

Cathedral Catholic Primary School, Bathurst



Student Behaviour Policy

1. Mission and Vision

Cathedral Catholic Primary School is a school community in the Catholic tradition, founded in faith, challenged by Gospel values, striving for a standard of excellence in all Key Learning Areas.

2. Purpose

This document serves as a cornerstone for fostering transparency between schools and parents. This document outlines the school's expectations, processes, and responses regarding student behaviour. By clearly defining behavioural expectations, disciplinary measures, and restorative practices, it creates a shared understanding of the school's commitment to a positive learning environment. It enhances trust by demonstrating fairness, consistency, and alignment with school policies. Through detailed descriptions of escalation pathways and communication protocols, parents gain insight into how incidents are addressed and resolved. It highlights the school's focus on wellbeing, conflict resolution, and proactive interventions to support the learner. Ultimately, the behavioural procedures document acts as a guide for maintaining a safe, inclusive, and respectful school culture. Using this document as a guide, schools will provide details around the important topics:

- Safe and Supportive Environments
- Student Welfare (creating a safe and supportive environment)
- Student Behaviour
- Student Wellbeing
- Discipline - Promoting positive behaviour and deterrents

3. Partnered Policies

The following document outlines the schools obligation, guidelines and procedures to ensure safety for all students in the school environment. The Student Behaviour Policy is governed by legislative documentation that works in partnership with other CEDB policies that ensure the safety and wellbeing of the students is a priority. The following documents are:

[Community Charter](#) [Employee Code of Conduct](#) [Child Safe Policy](#)
[Complaints Management Policy](#) [Suspension, Transfer & Termination Policy](#)
[Acceptable use of Technology Policy](#) [Attendance Policy](#) [WHS Policy](#) [Gender Diversity](#)
[Support](#) [Anti-Bullying Policy](#)

Refer to the [school website](#) or [CEDB website](#) for additional policy guidelines that work in partnership to support a safe, friendly and inclusive environment.

4. School Process and Procedures for Behaviour Management

Safe Supportive Environments: At Cathedral Catholic Primary School, we believe in the dignity of each individual and value a safe supportive environment for each member to flourish and reach their full potential. We believe that a supportive environment fosters students' social, academic, physical and emotional development, where both students and teachers feel safe to work. Our school complies with the partnered policy listed above to maximise safety and prioritise a safe learning environment.

Definition: A safe environment for students is one where the risk of harm is minimised and students feel secure.

Student Welfare & Wellbeing: Our school plays a vital role in promoting the wellbeing of all students with a student centred approach.

Wellbeing for All Students: Our approach to student wellbeing is built upon the foundations of the diocesan Student Wellbeing Framework.

Our school programs and interactions are designed to promote physical, emotional, and mental health, encouraging resilience and positive relationships within the school community. Our programs, behaviour management policies and social emotional programs are all designed to foster positive wellbeing. Underpinning our work are the pillars of the wellbeing framework that we use to promote wellbeing across all areas of our school.

- Student voice
- Inclusion
- Partnership
- Leadership
- Support

CentaCare School Wellbeing Program: The purpose of the School Wellbeing Program is to work with students, parents, teachers, and community organisations to provide holistic wellbeing services and support where there is stress, significant relationship or behavioural difficulties, mental health issues and other factors impacting on the student's learning. All interventions are delivered with the aim to reduce barriers to educational engagement and promote general well being. A referral process is used to access this service.

Support for Students with Mental Health Needs: When the school becomes aware of students requiring additional support for mental health and wellbeing, they can provide support and care for students at risk with mental health concerns by actively consulting with counsellors, the student's family, and external specialists as necessary. This process will align with the Catholic Education Diocese of Bathurst guidelines, ensuring adherence to best practices for mental health care and student safety. Parents and guardians are responsible for organising and accessing external support providers.

Behaviour Management Processes and Procedures

School Wide Positive Behaviours for Learning: The School Wide Positive Behaviours for Learning (SPB4L) framework is used to teach and reinforce expected behaviours and to guide support for students unable to demonstrate expected school behaviours.

Promoting Positive Behaviour: Expected behaviours are taught and reinforced systematically throughout the school and are categorised under four categories, Respectful, Responsible, Safe and Kind.

Expected behaviours are reinforced in a variety of different ways including but not limited to: verbal acknowledgment, individual and house token system, class, school and merit awards. Academic growth and excellence is also celebrated through these measures.

