

Student Behaviour Policy

DOCUMENT CONTROL

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1. Introduction

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.

i. Fundamental Beliefs

Canterbury College believes:

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

ii. 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:

- a) Developing a positive learning experience and maintaining success for all students.
- b) Developing students who have understood their social responsibilities and implemented consistent practices to support the rights of all members of the College community.
- c) Developing partnerships to manage student behaviour.
- d) Improving student learning.
- e) Teaching students to take responsibility for their behaviour.
- f) Building relationships at the College that are based on mutual respect.

- g) Supporting the rights of all members of the College community.
- h) The College community recognising and acknowledging appropriate behaviour.
- i) Providing appropriate support and services for students experiencing difficulties.
- j) Managing student development plans in partnership between the College, students, families, services and agencies.
- k) Agreeing upon College values, expectations and consequences as stated on the College Code of Conduct and Charter of Values.

2. Definitions / acronyms

Canterbury College	Canterbury College Ltd or any controlled entities of Canterbury College Ltd.
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3. Policy statement

i. 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.

ii. Canterbury College Student Behaviour Statement

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

- a) Canterbury College will implement behaviour management strategies to ensure positive learning opportunities for all students.
- b) Responses to unacceptable student behaviour will involve staff, students and families in partnership which focus 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.
- c) Staff, students, families and caregivers will work in partnership to acknowledge student behaviour, which meets the expectations of the Canterbury College community.
- d) Canterbury College will develop in students an acceptance of responsibility for their behaviour. To develop this responsibility:
 1. Students need to understand that behaviour is a choice made by an individual within a social context.
 2. Canterbury College will place appropriate limits on students' behaviour choices.
 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.
 4. Students' responsibility for their behaviour will be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.
 5. Social responsibilities will be taught and modelled across the curriculum.
 6. Canterbury College will model and teach the core values of respect, integrity, compassion, scholarship, community and social and environmental responsibility.
 7. Students will have access to on campus services that can support them in developing responsibility for their behaviour.
 8. 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 protect the rights of all members of the Canterbury College community.

9. Canterbury College staff will manage aspects of the College environment so that students respect each other's rights and fulfil responsibilities in line with the College Code of Conduct and Charter of Values.
10. Canterbury College will have clear consequences for both acceptable and unacceptable student behaviours, and will consistently apply these consequences.
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.
12. When appropriate, Canterbury College and interagency services will support students with social and behavioural difficulties and the staff who interact with these students.
13. Rights, responsibilities and consequences will be established through negotiation between Canterbury College staff, students and their families.

4. Associated documents

COL-WEL-3.2.1 Bullying Prevention Policy.
COL-WEL-3.2.4 Cyber Safety Policy.
COL-WEL-3.2.2 Child Protection.
COL-GEN-3.1.9 Uniform Policy.
Responsible Use of Technology.
CASA 'Age Appropriate Sexual Behaviour in Young Children' Chart

5. Review

This policy and its associated procedures, quick reference guides and protocols will be reviewed on an annual basis. Canterbury College however, reserves the right to review this policy at any time.

6. Acknowledgements

Nil

7. Guidelines/Procedure/Process

i. Staff

College Staff will:

- a) Develop and foster positive relationships with students and families.
- b) Communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues faced by the learning community.
- c) Participate in developing, implementing and reviewing the College's procedures for managing student behaviour.
- d) Critically reflect on practices and develop the knowledge and skills needed to manage behaviour change successfully.
- e) Establish, maintain and make clear the College's expectations relating to student behaviour.
- f) Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and a safe school environment.

ii. Individual Teacher**In particular, Teachers will:**

- a) Structure their pedagogy to facilitate learning and encourage students to achieve their personal best and to take into account the needs of individual students.
- b) Provide formal and informal feedback on student behaviour to students and parents or caregivers and review their pedagogy in light of this feedback.
- c) Develop classroom management strategies which:
 1. Involve negotiation and support the participation of all students.
 2. Value the differences in gender and the cultural and linguistic backgrounds of students.
 3. Deal effectively with sexual harassment, racism and bullying.
 4. Must take into account the impact of physical and intellectual disability of students and their behaviour.
 5. Establish and maintain safe and supportive learning environments.

iii. Responding To Unacceptable Behaviour**a) 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.

b) 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 Year Level Coordinator or the Coordinator of Academic Care 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 Year Level Coordinator in conjunction with the Coordinator of Academic Care and Director of Students. Active support is expected from all Academic Staff 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. If a student's behaviour does not improve after participation in the Behaviour Monitoring, or their previous behaviour indicates a need for specialised intervention, intensive behaviour support, will be provided

c) Intensive Behaviour Support

The College community is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and



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challenging behaviours need comprehensive systems of support. The Year Level Coordinator and their respective teachers, in conjunction with the Coordinator of Academic Care and the Director of Students may choose to:

1. Implement an Individual Behaviour Plan.
2. Work with relevant College staff, the student's parents/carers and the student in developing appropriate behaviour support strategies.
3. Monitor the impact of support for individual students through ongoing data collection and feedback from all stakeholders.
4. Make adjustments as required for the student.
5. Work with all stakeholders to achieve continuity and consistency.

