

Student Behaviour Policy

1. Purpose and Objectives

Canterbury College’s Student Behaviour Policy is designed to facilitate high standards of behaviour so that each student can participate positively in a safe, respectful and disciplined learning environment, engage in quality learning experiences and access opportunities to acquire values supportive of their lifelong learning and wellbeing.

Fundamental Beliefs

Canterbury College believes:

- Both students and teachers have the right to work to their potential in a positive and inclusive school environment.
- A positive relationship between teachers and students is essential for effective teaching and learning.
- This positive classroom environment must be a focus of teachers and students.
- Students must be fully aware of the standards of behaviour expected and the consequence of not adhering to expectations.
- Consistent reinforcement of expectations and consequences are required.
- Individuals must accept responsibility for their behaviour and for correcting their misbehaviour.

Objective

The objective of the Canterbury College Student Behaviour Policy is to establish a positive learning community that increases student responsibility and student learning by:

- Developing a positive learning experience and maintaining success for all students.
- Developing students who have understood their social responsibilities and implemented consistent practices to support the rights of all members of the College community.
- Developing partnerships to manage student behaviour.
- Improving student learning.
- Teaching students to take responsibility for their behaviour.
- Building relationships at the College that are based on mutual respect.
- Supporting the rights of all members of the College community.
- The College community recognising and acknowledging appropriate behaviour.
- Providing appropriate support and services for students experiencing difficulties.
- Managing student development plans in partnership between the College, students, families, services and agencies.

2. Definitions, Terms, Acronyms

Canterbury College	Canterbury College Ltd or any controlled entities of Canterbury College Ltd.
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3. Policy Scope/Coverage

This policy covers all Canterbury students in relation to their behaviour towards students, staff and visitors. This policy is to be read in conjunction with other College policies and our Canterbury Values regarding the wellbeing of students and staff.

4. Policy Statement

4.1 Whole College Expectation

All members of the Canterbury College community are expected to conduct themselves in the spirit of grace and forgiveness, readily acknowledge our mistakes, learn from them and allow others to do the same. As a whole College community, students are encouraged to engage in positive behaviour and to support the Charter of Values and Code of Conduct. Our determination to be true to these ideals requires self-discipline and moral courage.

4.2 Canterbury College Student Behaviour Statement

Canterbury College will focus on providing opportunities and support for students to experience success. To ensure student success:

- 4.2.1 Canterbury College will implement behaviour management strategies to ensure positive learning opportunities for all students.
- 4.2.2 Responses to unacceptable student behaviour will involve staff, students and families in a partnership which focuses on student success and support for students in crisis, while reinforcing the rights of other students to learn and teachers to teach in safety and without disruption.
- 4.2.3 Staff, students, families and caregivers will work in partnership to acknowledge student behaviour, which meets the expectations of the Canterbury College community.

4.3 Canterbury College will develop in students an acceptance of responsibility for their behaviour.

To develop this responsibility:

- 4.3.1 Students need to understand that behaviour is a choice made by an individual within a social context.
- 4.3.2 Canterbury College will place appropriate limits on students' behaviour choices.
- 4.3.3 Students will be taught the skills to enable them to be involved in developing, implementing and reviewing Canterbury College's Behaviour Codes, and will have access to decision making processes within the school, but schools cannot be expected to teach every socially appropriate behaviour.
- 4.3.4 Students' responsibility for their behaviour will be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.
- 4.3.5 Canterbury College will model and teach the core values of respect, integrity, compassion, scholarship, community and social responsibility.
- 4.3.6 Staff, parents or caregivers and students are expected to work in partnership to create safe, caring, orderly and productive learning communities. This supports the rights of all students to learn and all teachers to teach and protects the rights of all members of the Canterbury College community.
- 4.3.7 Canterbury College will have clear consequences for inappropriate student behaviours and will consistently apply these consequences.
- 4.3.8 System-level procedures such as detention, suspension and exclusion will be used to support a change in the behaviour of students who do not respond to school level consequences of unacceptable behaviour.
- 4.3.9 Rights, responsibilities and consequences will be established through negotiation between Canterbury College staff, students and their families.

