



Student Behaviour Management Policy

OakTree College ('the College') is an independent co-educational specialist senior secondary school providing education opportunities for young people of migrant backgrounds who are at risk of disengaging from education.

OakTree College ('the College') seeks to provide a safe and supportive environment where all students can safely participate in the educational experiences offered by the College.

1. Purpose

The purpose of this policy is to set out the principles and procedures governing the College approach to student behaviour management and the College community's expectations in relation to student engagement and behaviour.

This policy provides an overview of how the College will promote positive student behaviours, prevent behavioural issues, and respond to challenging student behaviour. Under this policy the use of **corporal punishment is explicitly prohibited**.

2. Scope

This Policy applies to all enrolled students, parents, carers and guardians, and staff.

3. Guiding Principles

The College strives to build a safe and positive learning environment for all students where the promotion of mutual respect and harmonious relationships is paramount.

All members of the College community including students, teachers, family members and the wider community contribute to and share in the responsibility to create a welcoming and safe learning environment.

It is important that parents, carers and guardians advise the College of their child's individual circumstances insofar as these may impact upon their physical, educational, social or emotional needs so that the College can provide appropriate support to the student.

4. Definitions and Terms

Appropriate behaviour	Behaving in a manner that is suitable for a public gathering, respecting the other members of the group and treating others as you would wish to be treated. In addition, such behaviour complies with the College policies.
Challenging behaviour	Behaviour that significantly challenges the day to day functioning of the College and which impacts on learning and interrupts students' and staff capacity to feel safe or function in a safe and orderly environment.
Corporal punishment	The use of physical force such as hitting, smacking, caning, spanking or using a belt to administer punishment. It is explicitly prohibited at the College.
Expulsion	The permanent removal of a student from the College for acts of serious misconduct at the College or while on College activities, while attending a third-party provider or while travelling to or from College.
Inappropriate or unacceptable behaviour	may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or e-mail communications or through social media. It includes bullying, harassment and cyber bullying.
Physical restraint and seclusion	Physical restraint means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Seclusion means leaving a student alone in a room or area from where they are not permitted to leave. Physical restraint and seclusion are only permitted in exceptional circumstances where it is immediately required and reasonably necessary to protect the safety of a student or another person. Physical restraint and seclusion are not permitted at any other time.
Suspension	The temporary removal of a student from the College for acts of serious misconduct at the College or while on College activities, while attending a third party provider or while travelling to or from College.
Time out	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 or their peers for the purposes of de-escalating their behaviour. Time out is initiated by the teacher and in response to signs of escalation. Time out is different from seclusion.

5. Responsibilities

- The College Board is responsible for approving this policy.
- The Executive Principal is responsible for implementing this policy and approving student suspensions and expulsions and reporting these to the College Board.
- The Assistant Principal/Curriculum Leader is responsible for ensuring teachers, students and parents, carers and guardians understand the College's approach to student behaviour management and inherent expectations and for investigating and managing incidents of inappropriate behaviour and/or serious misconduct. This requires the Assistant Principal/Curriculum Leader to bring these matters to the attention of the Executive Principal in a timely manner.
- The Executive Principal and/or Assistant Principal/Curriculum Leader will participate in student support group meetings and will keep parents, carers and guardians informed of progress of behaviour management strategies and actions.

- Teachers are responsible for reinforcing appropriate behaviour, raising awareness of inappropriate behaviour and generally managing the behaviour of individual students in their care to ensure classrooms are safe and inclusive learning spaces. Teachers must also report repeated and continuing inappropriate behaviour or incidents of misconduct to the Assistant Principal/Curriculum Leader or the Executive Principal as early as possible.
- The Wellbeing Officer is responsible for supporting students to behave in an appropriate manner and to provide students who display inappropriate behaviour with strategies to improve their behaviour.
- Parents, carers, guardians and families are responsible for supporting students to meet the behavioural expectations of the College and adhering to the Parent Code of Conduct and assisting to foster a community which values respectful and positive behaviours.

6. Shared Behaviour Expectations

All students have rights and responsibilities. The College recognises the importance of providing clear guidance and expectations which are applicable to all members of the school community.

Students have a right to:

- An education without interference or disruption from other students,
- A safe, secure and clean learning environment where they can fully develop their abilities, interests and ambitions,
- Know their property will be safe at all times,
- Be treated with consideration and respect.

