



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

---

Star of the Sea College is a Catholic Independent Girls' school, founded by the Presentation Sisters in 1883. Since 2014, Star of the Sea College has been a member of Kildare Ministries.

At Star of the Sea College we hold the care, safety and wellbeing of our students as a central and fundamental responsibility of our College. Our commitment is drawn from, and inherent in, the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (*CECV Commitment Statement to Child Safety, 2022*)

### Rationale

At Star of the Sea College, we strive to provide an inclusive education which values equity and diversity and celebrates difference. Equity and diversity are enacted through a pedagogy of inclusion and a commitment to uphold the rights of all to be welcomed, valued, acknowledged and actively engaged in education. Our learning community is committed to processes that support all students to make optimal progress and respect the rights of all students to learn in a positive and supportive environment. We seek to provide successful participation and to intervene as early as possible when students are not actively engaged in learning. Student behaviour is linked to the quality of the learning experiences. Purposeful, authentic, and relevant learning experiences that are of a sufficiently challenging yet achievable standard maximise positive behaviour.

This policy outlines the key principles and practices of the College's approach to behaviour management.

### Principles

1. **Student behaviour education and wellbeing – a whole-of-college responsibility.** The focus and intended outcomes are personal resilience, the mode is prevention and primary intervention, and the application is to the College community as a whole and to each member of the College community. It is within this positive and broad framework that a student behaviour management processes are formulated.
2. **Pastoral care for the whole College community**  
The Principal has responsibility for ensuring that pastoral care is extended to all members of the College community. Because student wrongful behaviour can have an adverse effect on the wellbeing of students, staff members and others, the proper exercise of pastoral care requires the Principal to ensure a just and reasonable balancing of the rights, needs, obligations and wellbeing of all concerned.

In addition, the Principal will sometimes need to authorise action beyond the College's formal student behaviour management procedures, based on knowledge of the particular issues and local realities, and guided by principles that include justice, respect, compassion, personal and communal safety, health, and duty of care. These actions will be informed by CEM/CECV policies and procedures, particularly CECV Positive Behaviour Guidelines.

3. **Student connectedness and engagement.** For the wellbeing of students, the College provides experiences of belonging, of being connected to others in a community, of being accepted and valued, and of being positively involved and engaged within a community. In addressing student behaviour that is judged inappropriate or wrongful, behaviour



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

---

management processes will endeavour to ensure that the student remains engaged and connected with the College community.

4. **Restorative practices. The College has a commitment to Restorative Practices.** This approach helps students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others. Corporal punishment is not permitted under any circumstance.

### Definitions

- Behaviour is defined as the way in which one acts or conducts oneself, especially towards others. In general terms, it can be considered to be anything we say or do.
- Appropriate behaviour is behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules, codes of conduct and behavioural expectations.
- Inappropriate behaviour or unacceptable behaviour (including bullying, harassment and victimisation), may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or e-mail communications or through social media.
- Discriminatory conduct is conduct whereby an individual is treated less favourably on the basis of a relevant attribute, including their sex, race, sexual orientation, age, disability, religion, physical appearance or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.
- Bullying is a broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual. Please refer to Star of the Sea College Anti-Bullying Policy for further details.
- Challenging behaviour is behaviour that significantly challenges the day to day functioning of the school. The behaviour impacts on learning and interrupts students' and staff capacity to feel safe or function in a safe and orderly environment.
- At risk behaviour is any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.

**Criminal offences refer to forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If Star of the Sea College becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.**



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

---

### Procedures

#### Positive reinforcement of appropriate behaviour

*Star of the Sea College will implement culturally inclusive strategies to reinforce appropriate behaviour which may include verbal recognition, individual or class rewards, communication with parents/wider school community, as appropriate. This includes recognition for students who work hard through Endeavour awards, and individual cards of recognition by the Principal.*

#### Tier 1: School-wide supports

Star of the Sea College implements culturally inclusive, school-wide preventative and early intervention strategies and practices for all its students to support positive behaviours, including:

- establishing predictable, fair and democratic classrooms and school environments
- providing physical environments that are conducive to positive behaviours and effective engagement in learning
- ensuring student participation in the development and implementation of whole school expectations
- empowering students by creating opportunities to take responsibility and be involved in decision making
- monitoring attendance and academic progress of students with the view to recognising students at risk and intervening early
- developing Personalised Learning Plans (PLP) in consultation with the Program Support Group (PSG) where appropriate for individual students.

