



POLICY TITLE: POSITIVE BEHAVIOURS POLICY

DEVELOPED/REVIEWED BY

Heads of School
Senior Leadership Team

REVIEW SUMMARY

This Positive Behaviours Policy was reviewed as part of the school's scheduled policy review cycle to ensure alignment with current Department of Education and Training (DET) guidelines, the Child Safe Standards, and best practice approaches to student wellbeing and engagement. Updates have been made to reflect current school practices, support a consistent approach to behaviour management across all year levels, and ensure compliance with the Charter of Human Rights and Responsibilities Act 2006 (Vic). The review considered feedback from staff, leadership, and relevant school data relating to student behaviour and engagement.

DOCUMENT DEVELOPMENT PROCESS

This policy was developed by the Heads of School in consultation with key stakeholders, including Senior Leadership Team, Year Level Coordinators, and Learning Area Leaders. Input was also sought from teaching staff and students through consultation forums, surveys and meetings. The policy reflects evidence-based practices and is informed by DET guidelines on student engagement and behaviour.

RATIONALE

This policy outlines the approach to student behaviour at The King David School. It is based on our school values. It defines how students should conduct themselves and the consequences of not adhering to these guidelines. It is predicated on the establishment and maintenance of positive relationships between students and staff.

Overarching values of The King David School

Three values define the ethos of the school:

1. Egalitarianism
2. Social Justice
3. Inclusion

Principles underpinning positive behaviour at The King David School

Four principles govern behaviour that helps create the ethos of the school:

1. Respect
2. Community Mindedness
3. Honesty
4. Responsibility

Name of Document: Positive Behaviours Policy	Version No. 3	Date: August 2025	Authorised by: Senior Leadership Team
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DEFINITIONS

behaviour	The way in which one acts or conducts oneself, especially towards others. In general terms, it can be anything we say or do.
appropriate behaviour	Behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. Display behaviour that contributes to the positive learning environment and aligns with our School rules, codes of conduct and behavioural expectations.
inappropriate behaviour or unacceptable behaviour: (including bullying, harassment, and victimisation)	May involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or email communications or through social media.
social media	Platforms that enable students to communicate via direct messaging, texting, commenting, image, video, and location sharing.
discriminatory conduct	Conduct whereby an individual is treated less favourably based on a relevant attribute, including their sex, race, sexual orientation, age, disability, religion, physical appearance or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.
bullying	A broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate, or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual.
challenging behaviour	Behaviour that significantly challenges the day-to-day functioning of the School. The behaviour impacts on learning and interrupts students' and staff capacity to feel safe or function in a safe orderly environment.
at risk behaviour	Any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.
criminal offences	Forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If The King David School becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.
restorative practice	Is a whole-school teaching and learning approach that encourages behaviour that is supportive and respectful. Restorative practices remove power imbalances by focussing on building positive relationships.

PRINCIPLES/GUIDING PRINCIPLES

We teach behaviour in the same way as we teach curriculum content and skills. The primary goal is to swiftly address any instances of misbehaviour, not as prolonged disruptions, but as prompt interventions aimed at facilitating a return to the learning process and social cohesion.

By prioritising proactive measures that reinforce positive conduct, we create a conducive atmosphere where learning remains the central focus while addressing and swiftly resolving any behavioural challenges that arise.

This policy is based on the beliefs that:

- Optimal learning requires order and structure
- Relationships are the starting place for positive classrooms, where all students are enabled to be active learners
- There is a need for clear and practical lines of response

PROCEDURES

Standards of Behaviour

The King David School expects a high standard of behaviour from all students. This standard is governed by four principles as described below. We strive to regularly articulate, model and reflect on this standard of behaviour, by explicitly referencing the four governing principles, so students have a clear idea of what is expected of them.

