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**DOCUMENT REFERENCE:** PPP149b  
**RESPONSIBLE MANAGER:** VETDSS Manager  
**CATEGORY:** Academic & Student Information  
**APPROVED DATE:** 21<sup>st</sup> February 2022  
**DATE OF NEXT REVIEW:** November 2022  
**RELATED DOCUMENTS:** Legislation:

Child Safe Standards, Ministerial Order No 870  
Working with children Act 2005  
The Disability Standards for Education 2005  
Equal Opportunity Act 2010 (Vic)  
Child Wellbeing and Safety Act 2005  
Child Safe Standards  
Disability Discrimination Act 1992 (Cwth)  
Occupational Safety and Health Act 2004  
Occupational Safety and Health Regulations 1996

**Documents:** PPP000 Student behaviour procedures **TBD**  
PPP144a Mobile Phone & Device Guidelines – VETDSS - **TBD**  
TL117 Student behaviour Plan – VETDSS  
TL117a Behavior plan Class Evaluation – VETDSS  
PPP036 Statement of intent – Child Protection and safety  
PPP000 Child Safe Policy  
PPP012 Child Safe Guidelines  
PPP052 Duty of Care of Students  
PPP145 Social Media Guidelines  
PPP149 Student Code of Conduct  
PPP046 Information Privacy Policy  
PPP013 Inclusion and Diversity Policy  
PPP149 Student Code of Conduct  
PPP163 Complaints and Appeals Policy  
PPP141 Complaints Resolution Procedure

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## 1. Introduction

It is the intention of SWTAFE to provide clear guidelines to all students regarding the conduct expected of them whilst at the TAFE and engaging in TAFE activities on and off the campuses.

For the purpose of this guideline a 'VETDSS student of SWTAFE' is a student enrolled at SWTAFE with the course being delivered by a SWTAFE staff member.

SWTAFE is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive organisational culture to engage and support them in their learning. SWTAFE acknowledges that student wellbeing and student learning outcomes are inextricably linked. We have high expectations of students attending our campuses in line with vocational expectancies that come with delivering courses at a national standard in accordance to training package guidelines that have multiple pathways appropriate for young adults.

Integrity & Impartiality, Respect & Human Rights, Leadership, Accountability, Responsiveness are the core values of SWTAFE staff and students.

We believe both SWTAFE staff and student parents/guardians lead by example and thus, are included in this guideline.

## 2. Scope

The Behaviour Management – VETDSS guideline applies to all students enrolled with South West Institute of TAFE.

### 3. Responsibility

It is the right of all members of the SWTAFE and VETDSS community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/guardians have the right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.

### 4. Expectations

	Students	Parents/Guardians	SWTAFE Managers/Teachers & Staff
<b>Behaviour</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>take responsibility for their learning</li> <li>take responsibility for their behaviour and its impact on others</li> <li>model the school and TAFE's core values</li> <li>comply with the TAFE's VET DSS Behaviour Management Policy and work with teachers and parents in developing strategies to improve behavioural outcomes.</li> <li>Attend TAFE regularly and on-time.</li> <li>Respect their peers and teachers</li> <li>Demonstrate resilience and persistence when learning in class.</li> <li>Attend classes with an open mind and acceptance of others.</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>have high expectations of their child's behaviour and an understanding of the TAFE's behavioural expectations.</li> <li>Communicate respectfully with the TAFE &amp; school in regards to their child's circumstances</li> <li>Cooperate with the TAFE &amp; school by assisting in the development and enforcement of strategies to address individual needs</li> <li>Be consulted and informed of progress and other issues involving their child.</li> <li>Encourage their child's punctual and regular attendance at TAFE.</li> </ul>	<p>The TAFE will engage students in an inclusive and comprehensive VET course that promotes positive behaviours and focuses on pro-social behaviours in readiness for the working environment and adult learning.</p> <p>The TAFE will employ whole institute and classroom practices to establish an environment 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 behaviour issues</p> <p>The TAFE will consistently apply its VET DSS Behaviour Management Policy through a shared collegiate understanding.</p> <p>The TAFE recognises that for some students additional support may be needed in the form of Behaviour Management Plans and is committed to working with families and the school to ensure all students are given opportunities of re-engagement and completion.</p> <p>The TAFE will:</p> <ul style="list-style-type: none"> <li>Communicate professionally with the designated school contact and parents when required.</li> <li>Treat all students with consistency and fairness.</li> <li>Provide an appropriate range of learning strategies</li> </ul>

### 5. Behavior Guidelines VETDSS Students

South West TAFE Staff will adopt a positive, constructive and pro-active approach to the management of student behaviour. Staff will investigate and sanction students in proportion to the seriousness of the incident and are encouraged to escalate issues to the appropriate staff member as required.