Managing Behaviour Breaches: The School Wide Positive Behaviours for Learning (SPB4L) framework classifies student behaviours into two main categories, *minor* and *major*. A *minor* behaviour is one in which the incident is resolved in the classroom or on the playground at a teacher level as the staff become aware of the behaviour. Examples of low-level *minor* behaviours include repeated: calling out, not completing work, running in the hall, playing in the toilets, low level physical contact. Minor behaviours are managed at a teacher level.

Major behaviours are aggressive or unsafe in nature and are intentionally directed at another person or property. Examples of *major* behaviours include: leaving the school grounds without permission, punching and intentionally directed inappropriate language. Major behaviours are managed in consultation with duty teachers and the leadership team.

When students breach behaviour expectations, consequences for the behaviour will be managed by the duty teacher for minor behaviours and the duty teacher in consultation with the leadership team for repeated minor behaviours and major behaviours.

Where appropriate, the classroom teacher or leadership team may contact the parents/carers regarding a minor or major behaviour and a parent meeting may be requested.

Consequence and Subsequent Action: Parents and carers are expected to work in partnership with the school, service providers and the wider school community in alignment with the Community Charter and proactively engage with the school to resolve concerns around behaviour when incidents occur.

At times, a student will require consequences for a breach in behaviour. When this occurs we aim for the behavioural consequence to be clear, consistent and appropriate to the behaviour presenting. An impartial investigation will lead to a fair and appropriate consequence for the specific behaviour which may include but is not limited to:

- Conference with student
- Loss of privileges (may include school representative privileges)
- Alternate play spaces
- Reflection/reteach/time out
- In-school suspension

- Out of school suspension
- Expulsion/Termination

Individual and contextual circumstances must be taken into consideration with the most appropriate course of action not always the same for each student. The purpose of these consequences includes but is not limited to: provision of safety, opportunity for learning around impacts of behaviour and alternate future behaviours, a deterrent for the behaviour, time for adequate completion of classroom learning, the opportunity for restoration of relationships.

Corporal Punishment

The education Reform Amendment (School Discipline) Act 1995 states that:

“Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not preclude the application of force only to prevent personal injury to, or damage to, or the destruction of property of any person (including the student)”.

Corporal punishment, involving physical action by a staff member, is not permitted at Cathedral School Catholic Primary School, Bathurst.

Disciplinary Decisions Made with Procedural Fairness: Procedural Fairness is a basic right of all individuals. All individuals have a legitimate expectation that procedural fairness principles will be followed when decisions are made affecting their rights, legitimate interests or expectations.

Support for the student may include:

- Parent conference
- Individualised instruction plan
- Individualised behaviour management plan
- Referral to Learning Support Team
- Referral to Centacare
- Challenging Behaviours referral request to CEDB
- Ongoing monitoring could include feedback to staff, meetings with parents, checking in with all involved
- Follow-up/review

Underpinning this document is both the individual dignity of each student and clear understanding that behaviour is contextual. The behaviour and its associated consequence will be reviewed and subject to discretionary change if it is acceptable and reasonable to do so. The principal or principal's delegate will be informed of any major behaviours and can complete an internal review for fair and reasonable consequence to match the behaviour.

Suspension, Transfer and Termination of Enrolment: There will be some instances where a student's behaviour is such that, in the best interests of the student and/or the community, it is appropriate to suspend a student from the school for a temporary period of time. Suspension allows time for the issues that have led to these behaviours to be explored and resolved. It also provides time for the school to plan appropriate support to assist with a successful and safe return to school.

Additional Wellbeing and Behaviour Support: When a student's behaviour presents potential safety risks, the school will work with parents and caregivers to develop a support plan that promotes safe and positive engagement in learning. The following supports and documents may be developed for individuals who pose a risk of harm to self or others:

- Risk Assessment and Safety Plans for students with wellbeing challenges and mental health concerns
- Risk Assessment and Safety Plans for students presenting with indicators of physical harm to themselves or others
- Learning engagement plans to support individuals to engage in learning
- Behaviour management plans to support a safe learning environment for the student and their peers
- Engagement with Catholic Education Diocese of Bathurst Ltd Wellbeing

Date of Implementation: Tuesday 17th November, 2024

Date of next Review: February, 2026