Principle governing Positive Behaviour	In the Classroom בתוך הכיתה	Outside of the Classroom מחוץ לכיתה	In General באופן כללי
Respect כבוד	<ul style="list-style-type: none"> We demonstrate regard for other people's ideas, values, and contributions We listen attentively to our teachers and fellow students We value the learning and teaching time of the whole class We contribute to a focused learning environment We treat personal and shared resources with care, including classroom materials and equipment 	<ul style="list-style-type: none"> We communicate appropriately with staff and peers ie. language and tone We cooperatively share space We wait patiently and considerately for staff to arrive 	<ul style="list-style-type: none"> We honour others' personal boundaries We use polite language, and appropriate manners in all interactions We are mindful and considerate of everyone's personal space and safety We wear our school uniform correctly and with pride
Community Mindedness קהילתיות	<ul style="list-style-type: none"> We wait for our turn to speak We actively include all students in group activities, discussions, fostering a sense of belonging for all We work cooperatively with all of our peers We offer assistance or support to classmates when needed, creating a collaborative and helpful learning environment 	<ul style="list-style-type: none"> We invite others into group activities We are considerate of others as we move around the campus ie. standing aside and waiting patiently so others can pass, opening doors for other people 	<ul style="list-style-type: none"> We maintain a positive social environment by avoiding negative behaviours such as gossiping or disrespectful comments We act as an upstander We act to include others We choose to be actively involved in our school community
Honesty יושר	<ul style="list-style-type: none"> We maintain academic integrity in all assignments and assessments by ensuring our work is our own and that it meets the requirements We own our mistakes and are open to learning from them 	<ul style="list-style-type: none"> We know the rules and we follow them because we understand that they help create a better learning environment, which is safe for all We recognise our mistakes, admit when we are wrong and take appropriate action 	<ul style="list-style-type: none"> We are sincere and transparent about mistakes or misunderstandings in our social relations We always communicate truthfully and openly, both in words and actions
Responsibility אחריות	<ul style="list-style-type: none"> We demonstrate we are ready for learning by being punctual to class, with essential stationery, books and charged devices. We actively seek help when needed We participate fully in the learning process putting in effort to produce quality work 	<ul style="list-style-type: none"> We ensure the safety of others We keep shared spaces, corridors and locker areas clean and tidy 	<ul style="list-style-type: none"> We find opportunities to lead by setting good examples We accept responsibility for our own actions We represent our school positively in public

Positive Behaviour

A focus on positive behaviour creates a productive, supportive and pleasant atmosphere, contributing to an enjoyable and fulfilling learning experience for students and staff. The recognition of positive behaviours is the central tenet of this policy. We define positive student behaviour at three levels.

Level One	<ul style="list-style-type: none">• Small acts of positive behaviour
Level Two	<ul style="list-style-type: none">• Significant or consistent positive behaviour
Level Three	<ul style="list-style-type: none">• Exceptional positive behaviour

Recognising Positive Behaviour

We strive to regularly recognise positive behaviour at all three levels.

Level	Examples	Recognition
Level One Small acts of positive behaviour	<ul style="list-style-type: none">• Holding a door open for others• Settling to task quickly• Noticing someone does not have a partner and asking them to join	Subject & Keshet teachers offer a positive comment to the student to verbally acknowledge their behaviour. For example, “That was really courteous, thanks.”
Level Two Significant or consistent positive behaviour	<ul style="list-style-type: none">• Consistently offering to help other students or staff• Consistently displaying positive and productive classroom behaviour• Making an exemplary contribution to a co-curricular activity or school event	Keshet/subject teachers award the student a Kol Hakavod using the Staff Portal for which the student, their parents, their YLC, and their teachers will be notified by email.
Level Three Exceptional positive behaviour	This level is defined as exemplary behaviour over the course of a year which is outstanding among a student’s peers and exhibited in varied situations. (For example, camps, sports days, school productions, in the schoolyard, or in the classroom)	The YLC awards the student the Derech Eretz award for their year level to be conferred at Presentation Evening

Misbehaviour

We define misbehaviour as behaviour that is not respectful, honest, responsible, and/or community-minded. We define four different types of misbehaviour as described below. If a student exhibits misbehaviour, the School's response depends on the type of misbehaviour.

