



Relevant legislation/guidelines	<ul style="list-style-type: none"> • Education Act 1990 (NSW) • Disability Discrimination Act 1992 (Cth) • Disability Standards for Education 2005 • Anti-Discrimination Act 1997 • Civil Liability Act 2002 • Work Health and Safety Act 2011 • Melbourne Declaration on Educational Goals for Young Australians 2008 • Australian Student Wellbeing Framework
Related documents	<ul style="list-style-type: none"> • Complaints policy and procedure • Staff Code of conduct • Records management policy and procedure • Privacy policy and procedure
Authorisation Implementation	Principal
Date of approval	11 December 2024
Review cycle	Biennial
Feedback	Feedback on this procedure can be emailed to the Principal
Accessible for	<input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Students & Parents <input checked="" type="checkbox"/> External

Introduction

Registered and Accredited Individual Non-government Schools (NSW) Manual requires that policies relating to the discipline of students are based on principles of procedural fairness and must not permit corporal punishment.

Commitment

St Peter's Anglican College (SPAC) (the College) is committed to maintaining a learning environment which promotes positive student behaviour and reduces / resolves conflict. Every student has the right to a learning environment free from bullying, intimidation, discrimination, harassment and to feel safe and secure at school. They also have the right to be treated fairly, respectfully and with dignity.

Behaviour management involves nurturing, building, encouraging and supporting as well as training, direction and correction.

Purpose

This policy reflects the values, attitudes and current recommended strategies that promote positive behaviours and interactions. The school embeds the elements of the Australian Student Wellbeing Framework through policies, education and student experiences in all aspects of school life. It is

based on the following principles:

- Each child is valued as a unique person.
- All aspects and needs of the child: emotional, cognitive, spiritual and physical are attended to in a holistic manner.
- Teachers respond to the behavioural needs of each student in a respectful and caring manner.
- Partnerships between teachers, learning support assistants, parents and students are essential.
- The school respects the importance of interactions between children, families and staff.

SPAC affirms that a culture of positive behaviour and high levels of student engagement are essential as prerequisites for student learning and wellbeing.

Scope

The application of the policy is relevant to the College's Board, Principal, employees, students, parents and carers.

The policy should be read in conjunction with other related policies used in the operation of the College such as *Rights and responsibilities charter* and the *College expectations statement*.

Rights and responsibilities

The policy is based on the philosophy of pastoral care where all members of the College community including children have the right to:

- be treated with dignity and justice;
- work in a safe and positive learning environment;
- voice concerns and be heard;
- an awareness of their rights, but also the responsibilities to themselves and others;
- an awareness of the procedures that will be put in place to manage inappropriate behaviour;
- an awareness that teachers will be fair and consistent with discipline; and
- an awareness of the consequences of their actions.

Students have a responsibility to:

- treat others with respect and dignity;
- contribute to a safe and positive learning environment;
- strive with commitment to achieve their potential;
- respectfully consider the opinions of others;
- show respect and care for the physical and cultural environment of the school;
- respect their own property and that of others; and
- honour the values of the school community, faith, courage and excellence.

Policy

St Peter's Anglican College (SPAC) (the College) is committed to providing a safe and supportive environment for all students and staff. This policy recognises, values and celebrates the differences and similarities that exist in all children. SPAC seeks to develop a positive learning culture by setting clear expectations of all students and encouraging positive behaviour (including online behaviour).

Behaviour management policy – Dec 2024 web version

As guiding documents students are expected to uphold the *College's Rights & Responsibility Charter* and abide by the *College Expectations Statement*. Personnel use appropriate strategies to guide children to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways

Should a student choose not to adhere to their responsibilities a processes of procedural fairness, restorative practice, restorative service and sanctions such as suspension and expulsion are followed.

The College recognises that maintaining an effective partnership with parents / carers, the school community and internal and external support specialists promotes positive behaviour management.

This policy expressly prohibits corporal punishment from the school's discipline program and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

SPAC will:

- clearly articulate expectations with respect to student behaviour;
- establishing specific teaching, learning and wellbeing programs that address respectful relationships;
- communicate expectations with the wider college community;
- acknowledge positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards for academics, endeavour and character; and

maintain accurate and up-to-date records with respect to student behaviour.

Behaviour Management

Student behaviour at St Peter's is guided by the students' rights and responsibilities and it is an expectation all students that they comply with the rights and responsibilities.

Breaches associated with the rights and responsibilities that students can expect at St Peter's will result in appropriate and consistent consequences. For students whose behaviour requires ongoing monitoring and support, a behaviour management plan may be implemented in consultation with parents/carers.

Specific behaviour and consequences in regard to poor and unacceptable behaviour and continuous reportable or serious behaviour and consequences are outlined in this policy and in the Student Anti-Bullying Policy.

Breaches of student rights and responsibilities / code of conduct

Breaches of the rights and responsibilities / code of conduct will be dealt with by relevant personnel using strategies appropriate to the individual circumstances and nature of the breach.

College discipline practices will reflect:

- Understanding of the individual's situation;
- Consistency and fairness;
- Importance of family contact;
- Clear, reasonable and relevant consequences;
- Aspects, where relevant, of restorative justice practices and mediation; and
- Timely response.

