STUDENT BEHAVIOUR MANAGEMENT POLICY

1. Purpose

1.1 St Catherine's School affirms that a culture of positive behaviour and high levels of student engagement are essential as prerequisites for student learning.

1.2 The purpose of this policy and related policy implementation documents is to provide students, staff and parents with clarity as to the behaviour expected of students at St Catherine's School and the consequences when those expectations are breached.

1.3 The Behaviour Management policy sets out the principles and framework governing the School's approach to the development of positive student behaviour and engagement.

1.4 The Policy is to be read in conjunction with the Behaviour Expectations outlined in the Student Record Book, the Student Rights and Responsibilities as outlined in the 'Student Charter' (Code of Conduct) and Associated Documents (clause11).

2. Scope

2.1 The application of the policy is relevant to the School Council, Principal, School Staff, students and parents. All staff are expected to be involved in the implementation of appropriate strategies to assist in the achievement of the expectations.

3. Aims of the Policy

3.1 To support the School staff, parents and students in creating a culture of positive behaviour with high levels of student engagement as essential prerequisites for learning.

3.2 To provide a school environment conducive to student safety, positive relationships and learning.

3.3 To set out the school's clear expectations in relation to positive student behaviour and in so doing to define what constitutes unacceptable behaviour.

3.4 To set out the consequences when standards of behaviour are breached.

3.5 To comply with the requirements of the Education and Training Reform Act 2006 (Vic.) to implement a Behaviour Management Policy and procedures.

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4. Principles

4.1 St Catherine's School is committed to providing a school environment that ensures the safety of all students which is conducive to positive relationships and learning.

4.2 Personal responsibility, reflection, empathy and a commitment to respectful behaviour and the School Values is an expectation of all students.

4.3 The School's discipline policies are based on procedural fairness and do not permit corporal punishment.

4.4 Restorative Practice guides the Student Management processes at St Catherine's School.

4.5 In managing behaviour, the School considers the needs of vulnerable students or students with a disability.

4.6 The *we*Thrive: Wellbeing @ St Catherine's Program supports Social and Emotional Learning with a focus on Self and Social Awareness, in keeping with the ACARA General Capabilities and the Victorian Curriculum Standards.

4.7 Sanctions, including Suspension and Expulsion Records are recorded on the School Pastoral Records under 'Student Management' on the School Portal.

5. Roles and Responsibilities

The School Council is responsible for:

5.1 Reviewing the Behaviour Management Policy to ensure it is fair and reasonable and that corporal punishment is prohibited.

5.2 Approving the procedures for expulsion and deciding whether the authority to expel is delegated or not.

5.3 The appeals procedures and for acting as the appeal body.

The Principal is responsible for:

5.4 Ensuring the School has a Behaviour Management Policy and procedures in compliance with the VRQA Minimum Standards.

5.5 Ensuring that the culture of the school is one in which positive behaviour and respectful relationships are given high priority.

5.6 Ensuring that students, staff and parents are clear as to what constitutes unacceptable behaviour and the consequences if breached.

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5.7 Ensuring procedures for the reporting and monitoring of behaviour.

5.8 Ensuring staff have access to regular training in the development of positive behaviour.

The Deputy Principal: Student Wellbeing, The Head of Junior School and the Head of ELC are responsible for:

5.9 Developing and overseeing the implementation of policy, strategies and procedures

5.10 Monitoring the effectiveness of behaviour management strategies.

5.11 Facilitating Student Management record keeping.

The Heads of Year and all teaching staff are responsible for:

5.12 Working together in collaboration with students and parents to ensure that adherence to Student Behavioural Expectations is given high priority at all times.

6. Behavioural Expectations

Students are required to:

6.1 Behave courteously and with respect for self, other students, staff and community members.

6.2 Respect privacy, beliefs, cultures and individual differences and treat everyone fairly and inclusively.

6.3 Behave in a way that ensures the safety of self and others.

6.4 Apply the same expectations in terms of respect of self and others, privacy and appropriate behaviour to their use of electronic and online devices.

6.5 Demonstrate awareness of the rights and needs of others.

6.6 Take responsibility for the tidiness of the school environment.

6.7 Respect school property or the property of others.

6.8 Abide by all school uniform expectations, including regulations pertaining to jewellery, hair, make-up and nail polish.