5. Guidelines/Procedure/Process

5.1 Staff

College Staff will:

- 5.1.1 Develop and foster positive relationships with students and families.
- 5.1.2 Communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues faced by the learning community.
- 5.1.3 Participate in developing, implementing and reviewing the College's procedures for managing student behaviour.
- 5.1.4 Critically reflect on practices and develop the knowledge and skills needed to manage behaviour change successfully.
- 5.1.5 Establish, maintain and make clear the College's expectations relating to student behaviour.
- 5.1.6 Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and a safe school environment.
- 5.1.7 Liaise with the QPS if required in serious matters involving Canterbury students.

5.2 Individual Teacher

In particular, teachers will:

- 5.2.1 Structure their pedagogy to facilitate learning and encourage students to achieve their personal best and to take into account the needs of individual students.
- 5.2.2 Provide formal and informal feedback on student behaviour to students and parents or caregivers.
- 5.2.3 Develop classroom management strategies which:
 - 5.2.3.1 Value the differences in gender and the cultural and linguistic backgrounds of students.
 - 5.2.3.2 Deal effectively with sexual harassment, racism and bullying.
 - 5.2.3.3 Establish and maintain safe and supportive learning environments.

5.3 Responding to Unacceptable Behaviour

5.3.1 Redirecting Low Level and Infrequent Problem Behaviour

When a student exhibits low level and infrequent problem behaviour, the first response of a College Academic Staff member is to remind the student verbally of the expected behaviour, then ask them to change their behaviour so that it aligns with these expectations. (e.g., "What should you be doing now?")

The preferred way of redirecting low level problem behaviour is to ask the students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their behaviour, evaluate it against expected College behaviour and plan how their behaviour could be modified to align with the expectations of our College community.

5.3.2 Targeted Behaviour Support - Behaviour Support Monitoring

Some students are identified as requiring targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded

as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed promptly.

Students placed on Behaviour Monitoring have increased daily opportunities to receive positive contact with Academic Staff, additional support from the Academic Care Coordinator, Head of House or the Director of Student Wellbeing or Assistant Head of Junior School (Wellbeing) and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the monitoring process through academic support, mentoring or social skills training.

Behaviour Monitoring is coordinated by the Head of House in conjunction with the Coordinator of Academic Care and Assistant Head of Junior School (Wellbeing) or the Director of Student Wellbeing. Active support is expected from all teachers and the student's parents/carers. All College staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process along with the reporting responsibilities of staff and the students being supported.

After contact has been made with the College staff and the student's parents/carers, other stakeholders will be advised and where necessary asked to contribute to the process. This includes, but not limited to:

1. Principal
2. Deputy Principal
3. Head of Junior School or Head of Secondary School
4. Director of Student Wellbeing or the Assistant Head of Junior School (Wellbeing)
5. Heads of House/Academic Care Coordinators.
6. Heads of Faculty
7. External Agencies or Practitioners
8. Head of Learning Support
9. Counselling Team

5.3.3 Individual Behaviour Plans and Individual Support Plans (Junior School)

Individual Behaviour Plans and Individual Support Plans are developed by Canterbury with a range of stakeholders and outline the expected behaviour from students. Parents are provided with a copy of the Individual Behaviour Plan.

5.3.4 Consequences for Unacceptable Behaviour

The College makes systematic efforts to prevent negative student behaviour by teaching and reinforcing expected positive behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. The College seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The matrix (Junior School – Appendix A, Secondary School – Appendix B) outlines possible unacceptable behaviour and the consequences associated with these.

When responding to problem behaviour, College staff first determine if the problem behaviour is at a low, medium or high level, with the following agreed understanding:

Low Level Unacceptable Behaviour is handled by teachers at the time it happens and appropriate consequences applied.

Medium Level Unacceptable Behaviour is handled by teachers at the time it happens and then referred directly to the Head of Faculty and the Academic Care Coordinator/Head of House for further investigation and appropriate consequences.

High Level Unacceptable Behaviour is handled by teachers at the time it happens and then referred directly to the Director of Student Wellbeing or the Assistant Head of Junior School (Wellbeing) for further investigation.

5.4 Ensuring Consistent Responses to Problem Behaviour

Within the College, staff members are authorised to issue consequences for unacceptable behaviour. Through ongoing staff professional development and collegial engagement, the College works to ensure consistent responses to problem behaviour across the College community.

