Juniper College Behaviour Management Policy and Procedure

Juniper College is committed to providing a safe, respectful, and supportive learning environment. We aim to promote positive behaviour, student wellbeing, and academic engagement through proactive and restorative strategies. All behaviour management practices are implemented in alignment with our duty of care obligations and Victorian legislative requirements. The school has zero tolerance for corporal punishment, or any actions intended to cause harm. Corporal punishment is prohibited in any circumstance, in line with the Education and Training Reform Act 2006 (Vic), which bans the use of physical force as discipline in all Victorian schools.

Our school values are embedded in all behaviour management practices. These principles shape how we support students and maintain a respectful, inclusive, and safe environment where everyone can thrive.

Juniper College Behaviour Management Policy and Procedure 1
Policy Purpose 1
Scope 2
Definitions 2
Roles and Responsibilities 3
Behaviour Support Processes 4
Appeals of Behaviour Management Decisions 7
Communication 8
Supporting Documents 8
Policy History 8

Policy Purpose

This policy supports Juniper College's commitment to the Child Safe Standards by ensuring that all behaviour management practices prioritise student safety, dignity, and inclusion. All staff must uphold a culture of child safety and report any concerns of harm, mistreatment, or abuse. Behaviour management is guided by trauma-informed practices that promote the wellbeing and voice of every child and young person.

This policy provides a consistent framework for managing student behaviour at Juniper College. It outlines procedures for supporting students, responding to breaches of conduct, and ensuring procedural fairness. It aims to inform students, parents/guardians, and staff of behaviour expectations and associated outcomes.

Scope

This procedure applies to all Juniper College staff, volunteers and contractors responding to an altercation involving students enrolled at Juniper College. It applies across all College environments, including on campus, during excursions, camps, online interactions where an immediate school response is required, and all other school-related activities.

Definitions

The following definitions have been adapted from guidance provided by the Victorian Registration and Qualifications Authority (VRQA), and Juniper College's internal operational practices. They are included to ensure consistent understanding and application of terms throughout this policy.

- **Code of Conduct:** A document outlining the expectations of conduct and mutual responsibilities, which appears within the Juniper College Enrolment Agreement and is signed by each student upon enrolment.
- **Expulsion:** The permanent removal of a student's enrolment following persistent or severe breaches of conduct, approved by the principal under strict procedural guidelines.
- **Procedural Fairness:** A process that ensures fair decision-making by providing students with clear explanations, the opportunity to be heard, and an impartial decision-maker.
- **Restorative Practices:** Approaches that focus on repairing harm, rebuilding trust, and restoring relationships following incidents of conflict or misconduct.
- **Restrictive Practice:** Any intervention (e.g. physical restraint or seclusion) used to prevent immediate harm that restricts the rights or freedom of movement of a student. Only used in line with policy and legal requirements.
- **Step Down/Up:** Mechanisms provide a short-term, supportive alternative to suspension for students in behavioural difficulty. The student is collected by a parent or carer, followed by a meeting and Behaviour Support Plan.
- **Suspension:** A temporary removal of a student from the learning environment due to serious behavioural breaches, used only when other strategies are inappropriate or ineffective.
- **Trauma-Informed Practice:** An approach to behaviour and support that recognises the impact of trauma on individuals and prioritises safety, choice, collaboration, trust, and empowerment.

- **Transition Plan:** A support plan with specific behavioural goals and strategies developed when a student breaches the Enrolment Agreement, as outlined in the Student Code of Conduct.
- **Wellbeing Team:** A group of staff, including the Head of Wellbeing and campus-based support workers, who coordinate interventions and provide guidance on student behaviour and support planning.

Roles and Responsibilities

The Principal

The principal is responsible for overall implementation of this policy, including approving suspensions and expulsions, ensuring adherence to procedural fairness, and overseeing restorative behaviour strategies. The principal leads behaviour review meetings for serious breaches and ensures consistent application of policy across campuses.

The Deputy Principal

The Deputy Principal is responsible for leading whole-school wellbeing, student engagement and behaviour support. This role oversees the implementation of behaviour management practices, coordinates student support services, facilitates restorative practices, supports the development and review of Behaviour Support Plans, and ensures timely intervention in cases involving student wellbeing, safety or complex behavioural needs. The Deputy Principal works collaboratively with Heads of Campus, teachers, families and external agencies to promote positive student outcomes and maintain a safe and inclusive learning environment.