#### Student behaviour expectations include:

- Attending SWTAFE regularly within the required hours
- Follow all instructions given by teacher
- Wearing suitable clothing to undertake vocational training as instructed by TAFE teacher in line with OHS guidelines.
- Being punctual and bringing the correct requirements for each class
- Behaving in a socially acceptable manner in the classroom and school setting
- Demonstrating respect, courtesy and concern for others
- Moving around the institute in an orderly manner
- Showing respect for institute and student property
- Accepting responsibility for the care of the physical environment
- Abstaining from smoking, alcohol and using illegal substances on the institute grounds
- Abiding by the Mobile Phone Policy
- Being aware of the natural and logical consequences of inappropriate behaviour

**SWTAFE will be looking to endorse the below attributes in students:**

- Resilience, self-discipline and control
- Ability to be on task with their learning
- Accountability for behaviour
- Recognition and respect of the rights of others
- Cooperation as well as responsible independence in learning
- Honesty and fairness
- Rational conflict resolution

SWTAFE respects privacy and data protection legislation and will not divulge outcomes of actions or consequences other than to the host school and individual student's parents/guardians.

In serious student behaviour incidents, SWTAFE has the right to exclude students from classes through consultation with the host school and student parents/guardians.

Any behaviour of a criminal nature must involve the Police without exception.

**6. Breach of student behaviour expectations**

**Restorative practices** are focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of restorative practices is the focus on restoring relationships after harm has been done.

**7. Reporting**

When responding to problem behaviors, staff must ensure that students understand the relationship between the behaviour and the consequence, and what expected behaviour is. Strategies to do this could include having the student:

- Articulate the relevant expected behaviour
- Explain how their behaviour differs from the expected behaviour
- Describe the likely consequences if the problem behaviour continues
- Identify what they need to do to change their behaviour
- Participate in restorative practices if another student has been affected by their behaviour
- Record in student communication log.

In consultation with the school and parents/guardians of a student, the Institute may implement a Behaviour Support Plan specifying relevant strategies for learning and teaching that would assist the student. It is expected that the school, parents/guardians would cooperate with the development and implementation of the Plan.

**8. Student Behaviour Procedures**

**Level one incident**

Incident - isolated incident, minor infringement of the rules	Procedure involves – TAFE teacher / Senior Educator
<ul style="list-style-type: none"> <li>• In appropriate clothing to class</li> <li>• Late to class or leaving early</li> <li>• Mobile phone breach (refer to mobile phone policy)</li> <li>• Low level disruption</li> <li>• Lack of preparation for class. (eg equipment / books)</li> <li>• Incomplete homework with no school or parental communication</li> </ul> <p>Note: Each incident type is to be seen as separate, however frequent level one occurrences will fall under Level two.</p>	<ul style="list-style-type: none"> <li>• Reminder that their own / others learning is being compromised by the behaviour</li> <li>• Make an apology</li> <li>• Complete unfinished work over break or before next class (if possible)</li> <li>• Withdrawal of privileges</li> <li>• Notes made in student Communication Log.</li> </ul>

**Level two incident**

Incident – Continual minor infringements, an isolated incident of a more serious nature	Procedure involves – TAFE teacher, Senior Ed, Host school, parent / guardian, Campus Managers
<ul style="list-style-type: none"> <li>Consistent disruption</li> <li>Disrespect towards a student</li> <li>Disrespect towards a teacher (including emails / social media)</li> <li>Disrespectful to guest speakers</li> <li>Harassment or Non-inclusive behavior</li> <li>Plagiarism</li> <li>Swearing / inappropriate language</li> <li>Late or incomplete assessment that has included school and parental communication.</li> <li>Graffiti (cleanable)</li> <li>Minor damage of goods due to unsuitable behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Exclusion from activities</li> <li>Behavioral plan if suitable</li> <li>Withdrawal from class – time out</li> <li>School and parents/guardians contacted if of serious nature. Included both Phone and email summarizing the issue and actions taken.</li> <li>Complete SWTAFE incident report if required.</li> <li>Notes made on student communication log, within 3 business days of incident occurring.</li> </ul>