#### Tier 2: Targeted supports

In addition to Tier 1 supports, some students may require targeted support or interventions to meet behavioural standards, including regular attendance. These students will be supported through a culturally appropriate staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program
- data collection and documentation of incidents relating to the management of student behaviours to inform decision making
- revision of the Personalised Learning Plan (PLP) and creation of a Behaviour Agreements as appropriate
- parent consultation via phone, videoconference or interview
- the Design and Implementation of support strategies that assist the student to self-calm such a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- case conference with specialist providers or MACS consultants (this may include Aboriginal and Torres Strait Islander or EAL/New Arrival/Refugee Learning Consultants where culturally appropriate).



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

---

### Tier 3: Intensive intervention

When Tier 1 and Tier 2 systems are in place, the foundation for implementing Tier 3 supports is established. Complex behaviours are targeted to remediate and prevent further escalations. Support provided to students at Star of the Sea College will be aligned directly with the goals and targets set out in the students' Personalised Learning Plan (PLP), Behaviour Support Plan (BSP) and Student Safety Plan. Data systems provide school personnel with accurate, timely and practical information for making decisions about the fidelity and impact of individualised interventions that:

- value the student and support positive interaction
- have a clear data-informed strategy focused on preventing the occurrence of an identified behaviour by avoiding or adapting the circumstances that usually trigger this behaviour
- focus on building skills and developing alternative preferred behaviours
- consider the motivation for or functions of behaviours
- use the student's strengths and interests to increase success.
- Star of the Sea College will implement more intensive intervention strategies for students presenting with complex and ongoing difficulties or extended school refusal. Development of plans will require support from parents/carers and will often require consent to access specialised services.
- The College will support students with complex behaviours of concern through a culturally appropriate staged response which will generally include:
  - ongoing implementation of universal and Tier 2 strategies
  - use of data to inform and monitor the implementation of evidence-based interventions
  - regular Program Support Group meetings to review PLP, Behaviour Plans and/or safety plans.
  - consultations with mutually agreed specialised support services
  - implementation of explicit, data informed strategies designed to support the student to display safe behaviours. The design of the individualised support will be informed by the identified function of the behaviour and the explicit teaching of skills and desired behaviours.

### Behaviour management fundamentals:

- Discussions between staff and students will be conducted in a discreet and respectful way. However, at times where there is a perceived risk to the safety of the student, confidentiality will be appropriately waived.
- When a student needs to be censured for her behaviour, it is important that she is treated in a dignified and respectful manner. Punishments, if given, will reflect the circumstances of the incident and will aim to aid the growth of the individual.
- Behaviour incidents that are censured will be recorded on SIMON – the Student Management database.

- **Possible Inappropriate Behaviours**

Disruption to learning/teaching  
Rudeness  
Non-completion of work  
Continual lateness  
Uniform Infringements

Failure to attend rescheduled detention  
Inappropriate Physical Contact  
Bullying or Cyberbullying Behaviours  
(refer to the Anti Bullying Policy).



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

### Consequences for student misbehaviour

Star of the Sea College adopts a staged response to challenging behaviour and appropriate reinforcement of appropriate behaviour noting that an effective Behaviour Support Plan (BSP) is developed to support the student in learning skills required for positive social interaction, along with the ability to become a more effective and successful learner. Consequences for misbehaviour are also implemented which may take the form of:

#### Classroom Behaviours and Consequences

<p><b>Low Level Disruption</b> Speaking with another student Not having correct materials</p>	<p><b>Consequences</b> <b>First Time:</b> Verbal or non-verbal warning <b>Second Time:</b> Move student <b>Third time:</b> Meet with student at lunchtime, inform Mentor Teacher and/or Pastoral Leader</p>
<p><b>Medium Level Disruption</b> Calling out, annoying other students, disrupting the learning/teaching process, swearing in class</p>	<p><b>First time:</b> Reminder and warning <b>Second time:</b> Reminder and move student <b>Third time:</b> If behaviour persists, warn student that the next time they will be sent to the Student Services Office.</p>
<p><b>High Level Disruption</b> constantly talking and annoying others, disruptive behaviour preventing class from continuing, dangerous behaviour, rudeness to teacher, refusing to follow directions, answering back, arguing with a teacher</p>	<p>After warning student and behaviour continues, time out at Student Services Office, Head of Student Wellbeing Office or Deputy Principal Students Meeting Room would be appropriate. In conjunction with the Mentor Teacher &amp; Pastoral Leader, Pastoral Wellbeing Pathway followed.</p>
<p><b>Serious Behaviour</b> Swearing at teacher, putting others safety at risk, fighting, threatening behaviour, verbal or physical attack</p>	<p>In conjunction with Pastoral Leader and Head of Student Wellbeing, the Deputy Principal Students may internally/externally suspend the student. This would also result in parent interview and behaviour agreement.</p>



