



Student Behaviour Management Policy

Introduction

Plenty River College (the College) is an independent specialist senior secondary school, delivering the Victorian Certificate of Applied Learning (VCAL) at Foundation, Intermediate and Senior levels. It provides a safe and inclusive learning environment for young people aged 15-20 years who may have been disengaged or are at risk of disengaging from education.

Plenty River College is a school of opportunities in which all students are empowered to achieve their personal best. Our mission is to assist students to develop life and work skills and achieve in their learning by:

- re-engaging them in education;
- fostering their social and emotional development; and
- providing a supportive and safe environment for them.

Rationale

The College is committed to providing positive educational outcomes for all our students. We acknowledge our duty of care obligations to students, and other legal obligations including those under the Charter of Human Rights. We believe that positive and responsible student behaviour, a safe and supportive learning environment, and high levels of student engagement are essential prerequisites for the achievement of optimal learning outcomes and the smooth running of the College.

Purpose

The purpose of this policy is to:

- build a College community based on positive behaviour, mutual respect and cooperation;
- manage poor or inappropriate behaviour in a positive and professional manner;
- establish that the College explicitly prohibits corporal punishment;
- establish consequences for unreasonable student behaviour; and
- communicate College behaviour management strategies to the wider College community.

Scope

This policy applies to all College staff, students, and parents, as well as volunteers, contractors and visitors. It applies to all College activities.

Definitions

Corporal punishment	The use of physical force as a means of punishment, such as belting, caning, smacking, spanking or hitting. Corporal punishment is not permitted at the College.
Expulsion	Expulsion is the permanent removal of a student from College due to serious misconduct while at, or travelling to and from, College or a College activity. Expulsions is an action of last resort and may only be applied by the Executive Principal.
Inappropriate behaviour	Unacceptable behaviour that breaches the College Matrix of Positive Behaviours and has the potential to cause distress or harm. This may include single incidents or repeated patterns of behaviour. If such behaviour is identified as bullying or harassment, it will be resolved under the College Bullying and Harassment Prevention Policy.
Parents	Includes parents, guardians, step-parents and/or carers as listed in the College Enrolment Form.
Physical restraint	Physical restraint means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Physical restraints in any form are not permitted at the College. This includes: <ul style="list-style-type: none"> • any restraint which covers the student's mouth or nose, and in any way restricts breathing; • the application of pressure to a student's neck, chest, abdomen, joints or pressure points to cause pain or which involves the hyperextension of joints; • holding a student's head forward, headlocks, choke holds; • take-downs which allow students to free-fall to the ground whether or not in a prone or supine position or otherwise; • wrestling holds (including 'full or half nelsons'), using a hog-tied position or straddling any part of a student's body; and • basket holds, bear hugs, 'therapeutic holding'.
Restorative actions	Actions aimed at repairing damaged relationships and which bring the offender to a sense of remorse and recompense, including forgiveness from the victim.
Restrictive interventions	Practices which limit the rights or freedom of movement of a student, primarily used to protect the student or others from harm in emergency or life-threatening situations.

Sanctions	Actions taken in response to a breach of behavioural expectations.
School Wide Positive Behaviour Support (SWPBS)	A College - wide framework for developing and explicitly teaching appropriate and positive behaviours. Based on research evidence, it comprises a broad range of systemic and individualised strategies for achieving important student social and learning outcomes, while also preventing problem behaviour among students.
Student Support Group	A Student Support Group is normally made up of made up of the Deputy Principal/Curriculum Leader, relevant teachers and education support staff. If appropriate, the Student Support Group can seek family involvement and support from specialist consultants.
Student Support Team	The Student Support Team comprises youth welfare workers and education support workers. Other specialists such as the College psychologist or external case managers may also be included or consulted.
Suspension	Suspension is the temporary removal of a student from College classes or activities for serious misconduct at, or travelling to, College or a College activity. Suspensions may only be applied by the Executive Principal.

