

Behaviour Management Policy- 2017



Niddrie Primary School

Commitment to Child Safety

Niddrie Primary School is committed to safety and wellbeing of all children. This will be the primary focus of our care and decision making. Niddrie Primary School has zero tolerance for child abuse.

Niddrie Primary School is committed to providing a child safe environment where children and young people are safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and / or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Niddrie Primary School has a responsibility to understand the important and specific role he/ she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Introduction

The philosophy of Niddrie Primary School is based on the premise that every student can attain high levels of academic achievement and be a responsible community member.

Corporal punishment is prohibited from being used at Niddrie Primary School and must never be implemented as a behaviour management strategy.

Philosophy

We aspire for students:

- To have an enthusiasm for learning
- To develop a broad and strong base of knowledge and skills
- To think and act with competence, objectivity and creativity
- To, through their experience of living in a learning community, show respect and sensitivity to others
- To show a capacity to lead, to share and to co-operate with others
- To accept responsibility and discipline
- To find reward in participating, doing one's best.

Values

Shared values held at Niddrie Primary School that our community actively tries to model:

- respect
- resilience
- learning

Niddrie Primary School implements a whole-school behaviour management approach. At Niddrie Primary School behaviour management is based on building connections at school through: positive social values, social competencies, incentives and positive peer relationships.

School Goals

Our goals are:

- To allow effective teaching and learning to take place
- To promote a school wide climate of caring for one another
- To promote values of: respect for self and others, being courteous/polite and well mannered, showing tolerance for differences and doing ones best and demonstrating care for our environment
- To enable students to recognise and respect the rights of others
- To develop in students a sense of responsibility, self-discipline and self-control in

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relation to their own behaviour

- To develop students' resilience and coping skills to deal with stressful and challenging life situations
- To provide appropriate programs for students to develop communication, conflict resolution and problem solving skills

Niddrie Primary School, implements positive social and emotional values through the promotion of:

- Niddrie School Values
- School Wide Positive Behaviour Support
- Student Leadership & Student Voice
- Positive student engagement strategies

The school behaviour management strategies aim to:

- Define and teach school-wide expectations
- Establish consistent school-wide consequences for inappropriate behaviour
- Establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- Provide a physical environment conducive to positive behaviours and effective engagement in learning
- Support students to develop their own set of classroom rules and consequences
- Implement school-wide activities that build upon our school values
- Engage students in decision making
- Establish a Code of Conduct that is consistent and well understood by the entire school community
- Promote the student, parent and staff code of conduct.

School Rules

School rules are based on our school values, helping to ensure a safe environment for all, promoting student learning, engagement and constructive communication.

School Rules and Safety

Students are expected to behave in a safe manner at all times at school. They are required to:

- Follow teacher instructions
- Remain in school ground during school hours
- Play safely with other students
- Use the playground equipment in an appropriate manner
- Play in designated areas
- Remain in classrooms until given permission to leave

School Rules and Student Learning

We believe that within a supportive and engaging environment every student can make significant academic progress and be a responsible community member.

Students will:

Be on time for school each day

- Be respectful and attentive
- Respond to bells promptly
- Work co-operatively and productively together
- Follow classroom rules
- Support the learning of others

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Communication

Communication between school and families is essential to the good management of a school environment.

Family support brings a range of benefits including:

- Skills which complement the teacher's skills & expertise
- Improved community support
- Greater contribution of time which frees up teachers to do more with students
- Reinforce the learning from school at home
- Improved student behaviour
- Improved student achievement
- Communicating public support for our school in the community.

Communication, respect and conflict settlement between staff, parents and students is essential to creating an engaging and supportive environment.

Communication

Niddrie Primary School is a learning environment in which students, teachers and parents interact respectfully and with integrity.

Students, teachers and parents will:

- Show good manners and respect at all times
- Listen to and have empathy for others
- Treat all members of the school community with courtesy
- Communicate honestly and work towards a positive result

Respect

We all have a responsibility to show respect and sensitivity to others.

