

## 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, staff members, and volunteers.

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

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

Forgiveness and reconciliation are important parts of our discipline policy, 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 preventing the problems before they arise and teaching students appropriate ways to behave and problem-solve; including psychosocial hazards. Students will be encouraged to self-monitor their behaviour.
- To set limits and allow children to experience appropriate consequences for their actions. Clearly defined boundaries will be set, and appropriate consequences will be consistently applied. Where boundaries are exceeded, students will be held accountable for their actions. Teachers will assist students in understanding why their behaviour is unacceptable, the effect of their behaviour on others, and alternative ways to behave. All staff members will support students 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 for others.

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 reward systems
- Comprehensive classroom management processes
- Discipline system based on principles of restorative justice
- An accessible complaints resolution process.

Carey Baptist College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.' 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*. The College does not tolerate any form of bullying, harassment, violence, use of illegal/banned substances, and/or inappropriate use of digital technologies.

## 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 conflicts 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 other persons 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:
- adequate care for the child; or
  - effective medical, therapeutic or remedial treatment for the child.

### **Psychosocial Hazards**

Psychosocial hazards in a school setting refer to the aspects of schooling that can potentially cause psychological or social harm to individuals. This can include, but is not limited to, the following:

Examples (but not extensive) of Psychosocial Hazards Relating to Students might include:

- **Bullying and Harassment:** Repeated negative actions towards a student, causing distress.
- **Academic Pressure:** High expectations and excessive workload lead to stress.
- **Social Isolation:** Lack of meaningful interactions or inclusion with peers.
- **Conflict with Teachers:** Negative or unsupportive relationships with educators.
- **Uncertainty about the Future:** Anxiety regarding career prospects and job market conditions.
- **Time Management Issues:** Struggles to balance academics, work, and personal life.
- **Lack of Support Services:** Insufficient access to counselling and mental health resources.
- **Discrimination:** Unfair treatment based on race, gender, sexual orientation, or other personal characteristics.
- **Family Expectations:** Pressure from family to succeed academically or professionally.
- **Exposure to Violence:** Witnessing or experiencing violence in or around the school environment.
- **Substance Abuse:** Exposure to or involvement in substance use affecting mental health.
- **Chronic Illness:** Managing health conditions alongside academic responsibilities.
- **Online Harassment:** Cyberbullying and negative interactions on social media platforms.
- **Lack of Recreational Activities:** Need for more opportunities for physical activities and relaxation.

### **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 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).

### **Procedural Fairness**

At a minimum, procedural fairness in implementing student discipline requires that:

- There is a clear relationship between the rules and the allegation against the student;
- the student is informed about the nature of the complaint or alleged breach in such a way that he or she is capable of understanding it clearly;
- disputed matters are fully investigated;
- the student is given a reasonable opportunity to respond to the allegations or complaint;

- both the investigator and the decision-maker/adjudicator (who may be the same person) are free from bias and the perception of bias;
- the decision-maker acts reasonably and consistently with school policy;
- the process and outcome are free from discrimination on prohibited grounds;
- the response (consequence) is proportional to the student's conduct.

## Appeals Process

Following the 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. They may do so by addressing any grounds for appeal in writing, as per the Complaints Resolution Policy.

## Physical Restraint

### Premise

In situations where students are 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 that places their safety or the safety of another person at risk. When restraint can be predicted to be required, it must be documented in a plan and clearly communicated to the student's family. Staff who are likely to be required to restrain should be trained in minimal-force restraint practices. Where restraint is required due to factors of imminent risk, staff are empowered to do so if trained.

Physical restraint and seclusion are only permitted where:

- There is an imminent threat of physical harm or danger to students or others
- Physical restraint or seclusion is reasonable in all the circumstances
- There is no less restrictive measure available
- The student is visually monitored for signs of distress and pain
- Restraint and seclusion cease as soon as an immediate threat has passed

### Reasonable Force

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

- 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: Behaviour Support Procedures - Primary

Appendix 3: Procedures - Harrisdale Secondary  
 Appendix 4: Procedures - Forrestdale Secondary  
 Appendix 5: Student Codes of Conduct  
 Appendix 6: Other Resources

## Contact

For queries relating to this policy, please contact:

- Assistant Principal Pastoral Care, Harrisdale Primary
- Assistant Principal Pastoral Care, Harrisdale Secondary
- Head of Primary, Forrestdale
- Head of Secondary, Forrestdale

## 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 January 2024

Version Management					
Version	Date Published	Changes made	Approved by	Next Review	Author of version
2	2016				
3	2019	Updated to new guidelines Reformatted to College-Wide Format Reference to Student Code of Conduct	ARGUJE	2021	MCINAN
4	2021	Reviewed and updated in line with AISWA recommendations	CET	2022	MCINAN
5.	2022	Review by Principals in line with AISWA recommendations	Council	2024	CHISCL LUIEJA HARRJO, JOSEJE
6	2024	Full Review	Council	2025	HARRJO CHISCL LUIEJA JOSEJE
7	2025	Full Review	Council		CHISCL MCCAPA BUTLMI HOLMTR JOSEJE LUIEJA

## Appendix 1: Bullying Procedures

The best approach to managing bullying is through a range of strategies. At Carey, these may include one or more of the following:

