

## Student Behaviour Management Policy

This Student Behaviour Management Policy provides students, staff, and parents with the principles and framework governing Bayside Christian College's (College) approach to managing inappropriate student behaviour and developing positive student behaviour and engagement.

It includes clarity as to the behaviour expected of students and the consequences when those expectations are breached.

The long-term goal of this policy is that students will learn to engage in right actions, stemming from self-discipline motivated by a love for God and a desire to care for others, their surroundings, and themselves.

### 1. Policy Statement

All students and staff have the right to a safe learning environment, characterised by positive relationships, and based on respect. All students and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, discrimination, bullying or continued disruption.

Effective discipline is critical to promoting students' successful learning and wellbeing. Addressing the causes of misbehaviour of all our students ensures the safety and dignity of all our students and staff and fosters progress towards improved learning and behaviour goals with the aim to:

- reflect a genuinely caring College environment where the value of community is celebrated and acknowledged as much as, and together with, the individuality of each person.
- nurture Christian character, where students are equipped to be responsive disciples of Christ and apply the Gospel in an ever-changing world.
- nurture students' awareness of and care for themselves, others, property, and the environment.
- inspire a love of learning and a desire for excellence.
- recognise that a culture of positive behaviour and high levels of student engagement are essential prerequisites for student learning

### 2. Application

This policy applies to all College staff, students and parents/carers.

### 3. Philosophy

The foundation of this policy is that self-discipline rests upon the recognition that all people are children of God and worthy of respect and care. Self-discipline is developed by learning to exhibit the values articulated by the Bayside Way rather than seeking blind obedience to rules.

The Bible is clear that not only do people have deep longings that they thirst after, but also, because of their stubborn independence/rebellion, they resort to wrong behaviour. It is only by practising making right choices, in a context where they are free to make poor choices, that they learn to make good decisions.

*It is clear that God has called you to a free life. Just make sure that you don't use this freedom as an excuse to do whatever you want to do and destroy your freedom. Rather, use your freedom to serve one another in love; that's how freedom grows (Gal 5:13,14).*

To have learned means that the concepts, abilities and understandings gained through the learning process become readily available to us in new situations. Because learning changes the way we see and

process the world around us, we have, in truth, been transformed by our learning. Thus, the foundational and inalterable truth is that schooling is fundamentally about transformation (Gerber, CTJ, 2019).

The following assumptions underpin the goal of learning:

- That students are intelligent and capable individuals who, in the main, know what the right thing to do is but might not have the self-discipline or desire to enact it.
- People all have deep longings that they thirst after. In pursuing these things, they sometimes make poor decisions and resort to unacceptable behaviour.
- That people can learn to make right choices and exhibit appropriate behaviours by practising in a context where they can make poor choices and are held accountable for them.
- Students will be explicitly taught appropriate behaviour rather than assuming everyone knows how to behave in particular contexts.
- All actions, whether pre-emptively or reactively, will be taken to further students' growth while caring for both individual students and the wider community.

#### **4. Promoting Positive Behaviour**

The College maintains a positive culture by setting and communicating clear expectations of students and encouraging positive behaviour.

It is important to have high expectations for students while recognising some students have additional needs.

Expectations of students include behaviour during both the school day and outside school hours, and where students are representing the College offsite. This can include, but is not limited to, completing College related tasks or engaging with other College community members, travelling to or from the College, and/or when wearing their College uniform.

Expectations are based on the following attributes of The Bayside Way:

- Be Respectful (Show respect and compassion)
- Be Responsible (Take care of yourself and other)
- Maximise Learning (School is your job)
- Be Kind (Show compassion and care towards other)

These attributes can be exhibited in many ways including:

- Showing consideration of others regardless of differences,
- Behaving in a safe and settled way around the College (movement, language, tone and volume of speech),
- Working hard, following instructions,
- Caring for and respecting personal, others', and the College's property.

College expectations are reinforced through assemblies, classroom instruction, and individual interactions with students. It is both all staff and all students' responsibility to challenge examples where College expectations are not met and equally, to acknowledge positively when they are.

Students' positive behaviour should be acknowledged through:

- Verbal or written commendation directly to the student(s),
- Communication with parents/carers,
- Teacher's Award,
- Recognition at College assemblies or in College publications.

#### **5. Rules and Expected Standard of Behaviour**

Students are expected to abide by the rules of the College, and the directions of staff. These rules are in place to maintain the positive values and culture of the College and provide safe and productive learning environments for students and staff.

## 6. Response to Behaviour Incidents

The College's response to incidents, when student behaviour falls short of College expectations, seeks to balance accountability with an understanding of the roots of student behaviour. Responses are to incorporate the features of procedural fairness and restorative practices.

All teaching staff are expected to support and promote positive student behaviour and appropriately address incidents where student behaviour does not meet College expectations.

While teachers are foundational to promoting and maintaining positive student behaviour, the response to more serious or persistent incidents can require referral to and involvement (as per College procedures) by:

- Leadership staff.
- Learning support staff.
- Student wellbeing staff.
- College Deputy and/or Principal.

There are a range of consequences that students may face if their behaviour falls short of College expectations which are outlined, but not limited to, those provided in the Bayside Engagement Concept Map.

