

Student Behaviour Policy

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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.

1.1. 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.

1.2. 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.
College Community	The College community includes staff, students, parents/carers, alumni and visitors to the College.
QPS	Queensland Police Service

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 College Values. 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:

- 4.1.1 Canterbury College will implement behaviour management strategies to ensure positive learning opportunities for all students.
- 4.1.2 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.
- 4.1.3 Staff, students, families and caregivers will work in partnership to acknowledge student behaviour, which meets the expectations of the Canterbury College community.

4.3. Developing Accountability

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

To develop this responsibility:

- 4.1.4 Students need to understand that behaviour is a choice made by an individual within a social context.
- 4.1.5 Canterbury College will place appropriate limits on students' behaviour choices.
- 4.1.6 Students will be taught the skills to enable them to be involved in developing, implementing and reviewing Canterbury College's Values and behavioural expectations, and will have access to decision-making processes within the school, but schools cannot be expected to teach every socially appropriate behaviour.
- 4.1.7 Students' responsibility for their behaviour will be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.
- 4.1.8 Canterbury College will model and teach the core values of respect, integrity, gratitude and effort.

- 4.1.9 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.
- 4.1.10 Canterbury College will have clear consequences for inappropriate student behaviours and will consistently apply these consequences.
- 4.1.11 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.
- 4.1.12 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, whilst considering 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 values and plan how their behaviour could be modified to align with the expectations of our College community.

5.3.2 Behaviour Presenting a Risk to Students and Staff due to Dysregulation

Where redirection does not work and a student presents a risk to staff and students around them, the College will implement Student Dysregulation and Safety Response Procedures, which is annexed to this Policy as Annex C.

5.3.3 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, Head of House or the Assistant Heads of Senior School or Assistant Heads 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 Assistant Heads of Senior School or the Assistant Heads of Junior School (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:

- Principal
- Deputy Principal
- Head of Junior School or Head of Senior School
- Assistant Heads of Senior School (Wellbeing) or the Assistant Heads of Junior School (Wellbeing)
- Heads of House
- Heads of Faculty
- External Agencies or Practitioners

- Head of Learning Support
- Counselling Team

5.4. Individual Behaviour Plans and Individual Support Plans (Junior School)

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

5.5. 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, Senior 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:

- handled by teachers at the time it occurs;
- appropriate consequences applied.

Medium Level Unacceptable Behaviour

- handled by teachers at the time it occurs;
- notifies relevant Head of House for further investigation if required. Notifies Head of Faculty / Assistant Heads of Junior School (Wellbeing);
- appropriate consequences are applied.

High Level Unacceptable Behaviour

- handled by teachers at the time it occurs;
- referred directly to the relevant Assistant Head of Senior School or the Assistant Heads of Junior School (Wellbeing) for further investigation;
- appropriate consequences are applied.

5.6. 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.

5.7. 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.

5.8. 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.

5.9. Detentions

5.9.1 Lunch Detentions (Senior 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.

5.9.2 Tuesday/Thursday Afterschool Detention (Senior 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 Senior 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).

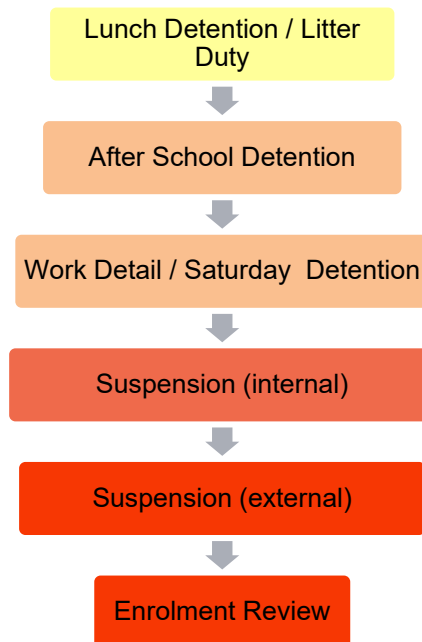
5.9.3 Saturday Detention / Work Detail (Senior School)

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. A Saturday detention or work detail will be completed under the supervision of Canterbury College staff.

5.9.4 Escalation of Consequences (Senior School)

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:



5.10. 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:

- 5.10.1 The grounds for the suspension.
- 5.10.2 The length of the suspension.
- 5.10.3 Particulars of any Student Behaviour Agreement or Probationary Enrolment the College proposes to make for the student after the period of suspension.
- 5.10.4 The student's right of appeal under this policy.