- A focus on building positive relationships and reducing bullying in the school community through various activities that engage students, families and staff (including professional development for teachers).
- Promoting a positive school environment that provides safety, security, and support for students promotes student wellbeing.
- Effective approaches and strategies to encourage positive student behaviour as well as approaches to discipline that are consistent, inclusive, solution-focused and non-punitive.
- Explicit teaching of values and skills to all students, including strategies for responding to bullying behaviour and supporting bullied students.
- Integration of social-emotional learning within the curriculum.
- Teaching and learning programs to develop students' communication, social, assertiveness and coping skills.
- Changes to the school environment to improve teacher supervision, such as removing visual barriers between teachers and students.
- Increasing supervision of students at particular times or places.
- Support from a school chaplain or psychologist, including intensive programs for vulnerable students.
- Changes to technology access at school.
- Timetable or class changes may be temporary or permanent to decrease the students' contact with each other.
- Class discussions of bullying, including underlying issues and possible responses for students.
- Promoting positive bystander behaviour.
- Disciplinary action against students who bully others.

### Responding to Bullying

1. **Report:** If bullying is reported to a staff member, this may be investigated or referred to another relevant staff member for investigation.
2. **Investigation:** the staff member will investigate and respond in developmentally appropriate ways for the victim, the perpetrator, and any bystanders.
3. **Communication:** The families of affected students will be contacted to inform them of the situation and any relevant disciplinary or supportive action.
4. **Review:** The staff member will review the situation periodically to ensure that the bullying does not recur and that the victim is receiving the necessary support.
5. **Further Action:** In ongoing cases, further action may be taken, such as formal warnings, removal of access to certain play/social areas, or even suspension or exclusion.

Further resources can be found on the [Bullying. No Way!](#) website.

## Appendix 2: Procedures - Primary

### In The Classroom

1. Management of student behaviour in the classroom will reflect the underlying philosophy of behaviour management as outlined in this document. The emphasis is on prevention of inappropriate behaviour through:
  - Developing a safe, positive classroom environment.
  - Implementing effective classroom management strategies, incorporating explicit teaching of appropriate behaviour, and praise and encouragement of positive behaviours and behaviour consistent with the Student Code of Conduct.
  - Academic tasks are engaging and set at an appropriate level of challenge.
2. Implementation of effective classroom management strategies will vary according to individual teaching styles.
  - Classroom rules/agreements are determined in consultation with staff and students.
  - All teachers will have a documented developmentally appropriate procedure for managing student behaviour within their classroom.
3. The following processes may be used in response to chronic low-level disruptive or inappropriate behaviour once the preventative strategies outlined above have been implemented and documented classroom level behaviour management procedures have proven ineffective in managing behaviour.

*The student's accumulated "warnings" (i.e., name on the board, and ticks) are reset at the beginning of each day. Students may earn the removal of their name from the board (or the removal of a tick) by positively addressing and rectifying their behaviour. Where appropriate, teachers are encouraged to look for opportunities to do so.*

<b>1st Offence</b>	Warning – student's name recorded.
<b>2nd Offence</b>	Tick next to the name.
<b>3rd Offence</b>	In-class time-in/out (Opportunity for reflection) . Reflection sheet to be completed before the student returns to class. <i>Reflection sheet filed by the teacher.</i>

**Student then reoffends.** The students' parents are notified.

Discipline Steps	
<b>1st Behaviour Notification</b>	<ul style="list-style-type: none"><li>• The teacher recorded the behavioural incident on SEQTA.</li><li>• Parents are contacted, preferably in person or by phone contact, or by email.</li></ul>
<b>2nd Behaviour Notification</b>	<ul style="list-style-type: none"><li>• Parents are contacted preferably in person or by phone contact, or alternatively by email.</li></ul>

Discipline Steps	
	<ul style="list-style-type: none"> <li>• Parent meeting scheduled, if required, an action plan is negotiated where patterns of behaviour are investigated, additional supports are implemented, and incentives and/or consequences are considered, when appropriate for the individual child.</li> <li>• The behavioural incident is recorded by the teacher on SEQTA.</li> </ul>
<b>3rd Behaviour Notification</b>	<ul style="list-style-type: none"> <li>• Parents are contacted preferably in person or by phone contact, or alternatively by email to notify them of the concern.</li> <li>• Parent meeting held with the class teacher and leadership team member</li> <li>• The behavioural incident is recorded by the teacher on SEQTA.</li> </ul>
Following the third behaviour notification, the student is placed on <b>Step 1</b> of the Behaviour Management policy.	
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• The Student attends Primary Administration (Assistant Principal/Head of Primary/Principal) to serve time-out. Entry is made on SEQTA, and parents are contacted by the Teacher (unless an alternative arrangement has been negotiated with AP/HoP/P).</li> <li>• The student is recorded as having reached “Step 1” of the Behaviour Management Policy.</li> <li>• A “Step-Back” opportunity may be offered at a maximum of two per term. See outline below under “Redemptive and Restorative Process”.</li> </ul>
If the student works through the above three stage behaviour notification process again, they move to <b>Step 2</b> .	
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Student meets with the Assistant Principal/Head of Primary/Principal</li> <li>• The student is recorded as having reached “Step 2” of the behaviour management policy.</li> <li>• Parents are contacted (by AP/HoP/P as negotiated), and written notification is provided to parents.</li> <li>• Students receive a <b>half-day in-school suspension</b> as a consequence.</li> </ul>