Students, teachers and parents will:

- Accept and follow the school code of conduct.
- Not interfere, disrupt or distract the learning of students
- Show care and thoughtfulness to others
- Use appropriate language, maintaining a child safe environment
- Show care of our physical environment by placing litter in bins and caring for our gardens
- Caring for school property and the property of others

Conflict Settlement

Being a responsible community member involves knowing how to resolve a problem in a positive manner when it arises.

Students, teachers and parents will:

- Try to solve problems in a calm, sensible and fair manner
- Consider the feelings and rights of others
- Communicate their grievance clearly
- Negotiate for a positive outcome
- Focus on the issue rather than personalities
- Speak to the appropriate teacher should help be required

Conflict Resolution Process

Most conflicts in a school setting are minor and the school will encourage students to resolve them fairly themselves. There are occasions when an incident or conflict is more serious and it has been brought to the attention of a teacher.

The teacher will work through a resolution process that is fair to all by employing the following questioning stages.

- 1. The teacher focuses on the specific behaviour or incident without blaming.**
 - a. What happened?*
 - b. How did it happen?*
 - c. What did you do in that situation?*

- 2. Draw out who was effected and how they were effected.**
 - a. Who do you think was effected?*
 - b. How were they effected?*
 - c. How were you effected?*

- 3. Direct questions towards problem solving, “what needs to happen to make things right?”**
 - a. What needs to happen now to make things right?*
 - b. What are the consequences for this behaviour?*
 - c. How would you do things differently?*

Consequences are an important part of behaviour management and they may need to be discussed and agreed upon with the student and parents if necessary.

Communication with parents is an important part of the behaviour management process. Once the details of an incident have been established then the classroom teacher / assistant principal or principal need to contact a parent and provide them with the details and what process / consequences have been implemented.

“I need to let you know that was involved in a situation today. I spoke to all the children involved and this is what happened”

“..... knows they did the wrong thing and have apologised and that these are the consequence.....”

Parents appreciate being told and are generally supportive when they understand that a process is being followed.

By not informing parents of the established facts of a situation we run the risk of the child’s ‘facts’ being the accepted version of events and setting the scene for parent conflict with the school rather than their support.

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2. CONSEQUENCES AND SCHOOL RULES

Some behaviours are such that they require a consequence. The consequence should be discussed with the student and if necessary with the student's parents/guardians so that everyone understands that the consequence is part of a behaviour management process.

Consequences need to reflect the level of misbehaviour and they need to be understood by all involved and fairly reflect the inappropriate behaviour.

Corporal punishment is prohibited from being used at Niddrie Primary School, it is not a consequence for inappropriate behaviour and must never be implemented.

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School Wide Positive Behaviour Support

What is the School Wide Positive Behaviour Support (PBS) Approach?

This is a whole school approach to creating an environment, which encourages effective learning through the development of a positive, calm and welcoming atmosphere.

Our expected behaviours are based on our values:

Be Respectful

Be a Learner

Be Resilient

We recognise that learning social skills and socially acceptable behaviours is a process, which everybody moves through at a different pace. Learning appropriate social skills is seen in the same light as learning how to read or complete maths. Some people need more assistance in some areas and less in others.

"If a child doesn't know how to read, *we teach*"
"If a child doesn't know how to swim, *we teach*"
"If a child doesn't know how to multiply, *we teach*"
"If a child doesn't know how to drive, *we teach*"
"If a child doesn't know to behave, *we teach? We punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"

Research has shown that the implementation of punishment and in the absence of other positive strategies is ineffective. Introducing, modelling, and reinforcing positive social behaviours is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

Behaviour Expectation Matrix

School Wide

The matrix includes appropriate behaviours in specific areas including:

- Oval
- Classroom
- Play equipment
- Canteen
- Toilet
- Passive areas
- Moving around the school
- Assembly
- Wider Community
- On-line

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SWPBS Matrix – EXPECTATIONS and BEHAVIOURS

