



# STUDENT BEHAVIOUR FRAMEWORK

28<sup>th</sup> July 2021

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# FRAMEWORK

## Student Behaviour

28<sup>th</sup> July 2021

### 1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

### 2. Introduction

**Sandhurst Catholic Schools** offer a broad, comprehensive curriculum imbued with an authentic Catholic understanding of Christ and his teaching, as well as a lived appreciation of membership of the Catholic Church.

Parents and guardians, as the first educators of their children, enter into a partnership with CES Limited to promote and support their child's education. Parents and guardians have a responsibility for maintaining this partnership by supporting the school in furthering the spiritual and academic life of their children. As the governing authority of Sandhurst Catholic Schools, CES Limited honours this duty through striving to provide Catholic schooling for all those seeking this for their children and who are willing to support the values and purposes of CES Limited.

All Sandhurst Catholic Schools must ensure the policies and procedures that are implemented at school level are consistent with this CES Limited Student Behaviour Framework.

### 3. Definitions

<b>At Risk behaviour</b>	Any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.
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<b>Behaviour</b>	A student's learned actions, identified in a school's expected behaviour that contribute to the student's growth and development.
<b>Behaviour of concern (BOC)</b>	<p>May include behaviour that could be labelled as inappropriate, unacceptable, bullying, harassment and victimisation.</p> <p>Is anything a person does or says which is likely to limit or deny access to regular school routines and activities.</p> <p>Is anything a person does or says which causes stress, worry, risk, or of actual harm to others.</p> <p>Is anything a person does or says of such intensity, frequency or duration that the physical safety of the person or others is impacted.</p> <p>Unacceptable or inappropriate behaviour can take place in different environments and mediums e.g., sporting field, school yard, bus, line, classroom online, via social media, writing, drawing, gesture.</p>
<b>Behaviour support</b>	The educational support a student receives from the schools in order to learn and maintain identified behaviour.
<b>Bullying</b>	A broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual.
<b>CECV</b>	Catholic Education Commission of Victoria.
<b>CES Limited Office</b>	Catholic Education Sandhurst Office is the leadership and management arm of CES Limited
<b>CES Limited</b>	Catholic Education Sandhurst Limited, the owner and operator of Sandhurst Catholic schools.
<b>CES Limited Board</b>	The Board of Catholic Education Sandhurst Limited (CES) Limited.
<b>Charter of Human Rights</b>	<i>Charter of Human Rights and Responsibilities Act 2006 (Vic).</i>
<b>Child Wellbeing and Safety Act</b>	<i>Child Wellbeing and Safety Act 2005 (Vic.).</i>
<b>Disability Discrimination Act</b>	<i>Disability Discrimination Act 1992 (Cth).</i>
<b>Disability Standards for Education</b>	<i>Disability Standards for Education 2005 (Cth.)</i>

<b>ETR Act</b>	<i>Education and Training Reform Act 2007 (Vic).</i>
<b>ETR Regulations</b>	Education and Training Reform Regulations 2017 (Vic).
<b>Equal Opportunity Act</b>	<i>Equal Opportunity Act 2010 (Vic.).</i>
<b>Executive Director</b>	The person holding the position of Executive Director of Catholic Education in CES.
<b>Expected behaviour</b>	Behaving in a manner that is <i>suitable</i> for a public gathering, respecting the other members of the forum (class, meeting, and assembly, gathering) and treating others as you would wish to be treated. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with school rules and behavioural expectations.
<b>Guidelines</b>	Recommendations and guidance to support the implementation of this Board approved Framework and related Policies, which may be developed and approved by the Principal of a Sandhurst Catholic School for operation in a particular School in accordance with this Framework.
<b>Occupational Health and Safety Act</b>	<i>Occupational Health and Safety Act 2004 (Vic.).</i>
<b>Privacy Act</b>	<i>Privacy Act 1988 (Cth.).</i>
<b>Policy</b>	A high-level principles-based directive by the Board that must be complied with by each Sandhurst Catholic school as detailed in this Framework.
<b>Procedure</b>	A step by step instruction for the implementation of a CES Limited Framework and related Policies, developed and approved by the Principal of a Sandhurst Catholic School to fulfil the policy requirements in a particular School in accordance with this Framework.
<b>Sandhurst Catholic School</b>	Means a School which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned and operated by CES, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.
<b>SWPBS</b>	School-Wide Positive Behaviour Support is a broad range of systematic and individualise strategies for achieving important social and learning outcomes in schools while preventing problem behaviour.
<b>Student</b>	A person enrolled at a Sandhurst Catholic School.

