



# Staff Guidelines around Student Behaviour

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## Rationale

As stated in the Student Management Policy, Wenona (“the School”) seeks to nurture the growth and development of students within a safe, engaging and caring learning environment. The School will include a balance of clear and consistent affirmations and consequences in its management of student behaviour. The *Student Code of Behaviour*, coupled with the School Rules, and an understanding of the School's ethos, will provide direction to students, and serve as a key guide for staff in the management of students. Specific policies, such as the *Anti-Bullying Policy*, *Drug and Alcohol Policy*, and the *Staff and Student Acceptable Use of ICT Policies*, will also influence the School's response if breaches occur in these areas.

## Affirmation system

Positive reinforcement of good student behaviour is a powerful tool for developing a culture of care and excellence. Students are encouraged to achieve their personal best through a range of both formal and informal affirmations. Wenona's affirmation system provides many opportunities for the recognition of students' strengths and achievements. It seeks to provide guidance, encourage the development of the whole person, and develop leadership potential. Informal affirmations include giving positive reinforcement within a lesson and in conversations beyond the classroom context and recognising positive role models in service and leadership. More formal affirmations include acknowledgement of improvement, effort or achievement in Year Group meetings, Assemblies or School publications. Student Awards, such as certificates, trophies or 'Blues' also serve to affirm students and reinforce the importance of effort, perseverance, self-discipline, and service towards others.

## Consequences system

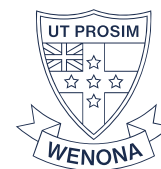
It is important that students are encouraged to recognise that their actions or decisions will have consequences, and that ultimately, they must accept responsibility for their actions.

## The role of teachers in managing student behaviour

Each teacher has the responsibility of ensuring that the behaviour and appearance of the students, both within the School and in the broader community, meet School requirements. Both in their classroom and when breaches are encountered outside the classroom, teachers are expected to respond in a fair and consistent manner to breaches of codes, expectations and/or rules. The teacher's response will vary according to the nature of the breach and the student's past record of behaviour.

Examples of responses to minor or moderate breaches include:

- Student interview, with informal or formal (recorded) caution
- Withdrawal from activity, student to remain in classroom, under supervision
- Development of a seating plan
- Informal student contract of behaviour, outlining behavioural benchmarks
- Confiscation of inappropriate item, pass on to Head of School/Year Coordinator
- Informal lunch detention, conducted by teacher



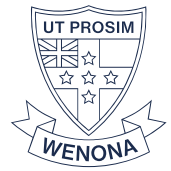
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- Formal lunch or afternoon detention, conducted by Head of School/Year Coordinator/Head of Department
- Additional structured task
- Contact with parent to express concerns, communicated through email, phone or meeting (with Head of School, Year Coordinator, or Head of Department)
- Request placement on daily report to monitor behaviour via Year Coordinator or Class Teacher
- Request for student to be issued a weekend or non-term time detention, directed to relevant leader (see *detention procedures*).

Teachers are required to maintain a record of all student management matters and refer to their line manager ongoing or more serious cases. Communication of student management matters should be shared between Year Coordinators, Heads of Department, Heads of School, and the Deputy Principal (Student Wellbeing).

Description	Area	Initial referral to
Ongoing attendance issues Truancy	Classroom or Across School	Year Coordinator (fractional) or Heads of School (HOS) (whole day)
Ongoing punctuality issues	Classroom or Across school	Head of Department Year Coordinator / Head of Junior School
Ongoing uniform issues	Across School	Year Coordinator / Head of Junior School
Behavioural issues with underlying wellbeing concerns	Across School	Year Coordinator/HOS
Fighting, bullying, cyberbullying	Classroom Outside Classroom	Head of Department/ Year Coordinator/HOS
Behavioural issues on excursion	External to School	Head of Department (minor) Year Coordinator (camps) Heads of School (HOS) Deputy Principal (Student Wellbeing)
Smoking or vaping	Across School	HOS, Deputy Principal (Student Wellbeing)
Vandalism	Across School	HOS, Deputy Principal (Student Wellbeing)
Theft	Across School	HOS, Deputy Principal (Student Wellbeing)
Alcohol or drug misuse	Across School	HOS, Deputy Principal (Student Wellbeing)

The above list of breaches is not intended to be exhaustive, but rather serve as a guide for teachers, in relation to the type or level of cases that need to be referred.



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## Notification of Principal

In the case of serious student management and/or wellbeing issues, the Principal may be contacted by parents, members of the public or other associated parties. It is therefore important that the Principal be fully briefed on the matter as soon as is practicable. The Principal may choose to become involved in the decision-making process or to delegate, where appropriate. Progress reports will be required until the matter has been resolved.

