



STUDENT BEHAVIOUR POLICY

Salesian College Sunbury is an inclusive Catholic Faith Community in the spirit of St John Bosco.

- We are a welcoming COMMUNITY that fosters an atmosphere of joy and optimism.
- We strive for engagement in LEARNING for which we are collectively responsible.
- We promote the pursuit of EXCELLENCE in all aspects of life.
- We are inspired by our FAITH to serve others and develop as resilient, thoughtful and caring citizens of the world.

Central to these values is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

PURPOSE

This policy sets out the requirements to support students' behavioural, educational and emotional engagement to enable flourishing learners. This Policy should be read in conjunction with all school policies and the CECV Positive Behaviour Guidelines 2018.

SCOPE

This policy applies to all students, families, and staff of Salesian College Sunbury (the **College**). Student refers to all individuals enrolled in study at the College (including international exchange students).

PRINCIPLES

Salesian College Sunbury strives to build a safe and positive school environment that is guided by Gospel values and honours the dignity of the individual, the family, and the school. We strive to provide an inclusive education which is centred around creating positive relationships, both peer relationships and teacher-student relationships, that value the dignity of each person within the community by promoting love, warmth, respect, empathy, authenticity and acceptance for each and every individual. Equity and diversity are enacted through a pedagogy of inclusion and a commitment to uphold the rights of all to be welcomed, valued, acknowledged, and actively engaged in education. Our learning community is committed to processes that support all students to make optimal progress and respect the rights of all students to learn in a positive and supportive environment. We seek to take a proactive and preventative approach to the successful participation of students using a multi-tiered system of support. This 'Preventive' approach is drawn from our Salesian charism, affirming Don Bosco's method of "reason, religion and kindness" as the foundation of our theory and practice in promoting positive relationships. It is aligned with the CECV Intervention Framework Guidelines, and looks to intervene as early as possible when students are not actively engaged in learning from a strengths-based perspective. Student behaviour is linked to the quality of the learning experiences. Purposeful, authentic, and relevant learning experiences that are of a sufficiently challenging yet achievable standard maximise positive behaviour.

As the faith community leader in the school, the principal endeavours to foster a safe and supportive environment that respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the school community to be safe. It is important that the school is made fully aware of each child's individual circumstances and the interaction with their physical, functional, emotional, or educational needs, particularly where the school is required to provide additional support to the child.

This policy is intended to guide our school's actions. It has been developed in consultation with the school community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the school community.

POLICY

The College recognises the importance of providing clear guidance and expectations which are applicable to all members of the school community. The College's expectations for its students, parents/guardians/carers, and staff can be found in the relevant Codes of Conduct.

1. Attendance expectation

The College has a legal requirement to ensure student attendance each day. This is also a shared expectation of students, parents/guardians/carers and the wider school community, focusing on positive and pro-social behaviours together with prevention and early intervention.

The College recognises the importance of providing clear guidance on regular student attendance to all members of the school community. Student engagement, regular attendance and positive behaviours will be supported through respectful relationship-based whole-school practices, as well as targeted and individualised support when required. The focus on relational and engaging learning environments fosters meaningful and personalised approaches, increasing student connection, engagement, and wellbeing. Please refer to the Attendance Policy for attendance expectations.

2. Support for serious and unacceptable student behaviour

Effective student behaviour support is enhanced through internally-based school support structures, and externally-based family, education, community and interagency partnerships. The school will apply a range of supports and measures to address serious and unacceptable student behaviour, in line with CECV Intervention Framework.

Where a student acts in breach of the behaviour standards of our school community, the school will institute a staged response, in accordance with the CECV Positive Behaviour Guidelines 2018.

Where applicable, an incident report will be completed and provided to the principal or relevant staff member, noting the templates provided in the CECV Positive Behaviour Guidelines. Appendix B sets out the school's strategies and support to reinforce accepted behaviour.

