

### Purpose

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

### Aims:

- To build a school environment based on positive behaviour, mutual respect, cooperation, incorporating the school values of responsibility, respect, honesty and trustworthiness, doing your best.
- To manage poor behaviour in a positive and professional manner. Corporal punishment of any kind is not part of the school ethos and will not be used in the school.
- To establish well understood and logical consequences for inappropriate student behaviour.

### Student Behaviour – College Context

Tyrrell College, a Prep to Year 12 school, is located in the small Mallee town of Sea Lake which is about 400 kilometres North West of Melbourne. The closest rural centre of significant size is Swan Hill (75 kilometres). The community is mainly farm based and the area is well known for its rich grain farming. The local economy and demography is affected by the range of factors that impact on farming, including extremes in climate and the consolidation of farms into larger scale operations in contexts of increased use of technology and economies of scale.

The College enrolments have slightly declined over the past four years. Currently 165 students are enrolled. The school attracts about 60% of district preschool children and typically all of Grade 6 graduates from the local Catholic primary school. The College traditionally has four primary classes – Prep, and Grades 1/2, 3/4, and 5/6. Each Year level from 7 to 12 is comprised of one class of students. VCE classes operate with one class per study. Student cohorts in each Year level can differ markedly over time. In 2015, primary levels averaged 9 students and secondary levels averaged 16.5 students.

The current Student Family Occupation (SFO) index is 0.64 indicating a range in family socio – economic circumstances. There are no students with a language background other than English. Frequent exposure of students to other school communities is limited due to location.

The College is organised on a traditional model of primary and secondary schooling with opportunities for the two cohorts to integrate and interact together at various times over the year. There is an emphasis on literacy and numeracy, and on integrated personal development. The AusVELS and VCE curriculum inform curriculum delivery and organisational structures for student learning. VCE, VCAL and VET are offered as senior pathways programs. VET subjects offered include Agriculture, Engineering (unscored) and Music. In 2016 both VET Hospitality and Community Services are offered as alternatives and the College has some Distance Education classes running and some Polycom classes within the Mallee Cluster. The College is advancing its digital teaching and learning profile.

The small student numbers provide a platform for relationship building between students and between students and teachers. Teachers have opportunities in this small school context to know students well, to spend more individual time with students, and to personalise learning for every student.

Students participate in an extensive range of cultural, academic and sporting activities including visiting performances, drama workshops, College productions, camps and excursions, public speaking and inter college sports.

The College has excellent facilities set in a large, well maintained precinct. A community complex on site provides for sporting and cultural activities and a new Building the Education Revolution funded primary wing is an outstanding facility. The College has, over some years, had a strong focus on agricultural opportunities for students. In 2011 the school was recognised for its achievements and forward thinking with a National Australia Bank Schools First National Award (\$500 000). Through this program the College is agricultural manager of two land holdings of 60 and 70 hectares on different sides of Sea Lake with VCE students having opportunities in food and livestock production with some related opportunities for elective studies in Years 8 and 9.

## **2. Rights and Responsibilities:**

### **Guiding principles**

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Participation includes the right to learn, work and perform to the best of their ability. Everyone deserves to be treated with respect and dignity.

### **Equal Opportunity**

The *Equal Opportunity Act 2010* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age or other instances as described in the act.

### **The Charter of Human Rights and Responsibilities Act 2006**

This Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights. All DET employees must act compatibly with the Charter and give proper consideration to Human Rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

### **Child Safe Standards**

At Tyrrell College we are committed to the safety of all children including children with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds. We are committed to providing children with a safe school environment. (this includes both physical and online domains). Child Abuse includes-

- Any act committed against a child involving-
  - a sexual offence or
  - an offence under section 49B(2) of the Crimes Act 1958 (grooming)
- The infliction, on a child, of-
  - physical violence or
  - serious emotional or psychological harm

- Serious neglect of a child.

At Tyrrell College it is expected that the School Council, Principal, Leadership Team, Staff, Visitors and children will proactively ensure the safety of children at all times.

The College will adopt the following strategies to embed a culture of child safety at the school and throughout the community:

- Include within the Tyrrell College profile that we have zero tolerance to child abuse.
- Include in our staff, council and student handbooks that Tyrrell College has a zero tolerance to child abuse.
- Include on our website that Tyrrell College has a zero tolerance to child abuse.
- Educate students on stranger danger and protective behaviours.
- Educate students about respectful relationships.
- Advisory curriculum includes resilience and diversity.
- Run parent information sessions.
- Publish zero tolerance and associated programs the College is undertaking in our Parent's bulletin.

All contractors and unrelated volunteers will provide a current working with children card.