Students have a responsibility to:

- Be punctual and prepared for learning,
- Allow other students to learn and teachers/staff to teach and work in an environment free from disruption,
- Treat other people with respect regardless of their race, religion, sexual preference or gender,
- Respect the rights, educational opportunities and property of others.

Students are expected to:

- Take responsibility for their learning and have high expectations of themselves that they can learn,
- Uphold the College's core values of fairness, empowerment, deliberate and purposeful, industrious and inclusive,
- Take responsibility for their own behaviour and the impact of their behaviour on others,
- Comply with this Policy and work with teachers and parents ensure that they follow all reasonable requests of staff and respect the rights of others to be safe and to learn.

Parents, carers or guardians are expected to:

- Support their child to meet the behavioural expectations of the College,

- Support the implementation of the College's behavioural aims including adhering to the Codes of Conduct, individual behavioural plans or contracts, or suspension periods,
- Provide any relevant information about their child's circumstances which may impact on the student's behaviour,
- Cooperate with the College by assisting in the enforcement of strategies to address individual needs,
- Acknowledge and understand that unacceptable behaviour by a student, or repeated behaviour by a parent or guardian that is unacceptable and damaging to the partnership between parents, carers or guardians and the College, may result in suspension or termination of the child's enrolment.

Principals, teachers and staff will:

- Promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour;
- Deliver an inclusive and engaging curriculum which promotes positive behaviours and emphasises the wellbeing of every student;
- Employ whole school and classroom practices to create an environment where 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;
- Support the professional development needs of all staff to enable them to develop and maintain positive relationships with their students, to understand the diverse circumstances of students and provide support to those who are vulnerable or who have special needs;
- Recognise that for some students (including vulnerable students or students with disabilities) additional support may be needed in the form of staged responses and will working with families to reintegrate students in an educational setting after any suspension or exclusion period.

7. Attendance Expectations

Daily attendance at College is both a legal requirement and a shared expectation of all students, parents, carers and guardians, and the wider school community. Regular attendance is key to student success and the College recognises the importance of providing clear guidance on student attendance that is applicable to all members of the school community.

Details on attendance and attendance/absence procedures are set out in the College's Attendance Policy.

8. Actions and Support

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

The College will apply a range of support and measures to address inappropriate student behaviour. Where a student acts in breach of the behaviour standards the College will take a staged response. Where applicable, staff will notify the Executive Principal or the Assistant Principal.

To support and reinforce positive and appropriate behaviours the College will:

- implement culturally inclusive strategies to reinforce appropriate behaviour which may include verbal recognition, individual or class rewards, communication with parents, carers or guardians, as appropriate,
- implement a positive behaviour approach which is designed to reduce problem behaviour, as well as create individualised interventions,
- praise and reinforces positive behaviour and emphasise prevention strategies.

Stage 1: College-wide support

The College promotes culturally inclusive, college-wide preventative and early intervention strategies and practices for all its students to support positive behaviours, including:

- providing a learning environment conducive to positive behaviours and student engagement,
- empowering students by creating opportunities to take responsibility and be involved in decision making,
- monitoring attendance and academic progress of students to ensure students at risk are identified early and intervention strategies are implemented,
- developing Individual Education Plans (IEP) in consultation with the teachers and the Wellbeing Officer where appropriate for individual students.

Stage 2: Targeted support

A limited number of students may require targeted support or intervention to meet behavioural standards, including regular attendance. These students will be supported through a culturally appropriate staged response, which will include:

- understanding the student's background and welfare needs,
- ensuring a clear understanding of expectations by both students and teachers,
- providing additional support in the classroom and through consultation with the Wellbeing Officer,
- adjusting the student's learning program,
- documenting incidents and absences relating to the management of student behaviours to inform decision making,
- implementing an Individual Behaviour Plan (IBP) as appropriate,
- consulting parent, carer or guardian (via phone, video conference call or interview) to discuss issues and gather all relevant information,
- consulting specialist providers such as medical practitioners, psychologists, social and youth workers as necessary (on a case-by-case basis).

Stage 3: Intensive intervention

The College will implement more intensive intervention strategies for students with complex and ongoing difficulties or extended school refusal where actions at stages 1 and 2 have not been successful. Development of plans will require support from parents, carers or guardians and will often require consent to access specialised professional services.