<p style="text-align: center;">No matter where I am, I always:</p> <ul style="list-style-type: none"> • use manners - 'please', 'thank you' and 'excuse me' • initiate and respond to greetings • follow instructions • respect the safety and wellbeing of others • use, return and store equipment properly • dispose of rubbish appropriately 			
	I SHOW RESPECT	I AM RESILIENT	I AM A LEARNER
 <p>Learning Spaces</p>	<p>I do not interrupt teaching and/or learning. I don't take or touch other people's property. I use whole body listening, make eye contact, put my hand up, I am attentive. I can accept responsibility for my actions and words.</p>	<p>I keep on trying. I look for solutions. I bounce back when things do not go to plan or my way. I accept consequences for my actions or words. I learn from my mistakes.</p>	<p>I always do my best. I have a go and I'm prepared to take risks. I set goals and reflect on my learning. I share my learning with others. I am always prepared to learn.</p>
 <p>Corridors</p>	<p>I walk quietly and I use the right doorway. I use my inside voice. I don't push or touch others. I keep my hands to myself. I respect everyone's property. I respect the corridor – pick up rubbish, jumpers, work.</p>	<p>I learn from my mistakes. I can accept consequences for my actions or words.</p>	<p>I observe and celebrate the quality work of others on display. I model appropriate behaviour for others. I walk at a reasonable pace. I allow other classes to learn without disruption.</p>
 <p>Passive Play Areas</p>	<p>I share the space appropriately. I can choose appropriate quiet activities. I wait my turn when playing games. I don't swing on the bars and I don't do acrobatic movements. I don't run or play ball games.</p>	<p>I can accept consequences for my actions or words I learn from my mistakes I bounce back when things do not go to plan or my way</p>	<p>I am prepared to play quiet games I help others learn the rules of games I nurture, observe and protect the environment in the O.W.L.</p>
 <p>Canteen</p>	<p>I wait my turn. I share the space with others. I am patient. I line up quietly. I put rubbish in bins. I move away quickly once served. I know that only those buying food should be at the canteen.</p>	<p>I am prepared to wait my turn. I understand if I can't buy what I want. I can bounce back. I can compromise.</p>	<p>I know the canteen list and prices. I use correct money when I can. I take responsibility for my own lunch orders.</p>
 <p>Playgrounds</p>	<p>I take turns and share the equipment. I use equipment appropriately. I use space co-operatively. I am mindful of others around me. I show respect for other people's property I talk nicely to others.</p>	<p>I am flexible. I share my friends. I learn from my mistakes. I bounce back when things do not go to plan.</p>	<p>I model appropriate behaviour for others. I try new activities. I use my imagination when playing. I include others and work together to solve problems fairly.</p>
 <p>The Oval</p>	<p>I share the space with others. I am mindful of those around me. I show respect for other people's property. I don't use 'put downs'.</p>	<p>I am flexible and can find alternatives. I share my friends. I learn from my mistakes. I bounce back when things do not go to plan. I can accept consequences for my actions or words.</p>	<p>I play by the rules of the games. I help others to learn the rules of games. I use appropriate behaviour. I learn to play so that no-one gets hurt.</p>
 <p>Toilets</p>	<p>I wait and take turns. I respect people's privacy. I flush the toilet and check that it is clean and clear. I always wash my hands. I try to go to the toilet during play times. I never write on walls. I use the toilet paper properly.</p>	<p>I know accidents can happen. I bounce back when things do not go to plan. I can accept consequences for my actions or words.</p>	<p>I understand toilet etiquette and hygiene. I try to go to the toilet before the bell. I try not to go to the toilet in class time. I only use the toilet for going to the toilet. I always take a buddy to the toilet with me. I know that there are no games or food.</p>