6.9 Exhibit self-discipline and integrity with regard to punctuality, attendance and rules applying to submission of school-work, including plagiarism.

6.10 Use electronic devices in accordance with the Information Communication Technology Users' Policy and Acceptable Use of Technology Agreement.

6.11 Abide by the School's age-appropriate rules applicable to mobile phone use outside of class during the school day (Smartphones are not permitted in class unless part of a class activity and with teacher permission).

6.12 Perform reasonable teacher requests for other duties as necessary, for the wellbeing of the School community.

6.13 Behave with consideration for others out of school hours, avoid congregating in large groups in public places and be aware of the impact of their behaviour on others and the School.

6.14 Agree not to post online images of self or others in school uniform. As the School is the only licensee of the St Catherine's School name and the School Crest, only the Marketing Department has the right to distribute it. This rule applies to images, live streaming or videoing of students in uniform or any filming of school events within or after school hours.

6.15 Behave in a manner which upholds the reputation of the School at all times.

7. Consequences and Processes

Failure to meet the Behaviour Expectations will result in the implementation of School approved consequences and processes, including those listed in associated policies and the School Record Book. Discretion may be applied by the Principal or Senior Staff based on the severity of the behaviour, the vulnerability of the child or the impact on access to education.

7.1 All issues of bullying, including cyber bullying, will be managed by following the detailed procedures of the Anti-Harassment and Bullying Policy. The Office of the eSafety Commission may be informed of serious breaches.

7.2 The School endeavours to ensure that the consequences relate directly to the specific breach of behavioural expectations.

7.3 To support students whose attitude, effort or attendance requires modification, a White Card may be issued. White Cards are signed by each class teacher, the Head of Year and the student's parents at the end of each day.

7.4 In the Senior School, after school detentions are held, as necessary, by the Head of Year. Parents will be informed if a detention is scheduled. A Restorative approach is adopted where students are encouraged to reflect on the impact of their behaviour and to consider how they will move forward to implement improved decision-making.

7.5 In the event of vandalism to property or graffiti, restitution of damage may be required as well as disciplinary measures.

7.6   Students using smartphones / tablets or other electronic devices in class, without the express permission of the teacher in charge of the class, may have the item confiscated.

7.7   In the Junior School, students must hand in their mobile phones to teachers at the commencement of the day. Failure to do so, requires confiscation and collection when parents are available to do so. Smart watches, if worn, must also be given to teachers at the commencement of the day. Other electronic devices will be held until they can be collected by parents.

7.8   In the Senior School, confiscated devices and items will be held at the discretion of the Head of Year or Senior Leadership.

7.9   In the event of inappropriate use of technology, further disciplinary measures may be undertaken in keeping with related policies.

7.10   Disciplinary measures will be taken in instances where images/videos depicting students in school uniform are posted online or videos streamed live. Depending on the intent and severity, this may result in serious consequences.

7.11   Failure to submit homework, coursework or assessments could result in being required to attend catch-up sessions.

7.12   If work is not handed in on the date agreed to by the teacher, it will be penalised at 10% per day (Senior School). Teacher and/or Faculty discretion may apply.

7.13   In the event of breaches of the School Uniform Expectations outlined in the Senior School Record Book, 'Uniform Infringement' slips will be completed by staff and handed to the Head of Year. Each infringement is documented on the student's Pastoral Record under 'Student Management'. If three or more slips are issued, the Head of Year will meet with the student to discuss appropriate consequences, which may include: parent notification, detention, withdrawal from a school event, excursion or examination if not in stipulated uniform without a valid reason.

7.14   In the Junior School, the initial action is to speak to the student and then, if necessary, the parent/guardian.

7.15   If the problem persists, the matter will be escalated to the Deputy Principal: Student Wellbeing / Head of Junior School or Head of ELC.

7.16   Serious breaches of Behavioural Expectations are subject to more significant consequences such as the student being placed on a behavioural contract, suspension or expulsion.