Responsibility

1. The College Board is responsible for authorising this and other policies regarding student behaviour and welfare.
2. The Executive Principal is responsible for implementing policies, procedures and processes regarding student behaviour and welfare and approving student suspensions and expulsions from the College.
3. The Deputy Principal/Curriculum Leader is responsible for ensuring that staff, student and parents understand College expectations of positive behaviour, and for investigating incidents of inappropriate behaviour or serious misconduct. The Deputy Principal/Curriculum Leader also participates in Student Support Groups and keeps parents informed during disciplinary processes.
4. Teachers are responsible for acknowledging and promoting positive student behaviour in the classroom, and for making them safe and inclusive learning spaces. They must report serious misconduct or continued inappropriate behaviour to the Deputy Principal/Curriculum Leader for investigation.
5. The Student Support Team is responsible for promoting and encouraging positive student behaviour, and must report serious misconduct or inappropriate behaviour to the Deputy Principal/Curriculum Leader.

6. Parents and families are responsible for conforming to the College Parent Code of Conduct (please refer to the College Enrolment Policy for more details). The wider College community has a responsibility to contribute to a positive College culture.

Implementation

At Plenty River College we believe that a culture of positive behaviour and high levels of student engagement are essential prerequisites for student learning. ***Please refer to the College's Student Engagement, Inclusion and Wellbeing Policy for details of our engagement strategies.***

The College has zero tolerance for bullying and harassment in whatever form it takes, and whenever and wherever it occurs within the College community. ***Please refer to our Bullying and Harassment Prevention Policy for further details.***

Behavioural expectations for students, staff and families are grounded in our College's values (passion for learning and teaching, respect, responsibility, empowerment and kindness). Students and Parents sign a Code of Conduct on enrolment, which clearly sets out College behaviour expectations (refer to Appendices 4 and 5 for the Student Code of Conduct and Parent Code of Conduct).

Our behaviour management strategies are based on cornerstone principles and expectations that we are respectful, we are responsible, and we are learners (see Appendix 1: Matrix of Positive Behaviour Expectations).

Behavioural expectations

We expect our students to:

- develop respect for self and others, including the right to privacy and to voice an opinion;
- take responsibility for their own actions, and respect other's belongings, including College property;
- take care of each other and their teachers;
- fully engage in their own learning, and support each other's learning; and
- commit to non-violence, including the avoidance of bullying behaviour.

Positive behaviour is expected at all times on College grounds, during College activities such as excursions and camps, and when travelling to and from College.

We encourage parents and families to engage in a partnership with the College in developing and promoting a positive behavioural culture. This includes expectations that parents will:

- be courteous and respectful in both written and spoken communication with anyone in our College community;
- respect the privacy of other students, parents, staff, contractors and volunteers;
- not take photos or video footage, or post photos or video footage on social media of staff, students or parents without prior consent;

- not raise their voice or get involved in verbal or online altercations with other parents or students; and
- not discuss or mention the College, its staff or members of the Plenty River College community in a negative or defamatory way on social media.

College staff are expected to model behaviour for students and parents, including:

- following College policies and procedures at all times;
- treating all staff and students with respect;
- acknowledging own mistakes and apologising;
- seeking and being open to student feedback; and
- (where possible and appropriate) changing behaviour, learning plans, policies and processes as a result of this feedback.

Inappropriate behaviour

Students and parents are reminded that the following behaviours are not acceptable at College:

- bullying, cyberbullying and harassment (see the College Bullying and Harassment Prevention Policy);
- any form of assault, including physical or sexual assault;
- bringing weapons (such as knives) to College;
- use of derogatory and inappropriate language (such as rudeness and swearing);
- using or being under the influence of substances (drugs and alcohol);
- inappropriate use of mobile phones, social media and the internet; and
- theft of or damage to property belonging to the College.

Serious Misconduct

The College considers the following to be serious misconduct and grounds for suspension or expulsion. Serious misconduct includes behaviour that:

- poses a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- causes significant damage to or destruction of property;
- commits or attempts to commit, or is knowingly involved in the theft of property;
- possesses, uses, sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

- consistently vilifies, defames, degrades or humiliates another person based on age, breastfeeding, gender; identity, impairment, industrial activity, lawful sexual activity, marital status, parent or carer status, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes; and
- consistently interferes with the wellbeing, safety or educational opportunities of any other student.

School Wide Positive Behaviour Support (SWPBS)

As a new school, Plenty River College intends to implement the SWPBS framework and make it central to a positive and safe culture at the College. As an evidence-based framework for preventing and responding to student behaviour, SWPBS aims to create a positive College climate, a culture of student competence and an open, responsive management system for all community members. A team of teaching staff will be professionally developed through the SWPBS resource as a priority.

