Behaviour Management and Restorative Practices Policy

ST ANDREWS
CHRISTIAN COLLEGE

Behaviour Management and Restorative Practices Policy

PREAMBLE

All policy, protocols and procedures flow from the St Andrews Christian College Mission Statement:

"To educate our students so that they are well skilled, understand life on the basis of biblical truth, and are motivated to walk with God and serve Him in their lives, so that they will be a positive Christian influence in the world."

POLICY DOCUMENT INFORMATION

TITLE:	Behaviour Management and Restorative Practices Policy
AUTHORS:	St Andrews Christian College on advice from Russell Kennedy Lawyers
ACKNOWLEDGEMENTS:	
PURPOSE:	To provide policy and direction for the College
RELATED DOCUMENTS:	Bullying and harassment prevention Policy
	Pastoral Care and Student Wellbeing policy

KEY DATES

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APPROVAL REQUIRED:	Executive Leadership Team

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1. RATIONALE

The foundations of behaviour management with restorative practices flows from:

a) A desire to see students developed in character and learning to interact with one another in ways that promotes positive, peaceful relationships and thus brings glory to God.

b) An understanding that personal accountability to God fosters maturity, self-control and makes lasting change (Romans 14:7-12).

c) An understanding that nurture and discipline at St Andrews is an integral aspect of our community and is essential to the growth of the whole child. This includes modelling God honouring behaviours. This allows students to achieve their God-given potential.

d) The biblical principles of grace, mercy, justice, kindness and humility (Micah 6:8) and through this, teaching students the importance of full restoration of relationships, where hurt and offence has occurred.

e) The desire to provide a positive, safe environment that enables effective learning and teaching.

f) An understanding that nurture and discipline embraces affirmation, example, guidance and correction in the context of a relationship of love, acceptance and servant leadership.

2. SCOPE

This policy applies to all staff and students at all times when:

a) At the College's campus.

b) Representing the College, including when off campus, or in a digital environment.

c) Travelling to and from the College, as well as to and from off-site activities.

d) Otherwise engaging in behaviour that impacts on the reputation of the College.

3. RESTORATIVE DISCIPLINE

At St Andrews Christian College, we seek to understand discipline as a focus on positive, healthy relationships. This begins through the process of training and education about appropriate and expected behaviours. Misbehaviour damages relationship, whether between staff and a student, a student and another student, a student and property or the student and their environment.

Restorative discipline seeks to build and maintain healthy relationships and restore those which are damaged or broken because of misbehaviour.

Restorative discipline is *a process with a goal*; it involves the steps that need to be taken to educate the offending student and to provide justice and affirmation for the offended student, through:

a) Acceptance of the impact of the offending behaviour.

b) Apology and remorse (offender).

c) Forgiveness (victim).

d) Appropriate consequences (as agreed).

e) Commitment to positive behaviour and respect (offender).

The focus is on the need to deal with offence and restore relationship. The goal is restored relationship. The outcome will involve a consequence and monitoring to see a genuine change in attitude and behaviour.

Restorative discipline models the Gospel, the change of heart required to truly repent and find forgiveness from God, on the basis of the sacrifice of Jesus. Jesus' death saw Him taking our punishment so that we could be reconciled to God. It also puts into practice the challenge of discipleship: 'forgive each other, as the Lord has forgiven you, so you must also forgive.' (Colossians 3:13).

Restorative discipline is thus a positive process where the objectives of appropriate attitudes, behaviour, habits and responses are set before the students in order to become obedient disciples of Christ.

4. DEFINITIONS

Accountability
Accountability is the obligation of a student to account for their actions, accept responsibility for them and to understand that there are consequences for all choices made.

Affirmation
'Affirmation' is defined as confirming with purpose the positive attributes and behaviours that reflect the values and character of Christ.

Bullying
The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Correction
'Correction' is the process by which students are guided and directed to amend their inappropriate actions or behaviour. Where punishment is needed as a part of this process, it must not be seen judicially but as a part of the training process. It must, therefore, be administered so as to produce a degree of remorse for wrong actions or attitudes that will lead to repentance and restoration in the child's life.

Discipline
'Discipline' is to be seen as a positive process where the objectives of appropriate attitudes, behaviour, habits and responses are set before the students in order to become obedient disciples of Christ. These objectives will be qualified in detail as the child matures until a large degree of the ideal of the internalisation of discipline (or mature self-discipline) is attained.