## Response to serious and/or harmful student behaviour

Serious misbehaviour and/or harmful student behaviour includes actions that:

- significantly undermine the ethos and values of the School and/or
- consistently and deliberately refuse to comply with reasonable instructions and/or
- are offensive or dangerous to the physical or emotional health of staff or students and/or
- consistently and deliberately interfere with the educational opportunities of other students.

The Principal and delegates eg. Heads of School and the Deputy Principal (Student Wellbeing) have the key responsibility for the oversight of the investigation process and the subsequent School response. The following strategies address the management needs of individual students and can assist in the development of responsible behaviours.

## Behaviour Management Plan

The plan consists of a formal agreement between the School, the student and her parents/guardians, in relation to the future behaviour of the student. Matters that require consideration and inclusion in the Plan include:

- the desired formative and educative outcomes of the plan
- the duration of the plan
- specific expectation of student future behaviour
- the range of supports provided (at School and at home) to achieve outcomes
- the mechanism for the review and amendment of plan, if required
- the School response to a satisfactory conclusion of the plan
- the School response if the stated expectations of the plan are not met.

The Behaviour Management Plan is more powerful when developed in consultation with students and parents/guardians. As a formal, written agreement, the plan should be signed and dated by the student and parents/guardians.

## Internal suspension

A student may be withdrawn from all lessons or activities, or withdrawn from a specific activity, at the direction of the Principal. An internal suspension is preferred to an external suspension, as the student's sense of connectedness to, and engagement with the School are maintained if the student remains at School.

Wherever possible, the withdrawal should be structured positively, to support the student to adopt responsible and appropriate behaviours.



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The student may be required to complete a self-reflection task, in a structured and supervised setting to examine her attitude and behaviour, the impact of her actions, the value of more positive behaviours and the development of a plan for future behaviour.

## External suspension

Withdrawing a student from the School will only occur in serious cases. This action will only be taken at the direction of the Principal. The period of suspension is determined by the relative seriousness of the case, but should be for the shortest time deemed necessary. The parents/guardians of the student will require at least one day's notice, to provide time for personal arrangements to be made. Formal communication, such as a letter, is required to state the reason for the suspension, the purpose of, and the period of suspension, and details of what is expected upon the student's return, both in the short term and long term.

The following considerations should be discussed with parents, prior to the suspension:

- legal and welfare responsibilities of the parents/guardians during the period of suspension
- the School's responsibility in the provision of learning material for the duration of the suspension
- the management of the return of the student after suspension
- arrangements for monitoring the student's progress following her return to School.

## Expulsion

The decision to expel a student from the School will only be taken by the Principal:

- in the most serious of cases, and/or
- when all other avenues of student management have been explored, and/or
- to protect the welfare and safety of students and staff.

The process for the expulsion of a student must be clear and consistent, including a thorough investigation consistent with the principles of procedural fairness (refer to *Procedural Fairness Checklist*).

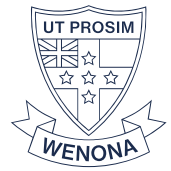
The process must include a meeting with parents and student to present a preliminary view that the student will be expelled, with reasons for the decision. Parents should be provided the opportunity to respond to the proposed action. After reflecting on the parent response, the School will provide a written notice of expulsion, including reasons for action, commencement date of expulsion and details of review and/or appeal process.

The Board of Governors should be informed of the Principal's decision. All related documentation will be placed in School files.

Parents will be supported in the enrolment of the student in another school, where and if appropriate. The review or appeal process will be implemented on request, where appropriate, and if the Principal deems it reasonable.

Valid grounds for requesting a review include allegations that:

- proper procedures were not followed in matters related to the investigation
- full details of the case were not considered prior to the final decision (additional details to be provided), and/or
- the decision was too severe, and/or
- the decision was unjust.



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An independent review panel from the Association of Independent Schools NSW, (AISNSW) will hold the review, while the student remains suspended from the School. The parents will be notified of the decision within seven days of the commencement of the appeal.

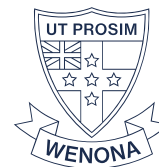
## Exclusion

**Exclusion** is defined by the NESA Manual as *the act of preventing a student's admission to a number of schools. In extreme circumstances, the Principal of a school may make a submission to an appropriate authority, or the other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.*

Exclusion is not practised at Wenona.

## Related documentation

*Please also refer to the School's Child Protection and Mandatory Reporting Policy and Procedures (301), Overseas Student Handbook – CRICOS (325), ICT Acceptable Use Policy for Students (341), Student Code of Behaviour (350), Student Detention Guidelines (350.10), Student Management Policy (351), Anti-Bullying Policy (353), Staff Guidelines for Responding to Student Bullying and Harassment (353.10), Drug and Alcohol Policy (355), Boarding Handbook (600), and the Boarding House Staff Handbook (601).*



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## Procedural fairness checklist for staff