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 <p>On-Line...</p>	<p>I follow the rules in the ICT agreement. I report any issues to staff. I get permission before I post things online. I use only my own iPad/computer. I only look at or say things online that I would say out loud in front of my teacher and my class.</p>	<p>I can accept consequences of my online behaviour.</p>	<p>I keep my personal information private. I use ICT resources at school for my learning I only use my own logon. I know the steps to follow when I don't feel safe. I only communicate with people I know and trust.</p>
 <p>Carpark & School Entry</p>	<p>I am aware of the safety of all children and adults. I do not drive or park inside the school gate. I don't walk through the Carpark. I use the crossings. I share the pathways with others.</p>	<p>I can accept consequences for my actions and behaviours. I am flexible and can find alternatives. I learn from my mistakes. I bounce back.</p>	<p>I encourage others to 'do the right thing'. I obey the rules and expectations. I encourage road and traffic safety for all people. I make it my business to know the traffic rules. I obey all parking and traffic rules.</p>
 <p>Wider Community</p>	<p>I am accepting of others and their differences. I take care of my immediate environment and my neighbours. I always represent my school positively when I wear my school uniform.</p>	<p>I show good sportsmanship. I can accept consequences for my actions or words. I bounce back.</p>	<p>I understand I am part of a team, school and wider community. I am able to share my learning. I look for lots of opportunities to learn. I am able to take responsibility for my own learning.</p>

BEHAVIOUR PROCEDURES



CREATING SUCCESS

Are students experiencing success?

- Engaging, relevant content appropriate to level
- Appropriate teaching and learning strategies.

Is there a positive environment?

- 6:1 positive to corrective interactions
- Acknowledgement system

Do students understand what is expected? Can they achieve it?

- Positive expectations explicitly taught (SWPBS Matrix)
- Social and emotional skills explicitly taught
- Teach, model, acknowledge, correct, practice, practice, practice



CONTINUUM OF RESPONSES

- 'Creating Success'
- Acknowledgements
- Behaviour matrix
- Move/regroup
- Remind, remind, warn, act
- Logical consequence
- Calm down break
- Conference
- Reflection Activity
- Recess/lunch detention
- Time out in another location
- Mediation or restorative conference
- Referral to Principal or Assistant Principal
- Parent contact
- Behaviour note and phonecall
- Meeting with parents
- Behaviour management plan or support plan
- Internal or external suspension



MINOR BEHAVIOURS

PROPERTY: Reversible low level damage of property (eg. drawing on table); use of an item not for its intended purpose, causing harm.

TRUANCY: Leaving classroom without permission; consistent lateness from breaks.

SWEARING: Non-targeted or non-confrontational swearing; out of frustration.

STEALING: Stealing of school item of low value (eg. pencil, ruler).

PHYSICAL: Non-serious playful but inappropriate contact.

TEASING/THREAT: Verbal teasing, low level; Excluding other children from play or activities without reason; verbal challenge to student with intent to cause harm.

DEFIANCE: Not following instructions, talking back.

DISRUPTION: Consistently causing interruption to instruction.

DISRESPECT: Argumentative; lying or cheating not greatly affecting others; socially rude

MAJOR BEHAVIOURS

Repeated MINORS (3 responses implemented in a week)

PROPERTY: Deliberate damage of property or graffiti; possession of drugs, weapon, illicit item.

TRUANCY: Leaving school grounds without permission.

SWEARING: Targeted swearing.

STEALING: Stealing of teacher or student item; stealing of school item with value.

PHYSICAL: Aggressive behaviour OR serious contact with intent to harm.

TEASING/THREAT: Serious threat with intent to harm; gang or group threats.

DEFIANCE: Failure to follow instructions when a response is being put in place.

DISRUPTION: Dangerous behaviours; consistent yelling.

DISRESPECT: Lying or cheating involving others (eg. accusing someone else of the action)

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SUSPENSION

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response.

Only principals have authority to make the final decision to suspend a student. This authority cannot be delegated.

Every student deserves a safe and positive learning experience where they are engaged and supported to reach their full potential.

Ministerial Order 625 (Procedures for Suspension and Expulsion) defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools. The Order and other laws must be interpreted and applied under the Charter of Human Rights and Responsibilities. This means that the Order must be complied with in a manner which is consistent with the Charter.

