



WOODLEIGHschool

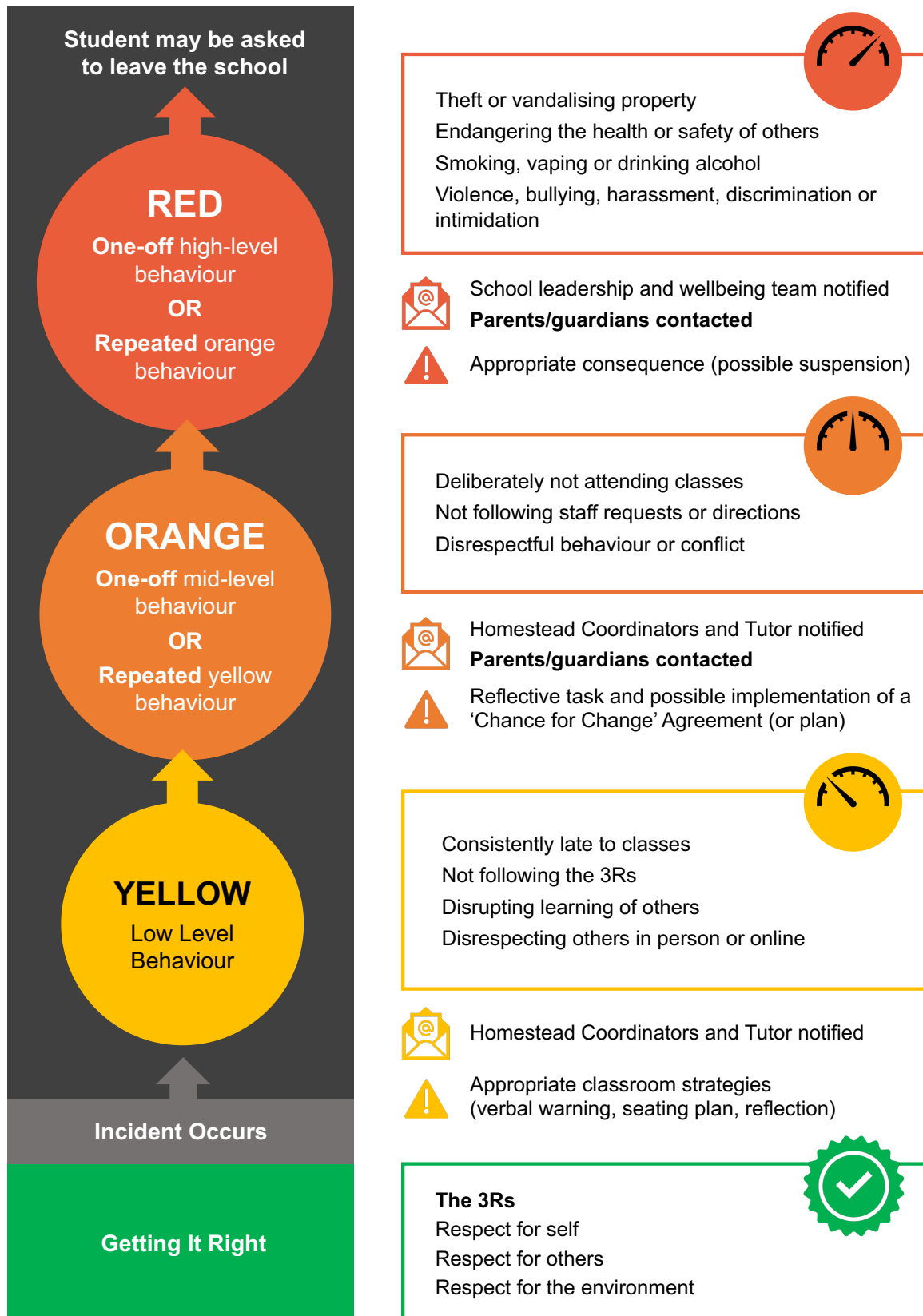
Student Behaviour Management Guidelines – Senior Campus

POLICY CATEGORY: STUDENT DUTY OF CARE

PRIVATE & CONFIDENTIAL – INTERNAL POLICY ONLY
STATUS: APPROVED

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I. GUIDELINES OBJECTIVE

Woodleigh School's core values rest within the statement, 'Respect for self, respect for others and respect for the environment'. We believe that if all students are to be their best selves and flourish, this must begin with the school community creating a safe and positive school culture founded upon an inherent sense of equity, fairness, inclusivity and non-discrimination.