Discipline Steps	
	<ul style="list-style-type: none"> <li>• The student's eligibility to participate in events off campus or where they represent the College is reviewed (e.g, camps, excursions, sporting events).</li> <li>• A "Step-Back" opportunity may be offered at a maximum of two per term.</li> </ul>
If the student works through the above three-stage behaviour notification process again, they move to <b>Step 3</b> .	
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• The student is sent to the Assistant Principal/Head of Primary/Principal.</li> <li>• The student receives a <b>half-day in-school</b> suspension as a consequence.</li> <li>• The student is recorded as having reached "Step 3" of the Behaviour Management Policy.</li> <li>• Written confirmation is provided to the student's parents.</li> <li>• A case conference is held with the student's parents and relevant school staff.</li> <li>• A Student <b>Management Plan/Behaviour Support Plans</b> and/or an Escalation Profile may be implemented at this point or in the future and reviewed periodically.</li> <li>• A "Step-Back" opportunity may be offered at a maximum of two per term.</li> </ul>
If the student works through the above three-stage behaviour notification process again, they move to <b>Step 4</b> .	
<b>Step 4</b>	<ul style="list-style-type: none"> <li>• The student is sent to the Assistant Principal/Head of Primary/Principal</li> <li>• The student receives a <b>full-day in-school</b> suspension as a consequence.</li> <li>• The student is recorded as having reached "Step 4" of the Behaviour Management policy.</li> <li>• Parents are contacted and written confirmation is provided to parents.</li> <li>• A "Step-Back" opportunity may be offered at a maximum of two per term.</li> </ul>
If the student works through the above three-stage behaviour notification process again, they move to <b>Step 5</b> .	

Discipline Steps	
Step 5	<ul style="list-style-type: none"> <li>• The student meets with the Assistant Principal/Head of Primary/Principal</li> <li>• The student receives a <b>full-day out-of-school suspension</b> as a consequence.</li> <li>• The student is recorded as having reached “Step 5” of the discipline policy.</li> <li>• Parents contacted by Primary Leadership and written confirmation sent.</li> <li>• A “Step-Back” opportunity may be offered at a maximum of two per term</li> </ul>
If the student works through the above three-stage behaviour notification process again, they move to <b>Step 6</b> .	
Step 6	<ul style="list-style-type: none"> <li>• Student being sent to the Assistant Principal/Head of Primary/Principal</li> <li>• Parents are contacted by Assistant Principal/Head of Primary/Principal.</li> <li>• The case is referred to the Principal for review of the support measures provided and the student’s enrolment at the College.</li> </ul>

## Further Information: Severe Clause

For more serious instances of misconduct, such as physical harm/violence, ongoing verbal harassment, swearing or vandalism, the student may be referred directly to the Assistant Principal, Head of Primary or Principal for an appropriate disciplinary response. This may include the student progressing through the Steps of the Behavioural Management System, as outlined above and suspension issued.

- Depending on the severity of the misconduct, the student may be supported in isolation until a parent (or caregiver) attends. Parents must accompany the student to a re-entry interview with Assistant Principal/Principal upon return to school from any out-of-school suspension.

## Redemptive and Restorative Process

The student’s accumulated Steps are reset at the beginning of each year. However, students may be offered the opportunity to work back through discipline steps by demonstrating positive behaviour and fulfilling certain behavioural requirements for a specified number of consecutive days. The number of behaviours and days required will vary depending upon factors such as the developmental stage of the child and behavioural difficulties experienced.

## In The Playground or Out-Of-Class

Teachers are committed to working with children to resolve problems that arise in the playground, helping them to:

- Identify the cause of the problem.
- Take responsibility for their actions and understand the consequences of their actions.
- Recognise alternative responses.
- Engage in restorative practices
- Make a commitment to try and apply a positive/appropriate response next time.

## Behavioural Consequences and Management

Low level behavioural misconduct, such as mild play fighting/rough play, playing in the bush or an out-of-bounds area, inappropriate behaviour in the toilets classroom or foyer, or repeatedly running on paving areas, the offending child sits in a suitable location for a short duration (i.e. 5-10 mins) under supervision of the duty teacher.

For more serious breaches in conduct, such as swearing, physical aggression (punching, kicking), verbal abuse of another person or vandalism, the student is referred directly to administration for an appropriate disciplinary response. The discipline steps outlined above may be applied, as appropriate, at the discretion of Primary Leadership..

### *Behaviour Notification - Sample Email*

**Please be mindful that the preferred method of contacting parents is either in person or by phone contact following a behavioural incident. This email is provided as a sample to be used when these options are not possible, but should be followed up by personal contact as soon as possible.**

Dear Parents,

Unfortunately, today your son/daughter has engaged in behaviours that are inconsistent with the behavioural expectations outlined in the Carey Student Code of Conduct.

Specific Behaviour	
Response to behaviour	

Please Note: As per the College Behaviour Management Policy, if students receive three Behaviour Notifications, they will receive a formal Step.

I will be in contact to unpack the concern and discuss a plan moving forward. However, if you have any further concerns, please contact me directly.