As every child's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the child, in consultation with parents/guardians/carers and the child's treating medical/allied health professionals, to assess:

- whether the additional assistance remains necessary and/or appropriate to the child's needs
- whether the additional assistance is having the anticipated positive effect on the child's ability to regulate, individual physical, functional, emotional or educational goals
- whether additional specialised assistance or further specialised advice is required
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

The College will implement positive behaviour support strategies and undertake actions to prevent the need for the use of restraint or seclusion in accord with the CECV Positive Behaviour Guidelines 2018. If a student is placed in a separate room as a means of regulation support, staff will maintain active supervision of the student.

3. Parameters around Restraint or Seclusion Use

The use of restraint or seclusion does not form part of any of the College's Behaviour Support or Student Safety Plans. However, there are limited circumstances in which restraint or seclusion may be deemed appropriate.

In deciding to implement any form of restraint or seclusion, College staff are aware that their actions may directly increase the risk of injury and trauma, both for the student and for the staff member themselves. Such decisions are usually made in times of high stress. Actions that may be considered reasonable will be made by the staff present and will depend on the individual circumstances of each case as a matter of professional judgment.

Restraint and seclusion will only be used in limited emergency situations, as outlined below:

1. The student's behaviour poses an imminent threat of physical harm or danger.
2. The action is reasonable in all the circumstances.
3. There is no less restrictive means of responding in the circumstances.

If restraint or seclusion is used, the least restrictive form of restraint/seclusion will be used for the minimum time possible. The restraint/seclusion will cease as soon as the immediate danger for the student or others is averted.

The clear priority when managing such an incident will be the safety of all concerned. College staff involved in an incident of restraint or seclusion will immediately notify the principal and provide for the immediate care and safety of those concerned. The student's parents/guardians/carers will be contacted. A post-incident evaluation and report will be completed in accord with the templates and processes outlined in the CECV Positive Behaviour Guidelines 2018.

To assist the College to discharge its safety responsibilities, an occupational health and safety program will be adhered to through which potential safety hazards are identified and analysed in terms of the likelihood of an event occurring, and the potential consequences if the event was to occur.

The use of corporal punishment is expressly prohibited at the College and under the Education and Training Reform Act 2006 (Vic).

4. Breach of Student Code of Conduct

Students whose behaviour breaches the school policies, or the Student Code of Conduct may be sanctioned by the class teacher or school principal as deemed appropriate given the nature of the breach and the age of the student.

In cases of serious and/or persistent breaches of school policy or student code of conduct, the CECV Positive Behaviour Guidelines 2018 outlines the process for managing and addressing student misbehaviour. The College's policies and procedures for the suspension, negotiated transfer of students, and expulsion of students outline the management of suspension and expulsion, and appeals processes.

A decision to suspend, transfer, or expel a student is determined only:

- on prescribed grounds
- in accordance with prescribed procedures outlined in the policy and guidelines
- if procedural fairness requirements are satisfied
- if the requirements of the school's Suspension Policy, Negotiated Transfer Policy or Expulsion Policy are met, where applicable.

In accordance with applicable legislation and the school's Child Safety and Wellbeing Policy, the Police, Families and Children's Services within the Department of Families, Fairness and Housing (DFFH), Commission for Children and Young People (CCYP), and/or other relevant bodies will be informed of any unlawful breaches.

5. Grievances

The College maintains a fair, effective, and efficient complaints-handling process so that complaints/grievances can be addressed. If a parent/guardian/carer of the student would like to make an appeal on student behaviour processes, parents/guardians/carers can raise the concerns with the Principal or relevant person either in writing or by making an appointment. Please refer to the College's Grievances Policy for further information. If the matter cannot be resolved at the school level, or if the complaint is about the Principal of the school, complainants are advised to contact the College Board Chair.

DEFINITIONS

1. Appropriate behaviour

Behaviour 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. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules, codes of conduct and behavioural expectations.

2. 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 or behaviour that significantly disrupts the educational program.

3. Behaviour

The way in which one acts or conducts oneself, especially towards others. In general terms, it can be anything we say or do.

4. Bullying

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. Please refer to College's Student Bullying and Harassment Policy for further details.