Type of Misbehaviour	Examples
Misbehaviour in the classroom	<ul style="list-style-type: none">• Distracting others• Disrupting lessons• Rudeness• Calling out• Not following instructions• Teasing• Low-level harassment• Mishandling of property
Misbehaviour outside the classroom	<ul style="list-style-type: none">• Truancy on-site• Low-level physicality with other students• Teasing• Harassment• Mistreatment of or damage to property
Major Misbehaviour	<ul style="list-style-type: none">• Truancy off-site• Swearing at a staff member• Repeated rudeness toward staff members• Repeated failure to comply with staff instruction• Repeated misbehaviour in class• Threats of physical violence or other forms of harassment• Physical violence towards students or staff• Wilful damage to school or student property• Theft of school or student property• Possession of prohibited items at school (inc. weapons).• Smoking, vaping, drinking alcohol or consuming illicit drugs• Actions or behaviours that bring the School into disrepute online or in person• Consistently behaving in a manner that interferes with the educational opportunities of any other student or students• Behaving in a way that threatens the good order of school programs• Engaging in discriminatory behaviour either in person or online, including bullying or comments made on the basis of race, sexuality, gender.• Creation of deepfake images of students or staff
Infringements	<ul style="list-style-type: none">• Not adhering to the School's uniform policy• Not adhering to the School's phone use policy• Not adhering to the School's lateness policy• Not adhering to the School's gum policy

Misbehaviour in the Classroom

When a student exhibits behaviour that is not respectful, honest, responsible, and/or community-minded in the classroom, they are not meeting the School's expectations. This includes: distracting others, disrupting the lesson, rudeness, calling out, not following instructions, teasing, low-level harassment, and mistreating property.

For low-level misbehaviour, the classroom teacher should respond by implementing a series of escalating warnings and consequences. In Middle and Senior School classes a Caution should be issued if repeated warnings and consequences do not induce a change in a student's behaviour. Teachers are free to define this series in their own classrooms.

One way classroom teachers can create a series of escalating consequences to respond to low-level misbehaviour is by using the 'Six Rs'.

1	Relationship	The teacher has established a positive and respectful relationship with the student throughout the year and draws on it as a basis for interacting with the student about their misbehaviour.
2	Remind	When the student exhibits misbehaviour, the teacher reminds the student of the behaviour required of them.
3	Redirect	If the misbehaviour persists, the teacher explicitly redirects the student from what they are doing to what they should be doing.
4	Relocate	<p>If the misbehaviour persists, the teacher asks the student to sit at a different desk in the classroom or alternative space in the Sports arena.</p> <p>If this resolves the misbehaviour, no further action is required.</p> <p>If this does not resolve the misbehaviour, Middle and Senior school teachers should issue the student a Caution using the Staff Portal. The student's Keshar teacher will be automatically notified of the Caution and will reflect on the situation with the student in their next Keshar session.</p> <p>The classroom teacher should have a brief reflective conversation with the student at the end of the lesson.</p>
5	Remove	<p>In the rare instance that misbehaviour persists (despite the issuing of a Caution) the teacher sends a message on the staff Google Space for the YLC, HOS, AHOJS or VP to collect the student and remove them from the class.</p> <p>This supporting staff member will collect and supervise the student for the remainder of the period, but will not directly address the misbehaviour.</p> <p>The teacher has a reflective conversation with the student at the earliest convenient time, preferably before their next lesson together. In the Middle and Senior Schools, the teacher then informs the student's YLC that they were removed from class after receiving a Caution. The YLC then initiates a YLC conference as described below. In the Junior School, the teacher informs the Keshar teacher as described below.</p>
6	Reflect	<p>Junior School</p> <p>Upon receiving notification that a student was removed from class, the Keshar teacher liaises with the issuing teacher and then conducts a reflective conversation with the student at the next break or another suitable time. The student is asked to reflect on their misbehaviour in the presence of the Keshar teacher. The Keshar teacher makes contact with the student's parents. If this occurs on a second occasion, the HOS or AHOJS will make contact with the student's parents.</p> <p>Middle & Senior Schools</p> <p>Upon receiving notification that a student was removed from class, the YLC initiates a YLC Conference with the student and the issuing teacher. The YLC also contacts the student's parents to explain that the conference is taking place and outlines the steps taken by the classroom teacher prior to the removal of the student from class. At the conference, the student is asked to reflect on their misbehaviour in the presence of the YLC and the issuing teacher. Parents do not attend a YLC Conference. The YLC tells the student that if a second conference is required in the same semester it will be a HOS Conference.</p>

In Senior and Middle School classes, if the misbehaviour is significant (but not major), the classroom teacher should respond by issuing the student a Caution. This should be accompanied by a reflective conversation at the earliest convenient time addressing the misbehaviour and informing the student that a Caution has been issued.

