

Title	Behaviour Management Policy
Rationale	These rules are common sense for the consideration of others. We have these rules because each person has the right to be safe, the right to be treated with respect and the right to work and learn without interference This policy is also to make it very clear Corporal Punishment has NO place in our management of students
Aim	To provide: <ul style="list-style-type: none"> • A safe learning environment for students • A safe working environment for College staff. • Guidance for the college community to support attainment of the College values • Clear instruction Corporal Punishment has NO place in our management of students

Policy Implementation and Process	
Purpose	To provide effective learning for all students
Mission	Empowering young people to make a difference

Values	Responsibility	Respect	Integrity	Personal Best
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Vision Statement
Dromana College encourages and celebrates personal improvement. We recognise and respond to diverse student needs. We set high expectations for all students and have a strong focus on academic achievement and the pursuit of personal excellence. We encourage and support creativity, innovation and initiative for young people by helping them to reach their aspirations in different fields of life. We provide high quality teaching and a safe and caring school environment

Policy.

Dromana College Rules

To maintain the good order of the college, students must always obey a reasonable instruction from a member of staff because we have the right to:

Be safe and secure, behaviour which is likely to have dangerous consequences is unacceptable. The following rules are to be followed at all times:

- Any behaviour which would cause unhappiness to others, such as fighting, bullying, aggressive behaviour, harassment, etc. is not allowed.
- Alcohol and drugs are forbidden.
- Smoking is forbidden, therefore cigarettes, matches and lighters must not be brought to school.
- Stones or other objects are not to be thrown.
- No weapon of any sort is to be brought to school.
- **ALL** students in Years 7–12 must not leave the college grounds without written permission from a parent/guardian. Students must sign out in the Administration Office.
- Running is not permitted inside, under covered ways, on ramps or stairways.
- Ball games are only to be played on designated asphalt areas or on the sports field.
- At recess and lunch times students should leave the buildings by the nearest exit as soon as possible.
- Students must line up in an orderly way, outside classrooms and wait for teachers.
- Students are not allowed into classrooms without a teacher.
- Students must not climb on fences, buildings or trees.
- Skateboards are not to be brought to school.
- Mobile phones must not be used in class; they will be confiscated if they are.
- Students bring valuable items to school at their own risk. Dromana College will not accept any responsibility for their loss or damage.
- Bags must be stored in lockers and cannot be taken to class, except when a change of clothes is required.

Be treated with respect, and the responsibility to treat others with respect:

- Students should always demonstrate good manners, courtesy and consideration for others.
- Name calling, teasing and other forms of harassment are unacceptable.
- Swearing or abusive language is unacceptable. Students must not interfere with the property of others.

Work and learn without interference:

- Students are expected to follow the rules of the teacher in charge of their class.

- Disruptive behaviour in the classroom is unacceptable and no student will be allowed to interrupt the learning of others.
- Students are expected to enter class prepared for work, i.e. on time and with the correct equipment.

OUT OF BOUNDS AREAS

The following areas are out of bound to students:

- Staffrooms and offices
- Car Parks
- Within 5 metres of any fence line surrounding the college
- The front of the Administration Building
- Behind the Farm Group shed
- Gardens are to be preserved. Students are to use paths and not walk across lawns or gardens
- Behind the gymnasium
- The oval, unless playing sport

School Actions and Consequences

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required. (see Dromana College Student Welfare and Engagement Policy).

When developing actions and consequences, Dromana College will ensure that they are developed in consultation with and agreed on by representatives from the whole-school community, including students. This will foster a cohesive and consistent response to poor attendance and inappropriate behaviour. These actions and consequences will be incremental (a staged response) and applied fairly and consistently.

Applying fair and consistent discipline and attendance policies that are collectively agreed on and fairly enforced increases the likelihood that student connection to school is maintained. **Corporal Punishment has no place in our graduated response regime, Corporal Punishment is NOT used (considered) at our College.**

Equal emphasis will be placed on issuing positive consequences for meeting high expectations as there is on negative consequences.

Actions and consequences will have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning will be avoided where possible. Corporal punishment is not permitted, it is diametrically opposed to the College's principles of student engagement, care and wellbeing.

The school actions and consequences section of the School Engagement Policy is framed in a positive way to encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. Importantly Dromana College will view exclusions only when all other options have been exhausted or where the wellbeing or safety of another student is at risk.

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

- 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 for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:
 - understanding the student's background and needs
 - ensuring a clear understanding of expectations by both students and teachers
 - providing consistent school and classroom environments
 - scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans

- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, Dromana College will follow the rules of Ministerial Order 1125 and procedures published on the DET. website found at:

<https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/default.aspx>

Effective Schools are Engaging Schools and Student Engagement Policy Guidelines.

Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures. A student will only 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. Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Parents/carers will be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
- Where students are required to undertake school work after school, the time should not exceed forty-five minutes.
- The Principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

Corporal Punishment is NOT used at our College

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/default.aspx>

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/school/principals/spag/governance/Pages/accountability.aspx>

Disability Standards for Education

<http://www.education.vic.gov.au/school/principals/finance/Pages/srpref015.aspx>

<https://www.education.vic.gov.au/about/programs/Pages/Inclusive-education-for-students-with-disabilities.aspx>

Safe Schools

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

<https://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx>

Charter of Human Rights

<http://www.humanrightscommission.vic.gov.au/index.php/the-charter>

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

<http://www.un.org/en/documents/udhr/>

http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e9200e23be/54d73763ef9dca36ca2571b6002428b0!OpenDocument

Equal Opportunity Act

<http://www.humanrightscommission.vic.gov.au/>

http://www.education.vic.gov.au/hrweb/workm/Pages/Human_Rights.aspx

Education and Training Reform Act 2006

<https://www.education.vic.gov.au/school/teachers/behaviour/student-behaviour/Pages/disciplinemethods.aspx#link19>

VIT Teacher Code of Conduct

<http://www.vit.vic.edu.au/conduct/victorian-teaching-profession-code-of-conduct/Pages/default.aspx>

Policy Direction of the School as a Whole	To ensure Dromana College maintains its commitment to a culture of ongoing improvement
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Approved By	Dromana College Council
Date Approved	October 2019
Responsible For Review	College Principal