Student discipline and behaviour management will be tailored to the individual student's needs and circumstances. Students requiring support to manage challenging behaviours will have a Behaviour Management Plan developed with input from the student, family, teaching and educational support staff, youth welfare workers, and (if appropriate) any caseworkers or psychologists.

For students with significant and complex issues, teachers will work with youth welfare workers and educational support workers to ensure that the students' welfare needs are considered in any disciplinary action. Parents will be kept informed of any poor behaviour involving their young person and the subsequent disciplinary measures initiated. All behaviour management and disciplinary responses will be documented on the student's personal file.

Behaviour management strategies

The College will take a fair and consistent approach to behaviour management that includes:

- promoting positive behaviour and conflict resolution strategies that reflect our values;
- ensuring that parents, students and staff are aware of our behavioural expectations and sanctions;
- incorporating units of study within the College curriculum on resilience, peer pressure, positive choices, bullying and harassment prevention, conflict resolution and leadership;
- ensuring that all staff undertake professional development on managing student behaviour that aligns with College values and processes;
- supporting individual student behaviour with Student Support Groups and Behaviour Management Plans;
- applying sanctions and warnings proportionate to student behaviour;
- applying sanctions and warnings consistently from one student to the next; and
- ensuring procedural fairness and an unbiased response to breaches of behavioural expectations.

Our College's behaviour management strategies are a staged response and are used in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. The staged response includes, but is not limited to:

- acknowledgement, support and reinforcement as students take steps towards positive improvement;
- early intervention in the classroom to address factors influencing concerning behaviours;
- more targeted and intensive interventions, including wellbeing interviews, ongoing communication with parents and caseworkers, student support groups, learning plan changes, behaviour management plans, and referrals to external support services;
- warnings (both verbal and written) that behaviour is inappropriate;
- referral to the Deputy Principal/Curriculum Leader;
- restorative actions;
- temporary and limited in-school timeouts, allowing the student to engage with youth welfare workers, the College psychologist, or mentors while continuing their educational activities, or completing restorative or amending activities under supervision; and
- exclusion measures, such as suspensions or expulsions, used as a last resort when other strategies have been tried and failed, or for serious misconduct.

Responding to breaches of behavioural expectations

Students, parents and staff members are encouraged to report any inappropriate behaviour or misconduct they have experienced or witnessed as soon as possible to the Deputy Principal/Curriculum Leader, who will complete an investigation. Incidents of serious misconduct must be reported in an Incident Report and follow procedures in the Accident and Incident Reporting Policy.

The Deputy Principal/Curriculum Leader will investigate all incidents of inappropriate behaviour or serious misconduct in a timely and sensitive manner and with procedural fairness. This will ensure that:

- all involved have the opportunity to be heard, to defend themselves, and to explain their understanding of the context and any extenuating circumstances;
- College responses to behavioural breaches are consistently applied;
- sanctions or warnings consider the impact of the behaviour on others, the likelihood of repeated similar behaviour, and any prior similar behaviour;
- sanctions or warnings are proportionate to the situation and consider the student's age, residential or social circumstances, vulnerability or disability, and educational support needs; and
- an opportunity to appeal is provided for incidents of significant breaches or where serious sanctions are to be applied.

If any student feels they have been treated unfairly, they have the right to make a complaint, or appeal a decision under the College Complaints and Grievances Policy.

When investigating breaches of behavioural expectations, the Deputy Principal/Curriculum Leader must take the following into consideration:

- the immediate safety, protection and needs of all students and staff;
- the need to resolve the issue quickly so that it does not become more serious;
- confidentiality requirements, such as the protocol of whom should be informed, at what stage of the investigation, and what permissions may be required;
- how the investigation should proceed if the complaint was anonymous;
- how parents may contribute to the response;
- which form of sanction is appropriate; and
- the most appropriate support strategy to implement, such as a Behaviour Management Plan or a Student Support Group.

In completing an investigation, the Deputy Principal/Curriculum Leader will record:

- details of the incident, and who was involved;
- who dealt with the incident;
- whether a sanction was applied, and the rationale behind the choice of sanction; and
- details of parent notification.

