

DOCUMENT REFERENCE:	PPP149b
RESPONSIBLE MANAGER:	Executive
CATEGORY:	Academic & Student Information
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RELATED DOCUMENTS:	<p>Legislation: Child Safe Standards, Ministerial Order No1359 Worker Screening Act 2020 The Disability Standards for Education 2005 Equal Opportunity Act 2010 (Vic) Child Wellbeing and Safety Act 2005 Child Safe Standards 2022 Disability Discrimination Act 1992 (Cwth) PPP036 Child Safety & Wellbeing Policy</p> <p>Documents: PPP012 Child Safe Guidelines PPP013 Inclusion & Diversity Policy PPP116 Use of ICT Facilities and Services Guideline PPP052 Duty of Care of Students PPP145 Social Media Guideline PPP046 Information Privacy Policy PPP047 Privacy Statement PPP063 Smokefree Workplace guidelines PPP140 Academic Grievance Guideline PPP163 Complaints & Appeals Policy PPP141 Complaints Resolution & Appeals Procedure PPP144 Student Mobile Phone Guideline PPP138 Preventing & Managing Plagiarism</p> <p>Forms: TL115 Student Code of Conduct Declaration TL116 Student Behavioural Incident Form TL117 Student Behaviour Plan VETDSS TL117a Behaviour Plan Class Evaluation VETDSS</p>

1. Introduction

PPP149 Student Code of Conduct applies to all students. This addendum **PPP149b** should be considered as additional advice for this specific group of students at SWTAFE.

2. Scope

Additional Considerations for Students Under the Age of 18 Years or Vulnerable Persons regardless of age. (Also applies to VETDSS & Senior Secondary Program classes regardless of age).

3. Definitions

Child	A person aged under 18 years.
Behaviour Support Plan	Behaviour Support Plans are applicable to VETDSS and Senior Secondary Program students in consultation with the school and parents/guardians of a student. A 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.
Restorative practices	Restorative practices are focused on helping students 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.
Time Out/Exclusion	Timeout or Exclusion is used to support students who require a break from a stressful or demanding situation, often when their behaviour is escalating.
VETDSS Student	A VETDSS student is a secondary school student enrolled at SWTAFE in a course being delivered by a SWTAFE staff member.
Vulnerable Person	a) a child or children, or. B) a person aged 18 years and above who is, or may be, unable to take care of themselves, or is unable to protect themselves against harm or exploitation by reason of age, illness, trauma or disability, or for any other reason.

4. Expectations for Parents, Guardians, Carers and Employers:

- Have high expectations of your child's behaviour and an understanding of the TAFE's behavioural expectations.
- Communicate respectfully with the TAFE & school in regards to your child's circumstances.
- Cooperate with the TAFE & school by assisting in the development and enforcement of strategies to address individual needs.
- Be consulted and informed of progress and other issues involving your child.
- Encourage your child's punctual and regular attendance at TAFE.

5. Communication

- Parents/guardians/carers and employers (host schools if applicable) are expected to communicate any issues or concerns regarding a VETDSS or Senior Secondary (VET VM) student that may have an impact on their behaviour, including providing any specialist reports from outside agencies.

6. Unacceptable conduct:

- Incomplete coursework (VETDSS, Senior Secondary Program and under 18 students - with no school or parental communication);
- Mobile phone breach - inappropriate or unauthorized use. (refer to PPP144 mobile phone guidelines)

Examples of Mobile Phone Breaches

Minor Breach – Using Social Media, playing games or personal messaging during class without teacher permission.

Serious Breaches – Repeated breaches in one day/Bullying or harassment/refusal to follow teacher's instructions.

7. Student Misconduct Response Procedure for students under 18 or vulnerable persons

(Also applies to VETDSS & Senior Secondary Program classes regardless of age.)

- Remind the student that their own/others learning is being compromised by the behavior.
- Ask student to make an apology.
- Require completion of unfinished work over break or before next class (if possible).

- Withdrawal of privileges. For example: using device during break.
- Withdrawal from SWTAFE course (see authorized persons and actions below).
- Record behaviour on student file.
- Check on well-being of staff and students.
- Complete SWTAFE incident report [TL116 Student Behavioural Incident Form](#)
- Notes made on student communication log (if applicable), within **3 business days** of incident occurring.

8. Time out or Exclusion

The use of Time out or Exclusion as an immediate behavioural management strategy is optional: If used, the following process is followed:

1. The Teaching Education Manager initiates an email using the ‘VETDSS **TIMEOUT**’ email grouping. The email is to indicate the student’s name, class and location and expected arrival time at the nominated Time out location.
2. A member of the response team (as identified on the VETDSS Timeout Email grouping), must nominate to go and collect the student from the class. They inform the group by replying to the email.
3. The student will be taken to a space where they will be supervised. Depending on the incident, the nominated supervising staff member in conjunction with the class teacher will decide if student can go back to class. If not, a call will be made to parent / guardian for collection. If they can’t be collected a staff member will stay with student until end of class. (Refer to ‘Time out’ locations) (If teaching staff member cannot stay with the student, contact VET DSS team).
4. The teacher records incident on student file communication log, notifies school and parent/guardian **within 3 working days**.
5. Student needs to provide a reflection and apologise to the class and teacher.
6. Discuss with teacher whether a behavior plan is required.
7. Teaching Education Manager to debrief program teacher and if required create a Behaviour Support Plan

Time out team

Includes staff from:

- Industry Engagement
- Campus Managers
- Teaching Education Managers
- VET DSS team
- Head of School/Division (teaching)

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

Reporting & Record Keeping

Data on complaints, investigations or incidents relating to Child Safety is collected in a Central Register and managed in-line with legislative and privacy requirements. Actions taken to investigate and resolve the issue are recorded. Any reporting to third parties will only use de-identified data. Where data indicates systemic issues and causes items will be added to the Continuous Improvement Register for further action.