
DOCUMENT REFERENCE:	PPP149b
RESPONSIBLE MANAGER:	Executive
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RELATED DOCUMENTS:	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)
	Documents: PPP012 Child Safety & Wellbeing Guidelines PPP013 Inclusion & Diversity Policy PPP036 Child Safety & Wellbeing Policy PPP046 Information Privacy Policy PPP047 Privacy Statement PPP052 Duty of Care of Students PPP116 Use of ICT Facilities and Services Guideline PPP138 Preventing & Managing Academic Cheating PPP140 Academic Grievance Guideline PPP141 Complaints Resolution & Appeals Procedure PPP144 Student Senior Secondary & VET DSS Mobile Phone Guideline PPP145 Social Media Guideline PPP163 Complaints & Appeals Policy
	Forms: TL115 Student Code of Conduct Declaration TL116 Student Behavioural Incident Form TL117 Student Behaviour Plan VETDSS TL117a Behaviour Plan Class Evaluation VETDSS

1. Introduction

This addendum supports the **PPP149 Student Code of Conduct** and must be read in conjunction with that document. It outlines additional expectations and supports for the cohort of students identified in the Scope

It ensures these students are supported in a way that reflects:

- child safety requirements
- duty of care obligations
- developmental and wellbeing needs

2. Scope

This addendum applies to

- students under 18 years
- VET Delivered to Secondary Students (VETDSS)

PPP149b Student Code of conduct – Addendum

- Senior Secondary (VPC & VCE VM) students
- vulnerable persons of any age

3. Our Commitment to Younger and Vulnerable Students

In addition to PPP149, SWTAFE will:

- prioritise child safety, wellbeing and best interests of students in all decisions
- involve parents/guardians where appropriate
- provide additional supervision and support where needed
- respond to behaviour using supportive and restorative approaches
- ensure students feel safe, heard and understood

4. Additional Rights for Students Under 18 or Vulnerable Persons

In addition to rights outlined in PPP149, these students have the right to:

- have a parent, guardian or support person involved where appropriate
- be supported to understand expectations and consequences
- receive behaviour support rather than purely punitive responses
- access additional wellbeing and learning support
- be supported to express their views and have those views considered in decisions affecting them

5. Definitions

Child	A person under 18 years.
Behaviour Support Plan	A plan to support improved behaviour and engagement
Restorative practices	A way of resolving issues that focuses on repairing relationships
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 secondary school student enrolled in training delivered by SWTAFE
Vulnerable Person	A person who may need additional support to protect themselves
Harmful Sexual Behaviours	Age-inappropriate or unsafe sexual behaviour involving children or young people

6. Parents/Guardians and Carers

6.1 What SWTAFE expects:

Parents/guardians are expected to:

- support their child to meet behaviour expectations
- communicate relevant concerns that may impact learning, behaviour or wellbeing
- engage respectfully with SWTAFE and (where applicable) partner schools
- support agreed behaviour strategies

6.2 What Parents/guardians can expect from SWTAFE

SWTAFE will:

- communicate concerns in a timely and respectful way
- involve parents/guardians in behaviour planning where appropriate
- provide clear information about incidents and outcomes
- respect student privacy and legal rights
- work collaboratively to support student success

7. Communication and Information Sharing

Communication will take into consideration the student's age, maturity and privacy rights.

To support student wellbeing and safety:

- SWTAFE may share relevant information with schools and, where appropriate, parents/guardians
- information sharing will:
 - focus on student safety, wellbeing and learning
 - follow privacy and legal requirements
 - be limited to what is necessary

Students and parents/guardians should:

- provide relevant information that may impact learning or behaviour
- notify SWTAFE of changes that may affect wellbeing or participation

8. Additional Behaviour Expectations

All expectations in PPP149 apply.

In addition, students must:

- follow behaviour expectations set by both SWTAFE and their school (if applicable)

Where students are enrolled through a school:

- both SWTAFE and the school may contribute to behaviour management and support planning

9. Unacceptable conduct:

- Incomplete coursework (VETDSS, Senior Secondary Program and under 18 students - with no school or parental communication as to why work is incomplete;
- Mobile phone breach - inappropriate or unauthorised use. (refer to PPP144 Mobile Phone Guidelines)

Examples of Mobile Phone Breaches

- Minor Breach – Using Social Media, playing games or personal messaging during class with-out teacher permission.
- Serious Breaches – Repeated breaches in one day/bullying or harassment/refusal to follow teacher's instructions.

10. Additional Behaviour Support and Response

Behaviour concerns are managed in accordance with PPP149.

For students covered by this addendum:

- additional supports may be applied earlier

- parents/guardians and schools may be involved
- responses will prioritise support, safety and engagement

This may include:

- increased supervision
- targeted support strategies
- behaviour support planning

11. Student Misconduct Response for students under 18 or vulnerable persons

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

The following are some example responses that may be imposed for student misconduct:

- 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](#) as soon as practicable, and within 1–3 business days depending on risk level
- Notes made on student communication log (if applicable), within **3 business days** of incident occurring.

12. Behaviour Support Planning

Where additional support is needed, a Behaviour Support Plan may:

- identify behaviour triggers or needs
- outline agreed strategies and supports
- involve the student, school and parent/guardian
- focus on improving engagement and outcomes

13. Temporary Supervised Withdrawal (previously ‘Time Out’)

In some situations, a student may need to temporarily leave the learning environment. This will:

- only be used where necessary for safety or wellbeing
- occur under staff supervision
- be time-limited and supportive
- be followed by a planned and supported return to learning

Parents/guardians and schools will be informed where appropriate.

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, classroom, campus 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 if deemed appropriate by the teacher.
6. TEM/Course Coordinator discusses with teacher whether a behavior plan is required.
7. Teaching Education Manager to debrief program teacher and if required create a Behaviour Support Plan

Temporary Supervised Withdrawal (Time out) team includes staff from:

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

Temporary Supervised Withdrawal (Time out) locations:

- Wannambool 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

14. Child Safety and High-Risk Behaviour

14.1 Serious Behaviour Concerns

Where behaviour presents a serious risk:

- immediate action may be taken to ensure safety
- parents/guardians will be informed as soon as practicable
- external agencies (including police or child protection) may be involved where required

All concerns involving:

- abuse or neglect
- harmful sexual behaviour
- reportable conduct

will be managed in accordance with legal and mandatory reporting obligations.

14.2 Harmful Sexual Behaviour

SWTAFE will respond to harmful sexual behaviour by:

- prioritising the safety of all students
- following legal and mandatory reporting requirements

- supporting all students involved
- involving parents/guardians and external agencies where appropriate

15. Reporting & Record Keeping

Reporting and record keeping will align with PPP149.

For students covered by this addendum:

- incidents will be recorded as soon as practicable
- responses will prioritise student safety and wellbeing
- data may be used (de-identified) to improve student safety and support services
- incidents are recorded to support consistent and fair decision-making
- reporting will occur as soon as practicable depending on risk
- records are managed in line with privacy and child safety requirements
- de-identified data may be used for continuous improvement

16. Relationship to PPP149

This addendum should be read together with:

- PPP149 Student Code of Conduct
- Child Safety, Privacy and Complaints guidelines

If there is any inconsistency between documentation, the approach that best supports student safety and wellbeing will apply