



1.0 Policy Statement

- 1.1 As a Catholic, Dominican educational community, Santa Sabina College (the College) values the dignity and worth of all students, and promotes respectful relationships. We aim to create an environment where all students feel safe and secure by acknowledging the rights and responsibilities of every member of the community. The Student Behaviour Management Policy, developed in consultation with students and staff, sets out these rights and responsibilities for every student at the College. It works in conjunction with the College's Student Anti-bullying Policy, Suspension and Expulsion Guidelines, Uniform Guidelines and Student Acceptable Use of Technology Agreement

2.0 Context

- 2.1 Respect is the foundation for a welcoming and flourishing Santa Sabina College community. We are committed to promoting respectful relationships between members of our learning community to ensure all learners feel safe, nurtured and supported so that they can achieve their personal best.
- 2.2 Developing **positive relationships** is underpinned by a common understanding of respect, inclusivity, community, accountability and restoration, which encourages empathy and understanding.
- 2.3 Relationships are **positive connections** with oneself and others that are important for personal development and overall wellbeing. Being respectful is caring enough to think about the impact of our actions and words.
- 2.4 Respectful practices **protect and support** young people, particularly when relationships break down. Developing and managing responses in challenging situations builds resilience.
- 2.5 **Resilience** is the ability to bounce back when things go wrong, including breakdowns in relationships between peers, teachers, parents and even with oneself. A resilient culture is fostered by celebrating successes and acknowledging mistakes as opportunities for growth by supporting each other to realise each person's potential.
- 2.6 The positive interactions between all members of the learning community, specifically through core class groups, Pastoral Care Structures, Pastoral Care Programs, Outdoor Education and Co-curricular programs and Leadership structures help to facilitate the successful implementation of the College Wellbeing and Teaching and Learning Frameworks.

2.7 At all times, the College expects that students abide by College policies and guidelines as set out in the:

- *Student Anti-bullying Policy*
- *Uniform Guidelines P - 12*
- *Student Acceptable Use of Technology Agreement*
- *Student Mobile Phone Use Policy*
- *Suspension and Expulsion Guidelines.*

3.0 Central to a respectful community

3.1 Connection and Inclusivity

3.1.1 Central to respectful practice is developing a sense of belonging for all community members. All members of the learning community play a vital role in the development of a respectful College culture, where everyone feels valued and can thrive.

3.2 Community and Accountability

3.2.1 It is each student's right to learn in a safe, nurturing and supportive environment. Students also have a responsibility for upholding the rights of others so that they too can learn in the same environment. Everyone has the right to be heard and to express their thoughts and perspectives in a safe and respectful way. All parties need to demonstrate self-awareness through reflective practices to consider the consequences of their actions and how these impact relationships.

3.3 Restoration

3.3.1 Before relationships can be rebuilt it is important to recognise that relationships can change as a result of behaviour that is hurtful. It is also important to recognise that relationships require commitment from each person to respect the rights of each person involved.

3.3.2 As a Catholic school our Student Behaviour Management Plan is underpinned by restorative justice practices, based on a constructive, problem-solving approach. It aims to provide students with an opportunity to learn from mistakes, and to grow in awareness and understanding of their rights and responsibilities, where each individual is supported and nurtured towards developing respect for self and others.

3.3.3 This includes learning to display personal integrity and responsibility as well as compassion for others, shown through inclusive and appropriate conduct in all actions, behaviours and attitudes. These practices recognise that when relationships are harmed, work must be done to restore these relationships and to manage behaviour in a manner that aligns with College expectations.

4.0 Guidelines

4.1 We recognise that all students have the following rights and responsibilities:

Rights	Responsibilities
<i>To be treated with empathy, compassion and respect</i>	<i>To act to make a positive difference in the lives of others and the world around us through respectful interaction with all members of the community</i>
<i>To be curious and to develop skills that foster a love of learning</i>	<i>To engage enthusiastically and to work both independently and collaboratively with others to create a positive learning environment</i>
<i>To belong to the College community where students feels safe, valued and supported</i>	<i>To actively engage in the life of the College, live the Catholic Dominican values and commit to action</i>
<i>To feel supported when trying something new so that you can grow as learners</i>	<i>To be resourceful and resilient in the face of challenges and change</i>
<i>To hold and express an opinion</i>	<i>To listen to and appreciate a range of points of view and to grow from the experience reflective of our inclusive and diverse community</i>
<i>To enjoy a balanced life to achieve wellbeing for ourselves and others</i>	<i>To understand the importance of taking the time to look after yourself and the people around you</i>
<i>To know and understand how your world works and your place in it</i>	<i>To engage with issues and ideas that have local and global significance, including sustainable living practices</i>
<i>To take time for yourself and to reflect on your own ideas, opinions, and experiences</i>	<i>To understand yourself, acknowledging your strengths and areas for development</i>