Students also receive training in how to respond appropriately when other students display problem behaviour and the courteous way to respond when College staff redirect their behaviour or consequences are applied for problem behaviour.

5.5 Proximity

Students who become involved in unacceptable behaviour through their proximity to this behaviour may incur a consequence equivalent to the student carrying out the unacceptable behaviour. Bystanders have an obligation to speak up and /or to remove themselves from the proximity of unacceptable conduct.

5.6 Investigations

Where required, further investigations into potential unacceptable behaviour incidents will be conducted in line with the College's Procedures and Protocols. At all times, principles of equity, procedural fairness and natural justice will be adhered to.

5.7 Detentions

5.7.1 Lunch Detentions (Secondary School)

In the event a student is issued a lunch detention (either a litter duty or classroom detention), the student will receive notification via the Detention Card and an email notification. Parents or carers will receive email communication about the detention. It may be the student has already completed the detention in the lunch break and the communication will advise the detention has been completed.

Lunch detentions take precedence over other school activities.

5.7.2 Tuesday/Thursday Afterschool Detention (Secondary School)

If it is decided that a student is to receive a one-hour Tuesday/Thursday Afterschool Detention, the College will inform the student via the Detention Card and the student's parent or carer will receive an email outlining the grounds for the detention and the date of the detention.

The relevant Head of Faculty, Head of House or Student Welfare Officer must complete a Detention Card. The student copy of the Detention Card is provided to the student and the other copy sent to Secondary School Administration. All

students attending an afternoon detention will complete a reflection form. This will then be uploaded onto their online file.

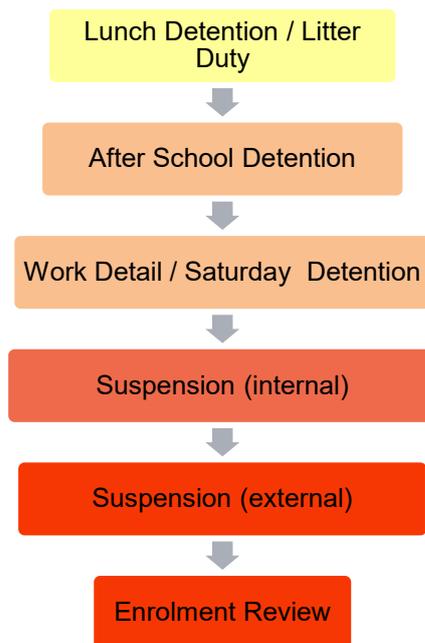
Afternoon detentions take precedence over other school activities. Parents will need to contact the school in the event a student cannot attend (e.g., medical appointment).

5.7.3 Saturday Detention / Work Detail

An escalation in consequences or Orange/Red Level behaviours could result in a student being issued a Saturday detention or work detail. A student completing a Saturday detention will be given work to do in setting up and/or packing up sport or other College event. They may be required to work with Facilities on the College grounds. A holiday work detail may also be issued.

5.7.4 Escalation of Consequences

Continued poor behaviour will result in the escalation of consequences, except in the instance where the behaviour matches a higher level on the Behaviour Matrix. The escalation of consequences will also be applied to students who fail to attend an issued detention. Please see the escalation chart below:



5.8 Suspensions

At the first notice of an impending or likely suspension the student's parent or caregiver must be contacted either in person or by phone.

If it is then decided that a student is to be suspended, the College must inform the student and the student's parent or caregiver either in person or by phone regarding:

- 5.8.1 The grounds for the suspension.
- 5.8.2 The length of the suspension.
- 5.8.3 Particulars of any Student Behaviour Agreement or Probationary Enrolment

the College proposes to make for the student after the period of suspension.

5.8.4 The student's right of appeal under this policy.

The College must then inform the student and the student's parent or caregiver in writing of the above.

The student must comply with any Student Behaviour Agreement or Probationary Enrolment proposed by the College. All relevant members of the College's staff will be notified of such suspension at the appropriate time. While respecting as far as possible the right to the confidentiality of the student, the wellbeing of others must be considered.