8. Very Serious Offences

The following are regarded as very serious offences and will be dealt with accordingly:

8.1 Smoking, vaping or drinking alcohol at school, when in school uniform or when engaged in a school activity.

8.2 Being in possession of tobacco or intoxicants at school or when engaged in school activities.

8.3 Being in possession of, or using, any prohibited drugs or any dealings in such drugs.

8.4 Posting images/videos online which bring the School into disrepute.

8.5 Theft

8.6 Violent and/or destructive behaviour

8.7 Repeated and consistent bullying

8.8 Repeated disrespectful behaviour

8.9 Behaviour considered dangerous.

9. Suspension and Expulsion

In the case of disciplinary action involving serious misdemeanours, the following steps will be undertaken:

9.1 All relevant information has been considered before any final decision is made on suspension or expulsion and that the student has had the opportunity to be heard.

9.2 The student's parent(s) (or carer) are fully informed of the behaviour and the school's response at the earliest possible opportunity.

9.3 Procedural fairness will be undertaken.

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Maintained by: [Deputy Principal: Student Wellbeing/Head of Junior School and Head of ELC
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9.4 Parents/carers will be notified and invited to be present for the discussion with the student as far as practicable.

9.5 In the case of boarding students, the Head of Boarding will be present and in-school suspensions may be applied.

9.6 Grievance procedures are on the website should parents wish to appeal a decision.

9.7 Given the seriousness of such sanctions and their long -lasting effect on the student and his/her family, the school will seek to work in partnership with the student's parent(s) (or carer) in the best interests of the child.

9.8 In the case of suspensions, the procedures will require the implementation of a learning plan and a return to school plan. The school will appoint a point of contact for the student over this period who will oversee the learning plan and the return to school plan.

9.9 The decision to suspend or expel will be undertaken in a measured way with, where possible, all concerned having advance notice of the action.

9.10 A decision to suspend with immediate effect (possibly pending expulsion) will only be considered if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves or another person at significant risk.

9.11 When a suspension with immediate effect is considered, the school has a duty of care to ensure or, if required, provide for the proper supervision of the student.

9.12 The school will set out the maximum number of days for which a student may be suspended, and the process by which that maximum may be extended in exceptional circumstances. The length of time for a suspension will be proportionate. The exception to this may be where the student is suspended pending a decision to expel and further time is required for the school thoroughly to investigate the circumstances.

9.13 In the case of expulsions, the School will offer assistance to support the student and his/her family during their transition to another school. The School's duty of care continues whilst the student remains on the enrolment register.

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Expulsion

The Principal may expel a student from the school if, whilst attending school, travelling to and from school or engaging in any school related activity away from school (including when travelling to or from that activity) the student:

9.14 Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person

9.15 Causes significant damage to or destruction of property

9.16 Commits or attempts to commit or is knowingly involved in the theft of property

9.17 Possesses, uses, sells or deliberately assists another person to possess, use or sell illicit substances or weapons

9.18 Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person

9.19 Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on gender; identity; impairment; race; religious belief or activity; sexual orientation.

10. Legal and regulatory basis for compliance

10.1 Duty of Care

10.2 Education and Training Reform Act 2006 (Vic.)

10.3 Education and Training Reform Regulations (2017)

11. Associated Documents

11.1 St Catherine's School Community Code of Conduct

11.2 St Catherine's School Anti-Harassment and Bullying Policy

11.3 St Catherine's School ICT Users' Policy

11.4 St Catherine's Remote Learning Code of Conduct

11.5 St Catherine's Acceptable Use of Technology Agreement

11.6   St Catherine's School Student Record Book

11.7   St Catherine's School Student Charter

11.8   St Catherine's School Boarders' Charter

11.9   St Catherine's School Boarders' Handbook

11.10 Department of Education: Advice to Parents: *Bully Stoppers Parents Advice*[4]

11.11 Department of Education Parent advice – Cyber Bullying[5]

11.12 Department of Education 'Method of Concern'[6]

11.13 Bullying No Way Resources[7]

11.14 Office of the e-safety Commissioner Resources[8]

1. http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF (Accessed 4 October 2018)
2. http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23 be/7CAFB78A7EE91429CA25771200123812/$FILE/10-016a.pdf (Accessed 4 October 2018)
3. https://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_not es.pdf (Accessed 4 October 2018)
4. http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parents.aspx
5. http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advicecyberbully.aspx
6. http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodconcern.aspx
7. https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying
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