

# Behaviour Management Policy- Students

## 1. Introduction

Carey Baptist Grammar School (the School) will respond to behavioural management issues with students with the following principles in mind:

**Communication** – There should be honest and open communication between parents, staff members and students.

**Relational practices** – The School will prioritise the restoration of relationships between the parties when considering the seriousness and the consequences of breaches of this policy.

**Inclusion and empowerment** – The School will be inclusive in implementing or designing behaviour management procedures that aim to empower students.

**Consistency** – The approach taken to student discipline at the School should be a whole-of-school approach.

**Professional responsibility** – There is a responsibility for staff members to assert effective discipline to ensure an effective learning atmosphere in the School environment, including student safety.

The terms used in this policy and procedure are defined in the School's Child Safety Policy unless otherwise specified.

## 2. Purpose

The purpose of this policy is to provide students, parents/guardians and staff members with clarity as to the behaviour expected of students at the School and the consequences when those expectations are breached.

The policy aims to:

- support the School and its staff members, parents and students in creating a culture of positive behaviour with high levels of student engagement as essential prerequisites for ongoing wellbeing and learning.
- present a clear process to be followed when students fail to exhibit the type of behaviour required of them.
- ensure the safety of all the members of the School community, i.e., students, staff members, parents and visitors.
- help students develop self-discipline, self-respect, self-worth, self-efficacy and respect for others.
- create an environment where the right of students to learn and the right of teachers to teach is respected.

### 3. Scope

This policy applies to all School students and staff.

Students must follow the Behavioural Expectations of the School.

Failure to meet the Behavioural Expectations of the School will result in this Student Behavioural Management Policy being applied.

### 4. Definitions

**Behavioural Expectations** means the requirements of Students set out in the School's:

- Student Code of Conduct;
- the Rights and Responsibilities Guidelines; and
- the ICT Responsible Use Policy.

**Disciplinary Intervention** means a Behavioural Support Plan, community service requirements, suspension or expulsion.

**Internal suspension** means an immediate suspension to permit the School to investigate allegations of misconduct and diffuse heightened situations of risk of harm to students and staff. An internal suspension does not go on a student's record, unless converted into a suspension retroactively as a Disciplinary Intervention.

**Intervention** means a behavioural management action which includes warnings, additional duties, withdrawal of privileges, community service requirements, Disciplinary Interventions and temporary exclusion.

**Policy** means this Behavioural Management Policy.

**Severe Breach** means a breach of the Behavioural Expectations which, in the sole assessment of the Principal or delegate, is severe in its nature and/or impact. The Principal, or delegate may have regard to the following considerations in determining whether a breach is a Severe Breach:

- whether the conduct is repeated or sustained;
- the extent to which the conduct is inconsistent with the School's values;
- the severity and breadth of the impact of the conduct on others including other students;
- the extent of the impact of the conduct on the School's reputation; and
- any other matter the Principal, or delegate deems relevant.

Guidance only: Examples of a Severe Breach include physical violence and sexual assault.
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### 5. General Guidelines

All members of the School community must act inclusively and be mindful of the unique and diverse needs of others when applying this Policy. Behavioural management actions taken under this Policy must be designed and implemented with regard to:

- the promotion of participation, empowerment and access to the School's education program;
- the avoidance of structures or actions that disempower others or discourage them from participating or freely expressing opinions;

- reasonable adjustments for students with disabilities; and or ensuring inclusion of students with additional needs;
- the overall need to maintain the culture of the School community in alignment with the School's values; and
- encouraging students to take responsibility for their conduct.

**Importance of relational practices:** when implementing this Policy, staff will preference relational practices, including restorative actions, to support the repair and/or enhancement of relationships where possible and appropriate having regard to:

- the alleged conduct of the student; and
- the extent to which the student has taken responsibility for their conduct.

**Engagement and empowerment:** when implementing this Policy, staff will take active steps to promote student empowerment and family engagement.

## 6. Procedural Fairness and Prohibition of Corporal Punishment

The School is committed to ensuring this Policy and procedures are fair and reasonable. The School will ensure this Policy, and its application, affords procedural fairness and is consistent and non-discriminatory.

The School will ensure procedural fairness is afforded by:

- communicating to students the Behavioural Expectations;
- including students in decisions affecting them by explaining to students the disciplinary process;
- explaining allegations and how these breach the Behavioural Expectations (as well as whether the breach may constitute a Severe Breach);
- giving students an opportunity to respond to allegations;
- having decisions about Interventions made by impartial decision makers; and
- explaining reasons for decisions.

The School prohibits any form of corporal punishment.

## 7. Consequences for non-Severe Breach

If a student breaches the Behavioural Expectations, the School may impose Interventions. The determination of appropriate Interventions to be implemented is made on a case-by-case basis by the Principal/Deputy Principal/Head of School/Deputy Heads of School or delegate based on the circumstances.

If a breach is not a Severe Breach and there is no significant risk to health and safety, the School will generally follow the order of escalation for Interventions set out in clause 7. A Disciplinary Intervention may not be imposed under clause 7.

