Catholic Schools
Parramatta Diocese

Student Behaviour Policy

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1. Introduction and Purpose

Catholic Schools in the Diocese of Parramatta act as a ministry of the Church whose purpose is to provide conditions whereby students can flourish, striving to reach their potential. Catholic Schools Parramatta Diocese (CSPD) is committed to developing learning communities that are safe, respectful and just. Students and staff will protect and promote the dignity of all people recognising that each is created “in the image and likeness of God” (Genesis 1:28).

Safe, inclusive learning environments that teach and support positive behaviour are paramount to developing a respectful community of learners. The community includes students, staff and parents/caregivers working in partnership for the wellbeing of all.

The focus of this policy is to define the behaviour expectations of students and to assert everyone’s right to a safe, inclusive, respectful learning and working environment. Learning to regulate one's emotions and behaviour is integral to child and adolescent development. When students are a part of a community where appropriate behaviours are taught and encouraged the benefits contribute to a sense of individual and collective wellbeing.

Effective teaching supports good behaviour and the connection between quality, explicit teaching and ordlerly learning environments is well researched and documented[1]. The Multi-Tiered System of Supports (MTSS) provides a framework of supporting student learning through a structured and data-driven approach to knowing students and what they need to be safe and to flourish in their learning.

This policy requires schools to develop their own guidelines and procedures for teaching and supporting positive behaviour.
A thriving learning community is underpinned by:

- a caring and supportive school culture promoting positive relationships that are based on Gospel teachings;
- safety as a priority for all;
- positive partnerships between all members of the community, built on the principle core values of respect, justice, equity, and compassion, and;

[1] https://www.edresearch.edu.au/sites/default/files/2024-01/effectively-managing-classrooms-create-safe-supporting-learning-environments-aa.pdf

- an approach to problem solving that is restorative.

This document guides the work of school leaders and staff in the application of the Student Wellbeing Policy and Student Wellbeing Framework.

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2. Scope

This policy applies to all students, parents/carers and staff in all CSPD schools and sites and at all CSPD functions and events.

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3. Definitions

CSPD means the Catholic Schools Parramatta Diocese and includes CSPD Support Teams (office-based staff) and Schools.

Behaviour refers to the actions students take as they engage in their learning and time at school and in relationship with members of their school community. Behaviour is contextual and functional and can be explicitly taught.

Multi-tiered system of supports (MTSS) refers to a framework for learning comprising four essential components: screening, progress monitoring, multi-level prevention and intervention system, and data-based decision making.

Positive Behaviour for Learning refers to an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Risk Management refers to the processes for identifying and managing risks presented by people (especially students) or circumstances in the environment.

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4. Principles

This policy is guided by the following principles:

4.1 **The safety and wellbeing** of all students, staff and visitors. CSPD schools provide a secure and welcoming environment where every child feels valued, respected, and safe to express themselves. As such, all members of the community will act safely and renounce violence in all forms.

4.2 **Maximising time for learning**. The learning growth of every student is central to the work of Catholic schools. By encouraging a safe, orderly and inclusive environment, learning time for all students is maximised. Good behaviour supports good learning and good teaching supports good behaviour. Good behaviour will reduce teacher workload and improve teacher wellbeing, allowing for more focus on student learning.

4.3 **Catholic moral and social teachings.** By emphasising values such as honesty, humility, compassion, forgiveness and love, students are encouraged to reflect on and be influenced by the teachings of Jesus Christ in their daily interactions and decision-making. This will support them to act in ways that respect the dignity of others and build healthy relationships. In correcting behaviour, the dignity of the student must always be preserved and protected.

4.4 **Students belong to and are impacted by systems.** Students' behaviour is shaped by the systems (internal and external) in which they live. This context may include impacts of a disability or mental health condition, the functions of their family, ethnic and cultural identity, experiences of trauma, intellectual and emotional developmental challenges. Teachers are required to "know their students and how they learn" when considering how best to manage and respond to students' behaviour[2].