5.0 Consequences

- 5.1 Where a student breaches the College's expectations by engaging in conduct which causes or may cause harm, inconvenience, embarrassment or disrepute, to the College, other students or staff members, the student may be subject to disciplinary action.
- 5.2 When a student's conduct or behaviour fails to meet the expectations or breaches policy and/or guidelines as a result of a minor infringement, the College will apply a logical and reasonable consequence so that the student has the opportunity to learn from the mistake.

These instances may include but are not limited to:

- uniform infringements
- school attendance including lateness
- preparedness for class
- disrespectful behaviour or attitude towards peers and/or staff members
- not following the directions of their teacher
- other incidents of inappropriate behaviour.

- 5.3 The Primary Campus (P-4) and the Secondary Campus (5-12) staff follow a clear process for responding to any behaviour management issues.

6.0 Consequences for serious misconduct

- 6.1 Santa Sabina College defines serious misconduct as an activity or behaviour by a student which:

- seriously undermines the ethos of a Catholic school
- consistently and deliberately fails to comply with any lawful order of the College Principal or teacher
- is offensive, or dangerous, to the physical or emotional health of any staff member or student
- consistently or deliberately interferes with the educational opportunities and endeavours of other students.

- 6.2 When a student's conduct or behaviour fails to meet the expectations or breaches policy and/or guidelines as a result of a more serious infringement, the College will apply a more serious disciplinary action that aligns with the nature of the incident that has taken place.

These instances may include but are not limited to:

- repeated or extreme occurrences of any of the above infringements
- damage to school property
- repeated unsanctioned leave from class and/or community events
- bullying in any form
- physical violence
- possession of dangerous item/s, including weapons and/or items that may be used as a weapon
- racial, sexual, physical, emotional harassment
- possession, distribution or consumption of illegal substances such as drugs, alcohol, cigarettes, e-cigarettes
- recording, augmenting and/or distributing images and/or videos with or without consent.

- 6.3 These lists are not exhaustive and other instances may occur that require the imposition of consequences. Each case will be considered on an individual basis depending on the nature of the incident, the severity of the harm caused and/or the prior record of the student's conduct.

- 6.4 Where alleged behaviour is probable, the College reserves the right to enact the Suspension and Expulsion Guidelines in serious cases of breach of conduct. The student and parents will be informed of the allegations and procedural steps to be followed in dealing with the incident.
- 6.5 The College is entitled to make decisions around such consequences in its absolute discretion.
- 6.6 Some serious offences are by their nature criminal offences, and schools are obliged to observe certain legal requirements, which includes notifying the appropriate authorities, for example, the NSW Police Department.

7.0 Student Commitment

- 7.1 All Santa Sabina College students are expected to demonstrate respect for the College, for others, for self, for property, including appropriate use of social media, and all forms of digital technologies and communications. This commitment is outlined in the Student Code of Conduct.

8.0 Student Code of Conduct

8.1 Respect for the College

Students will:

- uphold the Student Code of Conduct
- behave in a manner that reflects well on the student as a person, their family and the College at all times
- wear the College uniform correctly and as expected at all times
- actively participate in College life
- maintain a clean, safe and productive learning environment.

8.2 Respect for Others

Students will:

- treat students, teachers and all staff with respect and dignity
- respect and value individual differences
- refrain from hurtful behaviour towards peers and teachers, this includes all forms of harassment, discrimination, exclusion and other forms of bullying
- report instances of hurtful behaviour
- respect another's right to hold and express an opinion
- engage in *disputatio*, the Dominican practice of engaging with and recognising different points of view
- contribute to a positive learning environment.

8.3 Respect for Self

Students will:

- uphold the Colleges values, nurturing prayer, study, community, service, and promote collaboration, creativity and innovation
- use their gifts wisely and for the benefit of others
- seek the truth – *Veritas*
- do their best in all aspects of learning and College life
- use technology and social media in ways that show respect for self.

