

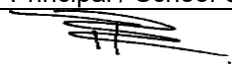


Broadford Secondary College

School-Wide Positive Behaviour Policy

Policy and Procedures

Broadford Secondary College actively promotes the safety and wellbeing of all students. All staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including Child Safe Standards.

Date Implemented	October 2023
Author	Matthew Willison
Approved By	Principal / School Council
Approval Authority (signature & date)	
Date Reviewed	March 2025
Responsible for review	Principal Team
Review Date	March 2027
References	DET Advisory Library



Help for non-English speakers

If you need help to understand the information in this policy, please contact the college on 03 5784 1200

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- Our commitment to providing a safe and supportive learning environment for students
- Expectations for positive student behaviour
- Support available to students and families
- Our school's policies and procedures for responding to inappropriate student behaviour.

Broadford Secondary College is committed to providing a safe, secure, and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps engage students and support them in their learning.

Broadford Secondary College acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school in creating and maintaining a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to:

- All students at Broadford Secondary College
- All staff who come into contact with students.
- During all school activities, including camps and excursions.

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- School profile
- School values, philosophy and vision
- Engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations
- Engaging with families
- Evaluation

POLICY

1 - School Profile

Broadford Secondary College is a co-educational secondary college located in the township of Broadford, 70km north of Melbourne. The College draws students from Broadford and Kilmore Primary schools as well as other primary schools, including Wandong, Pyalong, Tallarook and Willowmavin.

In the school is divided into two sub-schools: a Junior School comprising 6 classes of Year 7 students, 6 classes of Year 8 students, 6 classes of Year 9 students, and a Senior School comprising of 6 classes of Year 10 students, 5 classes of Year 11 students and 4 classes of Year 12 students, including VCE VM.

The College also runs a Flexible Learning program titled "RESET" for students staffed fully by BSC staff with the intention of engaging vulnerable students back into school. The course focuses on Literacy, Numeracy and building the resilience and confidence of these individuals, with the aim to fully integrate them back into mainstream learning. The program was re- and has improved the school's student attendance data by successfully enticing school refusers back to school.

The school's transition program is coordinated by an Assistant Principal who works with all students and their families moving into Year 7; the role provides opportunities for feeder schools and new parents to converse with the College. A hand-over to the Year 7 coordinator and advocates occurs early in the new academic year. This process allows for a smooth, well-planned community-based approach.

2 - School Values, Philosophy, and Vision

Broadford Secondary College's vision is to give every person every opportunity, every day. YAAWINBU YANANINON, translating to "Enjoy Your Journey".

An outstanding learning environment is built on high success expectations that enable all students to experience quality teaching within a positive climate for learning.

Broadford Secondary College's mission is to be an inclusive community where every person is valued and supported.

Broadford Secondary College's values are Respect, Responsibility, Organisation, Persistence, and Excellence.

As a College Community, we care for the safety and wellbeing of all students. Therefore, we have expectations for all of us to achieve the best possible outcomes.

We expect every teacher:

- In every lesson, make the lesson's Learning Intention (purpose) and success criteria clear to the students.
- To ensure explicit teaching is an integral part of the routine of the lesson.
- To give every student meaningful feedback on their learning, both verbal and written, regularly and timely.
- To seek input from students on how effectively they perceive they are being taught.
- To have a positive working relationship with each student.

We expect every student to arrive at school every day in the correct uniform, organised and ready for the day's learning; and to:

- Realise that learning involves the challenge of mastering a skill or knowledge that was unknown before
- That organisation, hard work (persistence) and resilience are the keys to success at anything

We expect every parent and carer to:

- Value education, which means supporting the work of the teaching staff

- Be supportive in ensuring their child can "work at their learning" outside of school hours.
- Invest in their child's education through time and money (which this school keeps to a minimum) and encourage their child to participate in the wide variety of activities this school offers its students.

Students, parents and carers, and staff can expect the Broadford Secondary College administration team to lead the College to the highest accountability standards and take ultimate responsibility for all the school-based facets above.

3 - Engagement Strategies

Broadford Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn. Strategies have been implemented to support an inclusive and positive school culture.