The Deputy Principal/Curriculum Leader will place a record of the incident and the sanction applied in the student's personal file. If the investigation provides grounds for suspension or expulsion, the Deputy Principal/Curriculum Leader will refer the matter to the Executive Principal.

Grounds for suspension and expulsion

At the College, suspension and expulsion are only applied as a last resort when other strategies have been exhausted, or where a student has been involved in serious misconduct. If the Deputy Principal/Curriculum Leader's investigation determines that the incident constitutes serious misconduct, or requires a serious sanction, the Executive Principal will be informed. The Executive Principal alone has the authority to approve suspensions and expulsions.

The Executive Principal will take additional factors into account when considering a suspension or expulsion, especially for Aboriginal and/or Torres Strait Islander students, or students with a disability. Considerations will also include:

- the educational and wellbeing needs of the student; and
- the age and family circumstances of the student.

Students and parents who may be facing suspension or expulsion will be called to a meeting at the earliest opportunity with the Executive Principal, the Deputy Principal/Curriculum Leader and/or classroom teacher. The meeting will inform parents and students of:

- the behaviour of the student who is to be suspended or expelled and the incident circumstances;
- clear details about the process to be followed, and the timeframe for completion;
- recordkeeping requirements; and
- avenues for appeal.

The Executive Principal will prepare a report recording the details of the suspension or expulsion process, the reason for the suspension or expulsion, arrangements made for the student to transition back to education at College or another institution, and recommendations for further action to prevent a repeat of similar circumstances. All records will be retained by the Executive Principal.

Parents will receive written notification of the suspension or expulsion. The Executive Principal or the Deputy Principal/Curriculum Leader will remain in close contact with the parents of students who are to be suspended or expelled, and will actively support students and their families to engage with external support services and look for alternative educational options.

All suspensions and expulsions will be recorded in the College register by the Executive Principal. ***For further details on the suspension or expulsion process, please refer to the College's Procedure for Managing Suspensions and Expulsions.***

Restrictive Interventions

The College has a duty of care to ensure the safety and wellbeing of our students. In discharging this duty of care, the College may need - in exceptional circumstances - to use restrictive interventions as a necessary and last resort in order to protect the students or others from harm. The College aims to avoid physical restraint and seclusion at all times. However, where restrictive intervention is required, it will be proportionate to the situation and will have regard to the dignity of the student as set out in the College's **Restrictive Interventions Policy**.

We do not permit **corporal punishment** at Plenty River College.

Communication

1. This policy will be communicated to the College community through the College website.
2. Additional information on behaviour management will be provided to parents through the College newsletter.
3. Incidents of individual inappropriate behaviour will be reported directly to parents, and the College will work in partnership with them to resolve the situation.
4. College staff will be informed of College behaviour management strategies through:
 - attending the College induction program for new staff;
 - receiving a copy of this policy at the first staff meeting at start of the College year;
 - the College Teacher Handbook (for teachers); and
 - training programs and professional development activities on behaviour management.

Appendices
<p>Appendix 1: Matrix of Positive Behaviour Expectations</p> <p>Appendix 2: Behaviour Management Plan</p> <p>Appendix 3: Incident Report</p> <p>Appendix 4: Student Code of Conduct</p> <p>Appendix 5: Parent Code of Conduct</p>
Related Policies
<ul style="list-style-type: none"> • Accident and Incident Reporting • Bullying and Harassment Prevention • Camps and Excursions • Complaints and Grievances • Coronavirus • Critical Incident and Emergency Management • Digital Technologies and Social Media • Duty of Care • Enrolment Policy • External Providers • OHS • Restrictive Interventions • Student Engagement, Wellbeing and Inclusion
Relevant Legislation
<ul style="list-style-type: none"> • Education and Training Reform Act 2006 (Vic) • Education and Reform Regulations 2017 (Vic)