The School may elect, at any point during the process, not to apply (or to cease to apply) clause 7 and to proceed to Disciplinary Intervention if:

- the Principal, or delegate considers that there is a significant risk to health and safety; or
- the alleged conduct constitutes a Severe Breach.

## **Middle and Senior School**

At any point in the process staff may call upon the Student Guidance Coordinator, the School Chaplain, Student Development Team, Careers Practitioners, Leader of Learning and/or members of the School Executive for assistance.

The classroom teacher responds to the issue or concern, puts in place an appropriate Intervention, and alerts the Mentor for their information.

*If the issue remains unresolved, then*

The Mentor responds to the issue or concern, puts in place an appropriate Intervention, and alerts the Head of House/Lead Zero Mentor for their information.

*If the issue remains unresolved, then*

The Head of House/Lead Zero Mentor responds to the issue or concern, puts in place an appropriate Intervention (which may include a consequence endorsed by the Year Level Co-ordinator and/or Deputy Head of School – Student Wellbeing), and alerts the Year Level Co-ordinator and Deputy Heads of School – for their information and/or endorsement.

*If the issue remains unresolved, then*

The Year Level Co-ordinator and/or Deputy Heads of School respond to the issue or concern, put in place an appropriate Intervention (which may include a consequence), and alerts the Head of School for their information and/or endorsement.

*If the issue remains unresolved, then*

The Head of School responds to the issue or concern, puts in place an appropriate Intervention (which may include a consequence), and alerts the Deputy Principal(s)/Principal as required. At this point, Disciplinary Interventions, led by the Deputy Principal and/or Principal, may be required and will be implemented according to clause 8.

## **Junior School**

At any point in the process staff may call upon the School Chaplain, Student Development Team, Section Leaders and/or the School Executive for assistance.

The teacher responds to the issue or concern, puts in place an appropriate Intervention, and alerts the classroom teacher for their information.

*If the issue remains unresolved, then*

The classroom teacher responds to the issue or concern, puts in place an appropriate Intervention, and alerts the Section Leader for their information.

*If the issue remains unresolved, then*

The Co-ordinator responds to the issue or concern, puts in place an appropriate Intervention (which may include a consequence endorsed by the Deputy Head of Junior School – Student Wellbeing), and alerts the Deputy Head of Junior School – Student Wellbeing for their information and/or endorsement.

*If the issue remains unresolved, then*

The Deputy Head of Junior School – Student Wellbeing responds to the issue or concern, puts in place an appropriate Intervention (which may include a consequence), and alerts the Head of Junior School for their information and/or endorsement.

*If the issue remains unresolved, then*

The Head of Junior School responds to the issue or concern, puts in place an appropriate Intervention (which may include a consequence), and alerts the Deputy Principal(s)/Principal as required. At this point, Disciplinary Interventions, led by the Deputy Principal and/or Principal, may be required and will be implemented according to clause 8.

## 8. Disciplinary Interventions

The School may implement Disciplinary Interventions in the following circumstances.

Circumstances	Available Disciplinary Interventions
The Principal, or delegate, considers there is a significant risk to health and safety	Behavioural Support Plan, Suspension or Expulsion
Alleged conduct constitutes a Severe Breach	Behavioural Support Plan, Suspension or Expulsion
Alleged conduct is a breach of the Behavioural Expectations (but is not a Severe Breach) AND Clause 7 has been followed but the student is still not meeting the Behavioural Expectations	Behavioural Support Plan, withdrawal of privileges, community service requirements, detention, suspension
Alleged conduct is a breach of the Behavioural Expectations (but is not a Severe Breach)  AND Clause 7 has been followed AND a Behavioural Support Plan has been implemented but the student is still not meeting the Behavioural Expectations	Detention, withdrawal of privileges, community service requirements, or Suspension
Alleged conduct is a breach of the Behavioural Expectations (but is not a Severe Breach)  AND Clause 7 has been followed AND a Behavioural Support Plan AND a period of Suspension have been implemented but the student is still not meeting the Behavioural Expectations	Behavioural Support Plan, Expulsion or Suspension

## Behavioural Support Plan

A Head of School, Deputy Principal or the Principal, or their delegate, may implement a Behavioural Support Plan.

Students and their families will be consulted on the Behavioural Support Plan's development. Students and their families are expected to cooperate in both its design and implementation, as well as complying with it.

The Behavioural Support Plan will assist staff members in handling difficult situations, including details of strategies:

- to reduce behavioural triggers;
- to address the behaviour; and
- on how all staff members will support a student and encourage them to calm down in heightened situations.

The School will regularly review the Behaviour Support Plan to ensure it is up-to-date, and address the changing needs of the student. All reviews of Behaviour Management Plans will consider a student's unique identity, with its implementation supported by the School's values. In addition to regular reviews, any incidents resulting in Interventions under this Policy will trigger an additional review of the relevant Behavioural Support Plan.

## Suspension

A Head of School, Deputy Principal and Principal, or delegate, may suspend a student.