Responses to Repeated Misbehaviour in the Middle and Senior Schools

Cautions

A teacher issues a Caution by submitting it on the student's profile page on the Staff Portal. They will be required to indicate the date and period of the misbehaviour, and write a comment describing the misbehaviour. It is important that this comment is succinct, objective and factual. There will also be a tick-box that the teacher can choose to check if they wish to indicate that the misbehaviour constitutes egregious disrespect to them or another staff member. Ticking this box flags the Caution for the YLC who may wish to escalate the Caution to a YLC Conference. In these instances, the YLC would liaise with the issuing teacher and require their attendance at the YLC Conference.

When a teacher issues a Caution, an automated email is sent to the student, their Keshet teacher, their YLC, and their parents. The email to parents will be timed to arrive at 5:00pm that day. It will include the description of misbehaviour that the teacher has submitted and inform the parent that they can view a list of their child's Cautions (and Reminders) for the year on myKDS.

If a student receives three Cautions in a rolling month, the YLC will initiate a YLC Conference just as they would if the student was removed from class.

YLC Conferences

When a YLC initiates a YLC Conference on the Staff Portal an automated email is sent to the student, their Keshet teacher, and their HOS. If the conference is a result of three Cautions, it is attended by the student, their YLC and their Keshet teacher. If the conference is a result of a removal from class, it is attended by the student, their YLC and the issuing teacher. The YLC notifies the student's parents that the conference is taking place and explains the circumstances. At the conference, the student is asked to reflect on their misbehaviour and offer strategies to exhibit positive behaviour in the future. At their discretion, the YLC may choose to issue a secondary consequence to accompany the YLC Conference. This may include implementing a behaviour contract or asking the student to complete community service, such as picking up rubbish at lunchtime. If the YLC judges the student to not be taking the YLC Conference seriously, they may end it and direct the student to return to start again on an agreed date after some self-reflection. This situation should be reported to the student's parents.

If a second conference is required in a semester, the YLC informs the student that it will be a HOS Conference.

HOS Conferences

When a HOS initiates a HOS Conference on the Staff Portal an automated email is sent to the student's Keshet teacher and their YLC. The HOS personally contacts the student and their parents to arrange the conference. The conference is attended by the student, their parents, their YLC and the HOS. At the conference, the student is asked to reflect on their misbehaviour and offer strategies to exhibit positive behaviour in the future. At their discretion, the HOS may choose to issue a secondary consequence to accompany the HOS Conference. This may include issuing an internal or external suspension. If the HOS judges the student to not be taking the YLC Conference seriously, they may end it and direct the student to return to start again on an agreed date after some self-reflection.

At the conference, the HOS explains that the student will be asked to present to the Student Behaviour Review Committee (SBRC) if their behaviour does not improve.

The Student Behaviour Review Committee (SBRC)

At the discretion of the HOS, in consultation with the YLC, a student's pattern of misbehaviour can be escalated to the Student Behaviour Review Committee (SBRC). This committee comprises the HOS, the VPSW, and the Principal. This committee will meet with the student and their parents to set out expectations that the student must meet to continue their enrollment at the school. The committee may also issue additional consequences at their discretion, including internal and external suspension. If a student presenting to the SBRC holds a scholarship, the SBRC may choose to recommend to the Senior Leadership Team that the scholarship be withdrawn or placed on probation. If misbehaviour continues after a student has met with the SBRC, the Principal will review the student's enrolment. In cases of serious misbehaviour, the Principal may direct the SBRC to discontinue a student's enrolment.

Reflective Conversations

In reflective conversations, YLC Conferences and HOS Conferences, staff should encourage students to evaluate their misbehaviour with open-ended questions such as:

- How did your actions contravene the four principles for school behaviour: responsibility, honesty, respect and community-mindedness?
- What was the impact of your actions on you, your peers, and your teacher?
- What are some better choices you could make in the future?

Staff may choose to ask students to respond verbally or in writing using a [template](#).