The key understandings and principles outlined in Woodleigh School's Behaviour Management Policy apply at the Senior Campus as appropriate for older students.

I.1. Scope

These guidelines apply to Woodleigh School staff, students, parents, visitors, volunteers, contractors and Board Directors for Senior Campus students. For Junior Campus students there is a different guideline document called Student Behaviour Management Guidelines – Junior Campus.

This policy applies to all Senior Campus activities during and outside of school hours. This includes activities that are occurring on school campus, offsite, online, extracurricular, sport activities and programs, excursions, camps, interstate and overseas travel.

2. GUIDELINES SECTION

2.1 Expectations of Students

2.1.1 General Conduct

When at school, travelling to and from school, or participating in a school activity off campus, students are expected to contribute to a positive school culture. This includes communicating respectfully and politely with all members of the Woodleigh School community, members of other school communities and the general public.

2.1.2 Specific Contexts

When at school, or representing the School, the following identifies the standard of behaviour expected of a Woodleigh student:

- Communicating respectfully and politely with all members of the School community, members of other school communities and the general public.
- Behaving in ways that are inclusive, non-discriminatory and non-intimidatory.
- Being an 'upstander' in instances of bullying, harassment, victimisation or discrimination.
- Being an attentive and respectful audience at all times.
- Respecting individual and school property by using equipment and furniture for intended purposes; by not interfering with others' property; and by reporting damage.
- Following requests and directions from all Woodleigh School staff.
- Presenting with a clean and tidy appearance, both within and when representing the School, in adherence with all dress and appearance guidelines.
- Complying with subject specific rules, especially where the use of specialised equipment requires particular adherence to health and safety guidelines.

These expectations apply to each of the following specific contexts:

- Within school buildings
- Within the classroom
- In the outdoor environment and canteen

- When participating in the Activities Program
- When playing sport
- When participating in excursions, camps and the Exchange Program.

2.2 Staff Approach to Behaviour Management

2.2.1 General Guidelines

Educating students explicitly on self-awareness, self-management, social-awareness and social-management occurs as part of our Homestead, Wellbeing and Health programs

The school has adopted the **Restorative Approach** to behaviour management. This approach views relationships as central to learning, growth and a healthy school climate for students and adults. **Restorative Practices** are employed in order to repair relationships that have been damaged. The restorative process enables those who have been hurt to convey the impact of the hurt to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Please refer to Appendix A, which details our Restorative Approach.

We believe that good relationships between staff and students, based on mutual respect, are critical to effective behaviour management. Staff at Woodleigh School are therefore encouraged to:

- Use restorative questioning techniques when responding to student misconduct.
- Work collaboratively with Homestead Staff in responding to student misconduct
- Complete objective notes in SEQTA, outlining steps taken in response to student misconduct.

The restorative approach, however, does not preclude the imposing of consequences. Such responses will be engaged following a staged process, which will be determined by factors such as:

- The nature, type and regularity of the misconduct
- The degree of harm inflicted upon others.
- The significance of breaches of other School policies, such as Woodleigh School's IT Users Agreement; Bullying & Harrassment Policy; Drug & Alcohol Policy, inclusion and gender equity policies etc.
- Common law.

The purpose of any response is to reinforce positive, pro-social behaviour, repair the harm that is caused, and make all plausible attempts for the misconduct to cease.