Appendix 1: Matrix of Positive Behaviour Expectations

- We are **RESPECTFUL**
- We are **RESPONSIBLE**
- We are **LEARNERS**

	As students we always:	As students in the learning space we:	As students in non-learning College areas we:	As students using the internet and social media we:
WE ARE RESPECTFUL	<ul style="list-style-type: none"> • Greet, speak to and treat each other in a friendly, polite way and use names 	<ul style="list-style-type: none"> • Work together • Respect the right of others to voice their opinions • Move respectfully in and around classes 	<ul style="list-style-type: none"> • Keep to designated areas • Are inclusive of each other • Use indoor or outdoor voices as appropriate 	<ul style="list-style-type: none"> • Respect the privacy of others • Post appropriate images, status updates and comments
WE ARE RESPONSIBLE	<ul style="list-style-type: none"> • Follow instructions and rules • Be punctual • Wear appropriate clothing to class • Take care of and appreciate our environment • Take care of and appreciate belongings and equipment • Look out for and support each other 	<ul style="list-style-type: none"> • Arrive ready for learning • Enter and exit in a safe, orderly manner • Seek permission before leaving class • Submit work on time 	<ul style="list-style-type: none"> • Respect College property • Clean up after we have used College's kitchen facilities 	<ul style="list-style-type: none"> • Take a positive stance in response to bullying and other types of inappropriate behaviour • Represent our College in a positive manner when in the community and on public transport
WE ARE LEARNERS	<ul style="list-style-type: none"> • Listen carefully to others • Ask questions when you are unsure of or when you need help • Recognise and take ownership of your mistakes • Aim for quality with everything you do • Seek to improve your behaviour and performance 	<ul style="list-style-type: none"> • Engage in and contribute to all learning activities • Take feedback on board • Use technology for learning • Work independently and allow others to do so too 	<ul style="list-style-type: none"> • Actively seek out, attend and engage in appropriate out of class learning opportunities • Participate in and fully engage with all excursions and incursions. 	<ul style="list-style-type: none"> • Use positive language when describing our College

Appendix 2: Behaviour Management Plan



Behaviour Management Plan

This plan is to be completed by the Deputy Principal/Curriculum Leader or leader of the Student Support Group. A copy is to be provided to the student and parent.

School	Plenty River College	
Phone number		
Student name		
Class		
Students preferred staff contacts		
Background information		
Only include information that staff need to know – you may leave this blank		
Behaviours in need of support		
Target behaviours (rank in priority)	Known warning signs	
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	

Known triggers	Preventative strategies and techniques
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Proactive Strategies and how long will they be in place? Consider behaviour in the classroom, at home, on excursions or camps etc.	
When will this commence?	
How will good behaviour be recognised? By whom?	

Consequences if student continues to display challenging behaviour			
Crisis Plan (physical threats, violence, student is at risk of harming others)			
What observable behaviours or circumstances will enact the crisis plan?			
What steps will be taken or help requested?			
When will this plan be reviewed?			
Name and signature of Deputy Principal/ Curriculum Leader or nominee		Date	
Name and signature of parent		Date	
Name and signature of student		Date	

Appendix 3: Incident Report



Incident Report

Brief account of injury or incident

Details of Incident:	
Incident Date:	Incident Time:

Activity (general and detailed)

<input type="checkbox"/> Chemical Use <input type="checkbox"/> Manual Handling, Lifting <input type="checkbox"/> Sports/Physical Education (Athletics, Basketball, Cricket, Football-All Codes, Skating, Baseball, Gymnastics, Ball Games not Specified, Other Sports) <input type="checkbox"/> Vehicle Use (Car, Bicycle, Bus, Other) <input type="checkbox"/> Machinery Use (Hand tools, Portable Power Tools, Other Machines) <input type="checkbox"/> Using Office Equipment <input type="checkbox"/> Curriculum Area (Literacy, Numeracy, Personal Development, Work-related, Other) <input type="checkbox"/> Fighting/Assault <input type="checkbox"/> Play General <input type="checkbox"/> Walking <input type="checkbox"/> Running, Jumping, Skipping <input type="checkbox"/> Accidental Contact by another Person <input type="checkbox"/> Other (Specify): _____
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Accident/Incident Description

<input type="checkbox"/> Slip <input type="checkbox"/> Trip <input type="checkbox"/> Fall <input type="checkbox"/> Overexertion	<input type="checkbox"/> Mental Stress <input type="checkbox"/> Collision <input type="checkbox"/> Crushing <input type="checkbox"/> Hit by Moving Object	<input type="checkbox"/> Other (Specify):
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Accident site