When returning from suspension, a suspension conference is held. The conference includes:

1. The student.
2. The Principal or representative (e.g., Head of Junior School or Head of Secondary School, Director of Student Wellbeing or Assistant Head of Junior School (Wellbeing)).
3. Parents or caregivers.

It may also include:

1. A family support provider invited by the parents or caregiver (e.g., an extended family member, Social Worker, Allied Health Professional).
2. Other school staff (e.g., Counsellor, Class Teacher).

A Student Behaviour Agreement or Probationary Enrolment may include any of the following:

1. The positive, formative purpose of the Agreement.
2. Duration of the Agreement.
3. Expectations regarding the student's future behaviour.
4. Means by which the student's behaviour will be monitored or reviewed (e.g., medical or mental health advice).
5. Arrangements to apply following a satisfactory conclusion of the Agreement.
6. Arrangements to apply if the student's behaviour is not in accordance with the Agreement's stated expectations.

5.9 Termination of Enrolment

Only the Principal may terminate the enrolment of a student. The appropriate Head of Junior School or Head of Secondary School may make a recommendation to the Principal arising out of an investigation into a Red Level: High Level Unacceptable Behaviour. The Head of Junior School or Head of Secondary School may offer a family the opportunity to withdraw their child before this decision is made.

5.10 Procedure on Termination of Enrolment

If it is deemed that a student's enrolment is to be terminated, the College must inform the student and the student's parents or carers in person and after that by giving notice in writing:

5.10.1 That the student's enrolment has been terminated.

5.10.2 The ground or grounds for the termination.

5.10.3 That the student has a right of appeal under this Policy.

The Principal must inform the Chair of the Board of the decision and the circumstances and evidence that led to it.

5.11 Review of Decision (Right of Appeal)

A request from a parent or caregiver for a review must be made in writing within seven (7) days of the notification of the recommendation to terminate and forwarded to the Principal, who in turn will send it to the Chair of the Board for a decision. There is no right of appeal beyond the Chair of the Board. The written request must set out the grounds upon which the review is requested against at least one of the following:

5.11.1 That the original decision failed to follow prescribed procedures and principles.

5.11.2 That the decision was made contrary to the given Policy.

5.11.3 That the decision went against legal requirements or stipulations.

Previous disciplinary issues and how those processes were conducted in the past will not be a ground for review under this Policy.

In considering the review, the Principal shall act according to equity and good conscience.

6. Roles and Responsibilities

Refer to the roles and responsibilities detailed within the policy guidelines.

7. Review

This policy and its associated procedures, quick reference guides and protocols will be reviewed in accordance with the College's policy review processes. Canterbury College, however, reserves the right to review this policy at any time.

Version Number:	v1.02022
Policy Library:	College Operations
Responsible Officer	Principal
Approval Authority:	Principal
Last Approval Date:	March 2022
Review Date:	March 2023
Related Policies/Procedures:	Bullying Prevention Policy Cyber Safety Policy Student Protection in Anglican Schools Policy Student Protection in Anglican Schools Procedures Uniform Policy Responsible Use of Technology Charter of Values Code of Conduct
Acknowledgements:	CASA 'Age-Appropriate Sexual Behaviour in Young Children' Chart

8. Appendices

Annex A: Junior School Behaviour Matrix

Category	Behaviour	Process	Possible Consequences
<p>Green Level</p> <p>Positive Behaviour</p>	<ul style="list-style-type: none"> • Student continually displays or exceeds the College expectations (Code of Conduct). • Demonstrating a focused and positive attitude to learning and challenging themselves appropriately. • Demonstrating new skills, understanding or improved attitude to academic rigour or College life. • Exceptional and consistent service to House/Form class/Year level. • Impressive act of service, initiative or courage. 	<ul style="list-style-type: none"> • TASS entry. • Verbal praise. • Parent notification. • Staff to notify the Academic Care Coordinator. 	<ul style="list-style-type: none"> • Recognition at Year Level Assembly. • Parents notification. • Verbal praise.
<p>Yellow Level</p> <p>Low Level Unacceptable Behaviour</p>	<ul style="list-style-type: none"> • Lateness to class. • Failure to effectively complete homework. • Not following instructions. • Disruptive behaviour in class. • Inappropriate behaviour at Canterbury (not including intentional physical misconduct). • Poor sportsmanship. • Repeated uniform breaches. • Disrespect or lack of courtesy to members of Canterbury staff. • Not committing to learning. • Not organised for learning. • Lack of respect for school environment and/or equipment. 	<ul style="list-style-type: none"> • Initial redirection of student actioned by witnessing staff member. • Record of incident made in diary note and/or TASS. • Phone calls to parents or caregivers where appropriate. • Student behaviours should be addressed by any Canterbury College staff member. • Natural consequences need to be age appropriate for the student. • Processes supported by appropriate restorative practice resources. • Individual Support Plan developed. 	<ul style="list-style-type: none"> • Restorative reflection form. • Natural consequences (e.g., loss of play). • Lunchtime detention (for serious or repeated behaviours). • Communication home and discussion with parents or caregivers.