**Level three incident**

Incident – continual serious breaches of rules, incident of serious nature	Procedure involves: TAFE teacher, Senior Educator, Department manager, Campus Manager, VET DSS team, Host School, Parents / guardians.
<ul style="list-style-type: none"> <li>Bullying (pattern being established)</li> <li>Defiance</li> <li>Alcohol / smoking on TAFE grounds</li> <li>Missed class for 3 consecutive lessons</li> <li>Property Damage / Vandalism</li> <li>Security Breach of ICT</li> <li>Violence of any nature</li> <li>Verbal abuse</li> </ul>	<p>Consequences will be specific to each case but are likely to include:</p> <ul style="list-style-type: none"> <li>Removal from class</li> <li>Behavioral Plan if suitable</li> <li>Possible suspension or withdrawal from course</li> <li>School &amp; Parents/guardians contacted via phone and email</li> <li>Student to be collected by school or parent</li> <li>Written apology</li> <li>Check well-being of other students and staff</li> <li>Notes made on student communication log, within 3 business days of incident occurring</li> <li>Re-entry interview</li> <li>Complete SWTAFE incident report if required</li> </ul>

**Level four incident**

Incident – Serious nature	Procedure involves: TAFE teacher, Senior Ed, Department Manager, Executive Manager, VET DSS Manager, School principal, Parents / Guardians, Campus Managers
<ul style="list-style-type: none"> <li>Weapons on TAFE grounds</li> <li>Drugs</li> <li>Theft</li> <li>Assault</li> </ul> <p>Note: Police to be notified</p>	<ul style="list-style-type: none"> <li>Withdrawal from VET DSS course</li> <li>Record behavior on student file</li> <li>Check well-being of staff and students</li> <li>Complete SWTAFE incident report</li> <li>Notes made on student communication log, within 3 business days of incident occurring</li> </ul>

**Communication**

Parents/guardians and Host schools are expected to communicate any issues or concerns regarding a VET DSS student that may have an impact on their behaviour, including providing any specialist reports from outside agencies.

## **Time out Procedure**

**Definition:** Timeout is used to support students who require a break from a stressful or demanding situation, often when their behaviour is escalating.

The Timeout process is:

1. Go to email directory, look up 'VET DSS **TIMEOUT**'. Most relevant Senior Educator is first to respond where possible and **REPLY ALL** that they are on their way. If no response from dept Senior Educator is received within 5-10 minutes someone from the responsive team must **REPLY ALL** and respond by going to the classroom and remove the student/s.
2. The student will be taken to a space where they will be supervised. Depending on incident, the staff member in conjunction with teacher will decide if student can go back to class. If not, a call will be made to parent / guardian for collection. If can't be collected staff member will stay with student until end of class. (Refer to 'Time out' locations) (If teaching staff member cannot stay with student contact VET DSS team)
3. The teacher records incident on student file communication log, notifies school and parent/guardian within 3 working days.
4. Student needs to provide a reflection and apologize to the class and teacher.
5. Discuss with teacher whether a behavior plan is required.
6. Senior Educator to debrief program teacher and if required create a Behavior Support Plan

### **Time out team**

**Includes staff from:**

- Industry Engagement Campus Managers
- Senior Educators
- VET DSS team
- Teaching Managers

**Time out locations:**

Warrnambool Campus – N Building Headspace room

Hamilton Campus – Rm HA1.011

Portland Campus – PA1.33

Colac Campus – C211 or student lounge

Sherwood Park campus – student lounge or staff offices

## **Removal from class procedure**

Follow 'Timeout' process with no option of coming back into the class at that point in time. Further follow-up required on possible course withdrawal.

### **Student Behavioral Support Plan Process**

A student Behaviour Support Plan is a document that addresses inappropriate behaviour of a student, and outlines strategies to improve behaviour in order to maximise the student's engagement and learning outcomes.

Behaviour Support Plans should be developed through a collaborative problem-solving process involving the SWTAFE teacher or representative, school VET Coordinator, parent / guardian. Behaviour plans have a review date with feedback provided.

## **9. Access and Equity**

South West TAFE is committed to adhering to access and equity in the implementation for this Guideline/Procedure. For more information please visit: [South West TAFE's Diversity, Equity and Inclusion Initiatives](#).

**Signatures:**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/ Guardian: \_\_\_\_\_ Date: \_\_\_\_\_