Yours sincerely,  
*Teacher Name*

## Appendix 3: Procedures - **Harrisdale Secondary**

### Pastoral Care & the Discipline System

#### **Pastoral Care: a practical expression of Love in action**

"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others and it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres." (1 Corinthians 13:4-7)

#### **Pastoral Care; understanding the phrase**

To understand pastoral care, it is helpful to define 'pastoral' and 'care'. The phrase pastoral care derives from the Latin word 'pastor' which means shepherd. The term 'pastoral' has its origins in the relationship between shepherds and their livestock (e.g. sheep), taking into account the land (conditions) that they occupy. A good shepherd seeks locations and circumstances that optimise safety and personal growth.

The word 'care' means to feel concern or interest. It is to be troubled and affected emotionally. It involves fondness and affection. To care is to be concerned. In the context of our school community, it is to primarily be concerned for the well-being of students.

#### **Discipline Defined**

- Care expressed at Carey is a means of affirming appropriate behaviours. We believe excellence is 'love in action'. The opposite of care is apathy. Care is a word.
- Self-discipline is defined as 'correction or regulation of oneself for the sake of improvement'. The opposite of self-discipline is to be undisciplined. That is, 'lacking in discipline, unruly and disorderly'.

In the Secondary School, discipline serves the College community by pointing students to the right way. It gently bends, directs and encourages students to show respect to self, others and the College. The College discipline policy is a means of helping students become more disciplined in their choices and actions. It is intended to help students meet their own needs and remain aware of the needs of others. Students who infringe on the rights of others must be prepared to accept the consequences of their behaviour.

#### **Good Standing**

At the commencement of the academic year, students are assigned the status of 'Good-Standing' within the College. The position of good standing is maintained through satisfactory attendance and the continued meeting of behavioural standards. We believe effective pastoral care enables relationships to thrive. For relationships to flourish both staff and students need to have a deep sense of safety and mutual respect.

Carey places a high degree of trust in students, particularly, students representing the College in extracurricular events or engaged in programs with an overnight component. The College has a Duty of Care to protect all participants including staff, and to ensure that program objectives can be met. To be an eligible candidate to represent the College at an external event or to attend an overnight trip, students must at all times (including up to the point of departure) maintain the status of 'Good Standing' within the College. Good standing is lost when a student receives a suspension for:

- Reaching Level 4 and with every additional Level received thereafter
- Reaching PMI 10 and with every additional 5 PMI's received thereafter
- Receiving an Extra-ordinary Level and Suspension for an issue of Zero Tolerance

To regain 'Good Standing' students are required to complete Stepbacks. Further details can be found in the Parent Handbook online.

## College Discipline System

The College uses a range of positive consequences to reinforce wise choices. These include:

- Verbal feedback
- You Have Been Noticed - This is an informal notification in the students diary on a You Have Been Noticed Slip recognising positive behaviour.
- Commendations - informal written messages from teachers to students. They can be accessed by students and parents on SEQTA
- Letters of Affirmation - formal letters sent home affirming a students behaviour where the student has been seen going above and beyond expectation.
- Certificates - Formal recognition of achievement. Certificates are usually presented at assemblies. Parents are welcome to attend College assemblies. Assembly dates can be accessed on the College Calendar via the College Website.
- Medals of Excellence - Formal recognition of students achieving an 'A' grade across 75% of their chosen courses in a semester.
- House Colours - Formal recognition of service to the Secondary House System.
- College Colours - Formal recognition of service to the Carey community.
- College Honours - Formal recognition of service to the Carey community over an extended period of time.
- Student Leadership - Students elected into leadership roles are done on the basis of their peers' recognition of their ability to lead across a range of areas and a servant disposition that seeks the best for others.

## Personal Management Issues (PMI)

At Carey every student is expected to come prepared and be ready to engage in all their learning contexts. When students are not organised, they will be allocated a PMI. The accumulation of PMI's will result in letters home, suspensions and meetings as students progress through the Personal Management system.

PMI's are allocated for late arrival to class, poor presentation of school uniform and failure to bring appropriate equipment to class.

## Levels

Carey students are expected to treat each other with respect, humility and kindness. Nobody's perfect. It is understandable that at times people fall short of their personal and the communal behaviour expectations. When this happens, Carey issues Levels as a mechanism of tracking and helping students process their inappropriate behaviour. The accumulation of Levels will result in letters home, suspensions and interviews as students progress through the discipline system. The purpose of an interview is to unpack behaviours, develop action plans and to ensure restoration has occurred.

## **Zero Tolerance**

Carey's behavioural policy has student safety as its highest priority. The College has a responsibility to foster a safe and educationally conducive learning environment of all students. Certain behaviours prohibit the development of this and will not be tolerated. Such behaviours will result in a Zero Tolerance response that could include a range of sanctions including the issuing of a Level in conjunction with an in or out of school suspension, meetings with parents and potentially permanent exclusion. Zero Tolerance issues will be dealt with by the Year Manager, DoPC, APPC or Secondary Principal and hold the safety and wellbeing of students and staff as the highest priority.

## **Stepbacks for PMIs and/or Level Downs**

Carey's behavioural policy is underpinned by an ethos of restorative justice. We seek for individuals to be restored back to Good Standing within our community. A step back process or level down process gives students an opportunity to demonstrate appropriate behaviour over 5 days in a row. If successful, the student will have either 1 Level removed from their record or 3 PMIs. Students may attempt 2 Step backs for Levels and 6 for PMIs in a calendar year. If a student loses their Good Standing in the College, they may get their Good Standing back by completing a stepback process. The number of Stepbacks required will be determined in light of the action(s) resulting in the loss of Good Standing.