<input type="checkbox"/> Outside area <input type="checkbox"/> Inside areas other than classrooms <input type="checkbox"/> Classrooms general <input type="checkbox"/> Chairs	<input type="checkbox"/> Doors/Windows <input type="checkbox"/> Stairs/Steps <input type="checkbox"/> Paths/Walkways <input type="checkbox"/> Office Administration <input type="checkbox"/> Travel to / from School	<input type="checkbox"/> Camp/Excursions <input type="checkbox"/> Other (Specify):
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Staff on Duty

Name:	
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Number of Staff on Duty:	
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Injured Person

Type: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Family <input type="checkbox"/> Others	Name:	
ID (If Applicable):		
Date of Birth:	Age:	Gender:
Address:		Telephone:
If Applicable, Date of Ceasing Work:		WorkCover Claim Lodged: <input type="checkbox"/> Yes <input type="checkbox"/> No

Initial Assistance by Person

Type: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Family <input type="checkbox"/> Others	Name:
ID (If Applicable):	

Severity of Injury

<input type="checkbox"/> First Aid (Returned to Class)	<input type="checkbox"/> Hospital (Outpatient) Treatment
<input type="checkbox"/> First Aid (Sent Home)	<input type="checkbox"/> Hospital (Inpatient) Treatment
<input type="checkbox"/> Doctor or Dental Treatment	<input type="checkbox"/> Fatal

Doctor Treated Patient for (if applicable)

<input type="checkbox"/> Amputation of any part of the body <input type="checkbox"/> Serious Head Injury <input type="checkbox"/> Serious Eye Injury <input type="checkbox"/> Separation of skin from underlying tissue (e.g. Degloving/Scalping) <input type="checkbox"/> Electric Shock <input type="checkbox"/> Spinal Injury <input type="checkbox"/> The Loss of a bodily function <input type="checkbox"/> Serious lacerations (serious means "of Grave Aspect" or "Critical") <input type="checkbox"/> Injury due to exposure to a substance (e.g. Gas Inhalation, Acid Exposure) <input type="checkbox"/> Other (Specify): _____

Nature of Injury

<input type="checkbox"/> Fracture <input type="checkbox"/> Dislocation <input type="checkbox"/> Strains/Sprains <input type="checkbox"/> Lacerations/Cuts <input type="checkbox"/> Burns/Scalds <input type="checkbox"/> Crushing/Amputations <input type="checkbox"/> Bruises/Knocks <input type="checkbox"/> Dental Injuries <input type="checkbox"/> Other (Specify): _____
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Location of Injury

<input type="checkbox"/> Head (Skull, Face, Jaws, Ears)

- Eyes
- Neck
- Trunk (Chest, Abdomen, Buttock, pelvis, Spine)
- Arm (Shoulder, Elbow, Forearm, Wrist, Hand, Finger, Thumb)
- Leg (Hip, Thigh, Knee, Ankle, Foot, Toes)
- Internal
- Multiple locations
- Ear

Witness Details (Provide Attachment If Multiple Witnesses)

Name:	Type: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Family <input type="checkbox"/> Others
ID (If Applicable):	
Address:	Telephone:
Witness Statement:	

Preventive Action Proposed or Taken (For Staff Members or Severe Accidents)

<input type="checkbox"/> No Preventative Action Taken/Intended <input type="checkbox"/> Referred to the College's Safety/OHS or Risk Management Committee <input type="checkbox"/> Referred to the College's Health and Safety Representative <input type="checkbox"/> Review of Curriculum <input type="checkbox"/> Review/Reinforce/Reiterate Procedures <input type="checkbox"/> Review Systems <input type="checkbox"/> Review the Environment <input type="checkbox"/> Review Personal Protective Clothing/Item <input type="checkbox"/> Review Equipment/Machinery Modifications <input type="checkbox"/> Review Equipment/Machinery Maintenance <input type="checkbox"/> Review/Reinforce/Reiterate Student Instructions <input type="checkbox"/> Review Training Provisions	
Staff Initial:	Executive Principal Initial:
School's Insurer Contacted: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Reported to: <input type="checkbox"/> VicPol <input type="checkbox"/> WorkSafe <input type="checkbox"/> DHHS <input type="checkbox"/> CCYP <input type="checkbox"/> Other	

Date:		Signature: Executive Principal:	
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Appendix 4: Student Code of Conduct



Student Code of Conduct

Plenty River College is committed to assisting students to develop life and work skills and achieve their learning by:

- re-engaging students in education;
- fostering students social and emotional development; and
- providing a supportive and safe environment for all.

