

Reviewed: July 2021  
Next Review: July 2023

## DOBCEL Student Behaviour Procedures

## Appendix 2

### Student Behaviour Expectations and Procedures

Damascus College recognises the importance of providing clear guidance and expectations which are all applicable to all members of the school community.

The table below sets out Damascus College expectations for its students, parents and staff.

	Students are expected to:	Parents/Carers are expected to:	Principals/Teachers and staff will:
1.	take responsibility for their learning and have high expectations in themselves that they can learn	have high expectations of their child's behaviour and have an understanding of the School's behavioral expectations	promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
2.	model the school's core values of respect, endeavor, communication, trust and teamwork	communicate with the School in regards to their child's circumstances	deliver an inclusive and comprehensive curriculum which promotes positive behaviours and <del>emphasise</del> the well-being of every child focusing on pro-social behaviours
3.	take responsibility for their own behaviour and the impact of their behaviour on others	cooperate with the school by assisting in the development and enforcement of strategies to address individual needs	employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues
4.	comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to: a. obey all reasonable requests of staff;	provide complete, accurate and up to date information when completing an enrolment form and supply the school, prior to enrolment, with any additional information as maybe requested, including	intervention strategies to deal with attendance and behavioural issues

	b. respect the rights of others to be safe and learn; and respect the property of others	copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements	
5.	c.	comply with the school's behaviour aims and the school's Code of Conduct and to support the school in upholding prescribed standards of dress, appearance, and behaviour, in accordance with the terms of your child's enrolment at the school	consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances
6.	d.	acknowledge and understand that unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school may result in suspension or termination of the child's enrolment	plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students
7.	e.		recognise that for some students additional support may be needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion

## Shared Attendance Expectations

Ensuring that students attend school each day is a shared expectation of all students, parents, and the wider school community. See DOBCEL Attendance [Monitoring Policy](#).

The table below sets out Damascus College shared attendance expectations for its students, parents and staff.

	<b>Students are expected to:</b>	<b>Parents/Carers are expected to:</b>	<b>Principals/Teachers &amp; Staffwill:</b>
1.	attend and be punctual for alltimetabled classes every day that the school is open to students	ensure that their child's enrolment details are correct	proactively promote regularattendance
2.	be prepared to participatefully in lessons	ensure their child attendsschool regularly and punctually	mark rolls accurately eachlearning session
3.	bring a note from their parents/carers explaining anabsence/lateness if not advised by parents through the established school processes	advise the school as soon aspossible when a child is absent	follow up on any unexplainedabsences promptly and consistently
4.	remain on the school premises during school time unless they have permission to leave from the School andparents	account for all studentabsences	identify trends via data analysis
5.	work with their teachers to develop learning activities to be included in any Student Absence Learning Plan and tobe completed during a prolonged absence from school	keep family holidays withinscheduled school holidays	report attendance data in thestudent report and school's Annual Report
6.	work cooperatively with theSchool to develop personal attendance improvement goals and strategies when their attendance has been inconsistent	support their child's learningduring absences and work with the school to reintegrate students or arrange distance education after prolonged absences	support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individualised strategies
7.		work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school	report lengthy or unexplainedabsences to the Educational Consultant

8.			work collaboratively with parents and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time
9.			convene a Program Support Group meeting which is attendance focused with parents and students when a student's attendance pattern is of concern to the school
10.			provide ongoing intensive support for students if communication with parents has not been possible or if the student's attendance pattern continues to be irregular after the initial Program Support Group meeting

## School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school practices, as well as targeted and individualised support when required. Effective student behaviour change and student behaviour support is enhanced through internally based school support structures, and externally based family, education, community, and interagency partnerships. The school will apply a range of supports and measures to address inappropriate student behaviour.

Where a student acts in breach of the behaviour standards of our school community, the school will institute a staged response, in accordance with DOBCEL policies and the CECV Positive Support Guidelines, 2018.

Where applicable, an incident report must be completed and provided to the Principal or relevant staff member.