The College's recruitment advertisements will include that Tyrrell College is a child safe school.

All teaching staff will require a police check to be undertaken and be registered with the Victorian Institute of Teaching.

For a list of acceptable and unacceptable behaviours please refer to Tyrrell College Child Safety Code of Conduct. (standard 3)

### **Reporting Information and Procedures**

For information on how to raise and report concerns about child safety and information about the school's responsibility to report child abuse and the associated reporting procedure please refer to the Tyrrell College Mandatory Reporting Policy.

### **Students with disabilities**

The *Disability Standards for Education 2005* clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992 (DDA)*. This act outlines rights of students beyond those who are funded to include students with ADHD and whom are affected by trauma. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation. An education provider must make 'reasonable adjustments' to accommodate a student with a disability. In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or curriculum modification.
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers.
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

### 3. Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
<b>Engagement (participation in the classroom and other school activities)</b>	<p>Demonstrate:</p> <p><b>preparedness</b> to engage in and take full advantage of the school program</p> <p><b>effort</b> to do their very best</p> <p><b>self-discipline</b> to ensure a cooperative learning environment and model the school values</p> <p><b>team work</b></p>	<p>Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</p> <ul style="list-style-type: none"> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> </ul> <p>Monitor their child's school involvement and progress and communicate with the school when necessary</p> <p>Are informed and supportive of school programs and actively participate in school events/parent groups</p>	<p>The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</p> <p>The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</p>
<b>Attendance</b>	<p>All students are expected to:</p> <p>Attend and be punctual for all timetabled classes every day that the school is open to students</p> <p>Be prepared to participate fully in lessons</p> <p>Bring a note from their parents/ carers explaining an absence/ lateness</p>	<p>Parents/Carers are expected to:</p> <p>Ensure that enrolment details are correct</p> <p>Ensure their child attends regularly</p> <p>Advise the school as soon as possible when a child is absent</p> <p>account for all student absences</p> <p>Keep family holidays within scheduled school holidays</p> <p>Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</p>	<p>In accordance with DET procedures the school will:</p> <p>Proactively promote regular attendance</p> <p>Mark rolls accurately each lesson and follow up on absences</p> <p>Identify trends via data analysis</p> <p>Report attendance data in the school's Annual Report</p> <p>Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</p>
<b>Behaviour</b>	<p>Students are expected to:</p> <p>Take responsibility for their learning and have high expectations that they can learn</p> <p>Take responsibility for their behaviour and its</p>	<p>Parents/Carers are expected to :</p> <p>Have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</p> <p>Communicate with the</p>	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child focusing on pro-social behaviours in</p>

	<p>impact on others.</p> <p>Model the schools core values of responsibility, respect, honesty and trustworthiness, doing your best.</p> <p>Comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes</p>	<p>school in regards to their child's circumstances</p> <p>Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</p>	<p>curriculum content.</p> <p>The school will 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</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>
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## 5. School Action and Consequences

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Behaviour Policy). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
  - Ensuring student participation in the development of classroom and whole school expectations
  - Providing personalised learning programs where appropriate for individual students
  - Consistently acknowledging all students
  - Empowering students by creating multiple opportunities to take responsibility and be involved in decision – making
  - Providing physical environments conducive to positive behaviours and effective engagement in learning
- inappropriate behaviours, including irregular attendance, 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
  - Engaging in "Restorative Practices"

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the year level coordinator and the Student Welfare/Wellbeing Team where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs ( work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

### **Discipline Procedures – suspension and 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 well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Refer to Appendix A for the behaviour management process (flow chart)

When considering suspension or expulsion, the College follows the DET ministerial order 625.

When the principal determines that a suspension is justified, a Student Support Group meeting will be convened to provide a Notice of Suspension, explain the reasons for suspension, detail the school days on which the suspension will occur and where the suspensions will occur, provide contact details for additional support services, and develop a Student Absence Learning Plan that outlines school work to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately, scheduling a Student Support Group meeting within 48 hours of the student being suspended. When a student is suspended it will be for the shortest time necessary. If the suspension is for five days, a post-suspension Student Support Group meeting will also be scheduled.

