

## STUDENT BEHAVIOUR MANAGEMENT POLICY

*Child Safe Standard 2: Clear Commitment to Child Safety*

### Context

Christian Brothers' College St Kilda (CBC St Kilda) is a Catholic school for girls and boys in the Edmund Rice tradition, established in 1878. CBC St Kilda is committed to providing a caring, supportive and safe environment where every student has a place, a voice and their story is known. As a Catholic school in the Edmund Rice tradition, our Christian values are those expressed in the Touchstones of our governing body, Edmund Rice Education Australia (EREA): Liberating Education, Gospel Spirituality, Inclusive Community, Justice and Solidarity. The charism of Blessed Edmund Rice expressed through these touchstones, underpins our continued commitment to a safe and inclusive environment for all, providing a preferential option to those at the margins, to grow in empathy and to respond in faith and action.

### Rationale

CBC St Kilda is a contemporary Catholic secondary school in the Edmund Rice tradition. The Gospel values underpin all that we do. In living out these values, we are called to promote the inherent dignity of every human being.

In broader terms, all of our students have a right to a learning environment that is free from behaviour that negatively impacts the learning environment, such as bullying and intimidation.

When working with students who exhibit challenging behaviours, all teachers are informed by the belief that every interaction is a opportunity for behaviour formation. All teachers are also informed by the concept of natural justice and the need to ensure that both the student responsible and victim are treated fairly and with dignity and respect throughout the process to redress the issue.

This policy interconnects with Standard 2 of the Child Safety Standards. This standard requires schools to provide a clear commitment to child safety through the documentation of how the school will meet its duty of care and responsibilities. This policy and accompanying procedures, provide for thorough and fair interactions with students, thus ensuring student safety and welfare. It is preventive in that it seeks to reduce instances of challenging behaviours through a clear process of reflection on the incident, restoration of relationships and learning ways to better manage such situations in the future. Accordingly, the policy provides for the safety and welfare of staff and students.

### Principles

- The Victorian Registration Standards (s 4.3.1(6)) (CECV Guidelines ref 4.5) require that College policies relating to the discipline of students are based on principles of procedural fairness and natural justice, and must not permit corporal punishment.

- Every student has the right to learn and feel safe and happy at school and to be treated fairly and with dignity at all times.
- This policy and accompanying procedures have been developed taking into account the College's coeducational environment.
- CBC St Kilda is committed to promoting the safety, participation and empowerment of all students, regardless of age, gender, religion, vulnerability, sexuality, ability, ethnicity, culture or language background.

### **Policy Statement**

The College is committed to ensuring that all student behaviour is in line with College expectations so that our College has and maintains a well-established inclusive and safe learning environment as we move into a coeducational context. In this way, the College ensures that all of our students feel safe and are safe. We support this policy through our procedures and actions in the day-to-day operation of the College.

Restorative Practice is the process applied to the resolution of behavioural issues at CBC St Kilda. It encourages individuals to listen to, and negotiate with, one another in order to restore relationships. It is designed to contribute to the formative intent, and pursuit of natural justice. With teacher guidance and a considered understanding of the causes and effects of the incident, students are able to clearly reflect on their roles in the incident and the impact of these actions.

Consequences attached to the incident are in line with the College Formation Behaviour Pyramid, which clearly states the consequences ascribed to certain behaviours. The impact on the victim is taken into account when deciding upon the relevant consequence.

### **Behaviour Management Procedures**

CBC St Kilda seeks to develop a culture of positive behaviour by setting clear expectations of students with respect to their behaviour. Students are expected to abide by these expectations which are communicated to students, staff, parents/guardians, and the College community:

- Via the staff policy portal
- Via the student learning system (including handbooks, etc)
- On the CBC St Kilda website
- At assemblies and year level community meetings

When managing student behaviour, the following procedure is enacted:

- Parents and guardians are communicated with regularly throughout the process. These conversations aim to form strong partnerships so they are able to help with the process of students learning and growing from the incident.
- Teachers record detailed notes on the incident on the College student management system 'SIMON', via the 'Social Behaviour' mechanism. This is written in a clear and neutral manner, focusing on the facts of the situation.
- On SIMON 'Social Behaviour' the Incident is lodged at Levels 1–4 (as per Behaviour Formation Pyramid). This governs which staff will be involved in the resolution of the incident. For example, Level 1 is with the classroom teacher;

