

Behaviour Management and Student Discipline Policy



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Related Documents:	Student Wellbeing and Pastoral Care Policy
	<ul style="list-style-type: none">• Anti-Bullying Policy• Student Management: Suspension Transfer and Exclusion• Critical Incidents Management Policy• Child Protection: Responding to Complaints and Allegations Policy

Catholic Education Diocese of Wagga Wagga

Positive Behaviour Management Policy

1.0 Rationale

Each person is created in the image and likeness of God (Genesis 1:27). In accordance with this belief the values of justice, inclusion, reconciliation, respect, trust and honesty underpin this policy and are reflected in school based behaviour management procedures.

Our schools are committed to ensuring a safe and supportive learning environment where mutually respectful relationships are developed and fostered. Behaviour management procedures seek to do this through the provision of a safe school environment with particular attention to:

- restoring relationships
- encouraging reconciliation
- enhancing wellbeing
- fostering responsibility
- enabling personal growth
- promoting the common good.

2.0 Guiding Principles

- 2.1.** Each person is created in the image and likeness of God.
- 2.2.** The dignity of every member of the school community is respected.
- 2.3.** A proactive whole school approach to positive behaviour management that supports effective management of student behaviour.
- 2.4.** Processes focused on both individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.
- 2.5.** Positive relationships with parents and caregivers are supported through effective communication with families.
- 2.6.** The provision of a safe and orderly school environment that supports student learning and engagement.

3.0 Policy

Principals and school leaders play an active role in building a positive learning environment where the whole school community is included, connected, safe and respected. Each school must develop and implement school-based systems and practices that are:

- 3.1.** Whole- school and based on positive behaviours for learning
- 3.2.** Based on procedural fairness
- 3.3.** Aligned to the CEDWW Student Wellbeing and Pastoral Care Policy, Suspension, Transfer and Exclusion Policy 2020 and the Anti-Bullying Policy 2021
- 3.4.** Expressly prohibit the use of corporal punishment
- 3.5.** Do not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at the schools.

4.0 Procedures

4.1. Student behaviour management.

Student behaviour management procedures should reflect positive behaviour for learning, be explicitly taught, reviewed and regularly communicated to students, parents and caregivers.

4.2. Procedure development and review.

A school's procedures should be developed collaboratively and reviewed periodically through the use of data to identify trends to make improvements. Procedures must include clearly defined steps to reflect procedural fairness and should include the use of COMPASS to systematically record relevant information. This policy and school procedures should be published and readily accessible to staff, students, parents and caregivers.

4.3. Student wrongful behaviour of a serious nature

Principals must follow the CEDWW Anti-Bullying and/or the Suspension, Transfer and Exclusion Policy 2020 when managing serious or repeated inappropriate behaviour of students.

5.0 Bases of Discretion

All schools are required to implement this policy and as the basis for the school based procedures for Student Behaviour Management and Discipline.

6.0 Related Policies

- [Student Wellbeing and Pastoral Care Policy](#)
- Anti-Bullying Policy
- [Student Management: Suspension Transfer and Exclusion](#)
- [Critical Incidents Management Policy](#)
- [Child Protection: Responding to Complaints and Allegations Policy](#)

Government Mandatory Policies and Procedures

- [Children and Young Persons \(Care and Protection\) Act 1998 \(NSW\)](#)
- [Disability Discrimination 1992 \(Cth\)](#)
- [Disability Standards for Education \(2005\) and Guidance Notes \(2005\), revised 2012](#)
- [Australian Education Act 2013 \(Cth\)](#)
- [NSW Government. Keep Them Safe Online Mandatory Reporting Guide \(2013\)](#)
- NESA
- [National Professional Standards for Teachers \(2011\)](#)

7.0 Supporting Documents

- [Australian Student Wellbeing Framework](#)
- [Student Discipline- Lawsense School Seminar May 2021](#) This includes detailed information regarding procedural fairness.

8.0 APPENDICES

9.0 CLASSIFICATION