2.2.2 Responding to Misconduct; low level (Green).

	Examples	Staff Responsibility & Actions	Parent Involvement
	<p>Restorative conversations, initiated by the staff member, should occur in any of the following situations:</p> <ul style="list-style-type: none"> • Lack of punctuality to Morning Meeting or a class. • Behaviour in buildings or environs, that contravenes the 3Rs • Behaviour that disrupts the learning of others. • Rudeness or disrespect shown toward others, either in person or online. 	<p>These low-level behaviours will be managed in the first instance by the Homestead Tutor, classroom teacher or yard duty teacher, as applicable.</p> <p>Staff are encouraged to employ a restorative conversation as a first response.</p> <p>Staff should make a SEQTA note of the behaviour and actions taken in response.</p> <p>Homestead Coordinators & Tutors will complete regular SEQTA extracts as a means of tracking their Tutees' wellbeing, academic progress & behaviour.</p>	<p>In the first instance the students themselves will be provided the opportunity to restore damaged relationships and amend their behaviour, thereby accepting responsibility for a healthy, positive and independent approach to school life.</p> <p>Repeated instances of low level misconduct will be shared with parents by their Tutor.</p>

		For repeated instances, the response will move to the moderate level: amber.	
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2.2.3 Responding to Misbehaviour; moderate level (Amber)

	Examples	Staff Responsibility & Actions	Parent Involvement
	<p>Examples of moderate-level misconduct include:</p> <ul style="list-style-type: none"> Repeated lack of punctuality to Morning Meetings or classes. Repeated unacceptable behaviour in buildings or environs. Repeated behaviour that disrupts the learning of others. Repeated rudeness or disrespect shown toward others. Students deliberately absenting themselves from a class or other scheduled program. Bullying, harassment, discrimination, victimisation or intimidation of others, including behaviour that would contravene Woodleigh's inclusion policies regarding race, gender & sexuality. Failure to comply with a staff member's requests/directions. Conflict between a student and a teacher. Verbal or online conflict between students. 	<p>These behaviours are to be shared with the student's Homestead Tutor & Coordinator via a SEQTA note and follow-up conversation.</p> <p>Homestead Coordinators and Tutors will collaborate with the Heads of Wellbeing and Administration, Middle/Senior Years to bring about an appropriate resolution. The steps taken are to be recorded via SEQTA notes.</p> <p>Any investigation will be followed according to the principles of Procedural Fairness</p>	<p>Parents will be informed and updated at regular intervals, as a means of continuing the collaborative partnership between home and School.</p> <p>Depending on the circumstance, parents may be required to meet on campus with School personnel, and their child, in order to co-create a student-centred plan to resolve the issue/s being addressed.</p>

2.2.4 Responding to misconduct : high level (Red)

	Examples	Staff Responsibility & Actions	Parent Involvement
	<p>Examples of high-level unacceptable behaviour include:</p> <ul style="list-style-type: none"> Endangering the health and/or safety of others. Smoking, drinking alcohol or using e-cigarettes at school. Vandalising the property of others. Theft. Violence. Acting in a way that damages the School's reputation. Serious, one-off breach of the School's inclusion and gender equity policies, IT Users 	<p>These behaviours are to be reported immediately to the Heads of Wellbeing and Administration, Middle/Senior Years, Deputy Head of Campus or Head of Campus.</p> <p>The Principal will be briefed and consulted throughout the process of resolution.</p> <p>Actions taken are to be recorded via SEQTA notes.</p>	<p>Communication with parents will occur as soon as an initial investigation indicates that high-level misconduct has occurred.</p> <p>Parents may be asked to collect their child from school immediately that the misconduct has occurred.</p> <p>Parents, and their child, will be required to meet on</p>

	Agreement; Bullying & Harassment Policy; Drug & Alcohol Policy. <ul style="list-style-type: none"> Repeated instances of Amber-level misbehaviour. 	Any investigation will be followed according to the principles of Procedural Fairness.	campus with School personnel as soon as possible after the misconduct has occurred.
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2.3 Communication with Parents

At Woodleigh School we recognise that students' wellbeing is best met through a partnership between students, parents/carers and the School.

In accordance with the philosophy and mission of the School, in the first instance the students themselves will be provided the opportunity to restore damaged relationships and amend their behaviour, thereby accepting responsibility for a healthy, positive and independent approach to school life. If relationships are not restored and behaviour not amended, parents will be informed and welcomed as important contributors to the student's management plan going forward.

In instances of moderate (Amber) and high (Red) level behaviour, ongoing communication and collaboration with the parents/carers of the student/s involved is an essential element in our behaviour management process.