The College must also provide the student and the student's parent or carer with written confirmation of the above information.

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:

- The student.
- The Principal or representative (e.g., Head of Junior School or Head of Senior School, Assistant Head of Senior School or Assistant Head of Junior School (Wellbeing)).
- Parents or caregivers.

It may also include:

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

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

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

The student must comply with all the conditions of the Student Behaviour Agreement or Probationary Enrolment proposed by the College.

5.11. Cancellation of Enrolment

Only the Principal may cancel the enrolment of a student. The appropriate Head of Junior School or Head of Senior 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 Senior School may offer a family the opportunity to withdraw their child before this decision is made.

5.12. Procedure on Cancellation of Enrolment

Where it is decided 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:

5.12.1 That the student's enrolment has been terminated.

5.12.2 The ground or grounds for the termination.

5.12.3 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.

5.13. Review of Decision (Right of Appeal)

A request from a parent or caregiver for a review must be made in writing within seven (7) calendar days of the notification of the recommendation to cancel and forwarded to the Principal, who in turn will send it to the Chair of the Board for a decision as soon as reasonably practicable. 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:

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

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

5.13.3 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 annually. Canterbury College, however, reserves the right to review this policy at any time.

Version Number:	v1.02026
Policy Library:	College Operations
Responsible Officer	Head of Junior School / Head of Senior School
Approval Authority:	Principal
Last Approval Date:	July 2026
Review Date:	July 2027
Related Policies/Procedures:	Bullying Prevention Policy Child Safe Anglican Education Policy Procedures: Child Safe Response Procedures Canterbury College Child Safe Action Plan Uniform Policy Responsible Use of Technology Policy Acceptable Use of Mobile Phone, SIM-enabled and Electronic Devices Policy Canterbury Values Parent Code of Conduct Student Disability Discrimination Policy
Acknowledgements:	SECASA 'Age-Appropriate Sexual Behaviour in Young Children' Chart Education (Accreditation of Non-State Schools) Act 2017 (Qld) Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) Education (General Provisions) Act 2006 (Qld) Privacy Act 1988 (Cth)

8. Appendices

8.1. Annex A: Junior School Behaviour Matrix

Category	Behaviour	Process	Possible Consequences
Green Level Positive Behaviour	• Demonstrates or exceeds the College expectations (Code of Conduct). • Demonstrates a focused and positive attitude to learning and challenging themselves appropriately. • Demonstrates new skills, understanding or improved attitude to academic rigour or College life. • Continually demonstrates College Values, Bridge Builders strategies and/or Learning 4 Life Skills • Demonstrates exceptional and consistent service to House/Class/Year level or wider community. • Undertakes an impressive act of service, initiative, or courage.	• Positive consequence implemented and TASS PC Entry	• Verbal praise. • Parent notification. • GOTCHA /Values ticket • Staff to notify the AHoJS (Wellbeing)/Head of Junior School. • Star Student

Student Behaviour Policy

Category	Behaviour	Process	Possible Consequences
Yellow Level Low Level Unacceptable Behaviour	- Not following instructions, the first time. - Low level disruptive behaviour in class (e.g. calling out, intentionally annoying others, work avoidance) - Poor sportsmanship - Disrespect or lack of courtesy to others (e.g. back chat, rolling eyes) - Lack of respect for school environment and/or equipment (e.g. littering, misuse of equipment) - Intentionally out of bounds - Non-intentional offensive language - Bystander enabling negative behaviour - Inappropriate use of SIM enabled devices (including wearable technology) Developmentally appropriate responses for: - Lateness to class - Uniform breaches. - Failure to complete homework. - Failure to be organised for learning - Throwing items (not at individuals) - Years P-2 minor theft - Years P-2 rough play - Years P-2 inappropriate exposure of body parts - Years P-2 low level unsafe behaviour	Classroom (Classroom/specialist teacher) Reminder of expected behaviour and/or College Values Warning (e.g. move to different seating location) + de-escalation strategies Logical consequence and TASS PC Entry Note proactive or preventative strategies Playground (Duty teacher) Reminder of expected behaviour and College Values Walk/sit out with duty staff member for short period of time + de-escalation strategies Logical consequence and duty staff member to complete TASS PC Entry Note proactive or preventative strategies NOTE: Apply 'rule of 3' for all yellow level behaviours. In first two instances (similar behaviour) manage behaviours within class/playground. On third instance of behaviour use TASS system to communicate with parents and AHOJS (Wellbeing) outlining the behaviours and the proactive steps that have been taken to redirect the behaviour. Future instances of the behaviour may be escalated to orange level on the matrix as "Continued display of Yellow Level behaviours after proactive measures have been implemented".	A consequence should be logically connected to the behaviour/College Value not demonstrated: - Yellow Level Bridge Builders Reflection Sheet/Restorative conversation - Loss of play (20min max.) - Buddy Class - Completion of work during break time - Community Service (collect rubbish at break time with duty teacher, reorganise library books, clean areas of the classroom) - Discussion/consequence with Classroom Teacher - TASS uniform notification to parents