If a principal has any questions about these obligations, they should seek advice from the Department's Legal Division. The Legal Division can be contacted on (03) 9637 3146 or via email on legal.services@edumail.vic.gov.au

Grounds for Suspension

In order for suspension to be an option, the following conditions are required:

- a. Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b. Causes significant damage to or destruction of property;
- c. Commits or attempts to commit or is knowingly involved in the theft of property;
- d. Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e. 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;
- f. Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual

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activity; marital status; parent/carer status or status as a carer; 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;

- g. Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

The student's behaviour must have occurred:

- whilst attending school;
- or travelling to or from school;
- or while engaged in any school activity away from the school;
- or travelling to or from any school activity.

Please note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours and off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours and school grounds, suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

Types of Suspension

In-school Suspension

An in school suspension is where a student is excluded from the standard instruction provided to other students but still undertakes educational activities at school for the period of suspension.

Options for in-school suspension include:

- Having the student accompany an experienced teacher/appropriate staff member to their classes for the day
- Participating in a work-based in-school suspension (e.g. working outdoors or preparation of educational materials)
- Providing a dedicated room or area where students can complete school work under appropriate supervision.

The same process (including record-keeping) must be followed for in-school suspension as for out of school suspensions.

Immediate suspensions

The principal may implement a suspension with immediate effect if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk.

Where an immediate suspension is imposed, the principal has a duty of care to provide supervision of the student until they can be collected by a parent, carer, or an emergency contact nominated by the parent or carer.

If the parent, carer or emergency contact is unable to collect the student, the student must be adequately supervised by a member of staff until the end of the school day.

It may be appropriate to implement a suspension with an immediate effect whilst the student is on an excursion or school camp. In these situations, if a student's parent, carer or emergency contact is unable to collect the student, they will need to be supervised until the end of the camp or excursion. If this is the case, it is suggested that the student be removed from any activity organised as part of the excursion or camp. It may also be suitable to assign the student an appropriate task or school work to go on with.

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Period of suspension

Suspending a student can have serious implications for the student's engagement in learning, therefore suspension should be applied for the shortest time necessary. In determining the period of suspension, the principal must note:

- The period of suspension must not exceed five school days.
- The suspension must not result in the student being suspended for more than 15 school days in the school year unless there is prior written approval from the Regional Director.
To seek approval from the Regional Director you can use the Request for Approval - Suspension over 15 Days Form
- If the period of the suspension is longer than the days left in the term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

Please see Suspension Process Checklist for a **guide though the requirements expected under Ministerial Order 625.**

SUSPENSION PROCESS CHECKLIST

This checklist is a **guide for the principal considering the suspension of a student. This is a guide though the requirements expected under Ministerial Order 625.**

IS SUSPENSION AN AVAILABLE OPTION?

The student's behaviour must have occurred:

- While attending school; or
- Travelling to or from school; or
- While engaged in any school activity away from the school , including travelling to or from that activity.

One or more of the following grounds for suspension must be applicable:

- Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Causing significant damage to or destruction of property;
- Committing or attempting to commit or is knowingly involved in the theft of property;
- Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
- Failing 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 engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

PRINCIPAL MUST MAKE A DECISION TO SUSPEND

I have ensured that suspension is appropriate to:

- The behaviour for which the student is being suspended
- The educational needs of the student
- Any disability or mental illness of the student
- The age of the student
- The residential and social circumstances of the student.

If the student is **Aboriginal** or **Torres Strait Islander**:

- I have considered whether it is appropriate to contact a Koorie Education Coordinator.

As part of my considerations, I have ensured that:

- The student has been given an opportunity to be heard

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- Any information or documentation provided by the student and or their relevant person has been taken into account in making the decision
- Other forms of action to address the behaviour which may lead to suspension have been considered.

DETAILS OF SUSPENSION

If it is a suspension with an immediate effect, I have ensured that the following grounds have been met:

1. The student behaved in a way that would provide the basis for a suspension; and the behaviour is such that the student is putting the health, safety, and wellbeing of themselves, staff or other students at significant risk.

I have also ensured that:

2. I have contacted the relevant person to advise them of the suspension with immediate effect and have requested that the student be collected by the relevant person or an emergency contact
3. I have arranged adequate supervision for the student until he/she can be collected by the relevant person or emergency contact, or until the end of the school day or school activity in the case of school camps or excursions.
4. I have determined a **start date** for the suspension.