## School Procedures for Positive reinforcement of appropriate behaviour

### Tier 1: School-wide supports

Damascus College implements school-wide preventative and early intervention strategies and practices for all its students to support positive behaviours, including:

- Establishing predictable, fair and democratic classrooms and school environments
- Providing physical environments that are conducive to positive behaviours and effective engagement in learning

- Ensuring student participation in the development and implementation of whole school expectations
- Empowering students by creating opportunities to take responsibility and be involved in decision making
- Monitoring attendance and academic progress of students with the view to recognising students at risk
- Developing Personalised Learning Plans (PLP) in consultation with the Program Support Group (PSG) where appropriate for individual students

## **Tier 2: Targeted supports**

In addition to Tier 1 supports, some students may require targeted interventions to meet behavioural standards, including irregular attendance. These students will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Documentation of incidents relating to the management of student behaviours to inform decision making.
- Revision of the Personalised Learning Plan (PLP)
- Parent consultation via phone or interview
- Support strategies that might assist the student to self-calm such as a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- Case conference

## **Tier 3: Intensive intervention**

### **Reducing unwanted behaviour and consequences for inappropriate student behaviour**

Damascus College adopts a staged response to inappropriate behaviour and appropriate responses may take the form of:

- Non-verbal warning – e.g., eye contact / hand movement / shake of head
- Verbal warning which identifies the misbehaviour followed by a 'do over' prompt providing student the opportunity to use expected behaviours
- Changing student access to learning activity e.g., work on own, change groups, change location
- Removing student access to learning activity e.g., take a break at your desk
- Moving student from the room e.g., finish your work next door
- Student required to stay back at end of class
- Student required to complete work during recess / lunchtime

When concerns arise about a student's on-going behaviour or when a student is displaying consistent behaviour of concern, Damascus College will implement a targeted response to identify and address the behaviour and teach replacement behaviour. This may involve the following support strategies:

- Convening a Program Support Group (PSG) meeting involving parents/carers/Learning Diversity/Pastoral Wellbeing coordinator and the student where appropriate.
- Developing/Revising a Personalised Learning Plan (PLP) or attendance plan
- Development of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students
- Referral to external Health or Allied Health providers
- Contact with CEB staff.

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

Measures should always be proportionate to the nature of the behaviour and are best used with support measures to identify and address causes of the behaviour. Disciplinary measures will be implemented in accordance with the CECV Positive Support Guidelines and may include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. In situations where the student is not able to comply with the instruction to relocate, the class (all other students) will be re-located/evacuated. The student may be temporarily isolated from regular classroom activities to provide an opportunity to de-escalate or for a specified period of time. Parents/carers should be informed of such withdrawals.
- Suspension (in-school and out of school)
- Negotiated transfer
- Expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and wellbeing of other students, staff or themselves at significant risk.

If other strategies are unsuccessful in modifying student behaviour, [*insert school name here*] will follow the DOBCEL Guidelines for Suspension, Negotiated Transfer and/or Expulsion.

### **Corporal punishment**

The use of corporal punishment is expressly prohibited at the school and under the *Education and Training Reform Act 2006 (Vic)*.

### **Consultation**

As every child's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the child, in consultation with parents/guardians and the child's treating medical/allied health professionals, to assess:

- whether the additional assistance remains necessary and/or appropriate to the child's needs.
- whether the additional assistance is having the anticipated positive effect on the child's individual physical, functional, emotional, or educational goals; and
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist

### **Assessing and Mitigating Risk**

To assist the school to discharge its safety responsibilities, Damascus College will adhere to an Occupational Health & Safety Program through which potential safety hazards are identified and analysed in terms of the likelihood of an event occurring, and the potential consequences if the event was to occur. A similar risk-based approach is taken with respect to Student Duty of Care, with the definitions of likelihood and consequences.

Damascus College may engage the services of Catholic Education Ballarat (CEB) staff for the purpose of assessing student safety risks and determining how best to support the needs of the students, staff, and broader community.

### **Policy Evaluation and Review**

This policy will be evaluated and review periodically in consultation with DOBCEL, College Leadership and community. It will be updated with any changes mandated by governance and or legislation changes.

### **Appendices**

Damascus College Complaints Handling Policy

Damascus College Enrolment Policy