

## Purpose

This policy outlines how Hester Hornbrook Academy (HHA) will maintain a Safe, Respectful and Productive learning environment across all campuses, programs and activities. HHA affirms that a culture of positive behaviour, high levels of student engagement and respectful relationships are essential prerequisites for student learning.

## Scope

The HHA Behaviour Management Policy applies to all HHA employees, across all HHA sites and programs. This includes Vocational Education and Training (VET) programs delivered by the Melbourne City Mission Registered Training Organisation (RTO) and other RTO's deliver VET through an auspice arrangement on HHA or MCM sites.

## POLICY

The Hester Hornbrook Academy (HHA) is committed to providing a safe, respectful, inclusive and productive learning environment for all students and staff. At HHA we will at all times attempt to develop a school culture which promotes positive and respectful relationships within the school community and beyond.

In order to manage behaviours and engage students in education in a meaningful way, HHA will use a relational focussed and trauma informed approach. HHA staff are committed to re-engaging each individual student into education to ensure that they develop successful pathways into further study and future employment.

HHA staff are dedicated to working with students who have been disengaged from mainstream schooling environments for a variety of reasons including: trauma, mental health, social-emotional challenges, or through disciplinary procedures including expulsion. HHA seeks to ensure that policies demonstrate respect for each student's right to education and enhance their connection to and respect for Academy staff and individual learning.

## RESTORATIVE PRACTICE

Restorative practice underpins the HHA behaviour management policy. At HHA we will seek to repair relationships that have been damaged through the following:

- Clearly communicating the HHA values: Safe, Respectful and Productive
- The use of restorative practice approach to restore relationships between students and between students and staff following significant incidents, and where unsafe, disrespectful and/or unproductive behaviours are impacting the school environment
- The use of restorative conversations to assist HHA's young people to accept the perspective of others, promoting a mutual understanding between peers and the HHA staff of our values of Safe, Respectful and Productive

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## CORPORAL PUNISHMENT

Corporal punishment is not permitted under any circumstances at HHA.

## THE CLASSROOM CONTEXT

The school values **SAFE, RESPECTFUL AND PRODUCTIVE** will be the starting point for all conversations with students regarding their behaviour in and outside of the classroom at HHA. Students will be reminded of the HHA values often as they are an important part of community expectations at HHA.

A **Focus Plan** will be developed which includes a range of negotiated strategies that can be used to redirect the student to the school values, should it be required. The Classroom Team comprised of the Educator and Youth Worker, will review the student **Focus Plan** regularly and consider if strategies need to be reviewed or updated.

Classroom Teams are responsible for setting the tone of the classroom and may employ a range of behaviour management strategies to address student behaviour and ensure a safe, respectful and productive classroom environment

## STEP OUT and STEP DOWN

HHA is committed to using inclusive language and practices to manage student behaviour and ensure a safe, respectful and productive learning environment. Where unsafe, disrespectful or unproductive behaviours persists or are at a high level, a student may be asked to **STEP OUT** of the classroom or activity to reflect on their behaviour.

Where behaviours of concern continue or are immediately severe enough in the opinion of Head of Campus or Team Leader, a student may be **STEPPED DOWN** from school. A **STEP DOWN** will include a fixed period of time offsite. The duration of a **STEP DOWN** will typically be *one* school day and be *no more than three* school days, unless in the case of exceptional circumstances.

An extended **STEP DOWN** may be implemented by the Head of Campus in negotiation with the Manager of Wellbeing, the Principal or the Assistant Principal. Members of the Classroom Team will be included in the decision-making process.

## PATHWAYS AND TRANSITION PLANNING

If unsafe, disrespectful and unproductive behaviour continues after multiple **STEP DOWNS** and restorative justice processes, HHA will proactively assist the student to further develop their pathway and transition plans. This may include assisting and supporting the student to move to another HHA classroom or to another education provider that will better suit their learning approach and education needs. This approach will actively involve the student in dialogue, consultation and choice around

their pathway. It will be accomplished in such a way that the young person is proactively supported to feel enabled to find a positive pathway rather than punitively excluded from HHA.

## Legislative context

Education and Training Reform Regulations (2017) Australian Education Act 2013 (Cth)  
Ministerial Order No. 625 (Vic DET)  
Equal Opportunity Act 2001 (Vic)  
Charter of Human Rights and Responsibilities Act 2006 (Vic)  
Australian Human Rights Commission Act 1986 (Cth)  
Racial Discrimination Act 1975 (Cth)  
Sex Discrimination Act 1984 (Cth)  
Disability Discrimination Act 1992 (Cth)  
Duty of Care

## Supporting Material

Document number	Document title
	HHA Behaviour Management Procedure
	HHA Student Welfare Policy
	HHA Bullying & Harassment Procedure
	HHA Communications Policy
	HHA Focus Plan
	HHA Reflect Repair Restore Form
	The Victorian Charter of Human Rights and Responsibilities (the Charter)
	VRQA Guidelines to the Minimum Standards and Requirements for School Registration

## Development and Review

Owner: HHA Principal

Author: HHA Principal

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