2.4 Consequences for Student Misconduct

The consequences for student misconduct will depend upon the nature and the seriousness of the behaviour but may include any of the following:

In the classroom:

- Student will be given a verbal warning.
- Student may be moved within the class.
- Student may be sent out of the class temporarily, to a place where the teacher can maintain active supervision.

General:

- Restorative conversation.
- Completion of work/tasks at lunchtime.
- Withdrawal of privileges, dependent upon the nature of the misconduct.
- Withdrawal from class or other activities.
- Reflective writing, including written apologies.
- Behaviour Management Plan.
- Individual Learning Plan.
- 'Chance for Change' Agreement.
- Meeting with Deputy Head of Campus, Head of Campus or Principal.
- Suspension: Internal.
- Suspension: External.
- Termination of enrolment.

Appropriate responses and consequences are determined on a case-by-case basis and will include consultation with those staff who may be able to provide further insight: members of the Senior Campus WEL Group and Homestead staff.

Responses and consequences will take in to consideration the student's:

- Willingness to accept responsibility.
- Ability to understand the effects of their behaviour.
- Disability or additional learning needs.
- Cultural background.
- Social circumstances.
- Pastoral and wellbeing needs.

The social-emotional wellbeing of all of our students is our highest priority. Within the restorative behaviour management process, the involvement of Woodleigh's Counsellors and Educational Psychologists may be recommended as a means of providing additional support to those students involved.

At Woodleigh School, aggressive or threatening behaviour towards another member of the community, whether that be staff, students or parents is unacceptable. There are times, though, when a student may exhibit anger or threatening behaviour. In such circumstances, personal safety is of paramount importance, while maintaining duty of care.

Please refer to Appendix B which details our approach in these circumstances.

The behaviour management process will be undertaken following the principles of procedural fairness.

2.5 Suspension of a Student

The decision to suspend a student can be made only by the Principal or Head of Campus. This action may be taken if other actions have been considered and tried, or if the offence is a one-off offence of a serious nature.

- If the School determines that a student is to be suspended, the student's parents will be notified in writing and provided with the grounds upon which the suspension has been applied.
- The student may be suspended for a period of one to three days during which time, as determined by the Principal (or a nominated Leadership Team member) and following a suspension, there will be a re-entry meeting involving the student, their parents/caregivers, Principal (or a nominated Leadership Team member) and the student's Homestead Coordinator.
- Prior to a suspension being implemented the Principal (or a nominated Leadership Team member) will consult those staff who may be able to provide further insight, for example members of the Senior Campus WEL Group and Homestead staff.
- Should these measures not result in improved behaviour the School will conduct a review of the student's position at the School.

This process will be undertaken following the principles of procedural fairness.

2.6 Serious Offences

The following are regarded as serious offences within the School; or on School activities, excursions or trips; or when travelling to and from the School.

Depending on the nature and degree of the offence, and the harm caused, each could lead to the immediate suspension or expulsion of the student. In some instances, the Victorian Police will be called upon for support:

- Bullying, harassment, victimisation or discrimination, whether in person or online.
- Violence.
- The supply, sale, possession or consumption of alcohol or illicit drugs.
- Being under the influence of alcohol or drugs whilst participating in School activities.
- The supply or possession or use of weapons.
- Committing or attempting to commit theft of property.
- Vandalism, including any damage to School infrastructure and interference with the School's ICT system or network.
- Serious breach of the School's ICT Acceptable Use Policy.

2.6.1 Termination of enrolment in the case of serious offences

When it becomes clear that a student is not responding to the School's pastoral and behaviour management processes, and specifically in relation to students committing a serious offence, the Principal retains the right to terminate a student's enrolment at the School.

This process will be undertaken following the principles of procedural fairness.

2.7 Out of school behaviour

A student's behaviour outside of the school, in a student's private time, is that student's responsibility and a matter for them and their parents/carers. However, in circumstances where out of school matters are continued within the school, affecting behaviour and relationships with others, the school and its staff may be obliged to respond as outlined in these guidelines. This could include online issues.

Student behaviour outside the school that inflicts reputational damage upon the School will be treated as a serious offence, and responded to accordingly.

2.8 Procedural Fairness

Woodleigh School is committed to the principles of procedural fairness, which include:

- A thorough and impartial investigation of misconduct or offences as described above.
- Interviews with all participants, including witnesses.
- Communication with and involvement of parents/carers.
- Accurate and objective documentation of all interviews and meetings.