Misbehaviour Outside the Classroom

When a student exhibits behaviour that is not respectful, honest, community-minded, and/or responsible outside the classroom, they are not meeting the school's expectations. This includes: truancy on-site, low-level or careless physicality with other students, mistreatment of or damage to property, and low-level teasing or harassment.

Observing Teacher Response	Kesher Teacher Response	Repeated Misbehaviour
The teacher who sees the misbehaviour addresses it initially with the student and explains that they will be informing the student's Kesher teacher and issuing a Caution. They issue a Caution through the Staff Portal.	<p>The student's Kesher teacher will be automatically notified of the Caution and will reflect on the situation with the student in their next Kesher session.</p> <p>The Kesher teacher may choose to organise a restorative dialogue between two or more students if this is appropriate.</p>	<p>Junior School If the misbehaviour is repeated, the AHOJS or HOS is informed. They meet with the relevant students to define a plan. Restrictions on playground use may be implemented. The AHOJS or HOS contacts the student's parents to inform them that the misbehaviour has not ceased.</p> <p>Middle and Senior Schools The same system for the accumulation of Cautions, YLC Conferences and HOS Conferences applies as described on page 6 for Cautions issued in class. As a student accumulates Cautions, those issued in class and those issued outside of class are added together.</p>

Major Misbehaviour in the Middle and Senior Schools

When a student significantly contravenes the school's expectation of responsible, honest, respectful, and community-minded behaviour, the incident should be treated as major misbehaviour.

This includes, but is not limited to, the behaviours listed on page 6.

Observing Teacher Response	HOS Response
<p>If any teachers witness or are made aware of major misbehaviour, they act to keep all students and staff safe, and then report it to the relevant HOS as soon as possible. If they cannot do this, they should inform the YLC who will report the matter to the HOS when they are available.</p>	<p>In consultation with the YLC, the HOS will determine which of the following four responses is required for the misbehaviour:</p> <ol style="list-style-type: none">1. A YLC Conference2. A HOS Conference3. An internal or external suspension4. A meeting with the SBRC <p>Communication with parents for each of these responses occurs as outlined on page 6.</p> <p>In cases of vaping, smoking, and drinking alcohol, the HOS will observe the following mandates for suspension:</p> <ul style="list-style-type: none">• Any student discovered to be vaping, smoking or consuming alcohol on school grounds or at a school event will incur a three-day external suspension• Any student discovered to be in possession of a vape, cigarette, alcohol on school grounds or at a school event will incur a three-day external suspension• Any student discovered to be in the presence of another student while they are vaping, smoking or consuming alcohol on school grounds or at a school event will incur a two-day external suspension <p>In cases of illicit drug use, the HOS and Principal will deal with the matter more seriously at their discretion.</p>

Policy Infringements in the Middle and Senior Schools

When a student does not adhere to the school's policy for uniform, phone use, lateness and/or gum, the incident should be treated as an infringement. When a teacher observes an infringement they should issue the appropriate Reminder on the Staff Portal.