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Category	Behaviour	Process	Possible Consequences
Orange Level Medium Level Unacceptable Behaviour	<ul style="list-style-type: none"> Continued display of consistent or continuous Yellow Level behaviours. Documented and evidenced bullying. Intentional physical misconduct. Leaving College grounds without permission. Inappropriate use of electronic devices and school network. Use of offensive language. Racial vilification. 	<ul style="list-style-type: none"> A formal letter will go home to parents. Meeting between parents or caregivers and Assistant Head of Junior School (Wellbeing). Reflection completed by the student along with any other restorative process assigned by the College. Other preventative strategies applied as appropriate (e.g., counselling). At the conclusion of the monitoring period, meeting with Assistant Head of Junior School (Wellbeing) and Academic Care Coordinator. Individual Behaviour Plan developed. 	<ul style="list-style-type: none"> Individual behaviour plan. Community service/Restorative justice/Counselling. Internal suspension. External suspension.
Red Level High Level Unacceptable Behaviour	<ul style="list-style-type: none"> Continued display of consistent or continual Orange Level behaviours. Truancy. Malicious damage to school property. Theft. Severe physical misconduct. Continued, documented and evidenced bullying. Use/possession of illegal substances. Use/possession of a dangerous weapon. Misuse of school network (serious or repeat behaviour). Undertaking actions which place themselves or others at risk of danger. Behaviour that in the view of the Principal brings the College's name into disrepute. Non age-appropriate sexualized behaviour*. Racial vilification (repeated and or very serious) 	<ul style="list-style-type: none"> Probationary enrolment actioned by Assistant Head of Junior School (Wellbeing)/ Head of Junior School. A formal probationary enrolment letter will go home to parents or caregivers. Meeting between parents or caregiver, Assistant Head of Junior School (Wellbeing) and Head of Junior School. At the conclusion of probationary period, meeting with Head of Junior School and/or Principal to discuss continuation of enrolment. 	<ul style="list-style-type: none"> Probationary enrolment. Community service/Restorative justice/Counselling. External suspension. Review of ongoing enrolment in the College (involves Principal). Individual behaviour plan.

* Refer to CASA 'Age-Appropriate Sexual Behaviour in Young Children' Chart.

