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Policy no:	
Approval date:	02/2024
Previous review dates:	
Next review date:	2029
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Student Behaviour Support

Reflection

'Be merciful, just as your Father is merciful. Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven. Give, and it will be given to you'. (Luke 6:3638)

Purpose

The purpose of this policy is to describe Catholic Education Diocese of Cairns' (CEDC) approach to Student Behaviour Support which includes the responsibilities and processes to promote safe, supportive, and respectful learning environments.

The policy supports schools to understand and meet their legislative obligations to maintain the good order and management of schools and to provide access to a Catholic education that creates authentic learning experiences that develop the spiritual, academic, emotional, social and physical learning needs of all.

The policy also applies to all student bullying behaviour, including cyberbullying that occurs in schools, and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

Policy

The Student Behaviour Support policy reflects the shared values and expectations that guide CEDC schools' approach to student behaviour support, and to maintaining a safe, supportive and respectful learning environment.

The supportive Catholic school environment is one in which:

- Practices reflect Gospel values, whereby all members of the school community are valued and treated with dignity and respect,
- Spiritual, academic, social, physical and wellbeing outcomes are maximised for all through quality practices in the areas of religious experiences, curriculum, pastoral care and interpersonal relationships, in living out the ethos of the school,
- All members of the school community feel safe, supported and respected,
- Pastoral practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community, and
- Schools apply formal sanctions when other reasonable responses to manage problem behaviours (including bullying) have been taken, and/or address the best interest of the student, and the security, safety and learning environment of all members of the school community.

Rationale

CEDC schools provide a continuum of support for students: universal, targeted, and personalised. Schools have a responsibility to use a positive and proactive approach using evidence-based practices. This includes developing proactive practices such as clear behavioural expectations, teaching these expectations, acknowledging positive behaviour, providing opportunities for students to learn emotional regulation and social skills and building staff understanding of functions of behaviour. A positive and proactive approach also includes responsive practices such as consistently correcting problem behaviour, using a continuum of responses and using data to help inform planning and decision-making. All staff working with students have a duty of care to take reasonable steps to create a safe learning environment and prevent students from foreseeable harm, as outlined in the school's Whole School Behaviour Support Plan.

Formation in expected behaviour and respectful relationships in Catholic schools occurs in a safe, supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore right relationships in a climate of safety, acceptance and reconciliation.

Outcomes

In Catholic schools, positive behaviour support is an integral part of all learning and teaching experiences. Learning becomes rich, real, and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe. It is acknowledged that a diverse range of personal, social, cultural, family, technological and religious influences can impact on the relational and behavioural responses of students at any given point in time.

As a result of implementing this policy, the Principal is responsible for:

- Communicating the Whole School Behaviour Support Plan to the school community, outlining behavioural expectations, continuum of supports and responses that promote a safe, supportive inclusive learning community for all. It is recommended that this is reviewed regularly and published on the school's public website.
- Creating a safe and inclusive learning environment that values students' strengths, abilities, and diversity.
- Leading the development, implementation, and monitoring of a whole school approach to behaviour (including response to student bullying).
- Identifying and communicating the rights and responsibilities of all students and staff to engage in building positive behaviour.
- Utilising multi-tiered systems of support that are responsive to school needs.
- Building staff capability through training and support to teach and sustain positive behaviour and respectful relationships.
- Using available behaviour, psychology and diversity supports for students with complex needs.
- Fostering collaboration between students, teachers, parents, and the wider community to support student behaviour.

Enquiries

Director Engagement Wellbeing and Learning;
Director School Effectiveness;
Executive Manager Engagement and Wellbeing;
Manager Student Engagement.

Related Directives, Policies and Procedures

Policy: Inclusive Practices
Policy: Restrictive Practices
Policy: Student Attendance

Procedure: Student Behaviour Support

Student Behaviour Support Templates