Universal:

3.1 School-Wide Positive Behaviour Support

Broadford Secondary College is implementing a School-Wide Positive Behaviour (SWPB) to support student, staff, and parent wellbeing. Our mission is to build a positive culture of learning and teaching across our school community. Collecting and using data to inform our practice is significant in applying expected behaviours and actions within our school community.

SWPB is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour. SWPB relies on data analysis in all decision-making and the practices used by staff in the classroom and non-classroom settings. Best behaviour is recognised, acknowledged and reinforced, and the most common reward should be verbal praise.

3.2 Wellbeing Team

The School's Wellbeing Team is available to students from all levels to help with any difficulties they may be experiencing. These problems may result from home, conflicts with peers or teachers, or financial challenges. At all times, the information of both parents and students is treated confidentially.

Some problems can be dealt with by offering practical information; others may need a referral to someone with specialist training. Students may self-refer to the Wellbeing Team or be referred by a teacher. Our School Nurse is provided to the School by the Department of Human Services to assist in delivering student health and wellbeing programs.

3.3 Quiet Space and Therapy Dog(s)

Located in the Wellbeing Centre are quiet spaces specially designed to combine a range of stimuli, providing a therapeutic environment for students with autism and other special education needs. The room also provides a "sensory break" for students to gain the sensory input they need in their bodies to stay alert, on task and focused. The role of the therapy dog is to react and respond to people in the school environment. The aim is to facilitate emotional and physical mental health and wellbeing through the presence of a therapy dog. Therapy dogs can also support students with social and emotional learning needs. Research into the effects of therapy dogs in schools shows a range of benefits.

3.4 Transition

The Transition program is the direct link between High School and a child's Primary School. Their role is to ensure that each child's transition from Primary to Secondary School is a successful and happy experience. In addition, the Transition program runs with the aim of visiting Primary Schools to discuss transition issues with Grade 6 Teachers.

3.5 Advocacy

Every student at Broadford Secondary College is placed with an Advocacy Group and teacher who, in Year 7, usually has several lessons with the group each term. Advocacy Teachers undertake the pastoral care associated with this role, meet with the Advocacy class and are usually your child's first point of contact if they are experiencing any problems. They will be able to talk with the student and ascertain if the concern or query needs to be addressed further.

3.6 Learning at Broadford Secondary College

Broadford Secondary College is committed to achieving the highest level of learning for each student at our School. To achieve this, Broadford Secondary College conducted extensive professional learning for all teachers, looking into the key factors that impact a student's education with a clear vision to implement a consistent learning style across our School in areas of curriculum and learning. Broadford Secondary College delivers a broad curriculum, including VET programs, VCE and VCE VM to ensure that students can choose subjects and programs tailored to their interests, strengths and aspirations. Teachers at Broadford Secondary College use the LEARN instructional framework to provide an explicit, common and shared model of instruction to ensure that evidenced-based, high-impact teaching practices are incorporated into all lessons. Teachers adopt a broad range of teaching and assessment approaches to effectively respond to our students' diverse learning styles, strengths, and needs and follow the standards set by the Victorian Institute of Teaching.

3.7 LGBTQI

The LGBTQI group is a student-led group that seeks to support students in a safe environment in the Wellbeing Centre with support from the wellbeing team.

3.8 Student Voice and Agency

Students can contribute to and provide feedback on decisions about school operations through the Student Representative Council (SRC). Students are also encouraged to speak with their teachers, Advocates, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

3.9 Respectful Relationships Program

This program promotes and models respect and equality and teaches students how to build healthy relationships, resilience and confidence. A whole-school approach embeds a culture of respect and equality within the school community.

3.10 Attendance

Student attendance is monitored, and attendance improvement strategies are implemented at a whole-school, cohort and individual level. Where necessary, referral to department or outside support services is engaged.

Targeted:

- Each year group has a Year Level Coordinator and a Sub-School leader who monitor the health and wellbeing of students in their year(s) and act as a point of contact for students who may need additional support.
- All students from Year 7 and above will be assisted in developing a Career Action Plan, with targeted goals and support to plan for their future. This plan helps students plan their Year 10 work experience, supported by their Career Action Plan.
- Connect all Koorie students with a Koorie Engagement Support Officer, and provide opportunities for cultural learning and pathways to further education.
- All Out of Home Care students will work with an Assistant Principal: Positive Climate for Learning to manage their learning and wellbeing needs.
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.