CORE VALUES

Our core values are:

- Empowerment
- Compassion and fairness towards all
- Kindness
- Integrity
- Trustworthiness
- Objectivity
- Professional competency
- Accountability

STUDENT RIGHTS

As a College student, you have the right to:

- learn in a safe environment;
- be treated with respect;
- receive appropriate support; and
- be welcomed and supported by College staff and volunteers.

COLLEGE EXPECTATIONS

Students are expected to sign the College Student Code of Conduct on enrolment, and adhere to the Code at all times.

AGREEMENT

This Agreement must be signed on enrolment with the College.

I agree to:

- uphold the values of the College at all times;
- participate fully in the College's educational program;

- read and uphold the Policies of the College as outlined in the Student & Parent/Guardian Handbook;
- treat teachers, students, staff and volunteers with respect;
- obey all Victorian Curriculum and Assessment Authority (VCAA)VCAL rules of assessment;
- only submit work for assessment that is my own;
- participate in class discussion and other class activities;
- participate in excursions organised by the College;
- submit assessment tasks on time or seek approval for an extension from my teacher;
- behave in a positive manner that contributes to the learning of all students, does not disrupt the learning of students, and enables teachers to teach in an atmosphere of cooperation;
- take responsibility for my learning by arriving for class on time, completing the required course work, and use the resources and teachers to facilitate and support my learning;
- respect and not interfere with the computer hardware, software, systems and networks provided by the College in any manner, including the introduction of viruses;
- observe copyright laws and licence agreements, and understand that the loading of computer games is not permitted;
- use the computer network to only transmit material which is not in violation of any state, federal or international law (including anything pornographic, obscene, threatening or harassing);
- telephone to advise the College of my absence if unable to attend the College;
- use the facilities in a cooperative, respectful way;
- observe the College’s Smoking and Vaping Ban policy;
- not come to class under the influence of drugs or alcohol;
- ensure safety for myself and others;
- not use personal devices such as tablets and phone cameras during class time, unless used as part of class work as directed by the teacher;
- not access gambling or sex websites on the College’s computers or tablets – this is strictly prohibited;

Student Name		Date	
Student Signature			

Appendix 5: Parent Code of Conduct



Parent Code of Conduct

Plenty River College (the College) is committed to assisting students to develop life and work skills and achieve their learning by:

- re-engaging students in education;
- fostering students social and emotional development; and
- providing a supportive and safe environment for all.

CORE VALUES

Our core values are:

- Empowerment
- Compassion and fairness towards all
- Kindness
- Integrity
- Trustworthiness
- Objectivity
- Professional competency
- Accountability

COLLEGE EXPECTATIONS

Our College expects that the parents, guardians, carers and families of our enrolled students will:

- support and promote the College's core values;
- abide by the College's Philosophy, policies, procedures and processes;
- accept the right of the College to uphold its authority and support the College's disciplinary measures and Student Behaviour Management Policy;
- abide by the VCAA rules and regulations in regards to the VCAL Program; and
- agree to abide by the Parent Code of Conduct when engaging with the College.

AGREEMENT

This Agreement must be signed on a student's enrolment with the College.

Parents, guardians or carers agree:

- to ensure that the College is a child safe environment which is free from child abuse;

- to interact in a civil manner with staff, students and other parents;
- to be courteous and respectful in both written and spoken communication with anyone in the College community;
- to advise the College of areas of potential conflict, such as parenting, and family court orders;
- to behave lawfully on the College grounds and observe any orders, obligations or undertakings they may be subject to;
- to respect the privacy of other students, parents / guardians / carers, staff, contractors and volunteers;
- to provide the College with relevant medical information about their child or young person such as anaphylaxis, asthma and diabetes action plans;
- to not take photos or video footage, or post photos or video footage on social media of staff, students or parents / guardians / carers without prior consent;
- to not raise their voice or get involved in verbal or online altercations with other parents / guardians / carers or children;
- when using social media, to not discuss or mention the College, its staff or members of the College community in a negative or defamatory way.

Name		Date	
Signature			

Name		Date	
Signature			