3. GUIDELINE COMPLIANCE

3.1 Policy Breach

Woodleigh enforces this policy and its procedures. In the event of any non-compliance, we will instigate a review that may result in a range of measures including (depending on the severity of the breach):

- remedial education
- counselling
- increased supervision
- the restriction of duties
- suspension
- in the case of serious breaches, termination of employment, contract or engagement.

All breaches, near misses and risks related to this policy should be reported to the relevant Head of Campus or the Principal.

Compliance with this policy will be monitored by the relevant Head of Campus and the Director of Business and School Operations and this may include independent audits and reviews.

4. COMMUNICATION OF THIS POLICY

The Student Behaviour Management Guidelines – Senior Campus is made available to staff via Policy Hub. It is also available in hard copy by request.

5. RELATED POLICIES, PROCEDURES AND LEGISLATION

5.1 Woodleigh School policy and procedure linkage

- Student Behaviour Management Policy
- Student Behaviour Management Guidelines Junior Campus
- Inclusion Policy
- Individual Needs Policy
- ICT User Agreement
- ICT Acceptable Use Policy
- Drug and Alcohol Policy
- Student Wellbeing Policy
- Bullying and Harassment Policy
- Student Duty of Care
- Child Safety and Wellbeing Policy

5.2 Related Legislative Instruments

The following legislation, standards and regulations apply and this policy aligns with these mandated requirements:

- Ministerial Order 1359;
- Education and Training Reform Act 2006 (Vic);
- Child Wellbeing and Safety Act 2005 (Vic);

Further information on this policy can be obtained from:

- Heads of Campus
- Deputy Heads of Campus
- Director of Wellbeing

6. POLICY APPROVAL STATUS

REVIEW CYCLE	POLICY REFERENCE	OWNER	APPROVED BY
Triennial	SDC – 23 - 2	Head of Senior Campus	SLT
VERSION	LOCATION	DATE APPROVED	NEXT REVIEW DATE
Version 2-2	WS Policy and Procedure TEAM > Policies > Student Duty of Care	22 / 08/ 2023	Term 3 2026

APPENDICES

Appendix A – The Restorative Approach

This approach views relationships as central to learning, growth and a healthy school climate for students and adults. Restorative Practices are employed in order to repair relationships that have been damaged. The restorative process enables those who have been hurt to convey the impact of the hurt to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

- Restorative Practices facilitate a structured situation where those who do harm to others are faced with the consequences of their actions.
- Both parties get to tell their version of events.
- It also involves developing a plan of action to improve the situation – and enable those involved to feel a sense of just resolution and be able to move on. It is important to record proceedings and the agreement reached – a copy is kept in the students' files.
- It takes time. All parties must agree to be involved, and the facilitator must assist all parties to be prepared for the conversation.

Restorative Practice sessions may be facilitated by Senior Staff, members of the Counselling Team and/or Homestead Tutors or Coordinators.

Restorative Conversation

To the person(s) who caused harm:

We're here to talk about...

Can you tell us what happened?

What was going on in your mind, at the time?

On reflection, was it the right thing to do?

Who has been affected/upset/harmed by your action?

In what ways?

How has this affected you?

To the person(s) harmed:

What did you think when it happened?

What have you thought about since?

How has it affected/upset/hurt/harmed you?

What has been the worst thing?

What is needed to make it right/to make you feel better?

To the person who caused harm:

Is that fair? Can you do that? What else do you need to do to make things better? How can you fix this?

To the person harmed:

Is that okay/do you agree?

Is that fair?

To both:

How can we make sure this doesn't happen again?

Is there anything I can do to help?

Is there anything else you would like to say?

Formally record agreement/congratulate them for working it out. Arrange time to follow-up/meet again to see how things are going.

Restorative Practices in Schools

The following are notes from a staff Professional Learning event with Margaret Armstrong:

"Schools are not buildings, curriculum timetables and meetings. Schools are relationships and interactions among people." Johnson & Johnson, 1994

Schools place a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. If we were to redefine discipline and behaviour management as relationship management, we might find a different pathway to our problem-solving. Such a path is found in restorative practices and its ranges of processes and approaches.

