

Behaviour Management Policy

RATIONALE

The College aims to provide a safe and supportive learning environment that promotes respectful relationships and positive behaviours consistent with the Catholic values and traditions. A restorative approach will be practiced when dealing with student behavioural issues. This approach sees conflict or wrong-doing as an opportunity for students to learn about the consequences of their actions and to reconcile and resolve any damage caused with the support of others.

SCOPE

This policy relates to students, staff, and parents/guardians in regards to student behaviour.

DEFINITIONS

Behaviour management: the process for fostering the following attributes in students:

- Resilience, self-discipline, and control
- Ability to be on task with their learning
- Accountability for behaviour
- Recognition and respect of the rights of others
- Cooperation as well as responsible independence in learning
- Honesty, fairness, and respect
- Rational conflict resolution

Restorative practices: a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in school communities. It is focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of restorative practices is the focus on restoring relationships after harm has been done.

POLICY STATEMENT

Emmanuel College acknowledges its responsibility as a registered school under the [Education and Training Reform Act 2006](#) to provide clear expectations, consequences, and implement processes relating to inappropriate and disrespectful behaviour by students. This policy and related guidelines are based on the principles of procedural fairness and under no circumstances will corporal punishment be used to discipline students.

GUIDING PRINCIPLES

1. Catholic schools support and give expression to the belief that each individual is at the heart of Christ's teaching through fostering wellbeing and pastoral care.
2. Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective student behaviour management, as an element of pastoral care, is therefore recognised as promoting the achievement of learning outcomes and contributing positively to school improvement.
3. The College provides a whole school approach to behaviour management that is based on developing student knowledge, skills, and capabilities in understanding and demonstrating positive behaviours and a growth mindset.
4. Pastoral and restorative practices will guide the College in promoting positive relationships and responding to challenging student behaviours.

5. Student engagement and regular attendance assists in developing appropriate behaviours through the implementation of whole school strategies supported by targeted and individualised support when required.
6. Every member of the College community has a right to fully participate in an educational environment that is safe, supportive, and inclusive. The safety and wellbeing of others will be an important consideration in determining the actions and consequences to inappropriate behaviour.
7. Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. Actions and consequences have an educational role and aim to foster positive relationships and retain the dignity of students.
8. Data on student wellbeing and behaviour will be monitored through behavioural tracking of incidents, surveys, and attendance.
9. The College respects privacy and data protection legislation and will not divulge outcomes of actions or consequences other than to the individual student's parents/guardians.
10. In serious student behaviour incidents, the College has the right to exclude students from classes through in-school or out-of-school suspensions or expulsion.
11. The College has a zero tolerance to child abuse and commitment to the [Child Safe Standards](#) as set out in [Ministerial Order No 1359](#).
12. Any behaviour of a criminal nature must involve the Police without exception.

IMPLEMENTATION GUIDELINES

Student behaviour expectations include:

- attending school regularly within the required hours
- wearing the correct school uniform at all times
- being punctual and bringing the correct requirements for each class
- behaving in a socially acceptable manner in the classroom and school setting
- demonstrating respect, courtesy, and concern for others
- moving around the school in an orderly manner
- showing respect for school and student property
- accepting responsibility for the care of the physical environment
- abstaining from smoking, vaping, alcohol and using illegal substances in the school precincts and on school activities
- abiding by the Mobile Phone Policy
- being aware of the natural and logical consequences of inappropriate behaviour

The College's Student Behavioural Guidelines (Appendix 1) and Student Behaviour Support Intervention steps outline the process for breaches of student behaviour expectations.

When responding to problem behaviours, staff must ensure that students understand the relationship between the behaviour and the consequence, and what expected behaviour is. Strategies to do this could include having the student:

- articulate the relevant expected behaviour
- explain how their behaviour differs from the expected behaviour
- describe the likely consequences if the problem behaviour continues
- identify what they need to do to change their behaviour
- participate in restorative practices if another student has been affected by their behaviour

The College may require the parents/guardians of a student to also seek other professional advice for the school to better understand and implement a Student Behaviour Support Plan and any relevant strategies for learning and teaching that would assist the student. It is expected that parents/guardians would cooperate with this request.

Student Behaviour Support Plans

A Student Behaviour Support Plan is a document that addresses inappropriate behaviour of a student, and outlines strategies to improve behaviour in order to maximise the student's engagement and learning outcomes.

Student Behaviour Support Plans should be developed through a collaborative problem-solving process involving a support team of significant people in the student's life, such as parents/guardians, Homeroom/Mentor Teacher, Year Level Coordinator/Head of House, Director of School, Assistant Principal, Deputy Principal, Wellbeing, Teaching and Learning, Learning Support Coordinator, and Career Development staff.

Timeout

The [Timeout Process](#) is used to support students who require a break from a stressful or demanding situation, often when their behaviour is escalating.

Restraint and seclusion

There are limited circumstances in which restraint or seclusion may be appropriate and should only be used when there is no other option for protecting the safety of others.

The use of restraint and seclusion should not form any part of a Student Behaviour Support Plan and should not be identified as an appropriate intervention, as outlined in the CECV Positive Behaviour Guidelines.

Suspension, negotiated transfer, and expulsion

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response or where there is an immediate threat to another person and immediate action is required.

The grounds for suspension are outlined in the Student Behaviour Guidelines and expulsion is only considered as a last resort and requires the approval of Mercy Education. In these instances, the Principal will refer to the [DOBCEL Student Suspension, Negotiated Transfer and Expulsion Procedures](#) as a guiding resource, and must consider any special provisions that may apply where vulnerable students and families are concerned.