Example
'Example' is defined as reflecting Christ-like values.

Misdemeanours
A minor wrongdoing or misbehaviour.

Nurture
To 'Nurture' is to care for and cultivate the God-given gifts which our loving Heavenly Father has bestowed on each of us, (Jeremiah 1:5).

- Nurture includes the affirmation of pro-social behaviour that reflects values and characteristics of Christ.
- Nurture includes many aspects such as encouragement, praise, example, correction, restitution and restoration, training, graciousness, repentance, forgiveness, reconciliation, prayer, care, mercy and love.
- Discipline includes actions such as warning, detention, time out, suspensions, or expulsion or other aspects as determined by the College.

Pastoral Care
'Pastoral care' is defined as a person-centred, holistic approach to care for the spiritual and emotional areas of the individuals involved. The focus of pastoral care is on emotional support and spiritual care.

Perpetrators
'Perpetrators' refers to those who are in breach of the values reflected in the Student Nurture and Discipline Policy and related policies.

Pro-social Behaviour
'Pro-social behaviour' describes a behaviour that benefits another person. Love and respect are some of the pro-social behaviours that we aim to foster in our students by:

- Demonstrating them in our own lives.
- Teaching them explicitly.
- Giving opportunity for students to practise and master them.
- Affirming students when they exhibit the behaviours that we are aiming to foster in their lives.

Unacceptable Behaviour
'Unacceptable behaviour' refers to actions and words that are not in-line with the values of the College.

Victims
'Victims' refers to those who have been impacted by a breach of the values reflected in the Student Nurture and Discipline Policy and related policies.

5. AIMS

The College's approach to behaviour management and restorative practices is positive and underpinned by positive and productive relationships between staff and students.

The College aims to promote positive student behaviour and respectful relationships and will:

a) educate students about the College's expectations, policies and procedures, including but not limited to: classroom activities, promotional posters, educational videos, lecturers, reflection sheets and the Bullying and Harassment Prevention Policy.

b) educate staff and students on the principles of restorative discipline with a focus on positive relationships, and how to restore those that are damaged by misbehaviour.

c) communicate to students and staff desirable and acceptable behaviour.

d) enforce the behavioural standards set out in this policy, and the College's other policies and procedures.

e) promote self-discipline, self-control and responsibility for behaviour and actions.

f) develop a healthy respect for staff, students and their property.

g) develop student orientated sessions on building respectful relationships, cyberbullying and respect.

h) ensure staff communicate desirable behaviour and are fair and effective in guiding student behaviour.

i) remind students of the College's expectations at assemblies, during class time and through announcements to the community.

j) ensure everyone understands that corporal punishment is prohibited and is not to be used as a means of discipline.

k) use of physical restraint only in exceptional circumstances where it is required to ensure life safety.

l) seek to prevent all forms of bullying and harassment among students by developing a strong and open culture, with clear processes for making a complaint and consistent follow-up and application of disciplinary consequences.

6. GUIDING PRINCIPLES

Staff will:

a) Be guided in what they are seeking to form in students by the Graduate Profile (Refer to Matrix), which covers Godly character; excellent relationships; commitment to personal learning; an authentic faith that leads to a desire to serve and exemplary leadership.

b) Be aware of their authority and the discipline measure available to them.

c) Maintain accurate, comprehensive, and accessible records using the Pastoral Care Module of the Learning Management System.

d) Make decisions in a timely manner.

e) Notify students and parents of disciplinary measures taken.

f) Exercise reasonable discretion.

g) Work through agreed classroom 'rules' that are established to ensure that students and teachers are safe, engaged and able to learn and teach effectively. Students will know and respect the steps that provide warning of unacceptable behaviour and guidance to more appropriate ways of respecting authority and relating to peers and College staff.

h) Be considerate of the broader context (including but not limited to the student's age, maturity and additional needs).

i) Refer to *Matrix - Behaviour Management and Restorative Practices* for guidance to the appropriate responses to student indiscretions.

j) Be supported through this process by the Year Level Coordinators, the Head of School, the Wellbeing Team and the College Executive Leadership Team (ELT).

Students, parents and staff are responsible for supporting student behaviour management at the College.

Staff members are responsible for communicating desirable and acceptable behaviours to students (and also, other staff) through educating and modelling those behaviours, and enforcing the College's policies and procedures. Academic staff members are also responsible for teaching desirable and acceptable behaviours to students in the classroom.