- Staff will apply a trauma-informed approach, using the Berry Street Model, to working with students who have experienced trauma.

Individual:

- Student Support Groups see:
 - <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plan and Behaviour Support Plans
- Program for Students with Disabilities
- Referral to Wellbeing Team.
- Referral to Student Wellbeing Team and Student Support Services
- Build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
- Meeting with student and their parent/carer to talk about how best to help the student engage with school.
- Referral to outside support services:
 - ChildFirst
 - Headspace
 - CAMHS
 - Health services
 - DHHS
 - Family Care
 - Orange Door
- Referral to DEET support services:
 - Navigator
- Lookout

Where necessary, the school will support the student's family to engage by:

- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing.
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.
- Monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- Running regular Student Support Group meetings for all students: with a disability, in Out of Home Care and with other complex needs that require ongoing support and monitoring.

4 - Identifying Students in Need of Support

Broadford Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially.

The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Broadford Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Personal, health and learning information gathered upon enrolment and while the student is enrolled.
- Attendance records
- Academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- SWPBS Behaviour Referral data
- Engagement with families
- Self-referrals or referrals from peers and teachers
- Students who are Out of Home Care, or have been referred to DHHS

5 - Student Rights and Responsibilities

All school community members have a right to experience a safe and supportive school environment. Therefore, we expect all students, staff, parents, and carers to treat each other with respect and dignity.

Our school's Statement of Values highlights the rights and responsibilities of members of our community. Students who may have a complaint or concern about something that happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

At Bradford Secondary College, we aim to live by the School values, and we acknowledge that all students, staff, and parents/carers have the shared responsibility for contributing to student learning success.

The expectations listed below contribute to all members feeling included, accepted and having a sense of belonging.

High Standards and Expectations		
Student <ul style="list-style-type: none"> I will come to class on time, prepared to learn on a daily basis, and remain throughout the scheduled school hours. I will take responsibility for my learning I will be an active learner. I will look ahead to build and balance educational requirements 	Parent(s)/Carer(s) <ul style="list-style-type: none"> I will ensure my child attends school on time every day, prepared to learn and has appropriate sleep, nutrition, and clothing. I will monitor homework, academic progress, and attendance I will support my child in setting and achieving short- and long-term goals 	Broadford Secondary College <ul style="list-style-type: none"> We will provide a welcoming environment. We will set high standards for student performance. We will provide a strong academic curriculum and quality learning and instruction
Learning		
Student <ul style="list-style-type: none"> I will actively engage in my learning. I will treat others with respect and kindness. I will follow school rules and expectations. I will take responsibility for my actions and behaviours. 	Parent(s)/Carer(s) <ul style="list-style-type: none"> I will encourage a positive attitude towards education. I will maintain open communication with the school. I will collaborate with the school to address concerns or issues. I will promote a respectful and inclusive environment at home. 	Broadford Secondary College <ul style="list-style-type: none"> We will foster a safe and supportive school environment. We will provide high-quality teaching and learning experiences. We will establish clear expectations and guidelines for behaviour and conduct. We will address incidents of bullying, harassment, or discrimination promptly. We will provide appropriate support services and resources.
Positive School Environment		
Student <ul style="list-style-type: none"> I will demonstrate kindness and respect towards others. 	Parent(s)/Carer(s) <ul style="list-style-type: none"> I will encourage my child to be respectful and inclusive towards others. 	Broadford Secondary College <ul style="list-style-type: none"> We will cultivate a safe and supportive school environment. We will implement policies and

<ul style="list-style-type: none"> • I will contribute to a welcoming and inclusive atmosphere. • I will take responsibility for my words and actions, promoting a positive environment. • I will actively participate in activities that promote a positive school culture. • I will report any incidents that may disrupt the positive school environment. 	<ul style="list-style-type: none"> • I will promote a positive attitude towards the school and its community. • I will collaborate with the school to support initiatives that foster a positive school environment. • I will communicate openly and constructively with the school regarding any concerns. • I will model positive behaviour and values at home that align with the schools. 	<p>procedures that promote inclusivity and respect.</p> <ul style="list-style-type: none"> • We will foster a culture of acceptance and valuing diversity among students and staff. • We will provide opportunities for student engagement and participation in creating a positive school atmosphere. • We will address any incidents that compromise the positive school environment promptly and effectively.
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Communication

