where it is appropriate to support a student whose behaviour is escalating to move away from the source of their distress and/or from their peers for the purposes of de-escalating their behaviour.

In these situations, the student should be provided with a location where they can be continuously observed and supported until their behaviour has de-escalated. Such an approach may be known as time out or withdrawal.

In all cases, a staff member should maintain visual and/or verbal contact with the student to monitor their wellbeing and the student should not be prevented from leaving the time out location.



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Where time out is identified as an appropriate behaviour support or de-escalation technique for a student, it should be included in the student's Behaviour Support Plan.

8. Discipline Procedures – Suspension and Expulsion

8.1 Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

8.2 A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and wellbeing of other students, staff or themselves at significant risk.

8.3 Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Department of Education and Training's Student Engagement and Inclusion Guidance.

8.4 Measures which may be used to address behavioural issues prior to suspension include:

- Meetings with parents/guardians
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/guardians will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or after school. No more than half the break time may be given to detention and after school detentions will not exceed an hour. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/guardians.

8.5 When considering suspension or expulsion, the College follows the Department of Education and Training's procedures (Student Engagement and Inclusion Guidance) and Ministerial Order 625 – Suspensions and Expulsions.

9. Related Policies

The following policies can be referred to in conjunction with this policy:

- Attendance Policy
- Bullying and Harassment Policy and Procedures
- Child Safety Policy
- Promotion Policy

10. Appendices

Positive Behaviour Support Overview, Expected Behaviours Matrix and Behaviour Support Procedures.

11. Evaluation and Review

This policy will be reviewed every three years as part of the school review cycle or as required by changes to DE&T policy and guidelines.

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Appendix

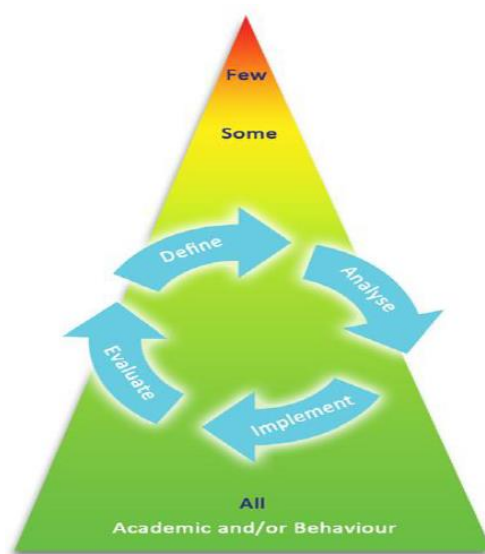
POSITIVE BEHAVIOUR SUPPORT OVERVIEW

Introducing, modelling and reinforcing positive social behaviour is an important component of a student's educational experience. Teaching behavioural expectations and rewarding or recognising students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

The purpose of the Positive Behaviour Support program is to establish a school climate in which appropriate behaviour is the norm for all students.

It provides schools with a well-researched, evidence-based framework for improving the engagement of all students, including those with behavioural difficulties. It provides school communities with an effective, evidence based approach to creating positive, safe and engaging school environments and focuses on three levels of implementation.

Three Tiers of Support:



The diagram illustrates that the most intensive and individual interventions will be required for the fewer number of students while the majority of students will be effectively maintained by the whole school approaches and strategies adopted by the school.

The continuum of PBS

Primary Prevention – a universal provision of school and classroom-wide systems for all students, staff and school community members. The aim is to provide highly predictable school and classroom environments through the establishment of school-wide expectations of all members of the school community and implementation of school-wide behaviour management strategies that focus on empowerment rather than control.



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Secondary Prevention – specialised group systems for students who demonstrate at-risk behaviour.

Tertiary Prevention – specialized and individualised systems of support for individual students who have not had their needs adequately met through universal and group support.

This approach to behaviour management aims to create a positive, engaging and safe school environment, a culture of student competence and an open, responsive management system for school leaders, staff, students and parents/carers.

The Positive Behaviour Support approach focuses on promoting:

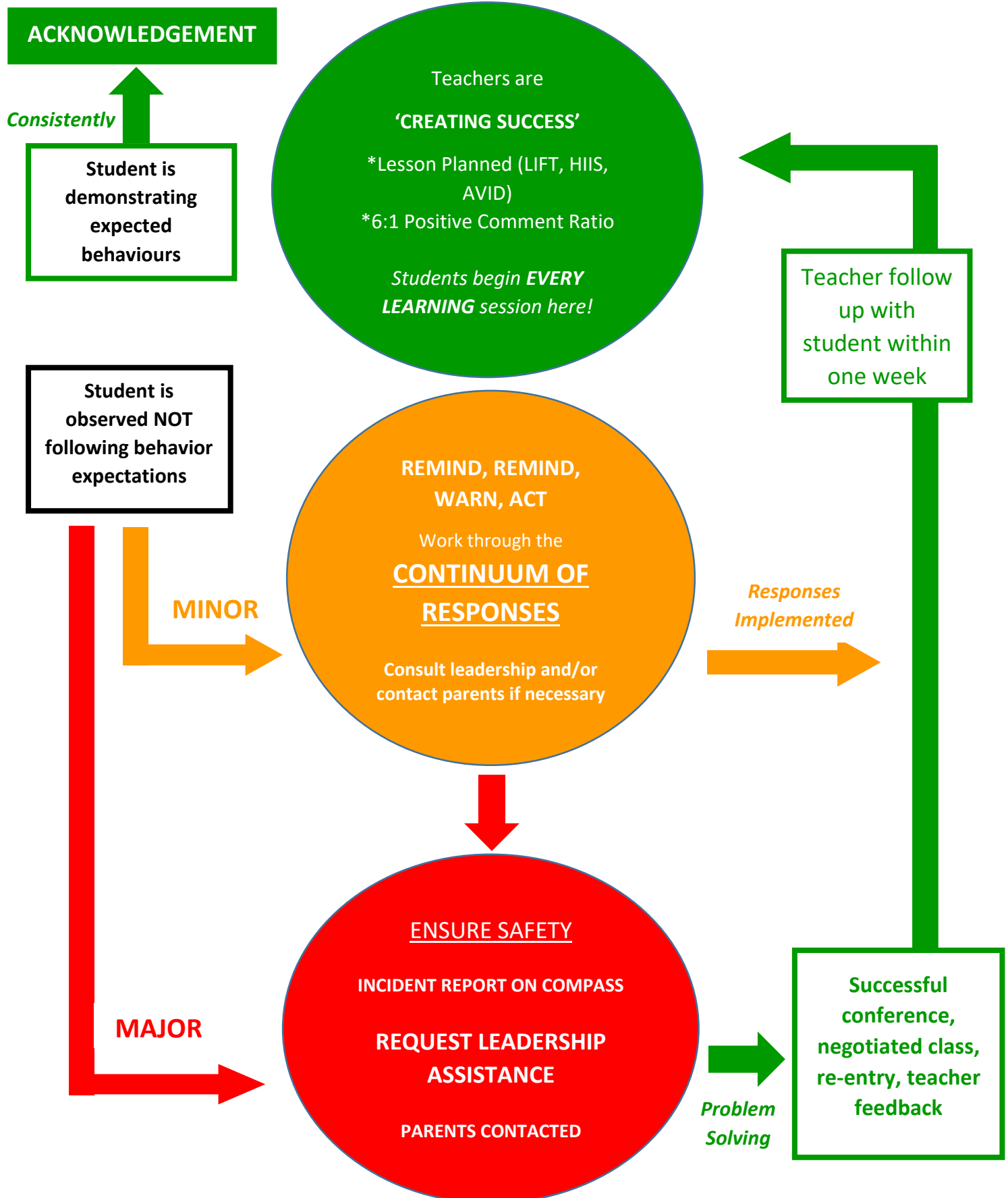
- professional leadership
- establishment of shared vision and goals
- high expectations of all learners
- accountability – evidence based systems and interventions
- learning communities
- stimulating and secure learning environments

Students who demonstrate positive behaviour by demonstrating our core College values will receive recognition in the various forms:

- receive a Commendation
- have their name published in the College newsletter and website
- receive points for their House Team
- will be considered for student achievement certificates/awards which are presented at an assembly
- will be considered for an educational award or scholarship.