7. THE COLLEGE'S APPROACH TO STUDENT BEHAVIOUR MANAGEMENT

St Andrews Christian College is committed to operating by the biblical principles of love, justice, instruction and correction, with an aim to build and sustain positive, caring relationships. All matters of discipline and correction will follow the principles in this policy as a guide, however their application will vary on a case-by-case basis.

Corporal punishment is strictly prohibited at St Andrews Christian College. Behaviour management is guided by the laws and regulations of the state of Victoria and Australian legislation.

When inappropriate behaviour occurs, staff will respond in accordance with this policy.

In determining the severity of a student's behaviour and the appropriate consequence (if any), regard will be had to:

a) The student's individual circumstances, including any additional needs (whether behavioural, emotional, or medical in nature).

b) The context.

c) The student's behavioural history.

d) The gravity of the action and the ramifications.

e) The outcome considered to be in the College and the student's best interests.

f) Any remorse, insight or contrition shown.

The following examples act as suggestions which may be utilised by staff when responding to inappropriate student behaviour:

a) Encourage positive and affirming language.

b) Engage in a pastoral conversation with the student about their behaviour.

c) Provide a student with clear choices about their behaviour and implement logical consequences.

d) Refer the student to their Year Level Coordinator or Head of School.

e) Arrange for a meeting between the College, the student and their parents.

f) Request that the student apologise for their behaviour.

g) Removal of student privileges.

h) Conduct an investigation.

The appropriateness of the measures outlined above will depend on the circumstances.

8. INVESTIGATING STUDENT BEHAVIOUR

The College will initially endeavour to resolve issues informally, where appropriate.

Where the College receives a concern about disrespectful or unacceptable behaviours, the College will aim to provide the student with advice about how to deal with the situation and implement strategies to reduce the likelihood of further unhealthy relationships.

The College will assess any concerns to determine whether an investigation is required. In making this assessment, the College will consider whether:

a) A satisfactory means of address is available.

b) The nature of the complaint, the seriousness, and whether it has been raised with the College previously.

c) The individual circumstances.

d) Whether the complaint may involve a criminal allegation, or behaviour of a severity that may result in suspension or expulsion (eg. including but not limited to vaping, consumption of alcohol or drugs, violence or threats of violence, sexual harassment and severe or persistent bullying).

The College will investigate student behavioural concerns in accordance with the principles of procedural fairness.

This will ordinarily involve a discussion with the alleged victim to seek clarity about their concerns, and a discussion regarding their desired outcomes.

When speaking with the other students involved, this will occur during school operating hours (including shortly before or after school), and the consideration of the student. The College reserves its right to speak with students about behaviour concerns without their parent(s) present.

This arrangement reflects the College's intention that matters be resolved during school hours and efficiently as possible. Students are able to note their preferred staff member and regard will be had to that preference. However, dependent on the circumstances (for example, where suspension or expulsion is being considered), it may be appropriate for parents to attend as support for their child.

After completing enquiries and considering the available information, the College will then make findings. Where inconsistent accounts are received, it is expected that the College will endeavour to resolve these. Nonetheless, it is open for the College to make findings on the basis of the information available.

9. CONSEQUENCES

Consequences can range from counselling to expulsion, and will be implemented in accordance with this policy. However, the Principal retains ultimate discretion in determining the appropriate consequences (including but not limited to educational, disciplinary and pastoral consequences) in response to inappropriate student behaviour.

Examples of consequences that the College may consider are detailed further below.

In-school discipline

In instances where the College believes disciplinary actions are the most appropriate response to a student's behaviour, staged in-school disciplinary measures can be used. The College may modify these as needed. Whilst these measures take place on school premises, they may occur outside school hours. The College will seek to ensure they are used in a way that is proportionate to the behaviour being addressed.

Withdrawal of privileges

The College can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges that may be withdrawn will vary, however they may include things such as representing the College at inter-school sports or attendance at a school event.

a) The withdrawal is time-limited.

b) The reasons for and period of the withdrawal is clearly communicated to the student.

c) The student is made aware of the behaviour standards expected in order for the withdrawn privileges to be reinstated.

d) Consideration is given to the impact on the student's engagement and ability to achieve learning outcomes. For example, where:

1) The withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies will be put in place to maintain student engagement during the withdrawal.