4.5 **The shared understanding of expected behaviours including:**

4.5.1 All members of the community will act safely and schools will respond firmly to unsafe behaviours.

4.5.2 All students will behave safely and respectfully and follow the school's behaviour expectations, routines and procedures.

[2] https://www.aitsl.edu.au/standards

4.5.3 Positive behaviour is to be taught in a structured and consistent way.

4.5.4 Behaviour is best managed in the context of a trusting relationship between staff and students characterised by unconditional positive regard for all students all the time.

4.5.5 Schools will be consistent and proportional in their application of consequences for unacceptable behaviour.

4.5.6 All students are learning how to behave and there is always hope for their positive development.

4.5.7 Behaviour performs a function and an analysis of the function of problematic behaviour is necessary for supporting students to follow the behaviour expectations, routines and procedures established in their school.

4.5.8 Behaviour occurs in a context that is more complex than just the moment of the behaviour. There are environmental, predisposing, cognitive and other factors which influence students' behaviour.

4.5.9 All members of the community will reject all forms of violence.

4.6 **Procedural Fairness -** decisions about consequences for unacceptable behaviour must be framed by the principles of procedural fairness including the right to be heard, the right to respond and the proportionality of the consequence. In more serious cases, this will be guided by the Suspension, Transfer and Exclusion Procedures**.**

4.7 **Corporal punishment is prohibited**. All CSPD staff are prohibited from engaging in corporal punishment in any form. CSPD staff must not encourage any other person to engage in corporal punishment.

4.8 **Partnership with parents.** Recognising the pivotal role of parents as the primary educators, we encourage active involvement and collaboration between the school and parents. We aim to keep parents informed and engaged in their child's educational journey, seeking their support in reinforcing the values and expectations of our school communities. This relationship is described in the Family School Partnership Principles.

5. Responsibilities

5.1. Principals

5.1.1. lead and oversee school staff compliance with this policy

5.1.2. promote, model and embed positive, inclusive, respectful and culturally responsive practices in school

5.1.3. develop school specific Behaviour Expectations Guidelines

5.1.4. review the school's Behaviour Expectations Guidelines annually

5.1.5. provide for the explicit teaching of positive behaviours for all students that instructs students how they are to behave, regulate their emotions, conduct safe relationships and seek support

5.1.6. participate and promote professional learning for school leaders and staff, related to behaviour expectations and the other factors impacting behaviour (disability, trauma, psychological factors)

5.1.7. oversee the development and build the capacity of teachers to plan and implement a curriculum and pedagogy that supports positive behaviour of students as per 5.1.5

5.1.8. where a student's behaviour presents a risk to themselves, other students or staff, or student learning, ensure that all appropriate steps are taken to assess and manage the risk and develop strategies to address the behaviour

5.1.9. engage regularly with the Wellbeing Counsellor and other key staff to monitor and respond to emerging issues related to student safety and behaviour based on data

5.1.10. employ the multi-tiered system of supports (MTSS) for providing adjustments and individualised planning for students identified by behaviour and learning data

5.1.11. ensure that all behaviour management actions, including suspension, transfer and exclusion from the school, are consistent with the Diocesan Suspension, Transfer and Exclusion Procedure

5.1.12. lead the collection and monitoring of school-level data to evaluate progress in behaviour management

5.1.13. ensure that implementation of this policy at their school is consistent with compliance obligations to ensure a safe and healthy working and learning environment under the Health and Safety policy

5.1.14. plan for and implement early, visible, consistent and planned responses to behaviours of concern to foster trust and confidence between the school, student and parent or carer and ensure continuity of teaching and learning. These strategies must be consistent and implemented school-wide to ensure equity and the principles of justice and fairness

5.1.15. ensure students, parents and carers are aware of and can access appropriate CSPD support documents including Family and School Partnerships Principles and the Family and School Partnerships Flowchart

5.1.16. implement and embed CSPD systems at their school to retain and report any records of formal action taken in relation to the implementation of this policy and its supporting procedures and implementation documents

5.1.17. monitor the impact of student behaviour on the psycho-social safety and wellbeing of staff and other students.