## **Sendouts**

At Carey teachers use the Canter Classroom Management System, this gives students an opportunity, whilst holding a high standard to ensure learning is not negatively impacted. In general, a first disruption will result in the students name recorded on the board, a second disruption adds a 'tick' or 'cross' to their name. If a third disruption occurs in the lesson, the student will be sent to Student Reception where they are required to complete a reflection sheet. Following this, the student needs to discuss the issue with their Year Manager and the relevant Head of Department before returning to that class. A send out usually results in a level allocated.

In technical subjects or during experiments, teachers will not use the 3 disruption rule. Misbehaviour during these sessions possess an occupational health and safety risk and therefore is not tolerated.

## Personal Management Issues, Levels and Zero Tolerance Consequences

Personal Management Issues	Levels and Zero Tolerance Issues
1	
2	
3	
4	
5 Year Manager will send email to parents and DM to students	<b>Level 1</b> Year Manager will send email to parents and DM to students
6	
7	
8	
9	
10 Year Manager will send email to parents and DM to students One day in-school Suspension Loss of 'Good Standing' Meeting held with Dean of Pastoral Care and Year Manager Behavioural Agreement Made	<b>Level 2</b> Year Manager will send email to parents and DM to students
	<b>Level 3</b> Year Manager will send email to parents and DM to students
	<b>Level 4</b> Dean of Pastoral Care will send email to parents and DM to students One day in-school Suspension Loss of 'Good Standing' Dean of Pastoral Care and Year Manager meet with student and their parent(s) Behavioural Agreement Made
	<b>Level 5</b> Dean of Pastoral Care will send email to parents and DM to students Two day in-school suspension Loss of 'Good Standing' The next level or Zero Tolerance may result in permanent exclusion from the College
11	
12	
13	
14	
15 Year Manager will send email to parents and DM to students One day in-school Suspension Loss of 'Good Standing' Attempt at stepback required	<b>Level 6</b> Enrolment Meeting organised by the Assistant Principal Pastoral Care The Secondary Principal, Assistant Principal and the Dean of Pastoral Care will meet with the student and their parent(s) to discuss their place within the College. Students attending a level 6 meeting may have their enrolment withdrawn. Should the College choose to allow a student reaching level 6 to remain in the College, their enrolment would become conditional and be maintained on the basis that the student meets the provisions set within their new enrolment.
16	
17	
18	
19	
20 Year Manager will send email to parents and DM to students One day in-school Suspension Loss of 'Good Standing' Meeting held with Assistant Principal Pastoral Care and Year Manager	

## Appendix 4: Procedures - Forrestdale Secondary

### Pastoral Care

To provide Pastoral Care for an individual is to nurture, care for and support them in both an emotional and spiritual capacity. Pastoral Care at Carey Forrestdale could be summed up using these three words – Nurture, Care, and Support.

We believe that as we seek to grow in these areas, strong and healthy connections are built and encouraged as a natural result. We deeply value positive connections between staff, students and their families and because of this, we recognise the need for consistent and thoughtful communication.

We are a community that believes that each individual is created by a loving God and as such has incredible value. We believe that Christ-centred care and support is an essential and integral part of our school's fabric.

While our School Chaplain plays an important role in our Pastoral Care provision, each of our staff are valued for their contribution to communicating care and concern within our community.

We aim to maintain a community culture that is inclusive and safe for everyone attending Carey Forrestdale. There are many regular activities that are offered at Carey Forrestdale with this in mind. Some examples include:

- Programs designed to promote a healthy life framework for issues such as self-esteem building or anxiety management.
- Chaplain class visits incorporating tailored lessons.
- Individual/small group Chaplain appointments.
- Mentoring Program.

Pastoral care is central to relationships at Carey Forrestdale between students, parents and staff and we actively look for opportunities each day to express care and concern for people in our school community. We view this as a privilege and as such continually seek to encourage those we interact with. We choose to model kindness and compassion as we seek to serve Christ in our everyday lives.

### Behaviour Management Policy

#### Standing within the school community

At Carey Baptist College Forrestdale, we pride ourselves on being a connected school community. As a college we aim to:

- Connect students, parents and teachers to their school community
- Promote shared goals and collaboration
- Create an inclusive and caring community
- Encourage shared responsibility for the school environment amongst all of our students



The Good Standing Policy supports our values of Courage, Respect, Humility, Integrity and Kindness by acknowledging and rewarding exemplary behaviour, attitude and work ethic, attendance and standards of uniform. We believe learning is enhanced in an environment that is inclusive, welcoming, collaborative and caring. The Good Standing Policy focuses on the importance of students taking responsibility for the choices they make which impacts themselves and the wider school community. The Good Standing Policy works in conjunction with the Behaviour Management Policy and aims to provide acknowledgement for the large majority of students who consistently emulate our values.

The Secondary School runs a number of extra-curricular programs where students engage in out of school hours clubs, events off campus and/or overnight excursions such as but not limited to camps. The Secondary School has a Duty of Care to protect all participants including staff and to ensure that program objectives can be met. To be an eligible candidate to attend, students must at all times (including up to the point of departure) maintain the status of Good Standing within the College. A student who has lost Good Standing will be unable to participate in extracurricular activities.