*For the avoidance of doubt, the School may suspend a student in response to a Severe Breach without first implementing a Behavioural Support Plan or any other Intervention.*

The process for a suspension being implemented is:

- the Principal, or delegate, may consult other staff members to ensure a suspension is the most effective Intervention for the relevant breach;
- if the Principal, or delegate, determines a Suspension is the appropriate Intervention, the student and the student's parents will be notified in writing. This letter must include:
  - details of the alleged conduct;
  - how that conduct breaches relevant policies or codes;
  - the proposed disciplinary action (Suspension); and
  - an invitation for the parents to provide additional information for consideration before a final decision is made;
- The student and the student's parents will have an opportunity to respond to the allegations of conduct and breaches of Behavioural Expectations. The School will consider this response; and
- If a suspension is implemented, the School will provide:
  - a letter outlining:
    - the final decision made;
    - that Suspension has been determined a reasonable, proportionate and necessary Disciplinary Intervention; and
    - details of the substantiated breaches and how they breach the relevant policy or code; and
  - support for off-site learning during the period of suspension.

In most cases, the student may be suspended for a period of one to nine consecutive days, during which time, as determined by the Principal, or delegate, and following a suspension, there will be a re-entry meeting involving the student, the student's parent/caregiver, Principal, or delegate, and appropriate wellbeing leader.

In the case of a Severe Breach of the School's Code of Conduct (Students), the Principal, or delegate, may suspend a student indefinitely whilst an investigation is conducted.

## **Expulsion**

The Principal, or delegate, may expel a student.

*For the avoidance of doubt, the School may expel a student in response to a Severe Breach without first implementing a Behavioural Support Plan, suspension, or any other Intervention.*

The process for expulsion being implemented is:

- The student's Head of School will provide the student and the student's parents with a letter which explains the allegations and how the alleged conduct breaches the Behavioural Expectations;
- The student and the student's parents will have an opportunity to respond to this letter, either via letter or in a meeting with the Head of School and Principal, or delegate;
- Following consideration of any response from the student or student's parents, the Head of School will meet with other appropriate staff (as determined by the Head of School) to make a recommendation to the Principal as to whether expulsion is an appropriate and reasonable Intervention (Recommendation).
- The Principal will consider the Recommendation and response from the student and student's parents (if any).
- The Principal, or delegate will communicate the decision in writing, and offer to meet with the student and student's parents to formalise the outcome.
- Should the Principal, or delegate make the decision to terminate the enrolment of a student the School will ensure that the School Board Chair is informed.

## **9. Safety Interventions**

The following Interventions are relevant to ensure the safety of all members of the School community. They may be implemented at any time and do not need to be in response to a breach of the Behavioural Expectations.

### **Temporary exclusion of a student**

The School endeavours to provide strong pastoral care for all students. However, sometimes the School will not have sufficient expertise or resources to provide a safe environment for its students or ongoing attendance at the School will not be practicable or lawful.

In such cases, the Principal, or delegate, may temporarily direct a student to not attend the School on the following grounds:

- evidence to believe that a student's physical or mental health will be at risk if attendance continued;
- the student poses a risk to others;
- there is a suspected and/or alleged Severe Breach of the Student Code of Conduct; and/or



- the School does not have the specialised resources and expertise required to protect and support the student's wellbeing.

On such grounds, and in the best interests of the student and/or other students, the Principal, or delegate, may temporarily direct the student to not attend School so:

- external support, expertise and treatment can be sourced which will support the student and the School with a safely managed pathway back to School.
- the School can seek medical advice, if appropriate, from the student's health professionals as well as independent medical advice to help inform the School's decisions.
- a safety management plan can be implemented

## 10. Breach of this Policy

Staff members who fail to implement this policy may be subject to disciplinary action, including and up to termination of employment or engagement.

If a student or their parents are unhappy in the application of this policy, they should raise the issue in accordance with the procedure set out in the School's Community Grievance Policy.

## 11. Communication of this Policy

Behavioural expectations, standards and consequences are communicated clearly for the benefit of students, parents and staff members.

The School will ensure all members of the School community have a shared understanding of what constitutes acceptable and unacceptable behaviour together with clear systems of recognition and consequences.

Transition activities will take place at the beginning of every school year which will familiarise each staff and student with this policy, as well as setting the classroom behaviour expectations and routines.

The Parent Handbooks, CareyLink, the School Diary (Junior Schools) and the Student Handbook (Middle and Senior Schools) will contain this policy.

Parents will be asked to confirm that they have read and discussed with their child this and other associated policies.

Students in the Middle and Senior Schools will be asked to confirm that they have read this policy.

The policy may be posted on the School website.

## 12. Associated Policies

- Student Code of Conduct
- ICT Responsible Use Policy (Students)
- Bullying Prevention and Intervention Policy (Students)
- Protect – Identifying and Responding to Student Sexual Offending Policy (DET, ISV, CECV)

Carey may vary, remove or replace this policy at any time.



Responsible department:	Heads of School
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Approved by:	<input type="checkbox"/> Board <input type="checkbox"/> Board Committee <input checked="" type="checkbox"/> SLT <input type="checkbox"/> Principal <input type="checkbox"/> Other
Effective Date:	1 June 2024
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