The Order	Ministerial Order No. 870 – Child Safe Standards – Managing the risk of child abuse in schools
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## 4. Purpose

The purpose of this overarching Student Behaviour Framework is to outline the Student Behaviour Policy, Principles and Procedures to be applied by Sandhurst Catholic Schools for all enrolled students. It also supports Sandhurst Catholic Schools to achieve compliance with state and federal laws, and the requirements of Catholic Education Commission of Victoria (CECV as a review body for the purposes of the *Education and Training Act 2000 (Vic)* and the associated regulations.

## 5. Principles

The Guiding Principles for effective student behaviour include:

- Education on standards of behaviour expected for students attending the school, healthy and respectful relationships (including sexuality), resilience and child abuse awareness and prevention as required under *Education and Training Reform Act 2006 (Vic)* and [Ministerial Order 870, Child Safe Standards – Managing the Risk of Child Abuse in Schools](#).
- Zero tolerance of child abuse and prohibition of corporal punishment in all Sandhurst Catholic Schools.
- When behaviour does not meet expectations, and an administrative response is deemed necessary, the principles of natural justice and procedural fairness will apply.
- The recognition that all members of the school community are worthy and have a right to work and learn in a safe, positive environment.
- The best interests of the child are the primary consideration.
- All students have a right to be supported to learn positive behaviours, self-manage and self-regulate their behaviours.
- Positive behaviour is best learnt and supported in a whole of school approach that incorporates a multi-tiered continuum of support.
- It is expected that behaviour expectations meet and reflect the needs of each Sandhurst Catholic School community and promote the values of honesty, fairness and respect for others.

- All members of the school and wider community share the responsibility of supporting positive student behaviour by developing and promoting high-quality relationships.
- The community shares the responsibility of fostering life - affirming relationships that recognise and support the inherent dignity and safety of each person.

## 6. Scope

This Framework and incorporated Policies apply to all Sandhurst Catholic Schools and are applicable to:

- Principals
- Teachers employed by CES Limited
- Non-teaching staff employed by CES Limited
- Volunteers in Sandhurst Catholic Schools
- Contractors employed in Sandhurst Catholic Schools.

## 7. Policy Statement

Sandhurst Catholic Schools are required to have policies and procedures consistent with this Framework to promote a consistent and fair approach towards managing student behaviour including:

- a policy that explicitly prohibits corporal punishment
- a student behaviour policy and procedures which include an explanation of the school's approach to behaviour and how it affords procedural fairness to students
- promoting and supporting positive student behaviour
- outlining roles and responsibilities for developing, implementing, reviewing and reporting on matters relating to student behaviour and behaviour management.

**The CES Limited Board will ensure that:**

- each Sandhurst Catholic School meet the minimum standards as they relate to student behaviour (discipline)
- the best interests of the child is a primary consideration in all student behaviour management responses
- student behaviour is integrated in a strategic, whole of school approach to wellbeing, and learning

- all student behaviour is supported through a tiered continuum of care that includes promotion of positive behaviour, prevention, early intervention and targeted support
- all students will be provided with the education support needed to learn positive behaviours, value diversity, self-manage and self-regulate their behaviours
- when behaviour does not meet expectations, and a school response is deemed necessary, the principles of natural justice and procedural fairness will apply
- data are collected and used to screen, monitor, and assess student progress
- the use of corporal punishment in any circumstance is not permitted
- every effort should be made to prevent the need for the use of physical restraint or seclusion
- schools communicate this policy and related procedures to their community
- capacity building is provided for all staff through embedded and continuing professional learning
- implementation is consistent with Occupational Health and Safety obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

This Framework must be read in conjunction with **CES Limited Suspension, Negotiated Transfer and Expulsion of Students Framework**.