2) Consideration is given to a student's additional needs to ensure that any withdrawal of privileges does not amount to unlawful discrimination. For example, a student with additional needs may require an iPad with a communication application as a reasonable adjustment to enable that student to communicate/participate in class activities. In this circumstance, removal of the iPad as a disciplinary measure is not appropriate.

3) Consideration is given to race, religious belief or activity or other special circumstances to ensure that any withdrawal of privileges does not amount to unlawful discrimination. This includes considering circumstances where the withdrawal of privileges would restrict a student's participation in any cultural activities at the College.

Withdrawal from class

A student may be temporarily removed from regular classroom activities if their behaviour significantly interferes with the rights of other students to learn, the capacity of a teacher to teach, or where it creates a risk of harm to themselves or others.

Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Unless the student is a mature minor, parents and carers should be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

Detention

Detention may be an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

The College can require students to attend before or after school detention, however individual circumstances will be taken into account.

During detention, staff may instruct a student to finish schoolwork which has not been completed in regular classroom time as a result of the behaviour, new work or other duties.

The College will:

a) consider local circumstances when determining what a reasonable time and place for detention entails;

b) make sure any special conditions relating to the imposition of detention are clearly communicated to the student and their family; and

c) consider any other special circumstances, including:

1) whether a student has additional needs. For example, a student with additional needs may not understand that the detention is a consequence of their behaviour.

2) where the detention would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents, or where limited travel alternatives for students are available), and if so, whether alternative consequences can be negotiated with parents.

The College seeks to ensure:

a) that students undertake detention at a reasonable time and place; and

b) where students are requested to undertake detention outside of school hours:

   1) parents or carers are informed at least the day before the detention.

   2) the length of the detention should not exceed forty-five minutes.

After School Detention

Should a student receive 3 detentions in a school term, the Year Level Coordinator may determine that the student serves an after-school detention. An after-school detention may be given if the behaviour is of a more serious nature.

a) Parents are to be notified of the time and date of the after-school detention.

b) Students serving an after-school detention are to be supervised by a staff member.

c) After-school detentions begin at the conclusion of the school day and can be up to an hour as determined by the Year Level Coordinator and/or Head of Secondary.

d) Students may be asked to complete tasks such as, but not limited to: emptying rubbish bins, cleaning tables, reflection on behaviour and homework.

Suspensions and Expulsion

Suspension or expulsion may occur as a consequence of multiple breaches, or a serious breach, of the College's codes of conduct, policies, procedures, rules, or of the College's Christian ethos, Vision, Mission and Values.

Whether or not a suspension or expulsion should be considered is ultimately a matter for the Principal (or their delegate).

Suspensions and expulsions will be considered in accordance with the principles of procedural fairness. This means:

a) An unbiased decision maker.

b) Allowing the student a reasonable opportunity to respond to the College's concerns.

c) Making contact with the student's parent(s) to outline the College's concerns.

d) Writing to the student's parent(s) to state the reason(s) that the student may be suspended, or expelled, and providing the parent(s) with an opportunity to respond to that course of action.

A student may be summarily suspended, pending a final decision about whether suspension or expulsion is an appropriate outcome. In this case, a meeting with the student and their parent(s) to review the suspension will be arranged as soon as practicable.

For suspensions, details of the suspension will include an agreed strategy for the return of the student and/or arrangements to meet the Principal (or their delegate) to discuss the conditions under which, if any, the student is permitted to remain at the College.

Decisions by the College to suspend or expel a student will take into account any relevant considerations, including:

a) The safety of all students, staff and visitors.

b) The seriousness of the student's conduct.

c) The response or remorse of the student (if applicable).

d) The student's prospects for rehabilitation.

Decisions to suspend a student may be made by a member of the College's Executive Leadership Team. Decisions to expel a student may only be made by the Principal.

The College maintains a suspensions and expulsions register on its online management system, which must be updated by a member of the Executive Leadership Team as required. If a student is expelled, a member of the College's Executive Leadership Team must also add an expulsion note to the student's online file.

In-school Suspension

The Head of Primary/Secondary or Deputy Principal(s) may suspend the student internally. The duration of the suspension is at the College's discretion.

The in-school suspension will have the following characteristics:

a) Each day of the suspension, the student's parents will bring them to Reception in the mornings and collect them in the afternoons,

b) The student will work and have recess and lunch breaks in isolation from other students,

c) The Head of School or Deputy Principal may provide redemptive counsel and personal reflective tasks during the suspension.