The Stage 3 response will generally include:

- continuation of Stage 1 and Stage 2 strategies,
- implementation of regular Student Support Group meetings to review the students Individual Education Plans and/or Individual Behaviour Plans,
- communication with the parent, carer or guardian to advise them of the escalation to Stage 3 and to seek their support for their child,
- consultations with mutually agreed specialised support services.

9. Consequences for Student Misbehaviour

The College adopts a staged response to challenging behaviour and reinforcement of appropriate behaviour. If required an Individual Behaviour Plan (refer to Appendix 2) will be developed to support the student in learning skills required for appropriate behaviour and positive social interaction.

Consequences for misbehaviour are also implemented which may take the form of:

- Verbal warning that identifies the misbehaviour and gives student the opportunity to change behaviour,
- Moving student in the room to a less disruptive situation where the teacher can monitor behaviour,
- Time out where the student is separated from the class for a short period of time to de-escalate their behaviour,
- Readmission to class activity based on student being de-escalated behaviour,
- Requiring student to complete work during breaks or lunchtime,
- Engaging student in restorative actions supervised by classroom teacher,
- Student re-entry meeting,
- Escalating to the Executive Principal for consideration of suspension or expulsion under the Suspension and Expulsion Policy.

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

The College will ensure responses/measures are proportionate to the nature of the behaviour and that support is in place to address causes of the inappropriate behaviour and implementation of strategies to limit reoccurrence of inappropriate behaviour.

Additional supportive actions and disciplinary measures may include:

- Review of Individual Behaviour Plan with specialised support;
- 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. The student may be on time out from regular classroom activities to provide an

opportunity to de-escalate or for a specified period of time. Parents, carers or guardians should be informed of such withdrawals;

- In circumstances where the student is unable to calm, remains in a heightened state of anxiety or is a danger to self or others, the parents, carers or guardians will be asked to take the student home;
- Contracts for addressing inappropriate conduct, poor or non-attendance and bullying or harassment.

10. Grounds for Suspension or Expulsion

A student may be suspended from College if this is the only appropriate course of action. This may occur in cases where the student's behaviour puts the health, safety and well-being of other students, staff or themselves at significant risk, or where actions require reporting to police or appropriate agencies. If other strategies are unsuccessful in modifying student behaviour, the College will implement its suspension and expulsion procedures. Refer to Suspension and Expulsion Policy.

11. Consultation

The College will regularly review any additional assistance that is being provided to the student, in consultation with the parent, carer or guardian and any treating medical/allied health professionals, in order to assess:

- whether the additional assistance remains necessary and/or appropriate to the student's needs,
- whether the additional assistance is having the anticipated positive effect on the student's individual emotional, social or educational goals,
- whether additional specialised assistance is required,
- whether it remains within the College's ability to continue to provide the additional assistance, given any limitations that may exist.

12. Restraint and Seclusion

The College will undertake actions to prevent the need for the use of restraint or seclusion in accordance with the Restraint and Seclusion Policy.

The use of restraint or seclusion is not permitted as part of the Individual Behaviour Plan.

13. Communication

The College will communicate this policy to the school community via the College website and reference in the Student & Parent/Guardian Handbook.

College staff will be informed of their student behaviour management and supervision obligations as part of their induction requirements and will be included in the Teachers' Handbook and Staff Handbook.

The College Board will also be informed of this policy as part of their induction requirements.

14. Relevant Legislation

- Education and Training Reform Act 2006 (Vic.)
- Education and Training Reform Regulations 2017 (Vic.)
- Disability Discrimination Act 1992 (Cth)

- Equal Opportunity Act 2010 (Vic.)
- Occupational Health and Safety Act 2004 (Vic.)

15. Related Policies

- Anti-bullying and Anti-Harassment Policy
- Complaints Policy
- Duty of Care Policy
- Restraint and Seclusion Policy
- Suspension and Expulsion Policy

16. Approval and Review

Document Owner:	Executive Principal
Approved by:	College Board
Approval date:	15 June 2024
Next review date:	June 2025 (and every 12 months thereafter)

Appendix 1 - Individual Education Plan

Student information

Student name:	Date of plan:
Date of birth:	Date for review:
Year level:	

Student Support Group (SSG) members

Lead contact: _____

Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:

Please check all boxes relevant to the student and provide additional information as required.