Responses to breaches may include (but are not limited to):

- Community service
- Detention
- Written or verbal apology
- Replacement of damaged property
- Reinforcement of expected standards of behaviour
- Ongoing monitoring of behaviour
- Time out
- Counselling
- Suspension
- Exclusion

Suspension

Suspensions for students are issued by the Principal, Deputy Principal, Head of Senior School or Head of Junior School if a student willfully breaches College policy. Examples of activities warranting suspension include, but are not limited to, the following:

- possession or use of tobacco or vaping;
- disrespect or defiance towards a staff member;
- possession of offensive literature;
- persistent failure to behave in class or cooperate with teachers;
- repeated truancy;
- physical or verbal harassment;
- threatening and intimidating behaviour towards staff and/or students;
- vandalism;
- stealing or interfering with others' property;
- possession or use of alcohol or illicit drugs; or
- misuse of IT and mobile devices.

The length of suspension will be at the discretion of the College and depends on the severity of the incident. Suspension will generally be one or two days in the first instance and will not exceed one week. Suspension may occur on campus (in school suspension), generally, suspension is served off campus.

On return to school, the student and parents must have an interview with a member of the College Executive, resulting in continued enrolment with appropriate conditions. Planning for the student's return and consultation with the parents will occur during the time the student is suspended and be completed before the student returns.

Suspension from school includes suspension from all school sanctioned activities or school representation unless otherwise determined by the Principal or Deputy Principal.

The Principal will be informed and have the final say on all internal and external suspensions. Conditions that are attached for a period of suspension may specify:

Any permission granted for the student to attend school during their period of suspension;

- the College response to a student entering College property without specific permission being given by the Principal or delegate;
- that the parent is responsible for the student during the period of suspension from school (unless otherwise indicated); and

- any other specific conditions considered to be necessary by the Principal.

Exclusion

The Principal can recommend that exclusion be made as a consequence of student behaviour that breaches student rights and responsibilities when the student's behaviour:

- has threatened the safety of any person on the College premises or those participating in an educational program of the school
- possession or use of alcohol, tobacco or illicit drugs at school, (including to and from school) and during school sanctioned events
- is likely to cause or result in damage to College or personal property or the safety of others
- has significantly disrupted the education instruction of other students
- or any other serious breach of the rights and responsibilities as deemed by the Principal

Termination of enrolment can only be initiated by the Principal. Immediate termination can be made at the discretion of the Principal for serious breaches of the College's behavioural policies.

Role and responsibilities

The Chair of the Board is responsible for:

1. reviewing information with the Principal on the expulsion of students

The Principal is responsible for:

1. active promotion of positive behaviour management;
2. monitoring the work environment to ensure that acceptable behaviour management standards are maintained;
3. taking immediate action to resolve non-compliance within the Behaviour management program;
4. maintaining accurate records as incidents using ISOPro for Levels 5 and 6 which detail investigations and the course of action taken; and
5. ensure notifications are made to the police or other relevant authority if behaviours involve violence, physical assault or the threat of physical assault.

Line managers / Heads of School are responsible for:

1. actively promotion of positive behaviour management ensuring new workers are appropriately inducted;
2. monitoring the work environment to ensure that acceptable behaviour management processes and standards are maintained;
3. taking immediate action to resolve non-compliance within the Behaviour management program at their level forwarding comprehensive information for assessment to higher level managers in a timely manner;
4. maintaining accurate records against the student's profile, lodging information using the incident form in accordance with the Continuous improvement procedure – Incidents, hazards and feedback, as required;
5. identify and manage any issues with staff that require additional training and support;
6. taking immediate action to investigate and resolve the matters while managing risks;
7. investigate and maintain accurate records as events require detailing the course of action taken;

8. offer appropriate support to staff and student/s involved; and
9. where possible, engage parents and carers, articulating rights, responsibilities and expectations.

Personnel are responsible for:

1. their own health and safety;
2. complying with this policy;
3. actively managing behaviours in a positive way in all interactions with students as per the program;
4. following classroom management processes and practices (where applicable) as outlined by the program;
5. building positive relationships with students, offering support and letting them know where they can get help and advice; and
6. maintaining privacy / confidentiality using appropriate discretion when gathering, recording and communicating information.

Students are responsible for:

1. their own health and safety;
2. complying with this policy;
3. actively managing their own behaviours in a positive way and encouraging others to do the same;
4. following staff direction;
5. to the best of their ability, understanding and abiding by the *Rights and responsibilities charter* and *College expectations statement*;
6. building positive relationships with their fellow students, offering support and letting them know where they can get help and advice.

Parents/Carers are responsible for:

1. complying with this policy;
2. actively managing their child's behaviours and encouraging other Parents/Carers to do the same;
3. following staff direction and support actions conducted within the scope of this policy;
4. to the best of their ability, understanding, abiding by and reinforcing to their child the *Rights and responsibilities*; and
5. building positive relationships with staff and other students, offering support and letting them know where they can get help and advice.

Compliance

Noncompliance with this policy may result in disciplinary action up to and including dismissal.