Out-of-School Suspension

The Head of School or Deputy Principal may suspend the student externally. The duration of the suspension is at the College's discretion. Usually, this option will be taken when the College is confident that the student's behaviour poses a risk to the care, safety and wellbeing of the College's other staff and students, or alternatively, that a 'reset period' is appropriate to ensure the student will act in accordance with the College's standards going forward.

The out-of-school suspension will have the following characteristics:

a) College staff will be asked to provide work for the student as is practicable.

b) Parents will be encouraged to provide counsel and oversee personal reflective tasks with their child during the suspension.

c) Depending on the circumstances of the incident(s), the suspended student may be put on a conditional enrolment with conditions in order to remain enrolled at St Andrews Christian College.

Expulsion

The Principal, in consultation with the Deputy Principal(s) and the Head of Primary/Secondary, is the initiating authority of this stage.

The Board Chairman is to be informed by the College of any expulsions.

At any time, the Principal may suspend or expel a student as deemed necessary. This decision will be made in cases of severe moral transgressions which affect the College community and behaviour that threatens the safety and well-being of other students and/or staff. This may also include serious repeated behavioural offences.

10. PHYSICAL RESTRAINT AND SECLUSION

Regulation 25 of the *Education and Training Reform Regulations 2017* (Vic) state:

a) 'Restraint from danger: A member of staff may take any reasonable action that is immediately required to restrain a student from acts or behaviour that is dangerous to the member of staff, the student or any other person.'

As a general rule, staff at the College shall not touch, push, pull or hit a student as a response to unacceptable behaviour.

Physical restraint or seclusion must never be used as a punishment or discipline strategy, as a means of coercion, retaliation or as a convenience.

The College prohibits the use of:

a) Prone (holding a student face-down) or supine restraint (holding a student on the ground face-up).

b) Mechanical or chemical restraints to control behaviour.

c) Corporal punishment.

The College believes that restrictive intervention and seclusion of a student are to be used as a method of last resort. However, staff may find it necessary to respond to a student behavioural concern in such a manner where:

a) there is an imminent threat of physical harm or danger to a student and others;

b) the physical restraint and/or seclusion are reasonable in the circumstances; and

c) there is no less restrictive measure available in the circumstances.

Restrictive intervention and seclusion of a student must not occur unless the above criteria are met.

In the rare event that a student is restrained, staff must:

a) Use the minimum force required to address the imminent threat of physical harm or danger.

b) Only restrain the student for the minimum duration required.

c) Monitor the student for any indicators of distress and immediately cease the restraint should these be identified.

d) Communicate with the student to make clear why the restraint is being applied.

e) Ensure that the restraint used is consistent with the student's individual needs and circumstances, including but not limited to the student's age, gender, size, and any additional needs such as behavioural, intellectual, neurological, sensory, medical or communication impairments.

The decision about whether to use restrictive intervention and seclusion rests with the professional judgement of the staff involved, following consideration of their legal and professional obligations.

Staff must immediately report all instances of restraint or seclusion to a member of the Executive Leadership Team.

Any use of physical restraint or seclusion must trigger a report and a review of the circumstances surrounding the event.

11. Appeals

A student or their family may seek a review of a decision made under this policy. All requests for review must be made in writing to the Principal, setting out the reasons for the review.

If the Principal has made a decision to expel a student, the Principal's decision may instead be appealed to the Board.

12. Communication

Where a student is subject to disciplinary consequences following an investigation, this will be communicated to that students' parents in writing.

Where students are otherwise involved the College will use its discretion in communicating the outcome or steps taken by the College, which will occur on a needs to know basis.

The victim and/or their parents will also be briefed on the actions taken by the College, and the student concerned will be offered support and encouraged to raise any further concerns with the College.

13. Records

Staff are advised to keep written records of any student behaviour management concern. In the event that incident is reported or observed, the written record should outline the name of the complainant, the basis of the concern (in chronological order where possible), relevant dates, and details of those involved. In capturing initial details, staff are to consider the *"who, what, when, where, why, how?"*

Written records are also to be maintained if a student behavioural concern is investigated by the College. Records can include a range of documents, including student reflection tasks, records of interview, meetings with parents, internal correspondence with other staff and relevant images or documents that may be obtained during the course of the investigation.

The College's preference is that all records are kept on the College's electronic management system and stored on the relevant student's file. Where hard copy notes are kept, these are either to be scanned or transferred into the College's electronic management system, or stored with the College's paper based files.