## 8. Framework

### Legislative context

This Framework and incorporated Policies reflect the mandatory requirements imposed on Sandhurst Catholic Schools under the *Education and Training Reform Act 2006*, the Education and Training Reform Regulations 2017 as reflected in the [\*Guidelines to the Minimum Standards and Requirements for School Registration\*](#).

### School specific Procedures and Guidelines

- each Sandhurst Catholic School may develop Procedures and Guidelines in compliance with this Framework and related Policies
- any Procedure or Guideline approved by the Principal of a Sandhurst Catholic School in accordance with this Framework must be consistent with this Framework
- any Procedure or Guideline developed under this Framework must be intended to support the application of this Framework and related Policies in a particular Sandhurst Catholic School.



## Application of Framework

- All Principals of Sandhurst Catholic Schools are to ensure application of this Framework and related Policies, Procedures and Guidelines, in compliance with, and within the parameters of, this Framework.

## 9. School-wide Positive Behaviour Support (SWPBS) Framework – Overview

SWPBS is a process that establishes systems and practice for teaching social and behavioural skills which in turn enhance learning and teaching. Schools have a responsibility to provide an education to students in safe and predictable environments. Establishing a positive, proactive, preventative school wide set of behavioural expectations is a necessary first step for enabling schools to achieve their goals and responsibilities.

SWPBS is an organisational framework, and is not a specific "program", "model", "approach", "tool", or "specific curriculum", but a compilation of research- validated and effective practices, interventions, and systems change strategies.

SWPBS provides a framework for:

- improving the social behavioural climate of schools
- supporting or enhancing the impact of academic instruction on achievement
- increasing proactive, positive, preventive management while decreasing reactive management
- integrating academic and behaviour supports
- improving services for all students, including students at risk and students with identified disabilities or diverse learning needs.

### Tiered Model of Prevention

SWPBS is designed to meet the unique behavioural needs of each school and every student through a tiered model of prevention. The tiers, operationalise prevention and emphasise intervention ranging from preventing the development of inappropriate behaviour (primary) to reducing the impact or intensity (secondary or tertiary) of problem behaviour occurrences. This continuum of school wide, instructional and positive behaviour supports is a defining feature of SWPBS (Walker et al, 1996; Sugai & Horner, 1999; Sugai & Horner, 2006).

### Three tiers of prevention

**Tier 1:** Universal Prevention (All)

School wide interventions supporting all students. Tier 1 supports provide the foundation for learning and behaviour for all students. For most students, this level of support provides what they need to be successful and to prevent future behaviours of concern.

**Tier 2: Targeted prevention (Some)**

Secondary, high efficiency, rapid response, targeted interventions, supporting groups of students at risk. School implement supports designed to provide additional practice and feedback opportunities for groups of students with specific skill deficits. The skills developed support students to be successful participation is social and academic programs of the school.

**Tier 3: Intensive, Individualise Prevention (Few)**

Tertiary supports are the most intensive support the school offers, they are assessment based, intensive, durable procedures supporting individual students. This level of support will often require plans and goals related to academic and behaviour support.