5. Challenging behaviour

Behaviour that significantly challenges the day-to-day functioning of the school. The behaviour impacts on learning and interrupts students' and staff's capacity to feel safe or function in a safe and orderly environment

6. Criminal offences

Unacceptable behaviour that may be serious enough to constitute a criminal offence. If the College 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.

7. 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.

8. Expulsion

Expulsion involves the termination of the contract entered into at the time of the enrolment by the parent/guardian/carer/relevant persons.

9. Hands-Off expectation

Refers to the expectation that unnecessary contact between students is to be avoided at all times in order to uphold the dignity, wellbeing and safety of the students and staff of Salesian College Sunbury. In the event of unnecessary contact between students, all members of the College staff have the responsibility and authority to say 'Hands Off' to the student(s) involved. At this command, the student(s) involved will cease contact IMMEDIATELY AND UNQUESTIONINGLY. No discussion or explanation is required. Those students who do not immediately obey this command must be referred to the relevant Year Level Leader.

10. Inappropriate 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 e-mail communications or through social media or technology platforms.

11. Negotiated Transfer

Negotiated transfer involves a documented and mutually agreed move of a student to another school and occurs when all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour. A negotiated transfer ends the enrolment agreement with the first school and requires an enrolment in another school.

12. Physical restraint

The use of force to prevent, restrict or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint does not include protective physical interventions, which involve physical contact to block, deflect or redirect a student's actions, or disengage from a student's grip.

13. Seclusion

The solitary confinement of a person in a room or area from which their exit is prevented by a barrier or another person. Seclusion includes situations where a person is left alone in a room or area and reasonably believes that they cannot leave that room or area even if they may physically be able to (e.g., the door is not locked). In extreme circumstances, e.g., in response to behaviours that cause harm to self or others, teachers will respond by exiting the other students from the learning space to ensure their safety. Where the student continues to display threatening and dangerous behaviour (e.g., wielding a bat), staff will seek to limit harm to others by isolating the student for the minimum amount of time required for the student to calm. Seclusion does not include the use of a safe place, time out or chill-out rooms, being conditions that are set up to support the student and often included in Behaviour Support Plans.

14. Suspension

Suspension occurs when a student's attendance at school is temporarily withdrawn on the authority of the principal or their delegate, for a set period of time.

15. Withdrawing privileges

Withdrawing student privileges can act as a consequence of breaching classroom or school behavioural standards. Specific privileges withdrawn may vary between students based on the individual student's support plan, however they may include things such as representing the school at inter-school sports or attendance at a school event. This must be time-limited and the risk to the student's engagement should be taken into account. The student must be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.

16. Withdrawal from class

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period. Schools have a duty of care to ensure that students are always supervised, including when they are removed from a class. Where appropriate, parents/guardians/carers will be informed of such withdrawals. Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

SUPPORTING DOCUMENTS

Behaviour Support Plan - Template
Student Safety Plan - Template

RELATED POLICIES & DOCUMENTS

Student Bullying & Harassment Policy/Guidelines
Student Behaviour Guidelines
Attendance Policy
Grievances Policy
Student Duty of Care Policy
Exclusion from the College Policy
Occupational Health and Safety Policy
Student Wellbeing Policy
Student Attendance Policy
Restraint of Students Policy
Student/Staff/Parent Codes of Conduct

RESOURCES

CECV Positive Behaviour Guidelines 2018.

CECV Safe and Sound Practice Guidelines

Victorian Registration and Qualifications Authority (VRQA) policy requirements

National Safe Schools Framework <http://www.education.gov.au/national-safe-schools-framework-0>

eXxcel: Wellbeing for Learning in Catholic School Communities

Health Promoting Schools Framework www.ahpsa.org.au

CECV Intervention Framework 2015 www.cecv.catholic.edu.au/publications/CECV-Intervention-Framework.pdf

LEGISLATION AND STANDARDS

Education and Training Reform Act 2006 (Vic.)

Education and Training Reform Regulations 2017 (Vic.)

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005 (Cth)

Equal Opportunity Act 2010 (Vic.)

Occupational Health and Safety Act 2004 (Vic.).

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