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

1. Principal.
2. Deputy Principal.
3. Head of Sub School.
4. Dean of Students and the Director of Students.
5. Coordinator of Academic Care.
6. Curriculum Coordinators.
7. College Health Staff.
8. External Agencies (e.g. Headspace).

a) 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 (Secondary School – Annex A, Junior School – Annex 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:

1. **Low Level Unacceptable Behaviour** is handled by the College staff at the time it happens and appropriate consequences applied.
2. **Medium Level Unacceptable Behaviour** is handled by College staff at the time it happens and then referred directly to the Curriculum Coordinator and the Year Level Coordinator for further investigation and appropriate consequences.
3. **High Level Unacceptable Behaviour** is handled by the College staff at the time it happens and then referred directly to the Dean of Students and the Director of Students for further investigation.

b) Ensuring Consistent Responses to Problem Behaviour

Within the College, staff members are authorised to issue consequences for unacceptable behaviour and are provided with appropriate professional development and training. Through ongoing staff professional development, 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.

c) 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.

d) Investigations

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

e) Wednesday Afterschool Detention (Secondary School)

If it is decided that a student is to receive a one hour Wednesday Afterschool Detention (ASD), the College must inform that student and the student's parent or caregiver of:

1. The grounds for the Wednesday ASD.
2. The date of the Wednesday ASD.
3. The work to be completed during the one hour duration.

This information must be communicated to the parent or caregiver no less than 48 hours before the chosen Wednesday ASD date by either phone or email. A record of the conversation must be noted on TASS.

Staff must also complete a Wednesday ASD Form that will be emailed to the students College email address. A hardcopy of the Wednesday ASD Form must also be printed for the student to take home and have signed by their parent or caregiver. This signed form is to be returned to the Wednesday ASD supervising teacher.

f) Suspensions

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:

1. The grounds for the suspension.
2. The length of the suspension.
3. Particulars of any Student Behaviour Agreement or Probationary Enrolment the College proposes to make for the student after the period of suspension.
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 Sub School, Dean or Director of Students).
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 involved school staff (e.g. Counsellor, Class Teacher).

A Student Behaviour Agreement 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.

g) Termination of Enrolment

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

h) 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:

1. That the student's enrolment has been terminated.
2. The ground or grounds for the termination.
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 attendance circumstances, and evidence that led to it.

i) Review of Decision (Right of Appeal)

A request from a parent or caregiver for a review must be made in writing within seven days of the notification of the recommendation to terminate and forwarded to the Principal. The written request must set out the grounds upon which the review is requested against at least one of the following:

1. That the original decision failed to follow prescribed procedures and principles.
2. That the decision was made contrary to the given Policy.
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.

Secondary School Behaviour Matrix

Category	Behaviour	Process	Possible Consequences
Green Level Positive Behaviour	<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 Curriculum or Year Level Coordinator. 	<ul style="list-style-type: none"> ○ Recognition at Year Level Assembly. ○ Parents notification. ○ Verbal Praise.
Yellow Level Low Level Unacceptable Behaviour	<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 between 8:00am and 3:20pm. 	<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. ○ Uniform Detention. ○ YLC/CC notification. ○ Parent notification. ○ Restorative Justice Meeting. ○ Confiscation of the device. ○ Support from College Counsellor. ○ Combination of the above.

<p>Orange Level</p> <p>Medium Level Unacceptable Behaviour</p>	<ul style="list-style-type: none"> ○ Escalation of Low Level Unacceptable 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 Unacceptable Behaviour. ○ Placing others/self at risk of harm (physically and emotionally). 	<ul style="list-style-type: none"> ○ TASS Entry. ○ Curriculum Coordinator or Year Level Coordinator notified. ○ 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. ○ Wednesday After School Detention. ○ 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.
<p>Red Level</p> <p>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). ○ Possession of Illegal substances on College property. ○ Unlawful behaviour. ○ Bringing the College's name into disrepute. 	<ul style="list-style-type: none"> ○ TASS Entry ○ Referral to the Director of Students. ○ Further investigation ○ Parents or caregiver contacted. ○ Meeting with parents or caregivers possibly involving the Dean or College 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.