8.4 Respect for Property

Students will:

- respect the property of every member of the College community
- refrain from willful damage to property
- report any instance where they see another person failing to respect another's, or the College's resources or equipment

8.5 Respectful use of Social Media and Digital Technologies

Students will:

- use the College's IT network productively and respectfully
- not record, film, or share, without the knowledge and consent of the other party
- not use social media to denigrate, target or bully other students
- not share inappropriate text, images or video of self and/or of others
- only use their phone and other personal devices appropriately and within the expectations of the College guidelines and policies.
- AI technology should not be used to deceive, manipulate or harm individuals or the College community and must adhere to the College guidelines and policies.

9.0 Approval and Review

Authorised by: College Principal
Authorisation date: February 2025
Policy implementation date: February 2025
Version: 5
Policy Identifier: 210.05
Review Date: February 2026 or earlier as determined by the College Principal
Notes: Each sub-section numbered in Pt 3.0; Pt 3.3.2 Positive Communities policy now called Student Behaviour Management Policy; Pt 6.6 addition of " <i>which includes notifying</i> ". Clause 8.5 removal of reference to 'deepfake'; Addition of Appendix 1 and Student Behaviour Management Plan

Restorative Practice at Santa Sabina

(APPENDIX 1)

Restorative Practice is a positive approach that works with students to encourage behaviour that is supportive and respectful.

Conflict is an inevitable part of life. How we work to resolve conflict impacts on our College's climate and culture and ultimately on our students' social and academic learning. Schools need to be safe places where young people can learn and thrive in a supportive, enriching environment.

A restorative approach aims to repair relationships that have been damaged and maintain positive relationships across the whole community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility.

Understanding Restorative Practice

Restorative Practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. At Santa Sabina we are restorative because we:

- value quality relationships
- model empathy and respectful relationships
- value student voice and utilise collaborative problem solving
- view inappropriate behaviours as opportunities for learning
- apply procedural fairness
- recognise the importance of repairing damaged relationships
- separate the 'deed' from the 'doer'
- use active listening and positive language and tone
- avoid scolding, judging, lecturing or blaming
- foster self-awareness in the student
- implement consequences that are proportional and fair
- remain future focused.

What Restorative Actions Can We Take?

A restorative approach offers a continuum of strategies and actions that can be adopted by individual teachers or members of the Pastoral Team:

- positive classroom management strategies
- logical consequences
- collaborative problem- solving
- structured one-on-one conversations
- mediation

- collaborative discussions with all students involved

Key Elements

These key elements should underpin any restorative encounter at Santa Sabina:

- honesty and sincerity
- positive regard for individuals
- empathy
- individual responsibility
- shared accountability
- an optimistic view of personal growth and change.

Staff are encouraged to use restorative questions and language. Questions that promote discussion about consequences and encourage personal reflections have the potential to elicit empathy, remorse and learning. When working restoratively with young people or colleagues, it is important to:

- ask specific questions that encourage reflection and problem- solving
- use active listening skills
- avoid interrogation or asking “Why?”, which can cause a defensive response
- recognise that in some situations there are no ‘quick fixes’ and it may require further intervention or support to see positive behaviour change
- seek assistance from your HoD and/ or the appropriate Head of House

Effective Restorative Questions

What happened?

- value the student’s voice and perspective
- focus on the timeline of events without blame
- understand and identify triggers

What were you thinking about at the time?

- develop emotional literacy by linking thoughts, feelings and actions

What have your thoughts been since?

- assess reflection following the incident when emotions have de-escalated

Who has been affected by what happened?

- the key question to trigger empathy and remorse
- think beyond those directly involved to see the ‘ripple effect’ of actions and consider the personal impact

In what way have they/ you been affected?

- name or describe the impact and acknowledge the consequences

What do you think needs to happen to make things right?

- include what you need to do
- devise agreed, realistic and meaningful resolutions to heal the harm