5.2. Teachers and all school staff

5.2.1. support the development and implementation of the CSPD Behaviour Expectation Policy to enhance student learning and wellbeing

5.2.2. model and promote behaviour that values diversity, demonstrates respect for and inclusion of all students and promotes a positive school culture

5.2.3. participate in professional learning to progress skill development, knowledge and confidence in teaching positive behaviour with an understanding of the contributing factors of poor behaviour (trauma history, disability, developmental challenges)

5.2.4. provide purposeful and personalised responses to behaviours of concern

5.2.5. comply with their obligations under the Health and Safety Policy and other relevant legislation

5.2.6. use effective practices and evidence-based strategies that:

5.2.6.1 explicitly teach all students about inclusive, respectful and safe behaviours in line with developmentally appropriate curriculum.

5.2.6.2 deliver early, visible, consistent and planned responses to behaviours of concern to foster trust and confidence between the school, student and parent or carer and ensure continuity of teaching and learning. These strategies must be consistent and implemented school-wide to ensure equity and the principles of justice and fairness.

5.2.6.3 support the participation and inclusion of all students and be responsive to individual students' needs.

5.2.6.4 make reasonable adjustments to support the inclusion of students with a disability.

5.3 CSPD Support Teams

5.3.1 work as consultants to school leadership teams to support their work with student wellbeing and behaviour

5.3.2 develop, source and provide professional learning opportunities for schools regarding inclusive and safe environments, developing positive classrooms and effective practices to respond to behaviour

5.3.3 provide advice and services to support the promotion of positive behaviours, learning and wellbeing for students

5.3.4 provide consultation and services to support targeted and individual behavioural interventions for students who require support to be safely included in Diocesan settings and/or targeted learning and wellbeing support

5.3.5 model and coach staff in evidence-based behavioural interventions and strategies providing practical support to teachers and school support staff

5.3.6 work collaboratively with school learning and diversity teams, principals, school counselling staff, teachers, external support agencies and parents and carers.

5.4 Wellbeing Leadership Team (Director, Head, Manager)

5.4.1 support leaders to plan, implement and evaluate behaviour approaches that engage the whole school community

5.4.2 develop, source and quality assure programs and other resources so that they are available for schools to access

5.4.3 ensure that information about this policy's requirements is accessible

5.4.4 secure funding and resourcing for system-level supports necessary to implement this policy

5.4.5 oversee implementation and monitoring of the system to ensure appropriate implementation supports are available to schools.

5.5 Parents and carers are expected to

5.5.1 work in partnership with the school, service providers and the wider school community in alignment with the Family School Partnership Principles

5.5.2 proactively engage with the school to resolve concerns around behaviour when incidents occur.

5.6 Students are expected to

5.6.1 participate positively and engage in their learning and in the wider community

5.6.2 demonstrate positive and respectful behaviour that will contribute to an inclusive and safe school learning environment

5.6.3 have the opportunity to self-advocate as active participants in their own learning and wellbeing

5.6.4 work to feel connected and use their social and emotional skills to be respectful, resilient and safe learners in line with their school's behaviour expectations.

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6. Related documents

Include attachments and any other documents, like policies and procedures that are related to this document. Also, any legislation worth including:

- Anti-bullying Procedures
- Banned Substances Procedures
- Banned Weapons Procedures
- Safeguarding Procedures
- Student Attendance Policy
- Suspension, Transfer and Exclusion Procedures
- Student Use of Digital Devices and Online Services Policy
- Student Wellbeing Framework
- Student Wellbeing Policy
- Family and School Partnership Principles
- Health and Safety policy

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7. Further information

Further information on this policy can be directed to the Student Support Directorate via Catholic Schools Parramatta Diocese on (02) 9840 5620.