I have ensured that:

5. The period of suspension does not exceed 5 school days.
6. The suspension will not result in the student being suspended for more than 15 days in a school year.
If this suspension does result in the student being suspended for over 15 days in the school year, I have sought written approval from the Regional Director
7. I have considered the likely disruption to the student's learning before imposing a suspension for a period that is longer than the days left in a term.
8. I have determined **where** the suspension will occur:
 - In-school suspension
 - External suspension

PROCEDURE PRIOR TO SUSPENSION

Before the suspension has commenced, I have done the following:

- Given verbal notification to the student and the relevant person of:
- The reason/s for the suspension
- The school days on which the suspension will occur
- Where the suspension will occur (i.e. in-school or external suspension)
- Contact details for additional support services for the student and the relevant person as appropriate.
- Arranged for appropriate school work to be provided to the student for the period of the suspension:
- Where the student is suspended for 3 days or less, I have provided meaningful work
- Where the student is suspended for more than 3 days, a *Student Absence Learning Plan* and *Return to School Plan* have been developed.
- Provided student and their relevant person with the following documentation:
- *Notice of Suspension*
- *Student Absence Learning Plan* (if applicable)
- *Return to School Plan* (if applicable)
- Information brochure *Procedures following Suspension*.
- Recorded the suspension on CASES21

EXPULSION

Only principals have authority to make the final decision to expel a student. This authority cannot be delegated.

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Every student deserves a safe and positive learning experience where they are engaged and supported to reach their full potential.

Ministerial Order 625 (Procedures for Suspension and Expulsion) took effect on 1 March 2014. The Order defines the grounds and process for suspensions, expulsions and appeals relating to expulsions of students in government schools. The Order and other laws must be interpreted and applied under the Charter of Human Rights and Responsibilities. This means that the Ministerial Order must be complied with in a manner which is consistent with the Charter.

Expulsion is the most extreme disciplinary measure available to a principal. A student's behaviour must be such that expulsion is the only available mechanism. Expulsion should only be used after other forms of behaviour management have been exhausted and the school can demonstrate evidence that this has occurred.

EXPULSION PROCESS CHECKLIST

Expulsion from school is a serious measure. The process for expulsions is outlined in Ministerial Order 625. To ensure that Niddrie Primary School has followed correct procedures the following checklist needs to be completed:

IS EXPULSION AN AVAILABLE OPTION?

Before the expulsion process has commenced, the principal needs to have ensured the following:

That the student's behaviour must have occurred:

- While attending school; or
- Travelling to or from school; or
- While engaged in any school activity away from the school, including travelling to or from that activity.

That one or more of the following grounds for expulsion must be applicable:

- Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Causing significant damage to or destruction of property;
- Committing or attempting to commit or is knowingly involved in the theft of property;
- Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
- Failing 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 engaging in behaviour that vilifies, defames, degrades or humiliates another person
- based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.
- The student's behaviour must be of such magnitude that expulsion is the only available mechanism.
- I have considered the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and need to maintain the effectiveness of the school's educational programs.
- For students with a history of behavioural issues, I can confirm that sufficient prior interventions have been put in place. (Note: this is not a requirement under Ministerial Order 625 but a ground for appeal under the Order.)

PROCEDURES PRIOR TO EXPULSION

Before the expulsion process has commenced, the principal needs to have ensured that they have made the following considerations:

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1. I have identified the student's relevant person and/or arranged for the appointment of a suitable person.
2. I have considered alternative discipline measures for this student.
3. I have considered appropriate education, training and employment options that may be available to student should a decision be made to expel the student.
4. I have nominated a person from the **Regional Approved List** to assist with:
5. Attending a Behaviour Review Conference with the student (if appropriate)
6. I have considered alternative disciplinary measures
7. I have considered appropriate alternative education/training and/or employment options
8. Assisting in the implementation of the course of action agreed at the Behaviour Review Conference.
9. If the student is in **out-of-home care**, I have informed the Regional Director that expulsion of the student is being considered.
10. If the student is an **international student**, I have informed the International Education Division in central office, DEECD.
11. If the student is an **Aboriginal** or **Torres Strait Islander**, I have considered contacting the Koorie Education Coordinator.
12. If the student has a disability such that transition arrangements may be difficult to establish (as a guide this might include students on Level 4 or above of **Program for Students with a Disability** as well as other students who may or may not be funded) I have considered contacting the regional office for assistance.