All records relating to any incident involving a suspension, negotiated transfer, or expulsion are registered in SIMON under Student Notes and the Social Behaviour platform, along with associated documentation, including suspension letter, provisional enrolment contract, and Student Behaviour Support Plan.

Prohibition of corporal punishment

Corporal punishment is strictly prohibited at the College, and any staff member found to breach this rule will be subject to disciplinary proceedings which may include dismissal.

Professional learning

The Assistant Principal - Students will coordinate professional learning, such as restorative justice, positive behaviours, social and emotional learning, dealing with specific behavioural issues, identifying and responding to suspected abuse, and learning and teaching within an inclusive classroom.

Professional learning will include understanding needs (skill development) and assisting families and students from different backgrounds in implementing behaviour management strategies. Professional learning will be provided through staff and team meetings and targeted learning through external providers, and new staff and casual teachers will be inducted on the policy and approach.

Communication

Parents/guardians are expected to communicate any issues or concerns regarding their child that may have an impact on their behaviour, including providing any specialised reports from outside agencies.

Effective communications between students, staff and parent/guardians will assist with identifying issues and concerns. Intervention can help with preventing incidents of a more serious nature to develop. All concerns must be taken seriously and responded to accordingly.

The College will communicate and collaborate with external agencies, such as DOBCEL, Mercy Education, for additional assistance or expertise in dealing with specific behaviour management issues.

Strong links will be established with an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of staff to respond to the needs of students.

Homeroom/Mentor Teachers will induct students at the beginning of each year regarding expectations and specific school rules, including the use of digital technology, and processes for reporting incidents or if they are feeling unsafe at school. This will be revisited throughout the year.

Students will receive key messages on positive behaviour through teacher feedback and acknowledgment, and through the College Merit system.

Curriculum

The school curriculum will include positive social skills and behaviours that are consistent with the core values of Emmanuel College and Fit4Life framework to enable students to value diversity and build a culture of learning, engagement, community, and respect.

POLICY REVIEW

This policy will be reviewed every two years or as needed and will be communicated to the school community via SIMON, the Parent Access Module (PAM), Student Diary, and College website.

RELATED DOCUMENTS/LINKS

Appendix 1 – Student Behaviour Guidelines

Student Behaviour Support Plan

Student Behaviour Support Intervention

[Timeout process](#)

CECV Positive Behaviour Guidelines

[DOBCEL Suspension, Negotiated Transfer and Expulsion Procedures](#)

Against Bullying & Harassment Policy

Complaints & Grievances Policy

Privacy Policy

Vision, Values, and Guiding Principles

[Child Safe Standards](#) and [Ministerial Order No 1359](#)

REVIEW HISTORY

Version	Date released	Next review	Author	Approved
1.0	May 2020	May 2022	Principal's Assistant	College Leadership Team
2.0	March 2023	March 2025	Principal's Assistant	College Leadership Team
3.0	May 2024	March 2025	Principal's Assistant	College Leadership Team



STUDENT BEHAVIOURAL GUIDELINES

LEVEL ONE INCIDENT

- Incorrect uniform - no permission
- Late to homeroom or class
- Mobile phone breach
- ICT breach, eg laptop misuse
- Low level disruption
- Lack of preparation for class, eg equipment
- Non-compliance
- Chewing gum

Note: Each incident type is to be seen as separate, however frequent level one occurrences that may be unrelated should be handled with the discretion of the YLC/HOH

- Behavioral track incident (Level One)
- Restorative conversation with teacher who records tracking and the student regarding expectations

LEVEL TWO INCIDENT

- Consistent disruption
- Disrespect towards a student
- Disrespect towards a teacher (including emails/social media)
- Harassment or non-inclusive behavior
- Swearing/inappropriate language
- Graffiti (cleanable)
- Physical altercation (breach of hands off)
- Multiple students in a toilet cubicle
- Associated with vaping activity

Note: Time out Process to be used if class disrupted

- Behavioural track incident
- If second offence of a repeated incident a restorative behaviour reflection at recess or lunchtime and communicate to parents the incident and the need for modification
- Note the communication on Student Notes on profile

- Behavioural track incident
- Speak to YLC/HOH to arrange an lunchtime/after school behaviour reflection/internal behaviour reflection
- Behavioral booklet and or Behaviour Support Plan may be implemented here (for repeated trackings)
- YLC/HOH to record reflection on SIMON behavioral tracking

LEVEL THREE INCIDENT

- Bullying (note pattern must be established)
- Defiance
- Serious physical altercation (fighting)
- Alcohol/smoking/vaping incidents
- Left school grounds without permission
- Missed class without permission
- Property damage/vandalism
- Security breach of ICT and misuse of College data
- Verbal abuse
- Serious breach of mobile phone policy

- Behavioural track incident
- Speak to YLC/HOH for after school behaviour reflection/internal behaviour reflection suspension arranged by YLC/DOS
- YLC/HOH to record suspension on SIMON behavioral tracking

- External suspension
- Behavioral Support Plan (BSP) drawn up by YLC and DOS and signed by parents and student, document stored on student profile in SIMON
- Re-entry interview with Assistant Principal, DOS and YLC (BSP to be reviewed)

LEVEL FOUR INCIDENT

- Drugs
- Theft
- Assault (sexual or physical)
- Harassment

Note: Police to be notified

- Behavioral track incident
- External suspension - record on behavioral tracking
- Principal discretion for re-entry

- Negotiated transfer or enrolment cancelled