Infringement	Observing Teacher Response	YLC Response
Uniform & Appearance	<p>If a student presents in the incorrect uniform, and a parent email has not been sent to their Keshet teacher, the observing teacher issues them with a Uniform Reminder on the Staff Portal. An automated email is sent to the student, their Keshet teacher, and their YLC. The Reminder is displayed for parents on myKDS.</p> <p>If an item can be appropriately removed (ie. hoop earrings or a sports jumper) it is taken to the front office where it remains until the end of the school day. This can be done by the teacher confiscating the item or by sending the student to the front office.</p>	<p>If a student receives three Uniform Reminders in a rolling month, the YLC will meet with them and direct them to present at their office to show they are in the appropriate uniform before Keshet for the next three school days. The YLC explains to the student that if they do not comply, the situation will be elevated to a YLC Conference. The YLC notifies the student's parents of the situation.</p>
Inappropriate Phone Use	<p>If a student is found in possession of a phone during the school day the observing teacher issues them with a Phone Reminder on the Staff Portal. An automated email is sent to the student, their Keshet teacher, and their YLC. The Reminder is displayed for parents on myKDS.</p> <p>The phone is confiscated and left at the front office to be collected by the student at the end of the day.</p>	<p>If a student receives three Phone Reminders in a rolling month, the YLC will meet with them and direct them to hand their phone into the front office for the next three school days. (Students may take their phone home with them at the end of each day). The YLC explains to the student that if they do not comply, the situation will be elevated to a YLC Conference. The YLC notifies the student's parents of the situation.</p>
Lateness	<p>If a student is more than three minutes late to a class (including Keshet) without a valid excuse the observing teacher issues them with a Late Reminder on the Staff Portal. An automated email is sent to the student, their Keshet teacher, and their YLC. The Reminder is displayed for parents on myKDS.</p>	<p>If a student receives three Late Reminders in a rolling month, the YLC will meet with them and direct them to present at their office at 8:20am for the next three school days. The YLC explains to the student that if they do not comply, the situation will be elevated to a YLC Conference. The YLC notifies the student's parents of the situation.</p>
Gum	<p>If a student is chewing gum at school the observing teacher issues them with a Gum Reminder on the Staff Portal. An automated email is sent to the student, their Keshet teacher, and their YLC.</p> <p>The student is asked to dispose of the gum in a rubbish bin. The Reminder is displayed for parents on myKDS.</p>	<p>If a student receives three Gum Reminders in a rolling month, the YLC will meet with them and direct them to join the yard duty teacher at the back of the school for the first half of lunch to pick up rubbish. The YLC explains to the student that if they do not comply, the situation will be elevated to a YLC Conference. The YLC notifies the student's parents of the situation and enters the student's name in the yard duty book.</p>

<p>Class Materials</p>	<p>If a student does not have the required materials for a lesson the observing teacher issues them with a Materials Reminder on the Staff Portal. An automated email is sent to the student, their Keshet teacher, and their YLC.</p> <p>The student is asked to remain in class and complete the set tasks as best they can with the materials they have. If they cannot complete all work, they must catch it up for homework. The Reminder is displayed for parents on myKDS.</p>	<p>If a student receives three Materials Reminders in a rolling month the YLC emails the student requesting that they re-organise their locker. They attach the Locker Organisation Guide to the email and CC the student's Keshet teacher. The guide details how to organise a locker and create a chart to post on the inside of the door listing materials required for each lesson. The YLC explains to the student that if they do not comply, the situation will be elevated to a YLC Conference. The YLC notifies the student's parents of the situation. The student must then, at a recess or lunchtime, organise their locker, create a chart, and post it on the inside of their locker door as directed. The student must then present their locker to their Keshet teacher in the next Keshet Katan session. The Keshet teachers email the YLC informing them as to whether or not the student's locker and chart were acceptable.</p>
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Responses to Repeated Infringements in the Middle and Senior Schools

If a student receives another Reminder for the same infringement after receiving the consequence from their YLC for accumulating three Reminders in a rolling month, the YLC initiates a YLC conference. If the student continues to be issued Reminders for the same infringement after this, the YLC may liaise with the HOS about the possibility of a HOS conference.

If a student does not comply with the consequence issued for accumulating three Reminders in a rolling month, the YLC initiates a YLC conference.

Statement regarding Corporal Punishment

Corporal punishment of students is expressly forbidden by law, by the VIT Code of Professional Conduct for teachers, and by The King David School Code of Conduct.

RESPONSIBILITY

- Principal
- All King David School Staff

RELATED LEGISLATION

- Education and Training Reform Act 2006 (Vic.)
- Charter of Human Rights and Responsibilities Act 2006 (Vic.)
- Child Wellbeing and Safety Act 2005 (Vic.)
- Disability Discrimination Act 1992 (Cth.)
- Equal opportunity Act 2010 (Vic.)
- Victorian Occupational Health and Safety Act 2004 (Vic.)
- Children Youth and Families Act 2005 (Vic.)

RELATED DOCUMENTS

- Anti-Bullying Policy July 2025
- Student Code of Conduct June 2024
- Staff Student Professional Boundaries June 2024
- Safeguarding Children and Young People Code of Conduct June 2024

- Duty of Care Guidelines June 2024
- Student Pastoral Care Policy June 2024
- Supervision Policy June 2024

NEXT REVIEW

August 2027