PRIOR TO THE BEHAVIOUR REVIEW CONFERENCE

Prior to making a decision about whether to expel a student I have contacted the student and their relevant person to arrange a Behaviour Review Conference.

I have advised them of the following:

1. The date, time and place for the Behaviour Review Conference
2. That they are encouraged to attend the meeting
3. That they may be accompanied by an independent support person of their choice who is not acting for fee or reward
4. That they are entitled to have an interpreter present and that relevant arrangements will be made if required
5. That if the relevant person is unable or unwilling to attend, the relevant person or the student may nominate another person to attend the Behaviour Review Conference
6. That if the student and / or the relevant person do not attend the meeting, a decision about whether to expel the student may be made at that meeting. If an expulsion is decided, the course of action may, therefore, be determined without the benefit of hearing from a student and their relevant person.
7. I have made reasonable attempts to schedule a Behaviour Review Conference at a date, time and place that allows the student and the relevant person to attend.
8. I have determined whether an interpreter is required by any person attending the Behaviour
9. Review Conference and have arranged for such assistance to be present at the meeting.

THE BEHAVIOUR REVIEW CONFERENCE

The principal has made reasonable attempts to ensure that the following people are present at the Behaviour Review Conference:

- The student
- The relevant person, and their independent support person (if required)
- Nominee from the Regional Approved List
- Interpreter (if required).

The principal has included the following discussion points on the agenda for the meeting:

1. Expulsion of the student is being considered
2. Grounds for expulsion that are being considered
3. Evidence to support a finding that the student has engaged in the conduct that warrants expulsion
4. Advising the student and the relevant person that this is an opportunity to respond and to be heard

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5. Development of a course of action in the event that a decision to expel the student is made including future educational, training and/or employments options.
6. I have provided the student and the relevant person with the following documentation:
7. Information document *Procedures for Expulsion*.

If the student and the relevant person did not attend the Behaviour Review Conference:

The principal needs to ensure that documentation of the key points discussed at the meeting are sent to the student and the relevant person.

DECISION TO EXPEL

I have properly, fairly and without bias considered all of the relevant matters in making my decision, including:

- The behaviour for which the student is being expelled
- The educational needs of the student
- Any disability or mental illness of the student
- The age of the student
- The residential and social circumstances of the student
- The need to maintain the health safety and wellbeing of other students and staff at the school
- The need to maintain the effectiveness of the school's educational programs.
- I have notified the student and the relevant person of my decision within 48 hours of the conclusion of the Behaviour Review Conference.

IF A DECISION IS MADE TO EXPEL

- I have provided the student and the relevant person with the following documents:
 - *Notice of Expulsion*
 - *Expulsion Appeal Form*
- I have prepared a written *Expulsion Report*
- I have provided the following documents to the Regional Director, within 24 hours of the expulsion taking effect:
 - *Notice of Expulsion*
 - *Expulsion Report*
- I have recorded the expulsion in CASES21.

PROCEDURES FOLLOWING EXPULSION

- I have ensured that the student is provided with educational and developmental opportunities as soon as practicable after the expulsion.
- In the case of a student of compulsory school age, I have ensured that the student is:
 - Enrolled at another registered school; or
 - Enrolled at a registered training organisation; or
 - Engaged in employment.
- In the case of a student who is beyond compulsory school age, I have provided the student and their relevant person with information about other schools, registered training organisations or employment agencies that may provide suitable opportunities for the student.
- If there is to be a significant delay in making further educational/employment arrangements,
- I have ensured that a *Student Absence Learning Plan* has been developed and will continue to provide the student with appropriate work.

This Code of Conduct was endorsed/approved by the Niddrie Primary School, School Council December 2017 for review if legislative or other changes require in the interim or no later than December 2019

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