The Principles of Restorative Practices in Schools:

1. Focuses on harms and consequent needs (the people harmed, as well as the community and the those responsible)
2. Addresses obligations resulting from those harms (those responsible, but also the community)
3. Uses inclusive, collaborative processes
4. Involves those with a stake in the situation (people harmed, people responsible, community members)
5. Seeks to put right the wrongs. (Zehr 2005)

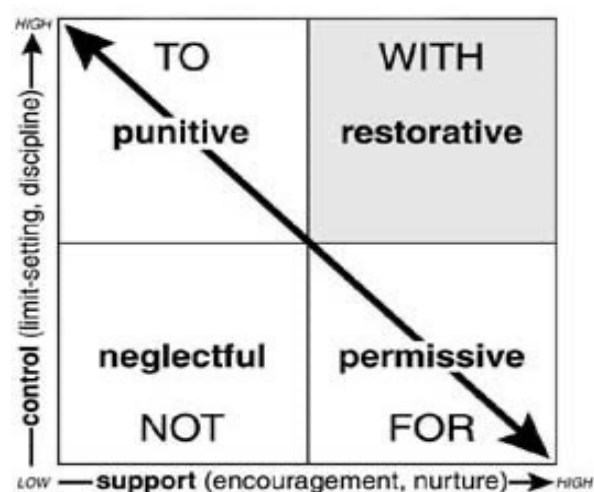


Figure 2: Social Discipline Window

Working restoratively, or relationally provides an alternative to the punitive/permissive scale. The relational quadrant of working *"with our kids rather than to or for them"* (Wachtel 2001) provides us with a way of being both firm in terms of expectations at the same time as being fair in our treatment of each other.

Being out of balance for too long is very limiting and detrimental to the emotional health of the school community.

Schools working toward a restorative approach:

- Focus primarily on relationships and secondarily on the rules.
- Give voice to the person(s) harmed and allow opportunity for their needs to be met and to be part of the resolution.
- Give voice to the person(s) who caused the harm and allow an opportunity to make amends to those harmed.
- Engage in collaborative problem-solving allowing all affected to be engaged in the process.
- Enhance responsibility by allowing the person(s) causing harm to reflect and understand.
- Empower change and growth through acknowledging responsibility or being supported to do so.
- Plan for restoration, ongoing accountability and future steps.

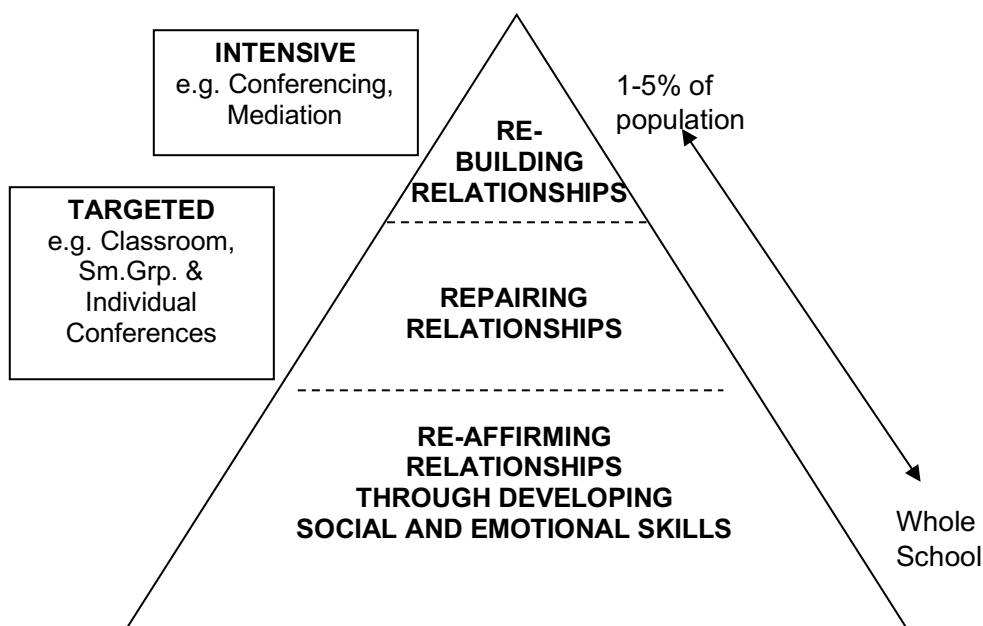


Figure 1: Hierarchy of Restorative Responses, Morrison (2004)