VICTORIA UNIVERSITY SECONDARY COLLEGE – EXPECTED BEHAVIOURS

AT VICTORIA UNIVERSITY SECONDARY COLLEGE	CLASSROOM / STUDY AREAS	COLLEGE ENVIRONMENT Schoolyard Lockers Canteen Oval	COMMUNITY EVENTS Excursions Assemblies Sporting Events Information Evenings	DIGITAL COMMUNICATION All electronic devices
Respect ourselves and others	<p>I am mindful of others' feelings. I use positive language. I respect others' right to learn. I give everybody the opportunity to contribute. I am punctual and I arrive to school and class on time. I follow all instructions.</p>	<p>I use positive and respectful language. I am accepting of others. I help others who need assistance. I walk between classrooms quietly. I only go to the canteen when I have my own money.</p>	<p>I arrive on time. I use a quiet voice. I display positive behaviours. I listen and follow instructions. I respect the environment we are in. I exhibit sportsmanship.</p>	<p>I respect privacy. I am mindful of others' opinions. I speak positively about others. I discourage the spreading of rumours. I use ICT according to the ICT agreement.</p>
Aspire to Achieve	<p>I aim high by completing all tasks to the best of my ability. I pay attention to instructions. I bring all essential materials to class. I ask questions if I don't understand. I act on feedback as provided.</p>	<p>I use break times to complete unfinished work. I participate in study groups. I engage in college activities. I am a positive role-model. I accept consequences without arguing.</p>	<p>I represent my school and work place positively. I participate in extra-curricular activities. I use my initiative to react positively to new and/or different experiences.</p>	<p>I contribute to meaningful discussions. I use technology for enhancing my learning and understanding. I share digital resources to assist my classmates learning. During my time at school my use of digital devices is directly related to classroom learning.</p>
Strengthen the Community	<p>I contribute to collaborative tasks. I encourage others to contribute. I line up and enter the classroom quietly. I look after the classroom, including equipment provided. I am helpful and approachable.</p>	<p>I share activity spaces with others. I make new friends. I contribute to a safe environment. I move safely between classrooms and in the yard. I take pride in our learning community by keeping it clean. I wear my school uniform correctly.</p>	<p>I wear my school uniform correctly. I help others who need assistance. I am aware of others' rights in public areas. I am an ambassador for my school, family and community. I return payments and permission forms on time.</p>	<p>I maintain appropriate behaviour. I report inappropriate behaviour. I promote the school in a positive way. I look after others' wellbeing by letting someone in authority know if I am worried about someone.</p>



Positive Behaviour Support Procedures Version 1.1

CREATING SUCCESS

Experiencing Success:

- Use of HIIS, LIFT and AVID strategies
- Engaging, relevant content appropriate to level

Positive Environment:

- Positive feedback ratios 6:1
- Acknowledgment systems
- Building relations
- Active supervision

Students understand what is expected:

- Positive expectations explicitly taught (matrix)
- Teach, model, acknowledge, correct
- Practice, practice, practice

MINOR BEHAVIOURS

PROPERTY: Reversible low level damage of property (e.g. drawing on table); use of an item not for its intended purpose; causing damage to property that can be fixed; not bringing required equipment to class; littering.

TRUANCY: Consistent lateness from breaks.

INAPPROPRIATE LANGUAGE: Non-confrontational or non-targeted swearing or vilification. No intent to cause harm.

STEALING: Stealing of a school item with low value (pen, ruler).

PHYSICAL: Non-serious, playful that is deemed inappropriate; no intent to harm.

TEASING/THREAT: Verbal teasing, low level; excluding others from participation in activities; verbal challenge to student without intent to cause harm.

DEFIANCE: Not following instructions, talking back (low level).

DISRUPTION: Low level behaviour that interrupts instruction time.

DISRESPECT: Argumentative; socially rude; lying; affecting others ability to learn.

CONTINUUM OF RESPONSES

- Creating Success
- Acknowledgements
- 6:1 Positive Comment ratio
- Behaviour Scale (Matrix)
- Seating Chart
- Discussion of School Values
- Remind, Remind, Warn, Act
- Time In / Proximity (Informal Detentions)
- Conference (College Values)
- Reflection Activity (Re-Entry)
- Recess / Lunch Detentions
- Mediation
- Parent contact
- Referral to Village team
- Behaviour card and/or contract
- Meeting with parents
- Exit student from yard
- Exit student from class (Admin only)
- Behaviour management or support plan
- Internal or External Suspension

PREVENTATIVE

MINOR RESPONSES

MAJOR RESPONSES

(Responses are NOT in order of how we deal with minor and major behaviours – you can enter at any point).

Remember to log all incidents on Compass!!

MAJOR BEHAVIOURS

REPEATED MINORS – Previous responses not adhered to

PROPERTY: Deliberate damage of property or graffiti, possession of drugs, weapon, illicit item/s; causing harm to property that can't be fixed.

TRUANCY: Leaving classroom and school grounds without permission; missing class without teacher or parental permission.

INAPPROPRIATE LANGUAGE: Targeted, confrontational swearing or vilification with intent to bully or cause harm.

STEALING: Stealing a student or teacher item; stealing a school item with value.

PHYSICAL: Aggressive behaviour OR serious contact with intent to harm.

TEASING/THREAT: Serious threat with intent to cause harm; gang or group targeting of another student/staff member; continued, unwelcome teasing of another person

DEFIANCE: Repeated defiance of instruction; direct challenge of staff member authority.

DISRUPTION: Dangerous behaviour; consistent interruption after response has been put in place; high level disruptive behaviour.

DISRESPECT: Argumentative; lying or cheating with intent of involving innocent people; directly affecting others' ability to learn, feel safe and/or well-being.