



# ***BEHAVIOUR SUPPORT POLICY***

*February 2023*

**CATHOLIC SCHOOLS BROKEN BAY**

Caroline Chisholm Centre Building 2, 423 Pennant Hills Road, Pennant Hills, NSW 2120 | PO BOX 967 Pennant Hills NSW 1715  
02 9847 0000 | [csbb.catholic.edu.au](http://csbb.catholic.edu.au) | [CSBB@dbb.org.au](mailto:CSBB@dbb.org.au)

## Rationale

All students, their families and employees within Catholic Schools Broken Bay (CSBB) have the right to a safe and supportive learning environment. In line with this, all members of the school community share the responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The purpose of the Behaviour Support Policy is to inform system and school-based guidelines and procedures for positive behaviour education and management. It should be read within the context of the Pastoral Care and Student Wellbeing Policy. All schools will develop school-based behaviour support guidelines that promote a safe and supportive learning environment, which optimises student learning and wellbeing.

## Guiding Principles and Objectives

- Each person is created in the image and likeness of God and therefore the dignity and integral growth of the whole person is to be respected.
- The quality of relationships in a Catholic school community, should be fair and just, and respect the dignity, rights and fundamental freedoms of individuals.
- Schools and their communities work together to provide an environment, which is inclusive, safe and secure, and free from bullying, harassment, intimidation and victimisation.
- When parents enrol their children in a Catholic school they enter into a collaborative partnership with staff.
- Pastoral and restorative principles and practices that reflect gospel values and Catholic social teaching, influence a school's response to promoting positive relationships and responding to students with challenging behaviour. Corporal punishment is prohibited in all schools.
- Whole school positive behaviour systems are evidence-based strategies for building a positive, safe school culture which enhances teaching and learning for all students.

NOTE: The term 'parent' or 'parents' includes any person or persons having the custody or care of a child.

## Policy Statement

Catholic Schools Broken Bay promotes a safe and supportive learning environment to maximise learning for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations.

Behaviour can be defined as:

- Behaviour: anything a person says or does.

- **Appropriate Behaviour:** any behaviour that contributes to a safe and positive learning environment.
- **Challenging Behaviour:** any behaviour that significantly impacts on the day-to-day functioning of schools. It impacts on learning and interrupts students' and staff's capacity to function in a safe school environment.
- **At Risk Behaviour:** any behaviour that can cause possible harm or injury to self or others. This includes physical, social, emotional or psychological harm.

### **Positive Behaviour Support**

Positive behaviour support builds an inclusive and collaborative school culture, which optimises teaching and learning opportunities and the overall success for all students. A whole school approach to positive behaviour creates a climate where appropriate behaviour is taught and reinforced, and prevention approaches are emphasised. It includes a multi-tiered system approach to provide services and interventions for students, at increasing levels of intensity, based on student needs. This multi-level prevention system aims to maximise student achievement, promote positive classroom interactions and reduce behavioural problems. It is informed by the Positive Behavioural Interventions and Support (PBIS) Framework (also known at Catholic Schools Broken Bay as Positive Behaviour for Learning – PBL).

### **Restrictive Practices**

All staff have a duty of care and responsibility to all students and any action should reflect maximum respect for the student's autonomy and their individual rights. In this light, it is the responsibility of educators to consider positive behaviour approaches that reduce the need for restrictive practices.

Restrictive practices refer to interventions that have the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm. Restrictive practices in school settings can include time-out strategies and spaces, in-school withdrawal of students, physical restraint and seclusion. Procedures related to restrictive practices apply not only to students exhibiting complex challenging and/or at-risk behaviour, but also for students who have a 'one off episode' of complex challenging and/or at-risk behaviour.

### **Physical Restraint**

The use of physical restraint should only be exercised in an emergency or occur where there is an immediate risk of injury to persons, including the student. Physical restraint is used to prevent, restrict or subdue movement of that person's body or part of their body, for the primary purpose of behavioural control. Physical restraint may only be used when there is no reasonable alternative to avoid the danger.

### **Serious Breaches of Student Behaviour**

Suspension, negotiated transfer, expulsion and exclusion are regarded as serious

consequences that can be applied by the Principal with Director of Schools approval to support the safety of the school community for which they are responsible. Every intervention applied under this policy requires an appropriate level of discernment and reflection, with careful consideration of the facts and circumstances of the situation such as; age, individual needs, disability, and the developmental level of students.

In the circumstance of a serious behaviour breach, the Principal is primarily responsible for procedural fairness, and ensuring that records of incidents are documented. Procedural fairness is recognised as having two essential elements: the right to be heard, and the right of a person to a fair and impartial decision.

## Audience

All schools, parents, and the wider school community.

## Applicability

Student Achievement workstream in collaboration with the Governance workstream.

## Key Responsibilities

**Director of Schools** is responsible for overseeing the development and implementation of processes to ensure compliance with Behaviour Support Policy.

### **Catholic Schools Broken Bay is responsible for:**

- 1) Supporting Principals in the implementation of the Behaviour Support Policy and related guidelines.
- 2) Providing support services to assist school communities to manage behaviour related incidents in schools.

**Principals** are responsible for the development, implementation, culture building and publishing of Behaviour Support Policy in their schools in accordance with this policy and any regulatory requirements.

### **Principals have a responsibility to:**

- 1) Ensure a safe, supportive and secure learning environment for students and staff.
- 2) Develop, monitor and review school-based processes and procedures.
- 3) Provide staff training in behaviour support, as relevant and required.
- 4) Ensure that students receive instruction on the school's behavioural expectations, processes and procedures for supporting positive behaviour.

### **Teachers have a responsibility to:**

- 1) Implement the Behaviour Support Policy and school-based Behaviour Support Guidelines.
- 2) Respect and support students.
- 3) Model appropriate respectful behaviour.
- 4) Use pedagogical practices that promote a safe and supportive learning environment to optimise learning and wellbeing.

### **Students and parents have a responsibility to:**

- 1) Follow the behavioural expectations and codes of conduct.
- 2) Show respect for teachers, fellow students and parents, staff and school visitors, and not engage in any form of harassment, victimisation or intimidation.
- 3) Report incidents of inappropriate/challenging/or at-risk behaviour to teachers, school counsellor or school leadership.
- 4) Seek help and support when required.

### **Related Resources**

- Education Act 1990
- The Disability Discrimination Act 1992 (Cth)
- The Disability Standards for Education 2005
- Work Health and Safety Act 2011
- Civil Liability Act 2002
- Ombudsman Act 1976
- Children and Young Persons (Care and Protection) Act 1998
- The Commonwealth Privacy Act 1988 (Cth)

### **Related Processes/Procedures**

- CSBB Behaviour Support Document for School Leaders
- Pastoral Care and Student Wellbeing Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Attendance Policy
- Sustaining Strong Catholic School Communities Policy

### **Review**

The CSBB Behaviour Support Policy and related Procedures/Processes will generally be reviewed every five (5) years unless there is a legislative or regulatory requirement to do so earlier.

## Revision/Modification History

Version	Current Title	Summary of Changes	Approval Date	Commencement Date
V5	Behaviour Support Policy	Minor wording changes.	Feb, 2023	February 2023
V4	Behaviour Support Policy		Nov, 2017	November 2017

## Approval Date/Revision Schedule

Approved by: Danny Casey – Director of Schools  
Date Approved: February 2023  
Date of next review: February 2028