In exceptional circumstances, the Principal and/or Head of Secondary may be required to conduct an enrolment review for the student.

### **Redemptive and Restorative Process**

Students who have lost their good standing will be given the opportunity to regain it by completing student progress charts over a minimum of 4 weeks. This allows for the students to partake in a restorative process in which they are given the opportunity to re-align themselves with the values of the school.

As part of this process, students will receive a Student Progress Chart which they will be required to take to their classes. Teachers from each of these classes will give a rating on student behaviour for the lesson. Students will need to score consistently high ratings in order to receive their good standing back. If a student is to not receive passing scores on their Student Progress Chart, they may be required to reattempt. Students may also be required to attend scheduled Friday afternoon detentions and/or complete “community service” tasks within the school to assist them in giving back to and re-engaging with the goals shared by the wider school community.

“And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the day approaching.”

Hebrews 10:24-25

### **Personal Management Issues (PMI)**

At Carey Baptist College Forrestdale, every student is expected to be on time and be ready to engage in all their learning contexts. Students are also expected to wear the uniform with pride and follow the uniform guidelines. When students are late, unprepared for the lesson and don't follow the uniform guidelines, they will be allocated a PMI. The accumulation of PMIs will result in letters home, after school detentions, suspensions and meetings as students progress through the Personal Management system.

PMIs are allocated for but not limited to late arrival to class, not being prepared for the lesson and behaviour that impacts the image of the College such as poor presentation of school uniform, incorrect uniform, incorrect jewellery, hair and makeup, and chewing gum.

After 10 issues involving a PMI, students will be required to complete a PMI tracking sheet for a minimum of 2 weeks.

## Behaviour

“Yet the LORD longs to be gracious to you; therefore he will rise up to show you compassion. For the LORD is a God of justice. Blessed are all who wait for him!”

Isaiah 30:18

As part of the Carey values, students are expected to treat each other with respect, humility and kindness. When students fall short of the behaviour expectations, Breaches of Behaviour are issued as a mechanism of tracking and assisting students to process their inappropriate behaviour. The accumulation of Breaches of Behaviour will result in letters home, attendance at Friday afternoon detentions, suspensions and interviews as students progress through the behaviour levels. The purpose of an interview is to unpack behaviours, this will include determining the cause and effect of the behaviours, develop action plans and ensure restoration has occurred.

### Behaviour Issues

A behaviour issue refers to any behaviour that requires the student to be sent to the Dean of Pastoral Care (DoPC). These issues may occur within the class or outside of class before school, during break times or after school. After school refers to out of school hours where schooling is impacted such as but not limited to bullying, defamation, peer relationships.

### Minor Behaviour Issues in Class

In general, the first disruption to learning will result in the student's name being recorded on the board, a second disruption adds a 'tick' or 'cross' to their name. If a third disruption occurs in the lesson, the student will be sent to DoPC where they are required to complete a reflection sheet. A send-out usually results in a Breach of Behaviour allocated.

Note: In some cases, a student's behaviour may be so dangerous or extreme, that it warrants an instant send-out. This could include, but is not limited to:

- In practical subjects such as Materials Design & Technology, Food Technology or during Science experiments, teachers will send a student out if they deem the behaviour to be a safety risk. Misbehaviour during these sessions possess an occupational health and safety risk and therefore is not tolerated.
- Where the student is extremely disrespectful or rude to the teacher or a fellow student. For example, the use of swear words or comments that may be deemed to be racist, sexist, homophobic or bigoted.

### **Minor Behaviour Issues During Non-Teaching Time**

A student may be given a Breach of Behaviour for minor behavioural issues that occur during non-teaching time (before school, during break times, after school) when they are sent to the DoPC. This may include, but is not limited to:

- Refusing to follow the direction of the teacher on duty
- Being rude or disruptive on the school bus services
- Committing minor acts of vandalism such as throwing food or drinks at windows or throwing toilet paper around the toilet.
- Entering a class or other restricted area without the permission of a teacher during break time.

### **Major Behaviour Issues**

Major Behaviour Issues are serious incidents that warrant a suspension. These include, but are not limited to incidents such as:

- Ongoing Bullying
- Threatening behaviour
- Inappropriate ICT use (eg. engaging with explicit material and/or engaging ICT in a way that demean/degrade others, or disrupts the respect for one's personal privacy)
- Vandalism
- Theft (minor)
- Fighting
- Possession or use of controlled substances such as e-cigarettes, or weapons.

### **Illegal or Extreme Behaviour Issues**

Illegal or Extreme Behaviour Issues are extremely serious incidents that may involve the police and may result in an immediate termination of enrolment at the College. These include incidents such as:

- The supply, possession or use of illegal drugs or other substances
- Assault of a student or staff member
- The use of violence against a staff member
- Stalking or intimidation of a staff member either online or in person
- Major theft of school property
- Trespass onto school property in non-school time
- Major vandalism or destruction of school property
- Sexual harassment or sexual assault of a student or staff member
- Inappropriate ICT use at an extreme level

Each section (PMI, Minor, Major and Illegal or Extreme) of the policy, as set out below, holds its own consequence and standing within the school community.