Level 2 involves the classroom teacher and Program Leader; Level 3 is with the Program Leader and Director of Students and Level 4 is with the Deputy Principal and Principal

- A continued pattern of behaviour at a certain level of the Behaviour Formation Period will see it escalated to the next level. For example, a student who consistently is disruptive in class (a Level 2 offence) will see it moved to Level 3, and worked through with the Director of Students and relevant Program Leader
- Using the restorative practice construct, students are given the opportunity to reflect on the incident, their behaviour and the impact on others. This is undertaken in an encouraging and respectful environment where behaviour formation and individual learning and growth are the aims of the discussion. At no point are the students or teachers involved permitted to raise their voices, intimidate, demean or make others feel unsafe. Throughout, students are treated with dignity and respect.
- Consequences are decided upon, and matters escalated appropriately, as per the College Behaviour Formation Pyramid. Program Leaders arrange Reflection and Development Sessions; the Director of Students and Deputy Principal issue Behaviour Management Plans, internal and external suspensions; and the Principal (in consultation with the Deputy Principal) will place students on conditional enrolment and expel a student from the College when all other avenues have been exhausted, in accordance with the College Suspension and Expulsion Policy.
- When appropriate, as part of the behaviour management process, students are referred to the Student Counsellor. These discussions can help students identify causes of certain behaviours and strategies to make more considered decisions in similar situations.
- Where necessary, the College will work with outside agencies to help support the student to develop strategies and behaviours to better manage similar situations in the future.

### **Reflection and Development Sessions**

Reflection and development sessions are designed to replace traditional detentions as a consequence for student behaviour that breaches the College behaviour expectations. In these sessions, students are required, through a process of guided questions, to reflect on their actions, the impact they have had on others affected, how they might act to repair the damage they have caused, and what they might do differently in the future.

### **Behaviour Management Plans**

Individual behaviour management plans may be made in certain circumstances. Behaviour Management Plans will be negotiated between College staff, students and parents/guardians, and will consider the student's:

- age
- developmental needs
- behavioural context

Desired behaviour/goals of the student will be clearly described. Where applicable, the plan will outline any changes required to the learning environment to support the student to modify their behaviour.

### **Prohibition of Corporal Punishment**

It is our policy that corporal punishment is prohibited. The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

### **Procedural Fairness**

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions, and CBC St Kilda is committed to ensuring procedural fairness when enacting this policy and applying consequences. This principle consistent with the CEM Pastoral Care of Students Policy. The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students
- have decisions determined by a reasonable and unbiased person
- know the allegations that have been made, and to respond to them
- be heard before a decision is made
- to have a decision reviewed (but not so as to delay an immediate punishment).

### **Procedures for Suspension, Expulsion and Exclusion**

CBC St Kilda has developed specific procedures that must be followed when considering the suspension or expulsion of a student. Refer to our Suspension and Expulsion Policy. A decision to suspend a student may only be made by the Principal, Deputy Principal or Director of Students. A decision to expel a student may only be made by the Principal.

### **Implementation**

All staff must apply the principles of procedural fairness and natural justice in relation to student behaviour management.

This Policy is implemented through:

- staff training and professional development opportunities in behaviour formation
- communicating this policy to the College community
- monitoring the effectiveness of the policy
- reviewing and evaluating the policy

This Policy is communicated to staff, students, parents/guardians and the College community:

- Via the staff policy portal
- On the CBC St Kilda website
- At assemblies and year level community meetings

### **References**

- Alcohol (Students) Policy
- Assault (Student Against Student) Policy
- Bullying Prevention & Intervention Policy
- Cyber Safety Policy
- Drugs – Illicit (Student Use Of) Policy

- Information & Communication Technology (ICT) Policy
- Mobile Phones (Student Use Of) Policy
- Student Attendance Policy
- Student Code of Conduct
- College Handbook
- Uniform Policy
- CBC St Kilda Behaviour Formation Pyramid

**Review**

This policy will be reviewed December 2021.