Annex B: Secondary School Behaviour Matrix

Category	Behaviour	Process	Possible Consequences
<p>Green Level</p> <p>Positive Behaviour</p>	<ul style="list-style-type: none"> • Student continually displays or exceeds the College expectations (Code of Conduct). • Demonstrating a focused and positive attitude to learning and challenging themselves appropriately. • Demonstrating new skills, understanding or improved attitude to academic rigour or College life. • Exceptional and consistent service to House/Form class/Year level. • Impressive act of service, initiative or courage. 	<ul style="list-style-type: none"> • TASS entry. • Verbal praise. • Parent notification. • Staff to notify the Head of Faculty or Head of House 	<ul style="list-style-type: none"> • Recognition at House meeting • Parents notification. • Verbal praise.
<p>Yellow Level</p> <p>Low Level Unacceptable Behaviour</p>	<ul style="list-style-type: none"> • Minor breaches of the College expectations (Code of Conduct). • Does not seriously harm others or cause you to suspect that the student may be harmed (physically or emotionally). • Does not violate the rights of others in any other serious way. • Continual non-compliance with College expectations (Code of Conduct). • The behaviour is not part of a pattern of continual unacceptable behaviour. • Failure to follow a request from a member of staff. • Disrespect or lack of courtesy towards staff. • Lack of preparation for classes. • Failure to complete set tasks (e.g., homework). • Lack of effort or focus during class. • Inappropriate use of SIM enabled devices (including wearable technology) between 8:00am and 3:20pm. • Failure to follow the Uniform Policy guidelines. 	<ul style="list-style-type: none"> • TASS entry. • A consequence that is logically connected to the problem behaviour. • A redirection procedure. The staff member takes the student aside and: <ul style="list-style-type: none"> ○ Names the behaviour that the student is displaying. ○ Asks the student to name expected College behaviour. ○ States and explains expected College behaviour if necessary. ○ Gives a positive verbal acknowledgement for the expected behaviour. 	<ul style="list-style-type: none"> • Detention during Recess 2 (no more than 20 minutes) supervised by the member of staff. • Head of House / Head of Faculty notification. • Parent notification. • Restorative justice meeting. • Resources provided to shave, remove make up or remove nail polish. • Confiscation of the item. • Required to remain at home until hair, eyelashes, nails are rectified. • Support from College Counsellor. • Combination of the above.

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Category	Behaviour	Process	Possible Consequences
<p style="text-align: center;">Orange Level</p> <p style="text-align: center;">Medium Level Unacceptable Behaviour</p>	<ul style="list-style-type: none"> • Escalation of Low-Level behaviour. • Breach of the College's Assessment Policy. • Violation of the College's Technology Policy. • Damage to College property. • Deliberately violating the rights of others. • A noticeable pattern of unacceptable behaviour. • Unacceptable behaviour that compromises the students or other student's health and safety. • Gross disrespect or lack of courtesy towards staff. • Swearing (mild or extreme). • Failure to attend or comply with consequences issued for a Low-Level behaviour. • Placing others/self at risk of harm (physically and emotionally). • Racial vilification 	<ul style="list-style-type: none"> • TASS entry. • Head of House/Director of Student Wellbeing notification • Further investigation if required. • Parents/caregiver contacted. • A meeting with parents/caregivers and College staff. 	<ul style="list-style-type: none"> • Device handed to Student Administration each day. • Tuesday/Thursday After School Detention. • Work detail (Saturday or during holidays) • Internal suspension (1 Day). • Behaviour or Academic Monitoring card. • Paying the cost of damages. • Support from College Counsellor. • Referral to an external support agency. • Combination of the above. • Stand down from school whilst matter is investigated.
<p style="text-align: center;">Red Level</p> <p style="text-align: center;">High Level Unacceptable Behaviour</p>	<ul style="list-style-type: none"> • Escalation and/or repeat of Medium Level Unacceptable Behaviour. • Malicious damage to College property. • Significantly violating the rights of others. • Placing others/self at severe risk of harm (physically and emotionally). • Use/Possession of Illegal substances on College property. • Unlawful behaviour. • Behaviour that in the view of the Principal brings the College's name into disrepute. • Racial vilification (repeated and or very serious) • Sexual assault/ misconduct • Theft • Continued, documented and evidenced bullying. 	<ul style="list-style-type: none"> • TASS entry • Referral to the Director of Student Wellbeing. • Further investigation • Parents or caregiver contacted. • Meeting with parents or caregivers, possibly involving the Head of Secondary, Deputy Principal or Principal. 	<ul style="list-style-type: none"> • Internal suspension (>1 Days). • External suspension. • The student is placed on a Behaviour Agreement. • A student is placed on Probationary Enrolment. • Termination of the student's enrolment. • Support from College Counsellor. • Referral to an external support agency. • Combination of the above. • Stand down from school whilst matter is investigated.

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During any investigation in which it appears that a law has been potentially broken, the College reserves the right to refer a matter to Police.

In a case of a sexual assault/ misconduct investigation, the College will make a mandatory notification to both Child Protection Investigation Unit, as per its statutory obligation.

A diagnosis of ADHD/ASD does not preclude the College from making a decision on a matter of particular inappropriate behaviour relating to the grid above. Of course, all reasonable factors will always be taken into account.