

Behaviour Management Policy

1. Purpose

The purpose of this policy is to affirm that Firbank Grammar School (FGS) understands that a culture of positive behaviour and high levels of student engagement are essential as prerequisites for student learning.

The purpose of this policy and related policies and procedures, is to provide students, staff and parents with clarity as to the behaviour expected of students at Firbank Grammar School and the consequences when those expectations are breached.

This policy outlines our commitment to Quality and Respectful Relationships, and the application of our Relationship & Engagement Commitment, which provides a framework within which all behaviours within the school are to be conducted.

2. Scope

This policy is applicable to members of the School Board, all staff, students, and parents. This policy should be applied when students are:

1. At school
2. Travelling to and from school
3. Whilst on excursions, off-site activities, camps, learning with an external provider
4. on evenings and weekends if representing the school.

A separate policy for Boarding students exists to clearly outline the student behaviour policy that relates to the specific context of boarding.

3. Relevant Legislation

- a. Duty of Care
- b. Education and Training Reform Act 2006 (Vic.)
- c. Education and Training Reform Regulations (2017)
- d. Ministerial Order 625 (March 2014) (applies to government schools but may be used as a reference document for non-government schools)
- e. Victorian Registration and Qualifications Authority (VRQA) Minimum Standards
- f. Equal Opportunity Act 2010 (Vic.)
- g. Disability Standards for Education 2005 (Cth)

4. Policy Outline

- a. FGS approach to Behavioural management:

Firbank's **relationship and engagement commitment** is underpinned by our five Values and is the expression of our Vision and Purpose. Through a culture of care and support that fosters resilient relationships, we can be our best. We work in partnership with members of our community and we are committed to ensure that all relationships embody trust, forgiveness, integrity, hope and compassion.

FGS are committed to being educative rather than punitive when working through a challenge. A culture of care and support enables students to feel safe, take responsibility and learn from their mistakes. Kind and resilient relationships are fostered through sharing our thoughts, feelings and ideas in a respectful way.

Particular care is taken to ensure that behavioural management for all students uses language which is age appropriate, and ensures all relationships embody trust, forgiveness, integrity, hope and compassion.

Principles of procedural fairness are applied, and may include:

- ensuring all those involved in an incident have a reasonable opportunity to:
 - have their voice heard
 - defend themselves
 - to explain their understanding of the context and any extenuating circumstances
- ensuring the response to, and consequences of, mistakes complying with behavioural standards are unbiased and are applied consistently. A test of this could be whether the same (or similar) sanction is applied:
 - to different students for the same mistake
 - for the same mistakes occurring at one time compared with another
 - by one teacher compared with another
- using graded sanctions and warnings that are proportionate to the behaviour. This could involve taking into account questions such as:
 - the impact of the behaviour on others
 - the prior behaviour of the student
 - the likelihood of the behaviour being repeated.

For significant incidents or behaviour resulting in serious sanctions, an appeals mechanism is available. The purpose of the appeals mechanism is not to relitigate the issue but to review whether the procedures were applied fairly and consistently.

b. Process:

The procedural steps should be made in writing and communicated clearly. Staff, students and parents should know exactly what to expect when the procedures are applied.

c. list of behavioural expectation guidelines

To ensure that all members of the school community have a shared unambiguous understanding of what constitutes acceptable and unacceptable behaviour, FGS have a list of behavioural expectation guidelines in each students school diaries. The lists are communicated as appropriate for the age and stage of the student, and as appropriate will and cover:

- relationships with other students and adults – respect for others, bullying, physical assault, harassment (e.g. sexism, racism), use of derogatory and inappropriate language (rudeness, swearing) and bringing weapons into school (knives)
- substance abuse: drugs, smoking, alcohol, vaping
- behaviour to support learning: attendance, punctuality, completion of work, homework, inappropriate use of mobile phones, appropriate internet usage
- issues of appearance: uniform, personal grooming (for example hair, makeup, chewing gum and jewellery)
- respect for property: damage to property, theft, bringing valuables into school and litter
- behaviour to support the school's duty of care: not being out of bounds and notifying the school of whereabouts (e.g. leave passes).

Agreement of students and parents to comply with these guidelines is evidenced through the signing of the enrolment agreement, upon commencement at the school.

d. Corporal Punishment:

FGS explicitly prohibits the use of corporal punishment in any circumstances.

e. Sanctions and/or consequences for acceptable behaviour guidelines mistakes.

FGS responds to behavioural mistakes by adopting principles of procedural fairness, through the implementation of the relationship and engagement commitment.

FGS will apply any sanction, if required, designed to promote positive behaviours in the future. FGS acknowledges that the most "effective sanctions" are those that "fit the crime", are often imaginable and unexpected rather than predictable.

