



Rationale

At Carey we value courage, respect and humility; and we are committed to acting with integrity and kindness. We believe that all people are made in God's image, having equal value and the right to be treated with dignity and respect.

All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.

In cases of inappropriate behaviour, it is the behaviour that is unacceptable, not the child.

A fair and just system of behaviour management does not necessarily mean that all children are treated exactly the same. The specific needs of the child are reviewed and cases treated individually.

Forgiveness and reconciliation are an important part of our discipline policy that is designed to support and affirm student efforts to change behaviour.

Scope

This policy applies to all students and staff across all Carey Baptist College Campuses.

Policy Statement

Carey Baptist College is committed to providing a safe working environment for all our students, workers and visitors.

The objective of the Behaviour Management Policy is:

- To provide a framework that encourages personal growth through appropriate decision-making. Emphasis will be given to the prevention of the problems before they arise and to teaching students appropriate ways to behave and problem solve. Students will be encouraged to become self-monitoring in their behaviour.
- To set limits and allow children to experience appropriate consequences for their actions. Clearly defined boundaries will be set and appropriate consequences consistently applied. Where boundaries are exceeded students will be held accountable for their actions. Teachers will assist students to understand why the behaviour is unacceptable, the effect of their behaviour on others and alternative ways to behave. Students will be supported by all members of staff in their efforts to change inappropriate behaviour.
- To encourage children to take responsibility for their actions. Students are expected to be responsible and cooperative in their behaviour, reflecting self-respect and respect of others at all times.

The College has a range of developmentally-appropriate strategies and procedures to support staff and students in managing appropriate and inappropriate behaviours. These include:

- Student Codes of Conduct (Primary and Secondary)
- Positive behaviour reinforcement and rewards systems
- Comprehensive classroom management processes
- Discipline system based on principles of restorative justice
- An accessible complaints resolution process.

The College does not tolerate any form of bullying, harassment, violence, use of illegal/banned substances, and/or inappropriate use of digital technologies.

Carey Baptist College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.¹ Please see below for a description of these terms, as defined in the *Guide to Registration Standards and other requirements for non-Government Schools July 2018*:

Definitions:

Bullying:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. ([Bullying. No Way!](#) website)

Child abuse:

Four forms of child abuse are covered by WA law:

1. *Physical abuse* occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. *Sexual abuse*, in relation to a child, includes sexual behaviour in circumstances where:
 - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b) the child has less power than another person involved in the behaviour; or
 - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. *Emotional abuse* includes:
 - a) psychological abuse; and
 - b) being exposed to an act of family and domestic violence.
4. *Neglect* includes failure by a child's parents to provide, arrange or allow the provision of:
 - a) adequate care for the child; or
 - b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.

Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

Appeals Process

Following application of the Behaviour Management Policy, the decision may be made to exclude a student from attending the College.

Parents/guardians of the student may choose to appeal the decision. This may be done by addressing any grounds for appeal in writing as per the Complaints Resolution Policy.

Physical Restraint

Premise:

In situations where a student is engaging in violent behaviour that puts themselves and/or others at risk of serious harm, a reasonable course of action will be viewed as that which involves the least violation of the fewest rights and impacts upon the least important rights of the fewest people.

Restraint

- Restraint of a student at the school may only take place when a student acts in a manner which places their safety, or the safety of another person, at risk.

Reasonable Force

Reasonable force is defined as just sufficient effort to effectively protect others and ourselves.

- The preferred approach to threatening behaviour is to handle via communication and de-escalation techniques.
- Where unavoidable, evasion may include physical contact, i.e. fending off or deflection.
- When a student's behaviour constitutes "a threat to cause bodily harm or actual bodily harm" then reasonable force may include restraint.

Appendices

Appendices relating to this policy:

Appendix 1: Bullying Procedures

Appendix 2: Harrisdale Primary Procedures

Appendix 3: Harrisdale Secondary Procedures

Appendix 4: Forrestdale Procedures

Appendix 5: Student codes of conduct

Appendix 6: Other Resources

Contact

For queries relating to this policy, please contact

Policy Development Officer 08 9394 9111

Related Policies and Documents

Handbooks

Codes of Conduct

Uniform Policy

Duty of Care Policies

Occupational Safety and Health

References

AISWA

Guide to Registration Standards and other requirements for non-Government Schools July 2018

| Version Management | | | | | |
|--------------------|----------------|---|-------------|-------------|-------------------|
| Version | Date Published | Changes made | Approved by | Next Review | Author of version |
| 2 | 2016 | | | | |
| 3 | July 2019 | Updated to new guidelines Reformatted to College Wide Format Reference to Student Code of Conduct | ARGUJE | 2021 | MCINAN |