As all incidents vary in context, it is important to note that consequences could compound as the severity of the level increases. For example, a Major breach could include consequences identified at the Pastoral, Minor and Significant levels.

## 7. Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. This includes disciplinary decisions.

The College aspires to promote the concept of procedural fairness, particularly when investigating matters with potentially serious consequences. The requirements for giving procedural fairness or natural justice are not fixed and can vary depending on the circumstances.

Principles that promote procedural fairness include:

- Being informed of the College's rules, and what behaviour is expected of students;
- Having decisions determined by a reasonable and unbiased person (and in the absence of bias by a decision-maker);
- Being informed of the process by which the matter will be considered;
- Being informed of the allegations that have been made, and to respond to them;
- Being heard before a decision is made; and
- Being informed of the process and be able to seek to have a decision reviewed (but not so as to delay a timely resolution/consequence).

In matters where significant consequences are contemplated, the College will give particular emphasis to procedural fairness to acknowledge the gravity of the circumstances. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should be recorded in writing.

## 8. Restorative Practices

Restorative practice (justice) is a teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

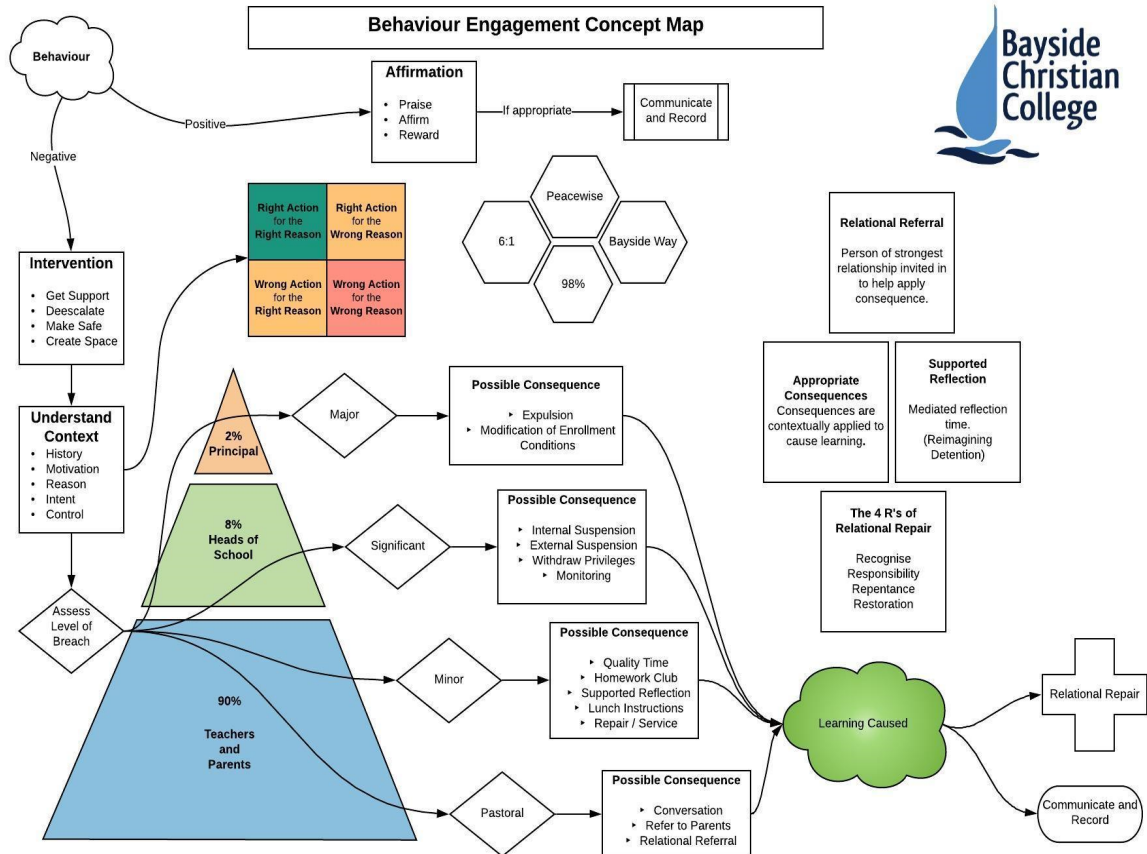
A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

## 9. Behaviour Engagement Concept Map

The Behaviour Engagement Concept Map outlines the process framework that underpins the Student Behaviour Management Policy and illustrates the journey for:

- Positive behaviour – affirmation / communication
- Negative behaviour – intervention / investigation / consequence / further action (if required).

As it is a framework, many varieties or a combination of steps can be undertaken to address an incident.



## 10. Related Documents

- Student Behaviour Management Procedure
- Student Code of Conduct
- Complaints and Grievance Policy
- Child Safety and Wellbeing Policy
- Mandatory Reporting Policy
- Responding to Suspected and Reported Child Abuse Procedure
- Enrolment Policy
- Terms of Enrolment
- Suspensions and Expulsion Policy
- Privacy Policy

**Approver** Staff Leadership

**Authoriser** Staff Executive