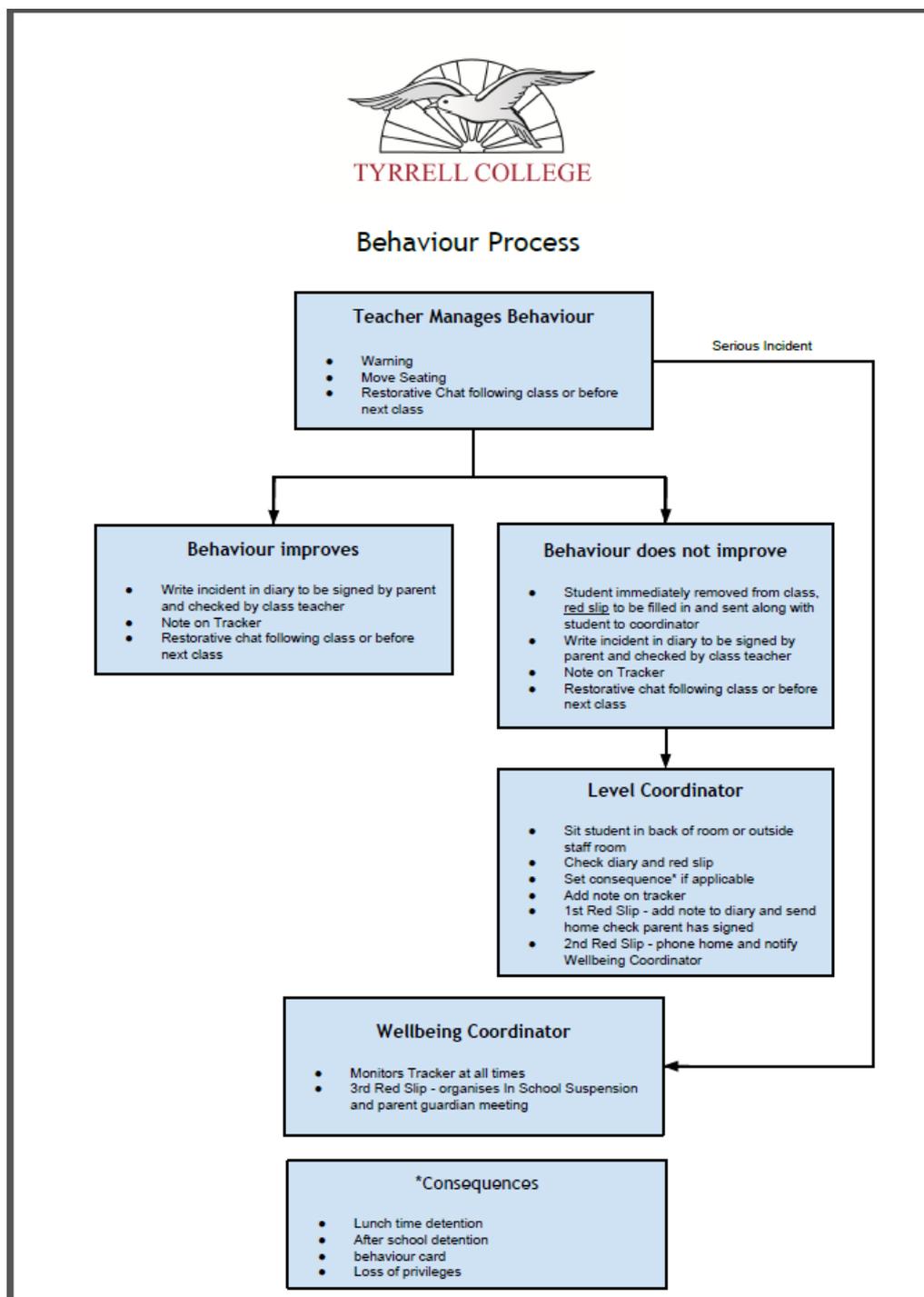
In determining whether to implement an in-school suspension or an out-of-school suspension, we will consider the educational, social and emotional impacts on the student and the school community.

### **Evaluation**

This Policy will be reviewed in line with DET Guidelines, Tyrrell College's Leadership and Consultative Teams and School Council.

<b>Date Implemented</b>	June 2016 Amended October 2016 to include Child Safe Standards
<b>Author</b>	Abby Walklate amended Graeme Forrester
<b>Approved By</b>	School Council June 2016 Amended October 2016
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	December 2017
<b>References</b>	<a href="http://www.education.vic.gov.au/school/principals/participation/Pages/wholeschoolengage.aspx">http://www.education.vic.gov.au/school/principals/participation/Pages/wholeschoolengage.aspx</a>

## Appendix A



Merit Slip

Name:	Staff Member:	Date:	
For: _____			
Good behaviour	Good work	Helping others	Teamwork

**Tyrrell College  
Student Incident Slip**

Student(s) Name	Staff Initial	Subject	Date	Period

Reason for Incidence

<input type="checkbox"/> Swearing at Teacher	The student(s) must take this slip to the year level coordinator.
<input type="checkbox"/> Direct refusal of teacher instruction	
<input type="checkbox"/> Aggressive or unsafe behaviour	