<p>Student</p> <ul style="list-style-type: none"> • I will listen actively and respectfully to others during discussions and conversations. • I will express myself clearly and appropriately when communicating with peers and teachers. • I will use technology and digital platforms responsibly and ethically for communication purposes. • I will communicate honestly and constructively when providing feedback or addressing concerns. 	<p>Parent(s)/Carer(s)</p> <ul style="list-style-type: none"> • I will actively engage in open and constructive communication with the school regarding my child's progress and well-being. • I will communicate any concerns or issues regarding my child's education promptly and respectfully. • I will collaborate with the school to establish a strong home-school partnership based on open and effective communication. 	<p>Broadford Secondary College</p> <ul style="list-style-type: none"> • We will provide clear and timely communication channels for students, parents, and staff. • We will actively listen to students, parents, and staff and respond in a respectful and supportive manner. • We will regularly communicate important information, updates, and opportunities to the school community.
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Commitment

<p>Student</p> <ul style="list-style-type: none"> • I will actively engage in my learning and strive for personal growth. • I will attend school regularly and punctually, ready to participate. • I will complete assignments and tasks to the best of my ability. 	<p>Parent(s)/Carer(s)</p> <ul style="list-style-type: none"> • I will support and encourage my child's commitment to their education. • I will create a positive and structured home environment. • I will communicate with the school regarding any challenges or barriers. 	<p>Broadford Secondary College</p> <ul style="list-style-type: none"> • We will provide a supportive and inclusive learning environment. • We will offer a wide range of academic and extracurricular opportunities. • We will recognise and celebrate students' commitment and achievements.
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RELATED POLICIES AND RESOURCES

- [Child Safe Standards](#)
- Bullying Prevention Policy



BROADFORD SECONDARY COLLEGE

SCHOOL-WIDE POSITIVE BEHAVIOUR EXPECTATIONS

	LEARNING AREAS	OUT IN THE YARD	IN THE COMMUNITY	ALL SETTINGS	DIGITAL SPACE
BRING YOUR BEST	<ul style="list-style-type: none"> • Be on time for class with your equipment • Do your best work and take pride in your work • Be prepared to have a go 	<ul style="list-style-type: none"> • Being responsible for the school environment • Be inclusive of others • Going to class when the bell sounds 	<ul style="list-style-type: none"> • Represent the school with pride • Offering to help members of our community 	<ul style="list-style-type: none"> • Wear uniform with pride • Model the school values • Call out poor behaviour 	<ul style="list-style-type: none"> • Use the internet as a learning resource • Submitting work via Compass by the due date • Having our devices charged and ready each day
BE SAFE	<ul style="list-style-type: none"> • Be safe when moving around the class • Use furniture correctly 	<ul style="list-style-type: none"> • Play safely with others • Play games in appropriate spaces • Remain on the school grounds 	<ul style="list-style-type: none"> • Listen to trusted adults • Be aware around roads and public transport 	<ul style="list-style-type: none"> • Be mindful of ourselves and our surroundings • Follow and observe the school rules • Report bullying to teachers 	<ul style="list-style-type: none"> • Informing a trusted adult if we have trouble online • Keep passwords secure
BE RESPECTFUL	<ul style="list-style-type: none"> • Follow teacher's instructions • Respecting the learning space • Respect others right to learn 	<ul style="list-style-type: none"> • Showing friendly attitudes toward others • Standing up for others 	<ul style="list-style-type: none"> • Be mindful of the needs of people in the community • Use appropriate language on public transport • Respect the law 	<ul style="list-style-type: none"> • Address everybody with respect • Use respectful language • Being respectful of others right to learn 	<ul style="list-style-type: none"> • Take care of devices • Report cyber-bullying to an adult • Make positive contributions about others