The Director of Operations

The Director of Operations is responsible for supporting the operational management of serious behavioural incidents by ensuring appropriate emergency response processes, incident reporting and risk management procedures are followed. This role oversees operational compliance, preserves incident records where required (including CCTV and other evidence), supports post-incident reviews, monitors workplace health and safety implications, and works collaboratively with the Principal, Deputy Principal and Heads of Campus to review incidents and strengthen systems that promote the safety of students, staff and visitors.

The Heads of Campus

The Heads of Campus are responsible for ensuring consistent policy implementation across their respective sites. They support staff in managing behaviour, family liaison, wellbeing, learning support and teaching staff, and assist in the planning of interventions and follow-up for student conduct issues. Heads of Campus ensure that any step up/step down decisions are documented on Compass on the day

of the event and followed up with a reconnection meeting and a Behaviour Support Plan where applicable.

Teachers and Education Support Staff

Teachers and Education Support Staff, including Learning Support Officers (LSOs) and wellbeing staff, play a vital role in promoting positive behaviour, supporting student wellbeing and responding to behavioural concerns. They are responsible for fostering safe, respectful and inclusive learning environments, using restorative and trauma-informed approaches to address behaviour, and implementing agreed Behaviour Support Plans and classroom strategies. Staff are expected to respond promptly to emerging concerns, supervise and support students during behavioural incidents, maintain accurate records where required, and refer students to the Head of Campus, Deputy Principal or Principal when additional intervention or support is necessary. Teachers are responsible for monitoring student engagement and adherence to Behaviour Support Plans following a step-up/step-down intervention or suspension, with Education Support Staff providing ongoing support to assist successful reintegration into learning.

The VET and Careers Coordinator

The VET and Careers Coordinator supports students to remain engaged in education through pathways planning and vocational training. This role ensures students facing behavioural challenges are connected with meaningful learning and employment opportunities and contributes to discussions around transition planning.

Students

Students are expected to uphold the behavioural expectations set out in the Juniper College Enrolment Agreement and Code of Conduct. They are encouraged to take ownership of their actions, participate in restorative processes, and seek support when facing difficulties.

Parents, guardians and carers

Parents, guardians and carers are expected to engage respectfully with the school, support the behavioural expectations set out in the Enrolment Agreement and Student Code of Conduct and this policy, and attend meetings where required. Their involvement is key to ensuring a consistent and supportive approach between home and school.

Behaviour Support Processes

Juniper College implements a tiered approach to behaviour support, guided by restorative, reflective, and trauma-informed practices. This includes expectations for student behaviour and responses to

inappropriate conduct. The following processes outline how the College promotes, monitors, and responds to student behaviour to ensure a safe and inclusive learning environment:

Induction and Behaviour Agreements All students read, understand, and sign the Juniper College Enrolment Agreement during induction, committing to uphold the College's behavioural expectations.

Student Voice and Participation Students are encouraged to contribute to behaviour and learning discussions through structured feedback and consultation opportunities.

Behavioural Standards and Expectations Behaviour expectations include regular attendance, respectful communication, appropriate language, responsible mobile phone use, and zero tolerance for discriminatory behaviour. Students are expected to behave in a manner that promotes a safe and respectful learning environment. This includes refraining from any behaviour that poses a risk to themselves or others. Students must not use, possess, distribute, or be under the influence of alcohol, illicit drugs, weapon, or other harmful or non-prescribed substances while on school grounds, during school hours, or at any school-related activity. This expectation extends to vaping and misuse of prescription medications. Breaches of this nature will be treated seriously in line with the school's wellbeing and safety policies, together with the enrolment conditions.

Addressing and Repairing Harm Inappropriate behaviour is addressed through restorative approaches such as reflective conversations, behaviour coaching, conflict resolution, and negotiated solutions.

Responding to Behavioural Concerns Breaches of expected behaviour prompt a coordinated response led by education staff in collaboration with the Head of Campus. The wellbeing team provides support where appropriate, particularly in cases involving safety, emotional distress, or complex needs. Responses are guided by principles of procedural fairness, including clear communication, explanation of decisions, and the opportunity for students to respond and be heard.

Where appropriate, a step up/step down approach may be applied as a short-term measure before formal suspension is considered. This provides an immediate circuit breaker and allows time for restorative support and planning. These actions must be recorded in full on the student's Compass chronicle on the same day, including the reason for the decision, any risk management steps taken, and communication with the student's parent or carer. A Behaviour Support Plan meeting must be scheduled before the student returns to regular learning activities.