PMIs	Behavioural Issues			Consequences							Standing within the School community
	Minor	Major	Illegal or Extreme								
1	First Offence	First Offence	First Offence	<ol style="list-style-type: none"><li>The student is sent to the Dean of Pastoral Care to complete an online reflection sheet, giving their version of events.</li><li>The teacher fills out their recollection of the incident on SEQTA.</li><li>If sustained, the student will receive a 'Breach of Behaviour' form and a Friday afternoon detention will be issued.</li><li>The Dean of Pastoral Care will email the Breach of Behaviour form to the student's parents.</li></ol>							<b>Low risk of losing good standing within the school community</b>  Despite making an error of judgement, the student retains good standing. The student should be seeking to redeem themselves in the school community by behaving in a way that is in line with the Carey Values.
2											
3											
4											
5											
6	Second Offence				<ol style="list-style-type: none"><li>The student is sent to the Dean of Pastoral Care to complete an online reflection sheet, giving their version of events.</li><li>The teacher fills out their recollection of the incident on SEQTA.</li><li>If sustained, the student will receive a 'Breach of Behaviour' form and a Friday afternoon detention will be issued.</li><li>The Dean of Pastoral Care will email the Breach of Behaviour form to the student's parents.</li><li>The Head of Year will follow up with a phone call to parents.</li></ol>						<b>Medium risk of losing good standing within the school community</b>  Despite continuing to make errors of judgement by moving into the medium risk category, the student has still retained good standing. The student will need to be mindful of their choices and the social and educational impact they are having on themselves and others.
7											
8											
9											
10											
11	Third Offence				<ol style="list-style-type: none"><li>The student is sent to the Dean of Pastoral Care to complete an online reflection sheet, giving their version of events.</li><li>The teacher fills out their recollection of the incident on SEQTA.</li><li>If sustained, the Dean of Pastoral Care will issue the student with an in-school suspension for a minimum of one day, and potentially an after school detention. The student will also lose their good standing.</li><li>The Dean of Pastoral Care will contact the student's parents to let them know of the suspension and will send home a formal letter outlining the reasons for the suspension. The Dean of Pastoral Care will also request a meeting with the parent, student and Head of Year.</li></ol>						<b>Student at high risk of permanent exclusion from the school community</b>  The student has lost good standing within the school community due to their ongoing choices to behave in a way that does not align with Carey values. Consequently, the student is at high risk of being permanently removed from the school community for failure to abide by the Carey values.
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13											
14											
15											
16	Fourth Offence	Second Offence		<ol style="list-style-type: none"><li>The student is sent to the Dean of Pastoral Care to complete an online reflection sheet.</li><li>The teacher fills out their recollection of the incident on SEQTA.</li><li>If sustained, the Dean of Pastoral Care will issue the student with an at-home suspension of no less than one day.</li><li>The Dean of Pastoral Care will contact the student's parents to let them know of the suspension and will send home a formal letter outlining the reasons for the suspension.</li><li>The Dean of Pastoral Care will also request a meeting with the parent, student, Head of Secondary and Principal to discuss the student's ongoing enrolment at the College.</li></ol>						<b>Student at very high risk of permanent exclusion from the school community</b>  The student has continued to act in a way that has impacted on the rights of the other students to a quality education and the rights of teachers to teach in a learning environment that is respectful and conducive to good educational outcomes. Consequently, the student is at very high risk of being permanently removed from the school community for failure to abide by the Carey values.	
17											
18											
19											
20											
21	Fifth Offence	Third Offence		<ol style="list-style-type: none"><li>The student is sent to the Dean of Pastoral Care to complete an online reflection sheet.</li><li>The teacher fills out their recollection of the incident on SEQTA.</li><li>If sustained, the Head of Secondary will contact the student's parents by telephone to inform them of the student's potential expulsion from the school. This is followed up with a formal letter notifying the parents of the potential expulsion.</li><li>The Head of Secondary will also request a meeting with the parent, student, and Principal to discuss the potential expulsion.</li></ol>						<b>Student at extreme risk of permanent exclusion from the school community</b>  Despite interventions, the student has continued to act in a way that has had a significantly negative impact on the school community. The student has demonstrated that, even with support from the school community and chances for restoration, they have not been willing to abide by the values of the Carey community. The HoS and Principal will review the enrolment of the student. If the student continues to be enrolled, it will be a 'conditional' enrolment. Any further examples of poor behaviour will result in their immediate exclusion from the College.	
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23											
24											
25											

Carey Baptist College Forrestdale Behaviour Process

## Notification of Breach of Behaviour

When a breach of behaviour is issued, the relevant Head of Year or the Dean of Pastoral Care will call the students parents to notify them of the breach and provide them with the details as to why this has been issued. Following this the Dean of Pastoral Care will email the student's parents a digital copy of the breach form for them to sign and return.

## Appendix 5: Student Codes of Conduct

### Student Code of Conduct - Primary

At Carey, we value courage, respect, and humility and are committed to acting with integrity and kindness.

We believe that all people are made in God's image, have equal value, and have the right to be treated with dignity and respect. The Student Code of Conduct sets out the responsibilities and expectations for every student at Carey Baptist College. This Code of Conduct is a shared responsibility between students, their parents/guardians and the College

#### Kindness

We choose to be kind in our interactions with others.

We make sure our behaviour includes others.

We respect the privacy and confidentiality of others.

We do not engage in harassment or violence online, at school or at College events.