Student Behaviour Policy

Category	Behaviour	Process	Possible Consequences
Orange Level Medium Level Unacceptable Behaviour	- Continued display of Yellow Level behaviours after proactive measures have been implemented (after rule of 3 applied) - Years 3-6 minor theft - Years 3-6 rough play - Years 3-6 inappropriate exposure of body parts - Years 3-6 low level unsafe behaviour - Physical misconduct (inc. throwing items at others) - Encouraging violence - Unauthorised absence from class - Leaving College grounds without permission. - Inappropriate use of electronic devices/school network. - Harassment/intimidation - Unacceptable behaviour that compromises the student or other student's health and safety. - Use of offensive language/rude gestures (intentional, repeated or towards others) - Discriminating behaviour towards others based on difference. - Failure to comply with consequences issued for Yellow Level behaviour	Classroom (Classroom/specialist teacher) Classroom teacher to manage behaviour at time Classroom teacher to determine appropriate consequences and if required, consult with AHoJS (Wellbeing) Classroom teacher to complete TASS PC Entry + notify parents including any proactive or preventative strategies Playground (Duty teacher) Duty staff member to manage behaviour at time and begin initial investigation Duty staff member to notify the classroom teacher of outcome. Duty staff member to consult with AHoJS (Wellbeing) if further investigation if required Duty staff member to complete TASS PC Entry + Classroom teacher to notify parents of the incident and consequences, including any proactive or preventative strategies	- Removal of device - Behaviour monitoring - Behaviour Support Action Plan 1,2,3 Swift Behaviour Process - Orange Level Bridge Builders Reflection Sheet/Restorative conversation with AHoJS (Wellbeing) - Loss of play with AHoJS (Wellbeing) - Loss of participation in lunchtime activities or play areas (e.g. particular games/playground) - Discussion/Consequence with AHoJS or HoJS

Student Behaviour Policy

Category	Behaviour	Process	Possible Consequences
Red Level High Level Unacceptable Behaviour	- Continued display of consistent or continual Orange Level behaviours after proactive measures have been implemented. - Truancy. - Malicious damage to school property. - Significant Theft. - Vandalism - Severe physical misconduct (including towards staff) - Documented, and evidenced bullying. - Use/possession of illegal substances. - Use/possession of a dangerous weapon. - Misuse of school network/devices (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*. - Discriminating behaviour towards others based on difference (repeated and or very serious)	Immediate referral to Assistant Head of Junior School (Wellbeing) with TASS PC Entry ↓ Further Investigation and consultation with Head of Junior School to determine consequences ↓ Parent/Carer contacted by Assistant Head of Junior School (Wellbeing)/Head of Junior School to discuss consequences and plan moving forward	- Internal suspension - External suspension. - Behaviour agreement. - Probationary enrolment. - Support from College Counsellor. - Referral to an external support agency. - Stand down from school whilst matter is investigated. - Review of ongoing enrolment in the College (involves Principal).

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

Student Behaviour Policy

8.2. Annex B: Senior School Behaviour Matrix

Category	Behaviour	Process	Possible Consequences
Green Level Positive Behaviour	- Student continually displays behaviours aligning with the College Values. - Demonstrating a focused and positive attitude to learning and challenging themselves appropriately. - Positive behaviours that enhance their/others health and safety by caring for their physical or emotional wellbeing. - Exemplary demonstration leadership qualities. - A pattern of positive behaviours. - Behaviours that show great respect or courtesy towards staff/peers/community members. - 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.	Teacher names the behaviour to the student and connects to College Values ↓ Teacher acknowledges positive choices through parent/carer contact, (CC to HoH/HoF) and records referral in TASS	- Recognition at House meeting - Parents notification. - Verbal praise. - Positive TASS entry