## 10. Procedures

The school level procedures must:

- Explicitly prohibit corporal punishment and make the best interest of the child a primary consideration in its approach to student behaviour.
- Support positive student behaviour by developing and promoting a Student Code of Conduct.
- Reflect procedural fairness and steps for managing escalations including suspensions and expulsions of students.
- Require suspensions and expulsions to be recorded and maintained in a register and outline procedures for maintaining the register.
- Identify the roles and responsibilities of staff in implementing whole school plan to support positive behaviour, including suspensions and expulsions.
- Outline School's approach to student behaviour, which takes into consideration personalised adjustments based on student needs, and that are culturally, developmentally and psychologically appropriate.
- Outline the School's response to:
  - all forms of bullying
  - aggression
  - drug and alcohol misuse
  - risks of suicidal behaviour
  - truancy.
- Include rules regarding personal use of mobile and other electronic devices and responses to breaches of these rules.
- Include School's strategy for communicating with parents on Students' behaviours and how the school communicates these policies and procedures to the school community

- Outline School’s strategy for deciding on disciplinary measures, which considers the best interest of the child and safety and wellbeing of all school staff and all other members of the school community.
- Address School’s approach to coordinating with external agencies and agreed behaviour interventions or therapies provided by external practitioners or agencies.
- Address School’s approach to Student Behaviour Support where the need is identified (i.e. seeking advice from experts, consulting parents to inform personalised student behaviour support plans etc.).
- Use least restrictive intervention that will prevent or de-escalate student conduct or emotional states that risk harm to self or others and outline circumstances when it may be necessary to use restrictive interventions in accordance with **Restraint and Seclusion Policy**.
- Reflect reporting to the CES Limited Board via Executive Director on matters relating to student suspensions and expulsions.

## 11. Roles, delegations and authorities

### Role of the School Principal

- Develop, implement and review the school’s student behaviour policy.
- Document whole school plan to support positive student behaviour, which includes teaching and classroom management strategies that support positive student behaviour.
- Develop strategies to deliver appropriate education about standards of behaviour for students attending the school.
- Ensure staff are provided with training and development opportunities in behaviour management.
- Ensure the policy is communicated to the community and made publicly available.
- Ensuring that all behaviour response actions involving suspension, negotiated transfer or expulsion from school are managed consistent with the **CES Limited Suspension, Negotiated Transfer and Expulsion of Students Framework**.
- Provide reports to the Executive Director on the Policy and its implementation as required.

### Role of the Executive Director

- Ensures a Student Behaviour Policy is enacted across all schools

- Provides resources to schools to support review, development, and implementation of Student Behaviour Policy.
- Ensures clear expectations and training provided to principals in complying with this policy.
- Receive, assess and respond to reports from schools on the Policy and its implementation as required.
- Provides regular report to CES Limited Board as required.
- Support schools with the development of strategies to implement the Student Behaviour Policy and Procedures.

#### **Role of the CES Limited Board**

- Approve the CES Limited Student Behaviour Framework for implementation in Sandhurst Catholic Schools.
- Review this Framework every three years or more frequently if required.
- Communicate any changes made to this Framework to the Principals of Sandhurst Schools as soon as possible.
- Receive reports from the Executive Director on implementation and compliance across all schools.
- Review and assess reports from the Executive Director.

## **12. Student Behaviour Framework Documents**

- Appendix 1: School Wide Positive Behaviour Support (SWPBS) Guidance for Implementation in Schools
- Appendix 2: Student Behaviour Policy
- Appendix 3: Restraint and Seclusion Policy
- Appendix 4: Restraint and Seclusion Procedure
- Appendix 5: Record of Restraint and Seclusion
- Appendix 6: Restraint and Seclusion Principal Checklist

## **13. Related Documents and Other Resources**

- CES Limited Suspension, Negotiated Transfer and Expulsion of Students Framework
- CES Limited Child Safe Standards Framework

- PROTECT Responding and Reporting Obligations Policy
- CES Limited Enrolment Framework
- CES Limited Complaints Management Framework
- CES Limited Risk Management Framework
- [CEVN – Positive Behaviour Guidelines](#)
- [CEVN – Safe and Sound Practice Guidelines](#)
- [CECV Guidelines to the Minimum Standards and Requirements for School Registration](#)