



Student Behaviour Management Policy and Procedure -PP005

Introduction

Plenty River College (the College) is an independent, specialist senior secondary school and a Registered Training Organisation (RTO Code: 22732), delivering the Victorian Pathways Certificate (VPC) and VCE Vocational Major (VM). 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



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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.



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Physical restraint	<p>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:</p> <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	<p>Actions aimed at repairing damaged relationships and which bring the offender to a sense of remorse and recompense, including forgiveness from the victim.</p>
Restrictive interventions	<p>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.</p>
Sanctions	<p>Actions taken in response to a breach of behavioural expectations.</p>
School Wide Positive Behaviour Support (SWPBS)	<p>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.</p>
Student Support Group	<p>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.</p>



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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.



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Implementation

7. 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.**
8. 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 **-the College 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;



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- respect the privacy of other students, parents, staff, contractors and volunteers;
- recording audio or video, taking photographs or video footage, or sharing such content on social media involving staff, students, or parents is prohibited without obtaining 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.



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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 School Wide Positive Behaviour (SWBPS) 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



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psychologists. For students under the age of 18, a parent, guardian, or carer must sign the Behaviour Management Plan FT004.

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;



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- 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, Injury 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.



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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.



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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**.



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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
Appendix 1: Matrix of Positive Behaviour Expectations
Related Forms
Accidents and Injury Report Form FT001 Incident Reporting Form FT002 Behaviour Management Plan -FT004 Student Code of Conduct FT005 Parent Code of Conduct FT006
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



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- Student Engagement, Wellbeing and Inclusion

Relevant Legislation

- Education and Training Reform Act 2006 (Vic)
- Education and Reform Regulations 2017 (Vic)



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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



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Approval and Review

Document Number:	PP005	Developed by:	Compliance
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Department: Compliance and Governance		School Standards: STD-Student Welfare	
		RTO Standards: STD 2 -Principles of access and equity	

Revision Record:

Date	Version	Revision description
18/08/2024	V2024.V1	Initial policy
3/06/2025	V2025-V2	Recording without consent details added. Added instruction explicitly to arrange signature from parents for under 18 students. Removed Appendices and added as related forms with number