



**WILLIAM CAREY
CHRISTIAN SCHOOL**

Student Behaviour Policy

Version 1.0

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Preamble

This Student Behaviour Policy sets the framework through which William Carey Christian School engages with student behaviour.

The Bible (inc. Hebrews 12:4-11) describes discipline in terms of:

- Deterring individuals from harm (v. 4)
- Involving words and actions (v. 5)
- Expressing love and care (vv. 6-9)
- Training for long term benefits (vv. 10-11)

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.

Engaging with student behaviour positively is based on students knowing that staff care about them as a person and care about what they are doing. Strong relationships between staff and students are vital.

Staff must be fair and consistent with students (taking individual needs into account) and students need to understand that the staff member is the authority in the room and is in control, enabling pupils to feel safe.

Equally, staff must be approachable and there to help (not only there to discipline) and students must understand this. If a member of staff is having difficulties with an individual or group of students, they are expected to seek support in order to make a positive change.

This policy is developed to support staff to maintain high expectations of student behaviour in the School. This policy and the procedures in this document provide a consistent approach across the School and enable students, parents and staff to understand approaches to the management of behaviour in the School.

It is also recognised that for some pupils, variance on these procedures may be made in order to meet specific social, emotional, learning or other needs which require a personalised approach; guidance for this is included in the appendices.

The NSW Registration Manual (3.6.2, 3.7.1 and 3.7.2) requires the School to have policies relating to the discipline of students attending the School based on principles of procedural fairness and that do not permit corporal punishment of students.

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.

Promoting Positive Behaviour

The School 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 School offsite. This can include, but is not limited to, completing School related tasks or engaging with other School community members, travelling to or from the School, and/or when wearing their School uniform.

Expectations are based on the Carey Community Attributes (refer to *Wellbeing Policy*):

- **Be a learner** (Build understand and think creatively)
- **Be a team member** (Collaborate and communicate)
- **Be respectful** (Show respect and compassion)
- **Be a leader and a helper** (Serve and lead for the benefit of others)
- **Be wise and brave** (Make wise and brave choices)

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 School (movement, language, tone and volume of speech),
- Caring for and respecting personal, others', and the School's property,
- Working hard, following instructions.

Staff should ensure good routines for students in their classroom, transition times between activities and around the School. These are to include reasonable steps to reduce the risk of foreseeable harm to others.

School 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 School 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 (leading to Bronze, Silver and Gold School awards),
- Recognition at School assemblies or in School publications.

Rules and Expected Standard of Behaviour

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

Examples of rules that students are expected to follow are dealt within (but not limited to):

- WCCS Student Code of Conduct
- Alcohol, Drug and Substance Use Policy
- Anti-bullying Policy
- Information and Communication Technologies (ICT) Code of Use
- Knives at School Policy
- Student Planner
- Uniform Policy

Response to Behaviour Incidents

The School's response to incidents, when student behaviour falls short of School 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 school expectations.

While classroom 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 School procedures) by:

- Executive staff (Deans, ADPs, Stage/Faculty leaders).
- Learning support staff.
- School counselling staff.
- School Deputies and/or Principal.

Thus, responses can include:

- Student interview process (SIP),
- Engaging with Carey Community Attributes and/or Student Code of Conduct,
- Natural consequences (where appropriate),
- Communication to engage with parents/carers,
- Identifying pathways to restoration to build more positive relationships with staff and students (including the use of an individual behaviour management plan),
- Utilising key staff to support students to develop patterns of positive behaviour,
- Tracking behaviour incidents using Edumate and other School records.

There are a range of consequences that students may face if their behaviour falls short of School expectations. These include:

- Reminders, warnings or reprimand (verbal or written – Planner Notification);
- Direction to move to a new position in the classroom;
- Referral to safe spaces and teaching staff responsible for student wellbeing and behaviour;
- Detention: lunch or after school;
- Withdrawal from school activities (e.g. graduated attendance plan);
- Suspension; and
- Expulsion.

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.

William Carey Christian School 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 School'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 School 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.

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.

For further information, refer to Appendix 12: *Restorative Practices at WCCS*.

Individual Behaviour Support Plan

Where the level of misbehaviour is in breach of the Student Code of Conduct, individual behaviour support plans may be made.

Plans will be negotiated between school staff, students and parents/carers, and will consider the student's:

- age;
- developmental needs and /or known disability; and
- context of actions, responses and experiences.

Expectations for student responses will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour. The School may refer the student to other support available and review, assess, change, and modify the plan as needed.

Suspension and Expulsion

(as per *Conditions of Enrolment: 12. Suspension and Termination of Enrolment*)

Suspension is a temporary removal of a student from all the classes and activities that they would normally attend at the School for a set period.

A student may be suspended by a member of the School's Senior Executive. Parents/Carers will receive communication in writing, outlining the details of the suspension.

The purpose of suspension is to enable sufficient time to allow for a restorative justice process to successfully occur. The School's goal is to achieve full restoration for involved parties. However, this is not always possible.

Suspension may be completed as at-home or in-school. This will be determined by the member of Senior Executive on a case-by-case basis.

The number of days of the suspension is not directly related to the nature or severity of behaviour that has been identified. The length of suspension is more reflective of the perceived time that is required to effectively engage in a restorative process and/or any time required to complete a procedurally fair investigation. Restorative justice recognises that significantly inappropriate or hurtful behaviours can harm victims, offenders, and the community.

A 'return from suspension meeting' will provide the opportunity to resolve the matter. Relevant expectations may be put in place to sustain the ongoing enrolment of the student.

Expulsion is the permanent removal of a student from William Carey Christian School.

Where a disciplinary issue arises that may result in expulsion the school will undertake a procedurally fair investigation into the circumstances surrounding the issue.

On the basis of this investigation, expulsion may be recommended by a member of the Senior Executive with the approval of the Principal.

The school has developed procedures to be followed when considering the suspension or expulsion of a student. Refer to Appendix 13: *Suspension and Expulsion Procedures*.

Prohibition of Corporal Punishment

It is the School's policy that:

- Corporal punishment of students is expressly prohibited.
- The School staff will not explicitly or implicitly sanction the administering corporal punishment by non-school persons, including parents/carers, to enforce discipline at the School.

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.

Record Keeping

Executive Staff are required to take detailed notes of any concerns or investigations. This is to be stored in a digital form on the School network. When handling and sharing these notes, privacy concerns need to be addressed; for example, thinking about who should have access to the sensitive details.

Implementation

This policy is implemented by:

- Communicating this policy to the School community, including making it available on the School's publicly accessible website;
- Training students in School expectations and positive behaviours;
- Staff professional learning opportunities focusing on student behaviour and establishing and maintaining safe and engaged learning environments;
- Monitoring the effectiveness of the policy and associated procedures; and
- Reviewing and evaluating the policy annually.