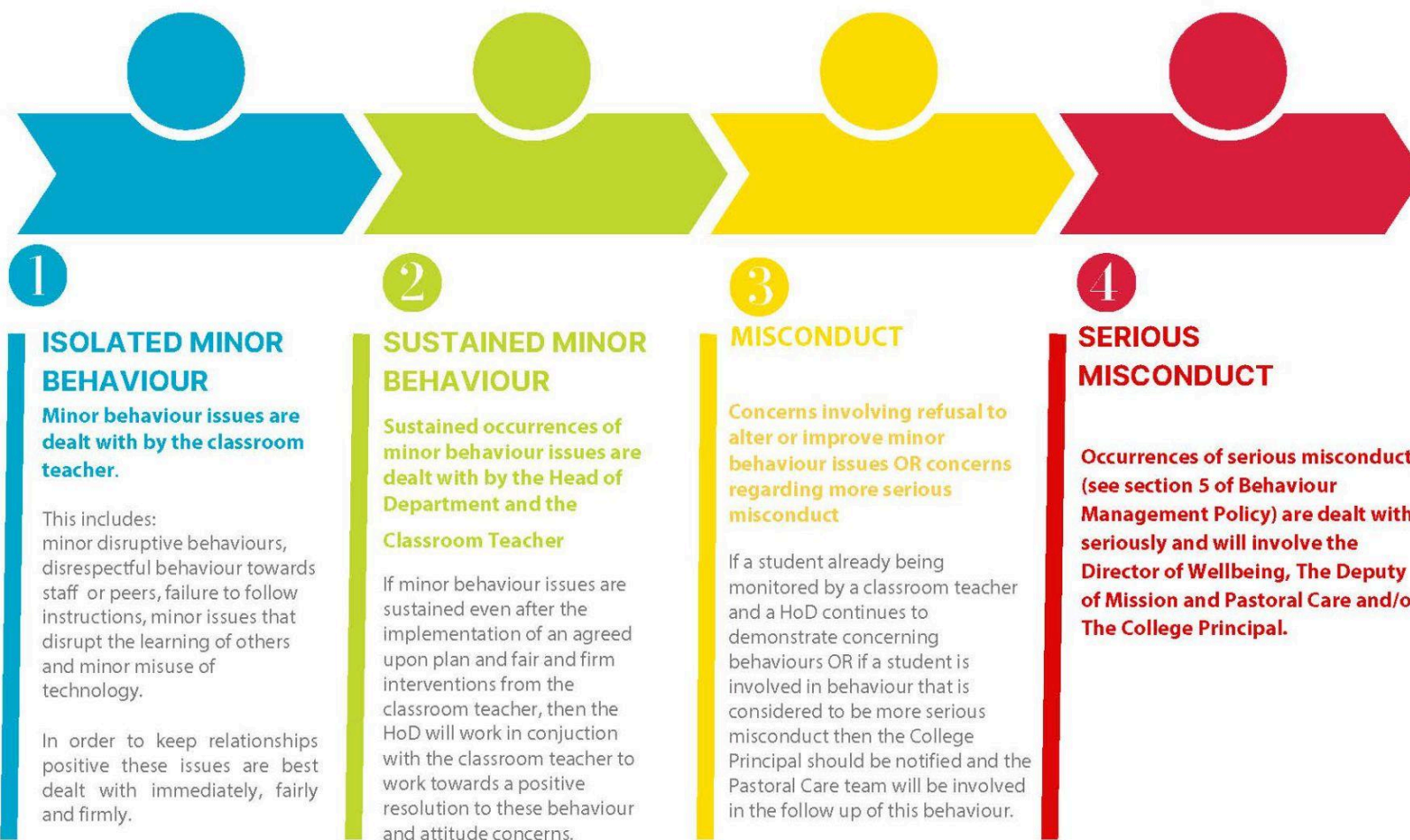
If the same thing happened again, what would you do differently?

- an opportunity for learning and verbalising alternative strategies

Restorative Practice is more than a series of questions. It is a non-punitive approach which accepts that we all make mistakes and have the ability to 'fix' the problem together and learn from our experiences. Restorative Practice is inclusive and concerned with maintaining and building connectedness between students, parents, teachers and the community. It is an essential component of our holistic learning framework.

Year 7-12 Behaviour Management Plan

The 7-12 Pastoral Behaviour Management outlines the processes to help students learn and allow others to learn, in a safe and respectful environment. It establishes clear, positive expectations that align with the core values of respect, safety, and resilience, and allows students to flourish to be the best learners they can be. Central to our Behaviour Management Plan is connection and inclusivity, community and accountability and restoration.



CONCERNS INVOLVING MINOR BEHAVIOUR ISSUES ARE DEALT WITH BY THE CLASSROOM TEACHER

This could include things such as:

- Minor disruptive and/or disrespectful behaviour towards staff or peers
- Failure to follow instructions
- Failure to be prepared for class
- Incomplete Homework
- Lateness to class
- Minor infringements of the Acceptable use of Technology Agreement or the Mobile Phone Policy

In order to keep relationships positive these issues are best dealt with immediately, fairly and firmly. These actions could include:

- Conversation with student to identify any wellbeing issues impacting their behaviour
- Reminding students of expectations
- Using restorative language to guide repairing the relationship (refer to appendix 1 for restorative language guide)
- Change of seating plans
- Requesting to meet student outside of class time
- Establishing new due dates for homework completion OR asking students to meet you at lunch to complete overdue work
- A consequence should be agreed upon between teacher and student to address the behaviour and to guarantee no further occurrences

Create a TASS PC entry regarding the incident (using FO categories), your action and the agreed upon consequence for the student to address the issue, HR teacher will be notified.