Student Behaviour Policy

Category	Behaviour	Process	Possible Consequences
Yellow Level Low Level Unacceptable Behaviour	• Choices that do not reflect the College Values. • Low level non-compliance with college policies. • Unacceptable behaviours that do not compromise the health and safety of others/self by placing them at risk of physical or emotional harm. • Unacceptable behaviours that do not significantly violate the rights of others. • The behaviour is not part of a pattern of continual unacceptable behaviour. • Behaviours that show some disrespect or lack of courtesy towards staff/peers. • Use of offensive language/gestures (e.g. not targeted, not loud). • Failure to follow the Uniform Policy guidelines. • Inappropriate use of SIM enabled devices (including wearable technology) between 8:00am and 3:20pm. • Non-compliance with classroom expectations including but not limited to: ○ Lack of preparation for class. ○ Failure to complete set tasks (e.g. homework) ○ Lack of effort or focus during class. ○ Failure to respect the rights of others to learn. ○ Minor disruptive behaviour.		• Reflections – written or verbal • Work catch-up • Confiscated items • Restorative conversations • Apology • Litter duty (for uniform and littering behaviour ONLY) • Other logical consequences

Student Behaviour Policy

Category	Behaviour	Process	Possible Consequences
Orange Level Medium Level Unacceptable Behaviour	- Choices that disrespect the College Values. - Medium level non-compliance with college policies. - Unacceptable behaviours that compromise the health and safety of others/self by placing them at risk of physical or emotional harm. - Behaviours that deliberately violate the rights of others. - A noticeable pattern of low-level unacceptable behaviour. - Behaviours that show an overt disrespect or lack of courtesy towards staff/peers. - Use of offensive language/gestures (e.g. high-level vocabulary and/or targeted and/or loud). - Damage to College property. - Discriminatory behaviour towards others. - Failure to attend or comply with consequences issued for a Low-Level behaviour.	Teacher acts to ensure the safety of students/staff/community/property ↓ Teacher refers to HoH HoF and records referral in TASS ↓ HoH HoF to investigate further and contact parents/carers ↓ HoH HoF to liaise with AHoSS to discuss consequences and proactive plan moving forward ↓ HoH HoF to issue consequences and contact home with support from AHoSS/SWO ↓ HoH HoF escalates to AHoSS as high-level for non-compliance or recurrence	- After School Detention. - Work detail (Saturday or during holidays). - Internal suspension. - Reflections and/or apologies. - Behaviour or Academic Monitoring card. - Support from College Counsellor. - Referral to an external support agency. - Stand down from school whilst matter is investigated. - Paying the cost of damages. - Device handed to Senior School Administration each day. - Combination of the above.

Student Behaviour Policy

Category	Behaviour	Process	Possible Consequences
Red Level High Level Unacceptable Behaviour	- Choices that oppose the College Values. - High level non-compliance with college policies. - Unacceptable behaviours that compromise the health and safety of others/self by placing them at severe risk of physical or emotional harm. - Behaviours that significantly violate the rights of others. - Escalation and/or repeat of medium level unacceptable behaviour. - Behaviours that show an extreme disrespect towards staff/peers. - Malicious and/or significant damage to the College property. - Repeated and/or very serious discriminatory behaviour towards others. - Behaviours considered to be unlawful including but not limited to: - Theft - Sexual assault/misconduct - Use/possession of illegal substances on school property - Assault - Dangerous driving - Behaviours that could bring the College's name into disrepute. - Continued, documented and evidenced bullying.	Teacher acts to ensure the safety of students/staff/community/property ↓ Teacher refers to AHoSS and records referral in TASS ↓ AHoSS to investigate further and contacts parents/carers ↓ AHoSS to liaise with HoSS to discuss consequences and proactive plan moving forward ↓ HoSS to meet with parents/carers to issue consequences. They may involve the Deputy Principal or Principal as needed.	- Internal suspension / 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 and/or police. - Stand down from school whilst matter is investigated. - Paying the cost of damages. - Combination of the above.

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.

8.3. Annex C: Student Dysregulation and Safety Response Procedures

1. Introduction

Canterbury College is committed to providing a safe, inclusive and supportive learning environment for all students and staff. This procedure outlines the College's response to significant student dysregulation, where behaviour presents a risk to safety and cannot be safely managed within the school environment.

The procedures described here balance the College's obligation to support students, including those with a disability, with its duty of care to staff and other students.