<input type="checkbox"/>	Disability/additional needs	<ul style="list-style-type: none"> • Does this student have a diagnosed disability? 	
		<ul style="list-style-type: none"> • Is this student supported under an individualised disability program? 	
		<ul style="list-style-type: none"> • What are the additional needs of this student? 	
		<ul style="list-style-type: none"> • Is there equipment, tools or technology in place to support the student? 	
<input type="checkbox"/>	Involvement with Youth Justice	<ul style="list-style-type: none"> • If the student has a Youth Justice Case Manager or Diversion Support worker, provide name and contact details. 	
		<ul style="list-style-type: none"> • Record any additional support services currently working with the student e.g. Youth Support Services, Youth Justice Community Support Services, Headspace. 	

Does this student have or need a related plan, such as a Individual Behaviour Plan?

STAGE 1: ASSESS – Get to Know the Student and how they Learn

What are the strengths and interests of the student and how can we promote them? Recognise and build on the student's strengths to foster student engagement in the learning process.

Provide information about the student to support their education needs, including results of any formal/informal assessments in literacy, numeracy or social-emotional assessments, recommendations or advice from allied health professionals, data or classroom observations.

Current challenges and barriers to learning and engagement.

Ask the student what helps them to learn and record the answers below. Where appropriate, the student should play an active role in the development of their IEP.

For example, engage the student in the following questions:

- What do I love to do?
- How do I learn best?
- What helps my learning?
- What helps me to attend College regularly?
- What have I achieved?
- Something I feel proud of in the month/term?
- Why are the goals in my IEP (below) important to me?

STAGE 2: PLAN – Use Collaborative and Student Centred Planning. What do we plan to achieve?

Long-term goals. Provide a clear, summarised statement of 1-2 sentences that guides the development of the short-term goals below.

Short-term goals. (Use SMART goals- Specific, Measurable, Agreed, Relevant, Time-bound).

Identify the sub-skills required to achieve the long-term goal/s above. Number and include all SMART goals below.

GOAL #	Action e.g. what will the student do?	Under what conditions e.g. where, with whom, with what?	Success measure e.g. what does success look like?	By when?

Add additional goals as required.

STAGE 3: Teaching Strategies, Adjustments and Supports

Detail the teaching strategies, adjustments and supports specifically tailored to address the student's learning needs and support the student to achieve their short-term SMART goals. Consider students strengths and preferred learning supports.

GOAL #	Teaching strategies, adjustments and supports	Person/s responsible

Add additional rows as required.

STAGE 4: MONITOR AND EVALUATE- Assess the Effectiveness of the Approach

Review goals and strategies at least once per term. Collate and analyse data to determine whether the goals have been achieved. Report and feedback on achievement of goals based on the effectiveness of the teaching strategies, adjustments and supports provided in Stage 3.

- Key:
- Goal achieved – new goal, teaching strategies and supports required
 - Still working on goal – review teaching strategies and supports required
 - Goal no longer relevant – new goal, teaching strategies and supports required

* Short-term SMART goals. Provide evidence through formative or summative assessments or qualitative information.

GOAL # _____	DATE			
Student progress/comments:				
GOAL # _____	DATE			
Student progress/comments:				
GOAL # _____	DATE			
Student progress/comments:				

Add additional rows as required.

Additional comments: e.g. What is working well or not working well? Should goals be modified? Should the strategies be continued, revised or replaced?

CONSULTATION

Student consulted Parent/Carer/Guardian consulted

Date of next meeting: _____

SIGNED BY

Signature: Student Support Group Lead: _____ Date: _____

Signature: Executive Principal (or delegate): _____ Date: _____

Appendix 2 – Individual Behaviour Plan

Name and contact:		Age	
Teacher/s		Class	
Executive Principal		Date	

Background information	
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Discussion

Strengths What is the student good at, what do others like about them?	
Academic/Social/Other Concerns Identified issues which need to be addressed?	
Setting events / Antecedent Events or circumstances that make the behaviour more likely including identified trigger and behaviour.	
Target/agreed behaviour Describe the targeted/agreed behaviour including preventative strategies and techniques.	
Function/Recognition What the student gets or avoids as a result of meeting the targeted behaviour.	

Date completed: _____

Date to be reviewed: _____

Student signature: _____

Parent/guardian/carer signature: _____

Executive Principal signature: _____