We do not share others' personal information without their agreement

#### Respect

We treat everyone with respect and courtesy

We demonstrate protective behaviours physically, socially, and emotionally regarding our own and others' private spaces.

We wear the College uniform with a sense of respect and honour.

We do not touch, push, or otherwise engage with students or others in a manner that is inappropriate and may harm them.

We do not use any harmful or banned substances at the College or in any College-related activity.

#### Courage

We persevere in all learning areas to develop our strengths and overcome weaknesses.

We protect ourselves and others from harm.

We take care of our environment.

We do not stand by and allow others to be mistreated.

We report unsafe behaviour to trusted staff members.

#### Humility

We accept responsibility for our actions and celebrate our achievements with humility and honour in a way that will not hurt others.

We behave in a way that does not put down, offend or exclude others.

We treat others as we would like them to treat us.

## Integrity

We speak truthfully and act honestly.

We attend school, and all required College events.

We use technology appropriately.

We do not copy others' work.

We do not steal from anyone or damage property.

We do not create, share or view harmful content such as offensive text messages, images or videos.

We uphold the values of Carey Baptist College.

*Students are expected to report any serious breach of the Student Code of Conduct to a teacher or senior staff member. Where possible, Carey Baptist College supports restorative practices when responding to inappropriate behaviour in alignment with our Behaviour Management Policy.*

## Student Code of Conduct - Secondary

At Carey, we value courage, respect, and humility and are committed to acting with integrity and kindness.

We believe that all people are made in God's image, have equal value, and have the right to be treated with dignity and respect. The Student Code of Conduct sets out the responsibilities and expectations for every student at Carey Baptist College. This Code of Conduct is a shared responsibility between students, their parents/guardians and the College

### Kindness

We choose to be kind in our interactions with others.

We act appropriately to keep ourselves and others safe.

We respect the privacy and confidentiality of others.

We do not engage in harassment or violence online, at school or at College events.

We do not share others' personal information without their agreement.

### Respect

We treat everyone with respect, courtesy and professionalism.

We encourage teamwork to achieve common goals.

We wear the College uniform with a sense of respect and honour.

We do not touch, push or otherwise physically engage with others in a harmful manner.

We do not engage in romantically physical displays of affection at school or at College events.

We do not engage inappropriately in a sexual manner online, at school or at College events.

We do not use any harmful or illegal substances, including narcotics, drugs or alcohol, on campus or at any College-related activity.

### Integrity

We speak with truthfulness and act honestly.

We attend school and all appropriate College events.

We use technology in ways that are consistent with College policy.

We do not cheat or plagiarise.

We do not steal or damage property belonging to others or the College.

We do not create, share or look at harmful content such as offensive, pornographic or violent text messages, images or digital content.

We only put ourselves in supervised locations around the College.

We uphold the values of Carey Baptist College.



## Courage

We persevere in our learning to develop our strengths and overcome our weaknesses.

We protect ourselves and others from harm.

We take care of our environment.

We do not stand by and allow others to be mistreated.

We report unsafe behaviour to trusted staff members.

## Humility

We accept responsibility for our actions and celebrate our achievements with grace and humility.

We behave in a way that honours others and does not offend.

We do not behave in a way that discriminates, belittles or abuses others.

We treat others as we would like them to treat us.

*Students are expected to report any serious breach of the Student Code of Conduct to a teacher or senior staff member. Carey Baptist College supports restorative practices when responding to inappropriate behaviour where possible. The consequences for breaching this Code will be determined in accordance with the Behaviour Management Policy. Serious offences against the Student Code of Conduct may involve police or other external agencies. Please note that Carey Baptist College has mandatory reporting obligations in situations where we have reasonable grounds to suspect a child is at risk of sexual harm. These obligations are fully detailed in the Colleges' Child Protection Policy.*

## Appendix 6: Other Resources

### Restorative Justice

Restorative justice is a strategy we use in assisting children to be aware of the consequences of their actions and responsible for their behaviour. Restorative justice provides a way for school communities to be more responsive to harmful behaviour and the subsequent impact, by empowering the affected community to address the harm through resolution, restoration and reconciliation.

- **Resolution:** individuals and communities take on the responsibility to address (and hopefully reduce) the risk of harm recurring by taking responsibility for themselves.
- **Restoration:** the harm is repaired, particularly to relationships.
- **Reconciliation:** emotional healing is achieved.

There are five keys, known as the **REACT** keys, that are very important in unlocking conflict:

1. Repair the harm done (Restitution)
2. Expect the best from others (Separate the person from the behaviour)
3. Acknowledge the harm done (Acknowledge emotional, social & physical harm)
4. Care for others (Building communities of care)
5. Take responsibility for behaviour (Personal resolution to move forward)

See premise of restorative justice in the table below:

Retributive Justice	Restorative Justice
Crime is a violation of the law of the State.	Crime is a violation of people and relationships.
Violations create guilt.	Violations create obligations.
Justice requires the State to determine blame (guilt) and impose pain (punishment).	Justice involves victims, offenders and community members in an effort to put things right.
Central focus:	Central focus:
Offender getting what they deserve.	Victim's needs and offender's responsibility for repairing the harm.
Central questions:	Central questions:
What laws (rules) have been broken?	Who has been hurt?
Who did it?	What are their needs?
What do they deserve?	Whose obligations are these?