2. Scope

This procedure applies to all students of Canterbury College and the Early Learning Centre. It applies regardless of whether a student has a diagnosed or imputed disability, including Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, anxiety or mood-based disorders, complex trauma, intellectual disability or development delays or similar.

3. Guiding Principles

The College is guided by the following principles:

- Student and staff safety is paramount.
- As an employer, Canterbury owes a positive duty of care to provide a safe working environment for its staff, including taking reasonable steps to prevent physical and psychological harm arising from student behaviour.
- A diagnosis does not remove expectations of safe behaviour.
- Reasonable adjustments will be made where practicable, available, and in line with our duty of care.
- Decisions will be age appropriate, proportionate and prioritise Child Safety and procedural fairness.

4. Definition of Significant Dysregulation

A student may be considered significantly or reactively dysregulated when they are unable to regulate behaviour and this results in an increased risk to themselves or others.

Risk indicators may include:

- Absconding or attempts to abscond toward exits, gates or fences
- Throwing hard or dangerous objects
- Self-harm behaviours
- Physical aggression toward students or staff
- Significant property damage
- Escalating behaviour that cannot be safely de-escalated

Any one or more of the following may trigger a decision for early collection:

- Ongoing absconding attempts beyond a safe boundary despite intervention
- Self-harm or aggression posing an imminent risk
- Repeated projectile throwing in proximity to others

- Behaviour that continues to escalate and cannot be safely managed within the school environment

5. Immediate Safety Response

When a student becomes significantly dysregulated, staff will prioritise safety and may implement the following actions, where safe and practicable:

- Provide calm adult proximity and supportive physical positioning as required
- Use calm, clear and simple language
- Remove nearby items that may present a danger
- Move other students to a place of safety if required
- Alert and seek leadership support without delay

6. Decision Pathway for Early Collection

Where proactive strategies and earlier supports have been implemented and a student becomes significantly dysregulated, Canterbury College may require the student to be collected from school.

This decision may occur when the College determines that it does not have the facilities or staffing capacity to safely manage the behaviour at that time.

Early collection is a safety-based response and is not a disciplinary action.

Parents / Carers will be called for collection. If there is no response, a staff member will call the Emergency Contact listed in College systems.

If there is no response from the Emergency Contact, the College will make the best, age-appropriate decision regarding where the student will wait, until contact can be made or the parent / carer is available. This may be in the office of a senior staff member, Care Central or similar.

7. Post Incident Actions

Following an incident requiring early collection:

- An incident report will be completed
- Triggers and reasonable adjustments will be reviewed
- Parents or carers will be provided with a summary of the incident and next steps
- It would not be appropriate for the student to attend OSHC or cocurricular activities after being collected from school

8. Return to School and Ongoing Support

Where early collection has occurred, the College will implement a supportive return to school process which may include:

- A re-entry meeting involving the student, parents or carers and relevant staff such as the Assistant Head of School or Wellbeing staff
- Pastoral or counselling support through Care Central where appropriate
- Ongoing monitoring of wellbeing and behaviour

The purpose of this process is to support successful re-engagement while reinforcing expectations for safe behaviour.

9. Escalation and Review

Where early collection occurs repeatedly, or where unsafe behaviour patterns persist, the College may increase the level of intervention and review, which may include:

- Formal behaviour agreements
- Increased involvement of the leadership team or Care Central support staff
- Request for updated external professional advice relevant to school functioning
- Modified attendance arrangements
- Review of ongoing enrolment where safety risks remain

The College acknowledges its commitment to supporting students, while also recognising its responsibility to balance the needs of the individual with the safety and wellbeing of staff and the broader student community.

10. Disability Discrimination Act and Reasonable Adjustments

Canterbury College complies with its obligations under the *Disability Discrimination Act 1992 (Cth)* and related legislation.

The College recognises disability as defined under the Act, including physical, intellectual, neurological and developmental conditions, and acknowledges that behaviour may be a manifestation of a disability.

Safety-based decisions made under this procedures document are not disciplinary in nature and do not constitute unlawful discrimination.

The College will make reasonable adjustments to support students with a disability to participate in education on the same basis as their peers, provided that such adjustments:

- are practicable within the College's facilities and staffing
- do not impose unjustifiable hardship on the College
- do not compromise the safety and wellbeing of the student, other students or staff

In determining whether an adjustment is reasonable, the College will consider:

- the nature of the student's disability and its impact in a school setting
- the effectiveness of the adjustment in reducing risk
- the safety of all members of the school community
- the resources reasonably available to the College.