Further Reading:

- *Restorative Practices in Classrooms* – David Vinegrad & Margaret Thorsborne. Available from www.inyahead.com.au
- *Restoring Safe School Communities – a whole school response to bullying, violence and alienation* – Brenda Morrison
- *Just Schools – a whole school approach to restorative justice* – Belinda Hopkins
- *The Little Book of Restorative Justice* – Howard Zehr

Websites:

- www.iirp.org
- www.thorsborne.com.au
- www.aic.gov.au/rjustice
- www.transformingconflict.com
- www.circlespeak.com.au
- www.restorativejustice.org
- www.alfiekohn.com

Appendix B – Restraint and Seclusion of Students (Restrictive Interventions)

At Woodleigh School, aggressive or threatening behaviour towards another member of the community, whether that be staff, students or parents, is unacceptable.

There are times, though, when a student may exhibit anger or threatening behaviour. In such circumstances, personal safety is of paramount importance, whilst maintaining duty of care.

Regulation 25 of the Education and Training Reform Regulations 2017 provides that: “A member of staff of the school may take any reasonable action that is immediately required to restrain a student of the school from acts or behaviour that is dangerous to the member of staff, the student, or any other person”.

Definitions

Restraint: The Department of Education defines restraint to mean the use of physical force to prevent, restrict or subdue movement of a student’s body or part of their body. Students are not free to move away when they are being restrained.

In some limited circumstances, restraint may also include restraining a student from imminent dangerous behaviours by secluding them in an area where such action is immediately required to protect the safety of the student or any other person.

Seclusion: Seclusion is the solitary confinement of a student in a room or area from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, i.e. it is not locked. The School will ensure that any student in seclusion confinement will be able to respond to an evacuation alarm.

When Physical Restraint or Seclusion May be Used

School staff may only use physical restraint on a student when there is an imminent threat of physical harm or danger to the student or others; and where such action (i.e. to physically restrain or seclude) would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.

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

The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the Charter of Human Rights and Responsibilities Act 2006.

When Physical Restraint or Seclusion Should not be Used

Physical restraint and seclusion should not be used unless immediately required to protect the safety of the student or any other person.

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

Restraint and seclusion must not be included in a Behaviour Support Plan or be used as a routine behaviour management technique, to punish or discipline a student or to respond to:

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

Types of physical restraint which must not be used include:

- 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
- basket holds, bear hugs, 'therapeutic holding'

Guidelines for If Confronted with Aggressive or Threatening Behaviour

a) Ensure the student is safe.

- Isolate them from any danger (keeping yourself safe)
- If possible, create safe physical boundaries to contain.

b) Call for assistance

- Calmly phone, enlist a student or staff member to get help

c) Isolate the situation

- Calmly ensure other students are removed from the area by an adult

d) Call for specialist assistance

- Seek assistance from your HoC or DHoC as quickly as possible.
- Other specialist assistance could be from a member of the Counselling or Inclusion Team.

e) Keep calm

- Limit your movements, low, soft voice, slow actions (adopt a neutral stance)
- If appropriate, reassure and give information (e.g. I am here to support you)
- If the student is on the move, observe from a safe distance
- If appropriate, give self-help strategies (e.g. sit down, breath)

f) Parents/guardians must be contacted and the incident recorded in SEQTA

g) Debrief and support:

- The student who has been restrained or secluded and their parents/guardians. This may include participation in decisions involving the student's behaviour management, Parent Support Group meetings, the development of a student Behaviour Support Plan, and involvement of the WEL group
- Other students and staff members who were involved in or witnessed the incident. This may include a debriefing in relation to the incident, and counselling support.

Please see Department of Education's webpage on "Restraint and Seclusion":

<https://www2.education.vic.gov.au/pal/restraint-seclusion/print-all/>

Appendix C – Process Flowchart