A sanction will be most effective if it is given as close as possible in time to the behavioural mistake. Long, drawn-out sanctions are rarely effective.

The chosen sanction must be appropriate for younger students, students with a disability, students who are Indigenous or Torres Strait Islander, or who are International Students.

Restrictive practices that involve restraint or seclusion will not be used as a form of punishment and must always align with the school's Restrictive Practices policy.

f. Suspension or Expulsion:

FGS is permitted to suspend or expel a student if it is judged that the seriousness of the behaviour warrants this level of response. Any such decisions regarding a student who is involved and in what capacity, including the student and their parent(s) or carers, will follow the Suspension and expulsion procedures (see related procedures). In each circumstance, the following expectations are required:

- i. the steps to be taken during the process and the expected timeframe
- ii. record keeping requirements
- iii. any appeal process.

g. Vulnerable Students or students with a disability

In managing behaviour, FGS will proactively identify and consider the needs of vulnerable students or student with a disability.

h. Notifying parents of breaches of behavioural expectations

FGS have processes and procedures to inform parents when a student does not meet the expected standards of behaviour. The level of notification will be appropriate to the level of transgression.

i. Record Keeping:

FGS will record and monitor any negative student behaviour including the application of sanctions. Details that will be recorded at a minimum include:

- the incident itself, who was involved and how everyone responded
- who dealt with the incident
- whether or not a sanction was applied and the rationale for choosing a particular sanction
- parent notifications where applicable.

Aggregated data is systematically reviewed to enable the school to identify emerging patterns over time through the FGS wellbeing program. Such data should be sufficiently granular (e.g. by type of behaviour or by groups of students) so that it can inform the ongoing development of school strategies.

5. Definitions

- a. Sanctions and consequences** – consequences for not complying with the behavioural expectations guidance that are determined through implementation of restorative practices.
- b. Corporal punishment** - the infliction of physical pain upon a person's body as punishment for a crime or infraction.

6. Roles and Responsibilities

a. The School Board must:

- The School Board is responsible for reviewing the behaviour management policy, although the responsibility for the detailed implementation and procedures lie with the school. The governing body must be confident that the policy is fair and reasonable and that corporal punishment is prohibited.
- The School Board is responsible for approving the procedures for expulsion and for deciding whether the authority to expel is delegated or not.

- The School Board is responsible for the appeals procedures and for acting as the appeal body.

b. The Principal must:

- ensuring the school has behaviour management policies and procedures in compliance with the VRQA Minimum Standards.
- developing strategies that ensure the culture of the school is one in which positive behaviour and respectful relationships are given high priority
- developing and implementing strategies and procedures that ensure students, staff and parents are clear as to what constitutes unacceptable behaviour and the consequences when the Code is breached.
- ensuring procedures are in place for the reporting and monitoring of behaviour.
- ensuring staff have access to regular training in the development of positive behaviour. The principal may also wish to provide regular training and support for parents in respect of the management of behaviour.

c. Head of Campus must:

- The Head of Campus is responsible for overseeing the development and implementation of strategies used to manage behaviour and for monitoring their effectiveness.

d. All Staff must:

- All staff in the school are responsible for working together in collaboration with students and parents to ensure issues of behaviour and relationships are given high priority at all times.

e. Students and Parents / Guardians:

- All students and their parents are required to understand and comply with the schools expectations around appropriate behaviours.

7. Related Policies and Procedures

- a. Strategic Intent – Relationship & Engagement Commitment
- b. Attendance & Attendance Monitoring Policy
- c. Inclusive Education Policy
- d. Appropriate use of ICT Policy
- e. Mobile Phone Use guidelines
- f. Child Safe and Wellbeing Policy
- g. Child Safe Code of Conduct
- h. Staff Student Professional Boundaries Policy & Guidelines
- i. Student Code of Conduct
- j. Suspension and expulsion Procedures
- k. Restrictive Practices policy

- l. Duty of Care Policy
- m. Student Wellbeing policy
- n. Curriculum Policy
- o. Behavioural Expectations guidelines – found in school diary
- p. Uniform Policy
- q. Alcohol / Drug / Smoking education policy
- r. Complaints Policy

8. Feedback / Enquiries

The school community may provide feedback on this document by emailing: Communications@firbank.vic.edu.au or contacting the Head of campus

9. Approvals

- a. **Approved by:** Jenny Williams, Principal.
- b. **Date:** February 2022
- c. **Next Review date:** February 2024

10. Appendix

- a. Behavioural Expectations Guidelines (in respective Diaries)
- b. Suspension and expulsion procedures.