Junior School Behaviour Matrix

	All the time	Learning areas/Classroom	Outside areas/Recess	Transitions	Assemblies/public events
Integrity	Taking responsibility for actions and being honest.	Striving to do your best.	Own your actions/behaviours. Playing fairly.	Walking to and from Assembly quietly and in two lines.	Sing the National Anthem with pride.
Compassion	Being caring and considerate towards others.	Showing empathy and care for others.	Include others. Help others in need.	Moving quietly and sensibly through the school.	Encouraging and supporting others as they make presentations and performances.
Respect	Being polite and using your manners.	Listening to and valuing others. Follow teacher instructions.	Treat others kindly. Use the school facilities respectfully.	Arrive on time for lessons in different parts of the College.	Listen silently and respond appropriately to performances and presentations.
Scholarship	Reach your full potential. Show persistence.	Persistence and commitment to learning. Complete learning tasks.	Understanding why using the school facilities respectfully is important.	Being prepared for classes by ensuring that you have all appropriate equipment with you.	Acknowledge the commitment and effort of those presenting in an appropriate way.
Community	Celebrate, include and support others. Taking pride in your uniform.	Consideration of others and being a team player Consideration of others learning by not creating distractions.	Respect others and be kind.	Being aware of other classes and sessions taking place around you.	Represent our College with pride and set examples as positive role models in our community.
Social & Environmental Responsibility	Taking pride in your Environment. Being inclusive of others.	Taking responsibility for our classroom environment by respecting your own belongings and school resources.	Pick up rubbish and dispose of it properly. Put your lunchbox away sensibly.	Walk on footpaths. No running. No kicking. No throwing rocks.	Ensure that we behave in a way that respects the surroundings and environment we are in.

These behaviours will be recognised and rewarded in the following ways: Student of the Week processes, Student Reward days, Service and Recognition Awards (TBC based on review of current system).

Junior School Behaviour Matrix

Category	Behaviour	Process	Possible Consequences
Yellow Level Low Level Unacceptable Behaviour	<ul style="list-style-type: none"> ○ Lateness to class. ○ Failure to effectively complete homework. ○ Not following instructions. ○ Disruptive behaviour in class. ○ Inappropriate behaviour in class. ○ Poor sportsmanship. ○ Repeated uniform breaches. ○ Being disrespectful. ○ Inappropriate behaviour in the playground (not including intentional physical misconduct). ○ Not committing to learning. ○ Not organised for learning. ○ Lack of respect for school environment. 	<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. ○ Repeated or serious breaches result in Lunchtime Detention with Director of Students. ○ 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. 	<ul style="list-style-type: none"> ○ Restorative conversations. ○ Natural consequences (e.g. loss of play). ○ Lunchtime Detention (for serious or repeated behaviours). ○ Communication home and discussion with parents or caregivers.
Orange Level Medium Level Unacceptable Behaviour	<ul style="list-style-type: none"> ○ Continued display of consistent or continuous Yellow Level behaviours will result in a monitoring and engagement contract. ○ Documented and evidenced bullying. ○ Intentional physical misconduct. ○ Leaving College grounds without permission. ○ Inappropriate use of electronic devices and school network. ○ Use of offensive language. 	<ul style="list-style-type: none"> ○ Monitoring and engagement contract actioned by Director of Students in consultation with relevant teachers. ○ A formal letter will go home to parents. ○ Meeting between parents or caregivers and Director of Students. ○ Contract 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 Director of Students and Head of Junior. ○ School to discuss action plan moving forward 	<ul style="list-style-type: none"> ○ Monitoring and Engagement Contract. ○ Community Service/Restorative Justice/Counselling. ○ Internal Suspension. ○ External Suspension. ○ Review of ongoing enrolment in the College (involves Principal).

<p>Red Level</p> <p>High Level Unacceptable Behaviour</p>	<ul style="list-style-type: none"> ○ Continued behaviours whilst on a Monitoring and Engagement contract will result in a Probationary enrolment. ○ Truancy. ○ Willful destruction of school property. ○ Theft. ○ Severe physical misconduct. ○ Continued, documented and evidenced bullying. ○ Use/possession of illegal substances. ○ Use/possession of a dangerous weapon. ○ Serious abuse of school computer system and/or the internet. ○ Undertaking actions which place themselves or others at risk of danger. ○ Behaviour that brings discredit to the College. ○ Non age appropriate sexualized behaviour*. ○ Smoking. 	<ul style="list-style-type: none"> ○ Probationary enrolment actioned by Director of Students/ Head of Junior School. ○ A formal probationary enrolment letter will go home to parents or caregivers. ○ Meeting between parents or caregiver, Director of Students 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. ○ Monitoring and Engagement Contract. ○ Community Service/Restorative Justice/Counselling. ○ Internal Suspension. ○ External Suspension. ○ Review of ongoing enrolment in the College (involves Principal).
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* Refer to CASA 'Age Appropriate Sexual Behaviour in Young Children' Chart.