Individual Behaviour Support Planning: For repeated or serious issues, a tailored behaviour support plan may be created, outlining issues, goals, interventions and supports to be provided for the student. Meetings involve the relevant Head of Campus, members of the Wellbeing Team, and, where applicable, a parent or guardian.

Broader Support Strategies In complex cases, Juniper College may implement broader supports such as transition plans and multi-agency involvement, including social workers, youth justice workers and mental health professionals.

Meetings and Collaboration Where breaches occur, meetings may involve the Principal, Deputy Principal, Heads of Campus, teachers, wellbeing staff, the Pathways and Transitions Coordinator(s), parents or guardians, or allied health professionals.

Behaviour Support Plans When a student breaches the expectations outlined in the Juniper College Enrolment Agreement, a Behaviour Support Plan will be developed. These plans outline specific expectations and provide structured support to re-engage the student. A Behaviour Support Plan may not be offered for serious breaches of Juniper College's behavioural expectations.

Suspension and Expulsion

Prior to initiating suspension or expulsion, the College will consider the use of a step up/step down intervention where appropriate. Suspension may be considered when behaviour significantly disrupts teaching and learning, or when there is a risk to wellbeing and safety.

Examples include:

- Bullying, including cyberbullying, harassment and victimisation
- Racism or racial hatred
- Physical altercations
- Violence, threats or intimidation
- Possession, use or threatened use of weapons or dangerous items
- Sexual harassment or other unwanted sexual behaviour, including unwelcome sexual comments, gestures, touching or sharing of sexual images
- Repeated defiance of instructions
- Possession or use of prohibited substances
- Possession or distribution of offensive material

An investigation will occur before any suspension or expulsion. The student and their parent/guardian will be given an opportunity to respond. Records will be kept of:

- Behaviour incidents
- Investigations
- Meetings and decisions

The decision to suspend or expel will:

- Be made by the Principal
- Involve consultation with relevant staff
- Be communicated in writing
- Offer procedural fairness

All formal suspensions and expulsions must be:

- Recorded on the student's secure Compass profile, with supporting documentation attached (e.g. behaviour summary, parent contact notes, outcome of investigation)
- Reviewed by the Principal to ensure compliance with policy and procedural fairness

Appeals of Behaviour Management Decisions

Juniper College recognises the right of students and families to request a review of decisions made under this Behaviour Management Policy and Procedure, including those relating to suspension and expulsion. All appeals will be handled fairly, respectfully, and in accordance with the principles of procedural fairness.

Students and parents/carers may lodge an appeal if they believe a behaviour-related decision was unjust, disproportionate, or procedurally flawed. Appeals must be submitted in writing within 30 calendar days of the original decision, using the Juniper College Complaints and Appeals Form, available in hard copy upon request from Student Administration or the principal's office.

Appeals will be reviewed by the principal (or, in the case of a conflict of interest, an appropriate delegated senior leader). The process may involve:

- A review of the original decision and supporting documentation
- A meeting with the student and/or their parent/carer
- Consultation with relevant staff, which may include the Heads of Campus, the Deputy Principal, and relevant education support staff

Written notification of the outcome will be provided, including the reasons for the decision. Where internal appeal processes are exhausted and the matter remains unresolved, families may lodge an external appeal with the Victorian Registration and Qualifications Authority (VRQA).

Communication

This policy is communicated to staff, students, and parents/carers through multiple platforms to ensure clarity and accessibility. The Behaviour Management Policy is introduced to students during enrolment and reinforced through induction activities and the student handbook. As part of the enrolment process, students are required to sign the Juniper College Enrolment Agreement, indicating that they understand and agree to abide by the Behaviour Management Policy.

Staff are trained on the policy during onboarding and through regular professional development. Parents/carers are informed of the policy through enrolment interviews and can access the document via the college website. Updates to the policy are communicated through newsletters, meetings, and Compass notifications.

Supporting Documents

The following internal policies, procedures, and external regulatory references support the implementation of this policy and provide additional guidance to staff:

- Juniper College Enrolment Agreement/Student Code of Conduct
- Juniper College Restrictive Practices Policy
- Juniper College Child Safety and Wellbeing Policy
- Juniper College Harassment, Bullying (including Cyberbullying) and Victimisation
- Juniper College Physical Altercation Response Procedure
- Juniper College Physical Altercation Response Checklist
- Juniper College Physical Altercation Staff Debrief

Policy History

Version	Date review/approved	Changes made	Approved by	Next review date
1.1	November 2023	Bron O'Callaghan	FLC Board	2025
1.2	May 2025	Loretta Lloyd/Micah Jones		2026
1.3	July 2026	Micah Jones		2027