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

---

### Staff to follow Pastoral Wellbeing Pathway

Some possible responses depending on nature and level of incident:

- non-verbal warning – e.g. eye contact/hand movement/shake of head/teacher positioning to stand near misbehaving student/s
- verbal warning which identifies the misbehaviour and gives student the opportunity to change her behaviour
- moving student in the room to a less disrupting situation
- Organisation and enforcement of seating plan;
- Initiate communication with parents;
- separating student from the class for a short period of time to provide an opportunity for the student to settle
- readmission to class activity based on student being de-escalated
- student required to stay in after class for set period of time
- student required to complete work during recess/lunchtime
- student engaged in restorative actions supervised by classroom teacher
- student re-entry meeting.
- Detention (see protocols)
- Student sent, with a note, from classroom to Student Services Office area;
- Discussion with Mentor Teacher & Pastoral Leader &/or Head of Student Wellbeing
- Contact with parents and interview to follow;
- Documentation of inappropriate behaviour on SIMON;
- Implementation of 'Case Management' approach via Student Support Meetings

### Serious Behavioural Issues

- For serious behavioural issues (e.g. verbal abuse of teacher, physical assault of student/staff, repeated failure to attend detentions) an internal or external suspension from classes may occur. See [Appendix](#).

### Behaviour Agreements

Students may be placed on Behaviour Agreements:

- Level 1            Pastoral Leaders (first warning)
- Level 2            DP Students (second warning for repeated behaviour)
- Level 3            Principal – breach may result in negotiated transfer (final warning)



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

---

### Appendix

Appendix 1: Serious Behaviour Breaches and Major Disciplinary Sanctions

Appendix 2: Record of Restraint /Seclusion template

### Appendix 1

#### Serious Behaviour Breaches and Major Disciplinary Sanctions

A 'serious behaviour breach' at Star of the Sea College is understood generally as activities or behaviours of a student which:

- are offensive, or dangerous, to the physical or emotional health of any student or staff member (e.g. illicit possession and use of drugs, illicit use of prohibited weapons); or
- consistently and deliberately fail to comply with the reasonable directions of the Head of Student Wellbeing, Deputy Principal Students and/or the Principal; or
- consistently and deliberately interfere with the educational opportunities and endeavours of other students.

In such instances, a 'major disciplinary sanction' which may be invoked includes:

- **Time out room**-The practice of using a safe place, quiet place, time out or chill out room (referred to as 'safe place' in this section) for students. Having a student go to their safe place is used to support students who require a break from a stressful or demanding situation, often when their behaviour is escalating. Exit to a safe place is a planned intervention to be used as part of an overall approach to supporting a student exhibiting complex behaviour. The use of a safe place can be either teacher-directed or self-directed and takes place in a setting that is not locked. Schools must ensure their use of a safe place is in the context of a therapeutic educational strategy and not as a form of seclusion.
- **Internal Suspension** - the temporary withdrawal of a student's rights to attend classes
- **Suspension** – the temporary withdrawal of a student's rights to attendance at the school
- **Negotiated transfer** – a change of school either to another Catholic school or to a school in another sector in the best interests of the student concerned
- **Expulsion** –total withdrawal of a student's right of attendance at the school.
- Before consideration and/or enactment of suspension, negotiated transfer or expulsion, the College will uphold the following principles and practices:
  - Thorough investigation will always precede any action.
  - The Principal shall confer with the College Leadership Team as the nature of the case demands.
  - Parents and guardians will be actively involved in the process, unless the circumstances require urgent intervention.
  - The College will endeavour to adopt a graduated process of other disciplinary measures.
  - Counselling of a student will be offered.



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

---

- The Principal will be responsible for procedural fairness and appropriate support of the student and family members.
- The Principal shall confer with the College's governing authority, Kildare Ministries and inform MACS as the nature of the case demands.
- The Principal will take account of recommended procedures for suspension, negotiated transfer or expulsion as outlined in the CECV Positive Behaviour Guidelines.
- Note: it is unlawful for any form of corporal punishment to be used in Victorian schools. The use of restraint or seclusion does not form part of a Student Safety Plan and should not be identified as an appropriate intervention. Restraint and seclusion are permitted only in limited emergency situations. These include:
  - The student's behaviour poses an imminent threat of physical harm or danger.
  - The action is reasonable in all the circumstances.
  - There is no less restrictive means of responding in the circumstances.

In the event that restraint is used, the Record of Restraint/Seclusion template (Appendix 2) must be filled out by the staff involved in the restraint and uploaded to the student file.





# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

### Appendix II

Date	Student	Age	Teacher
Report compiler		Staff involved	Witnesses
Location of incident		Duration of incident (minutes)	
<b>BEHAVIOUR</b>			
Intentional harming of self		Undressing self	
Intentional harming of adults		Sexualised behaviour to self	
Intentional harming of other students		Undressing others	
Potential damage to property leading to injury to self		Sexualised behaviour to others	
Potential damage to property leading to injury to others		Possession and likely use of weapon	
Absconding with risk of harm		Unintentional harm to self, others or property	
Verbal abuse with potential to lead to harm			
<b>DE-ESCALATION TECHNIQUES USED PRIOR TO RESTRAINT/SECLUSION</b>			
Verbal advice and support		Reminders of success	Voluntary move to a safer place
Visuals offered		Distraction	Reassurance
Planned ignoring		Contingent touch	Withdrawal offered
Use of body language		Giving time/waiting	Involve a new person



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

Withdrawal directed		Flexible negotiation		Humour	
Redirection		Limits set			
Choices offered		Change of adult(s)			
<b>If none used, why not?</b>					
Immediate danger of personal injury to student					
Immediate danger of injury to another student or adult					
Occurrence in a high-risk environment that will immediately jeopardise safety					
<b>REASON THAT RESTRAINT/SECLUSION IS IN BEST INTERESTS OF THE STUDENT</b>					
To avert an immediate danger of personal injury to the student					
To avert an immediate danger of injury to another student or adult					
To avoid serious damage that will immediately impact on the safety of others					
To prevent a criminal act that impacts on the safety of self or others					
<b>POSITIVE HANDLING TECHNIQUES USED IN THE PHYSICAL INTERVENTION</b>					
One person		Two person			Change of staff
		Clear verbal/visual direction			Fix & stabilise
Locate the 'gate'		Exit & move away		Guide/control elbows	Walking escort
Standing		Kneeling		Sitting on chairs	Sitting on ground



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

### Appendix II

STUDENT RESPONSES							
<b>To positive handling intervention:</b>							
De-escalated quickly		De-escalated gradually		Calmed then re-escalated			
Escalated		Escalated repeatedly		Fatigued			
Focused on specific adult		Refocused on another adult					
Focused on specific student		Refocused on another student					
<b>After positive handling intervention ceases:</b>							
De-escalated quickly		De-escalated gradually		Calmed then re-escalated			
Escalated		Escalated repeatedly					
<b>DETAILS OF ANY INJURIES</b>							
Student: Yes		No		Medical treatment needed? Yes		No	
Give details:							
Staff: Yes		No		Medical treatment needed? Yes		No	
Give details:							
<b>POST-INCIDENT DISCUSSION/DEBRIEF/SUPPORT FOR STAFF MEMBER/S</b>				Yes		No	
Staff involved in debrief:							
Behaviour Support Plan reviewed?				Yes		No	
Behaviour Support Plan updated?				Yes		No	



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

New risk assessment conducted?	Yes		No	
Student Safety Plan reviewed?	Yes		No	
Student Safety Plan updated?	Yes		No	
Immediate actions arising from this incident:				
<b>NOTIFICATION PROCEDURES</b>				
Incident Report submitted? (staff)	Yes		No	
Accident Form completed? (student)	Yes		No	
Incident reported to principal?	Yes		No	
Date: Time: By: Signed:				
Incident reported to parent/carer?	Yes		No	
Date: Time: By: To: (or attach copy of letter)				
<b>This is a full and accurate record of events:</b>				
Report compiler	Signed		Date	
Principal	Signed		Date	
Ensure this record is filed with student's information and can be accessed by administration staff if needed.				



# STAR OF THE SEA COLLEGE

## Student Behaviour Management Policy

Responsible Officer	Deputy Principal Students
Approved by	Principal
Approved and commenced	2017
Reviewed	2019, 2023
Review by	November 2024
Relevant Legislation	Child Wellbeing and Safety Act 2005 (Vic.) Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 (Cth) Education and Training Reform Act 2006 (Vic.) Equal Opportunity Act 2010 (Vic.) Occupational Health and Safety Act 2004 (Vic.) (OHS Act). MO 1359
Related Policies & Procedures	CECV Positive Behaviour Guidelines MACS Student Behaviour Policy MACS Anti Bullying Policy MACS Child Safe Policies : <i>PROTECT Identifying and Responding to abuse-Reporting Obligations policy</i> Star of the Sea College Pastoral Care of Students policy Star of the Sea College Respectful Relationships policy Star of the Sea Drug Issues policy Star of the Sea ICT Student policy Star of the Sea Student Anti-Bullying policy Star of the Sea Respectful Relationships policy
Version	5
Amendments to version	Inclusion of information from MACS Student Behaviour Management Policy Updated Policy list Updated formatting