CONCERNS INVOLVING ONGOING OCCURRENCES OF MINOR BEHAVIOUR ISSUES ARE DEALT WITH BY THE HEAD OF DEPARTMENT AND THE CLASSROOM TEACHER

If minor behaviour issues are ongoing even after the implementation of an agreed upon plan and fair and firm interventions from the classroom teacher, then the Head of Department will work in conjunction with the Classroom Teacher to work towards a positive resolution to these behaviour and attitude concerns

This collaborative response should include:

- *Further conversation with student to identify any wellbeing issues impacting their behaviour*
- *A meeting with classroom teacher, HoD and student to remind students of expectations*
- *Parent phone call from Classroom teacher, supported by HoD to outline concerns and agreed upon action and to discuss any academic and wellbeing concerns raised by the parents.*
- *Requesting to meet student outside of class time in conjunction with HoD*
- *Consequences that are relevant to the context of the subject area and the behaviour issue*
- *Using restorative language to guide repairing the relationship (see appendix 1 for a guide to restorative language).*
- *A consequence should be agreed upon between teacher and student to address the behaviour and to guarantee no further occurrences*
- *Student behaviour to be monitored by the classroom teacher and a follow up with the HOD organised if appropriate*

Classroom Teacher to create TASS PC entry (using the ongoing categories) regarding the ongoing behaviour and the collaborative process and consequence undertaken with HoD and student. The student's HRT and HH will be notified of the entry

CONCERNS INVOLVING INABILITY TO ALTER OR IMPROVE MINOR BEHAVIOUR ISSUES OR CONCERNS REGARDING MORE SERIOUS MISCONDUCT

If a student already being monitored by a classroom teacher and a HoD continues to demonstrate concerning behaviours OR if a student is involved in behaviour that is considered to be more serious misconduct then the Head of House should be notified and involved in the follow up of this behaviour.

More serious misconduct is anything that:

- Involves rude or offensive behaviour to staff or other students
- Incidents of bullying behaviour
- Repeated lateness or truancy from class
- Repeated refusal to follow instructions or complete set work in or outside of class
- Inability to follow agreed upon plans to improve and modify behaviour
- Damage to property unsafe behaviour

This collaborative response must follow the steps below:

- Notify the College Principal
- Meeting with Head of House and Classroom teacher to discuss the misconduct
- Phone call made to family of student/s involved
- Collaborative meeting with Head of House and Director of Student Wellbeing 7-12, family members, other relevant staff including the classroom teacher if appropriate
- Consequences will be applied on a case by case basis and should be age appropriate and suit the action as per the Behaviour Management Policy. Consequences could include: Negotiated after school detention, internal suspension (short suspension of 5 days or less)
- Mediation or restoration to occur between relevant parties
- Feedback is provided to teachers and parents of all students involved in a timely manner

The HH will enter a Pastoral note on the Notes tab on TASS to document the follow up that has occurred. A Head of HouseH must send the Homeroom Teacher and /or Class Teacher a copy of the TASS note for their reference.

OCCURRENCES OF SERIOUS MISCONDUCT (SEE SECTION 5 OF POSITIVE COMMUNITIES POLICY)

Santa Sabina College defines serious misconduct as an activity or behaviour by a student which:

- *seriously undermines the ethos of a Catholic school*
- *criminal / illegal behaviour*
- *consistently and deliberately fails to comply with any lawful order of the Principal or teacher*
- *is offensive, or dangerous, to the physical or emotional health of any staff member or student; or*
- *consistently or deliberately interferes with the educational opportunities and endeavours of other students.*
-

Any occurrences of serious misconduct must be reported to the College Principal and the Deputy Principal Mission and Pastoral Care and/or Deputy Teacher and Learning who will be involved in responding to these occurrences of serious misconduct.

Possible consequences for these actions could include: An external suspension of longer than 5 days or expulsion in line with the Behaviour Management Policy and the Suspension and Expulsion Policy.