

K-12 Student Management & Behaviour Policy



Hills
Grammar





K – 12 Student Management & Behaviour Policy

Approval and Review	Details
Document Owner	Deputy Principal / Head of Senior School
Responsibility	Deputy Principal / Head of Senior School
Approver	Principal
Issue Date	May 2022
Revised and Updated	May 2023 May 2024 May 2025
Review Date	May 2026

Purpose

Promoting the learning, wellbeing and safety of all students and staff at Hills Grammar is a high priority. Hills Grammar is committed to providing a safe, supportive, and responsive learning environment in which the rights of all students to learn and all teachers to teach must be supported. Our expectation is that our students uphold our School values, prioritise their learning and wellbeing, and the learning and wellbeing of their peers.

Aims

The aim of the policy is to address individual student behaviour constructively and positively in ways that emphasise both support and repair through a restorative approach. Restorative practice places individual responsibility for inappropriate behaviour in the immediate context of relationships within the School community. Whether those relationships be with peers, staff, or the wider School community, it is important to restore relationships in ways that demonstrate mutual respect with the aim of making a long-term difference. Support is offered through the various structures within the School, which include department or stage teams, the Wellbeing team (including School psychologists and counsellors), Heads of Year, the Learning Enrichment team, and the Executive, to assist students take responsibility for their own behaviour.

Our aims are to:

- Promote respectful and positive behaviour in a caring and supportive environment
- Communicate clear expectations
- Provide stimulating educational experiences that motivate and challenge all to engage with learning
- Develop acceptance, respect and understanding in our students
- Work in partnership with parents actively promoting positive standards of behaviour.

Scope

This policy encompasses the behaviour and wellbeing of students at Hills Grammar School.

Responsibilities

- The primary responsibility for effective student management lies with the teaching staff.
- Wellbeing staff (Year and Stage Co-ordinators, Heads of Year and Heads of Student Engagement) are responsible for monitoring and tracking compliance with the School's expectations.
- Heads of School are responsible for both policy and procedure in relation to student behaviour, as well as for setting, communicating, and reinforcing the tone and expectations of the School. They are also responsible for monitoring and ensuring staff implementation of this policy and for leading and managing processes and responses in relation to serious issues.
- The ultimate responsibility for providing a safe and caring environment rests with the Principal.

Staff expectations

All members of staff, both teaching and support, are expected to be vigilant in their duty to create, monitor and maintain an environment that is conducive to effective teaching and learning, and contributes to the creation of a safe and caring environment within the School. This includes acknowledging when students meet behavioural expectations as well as ensuring that rules, procedures, and guidelines are consistently applied. It is important that there is a united and consistent approach to both setting expectations and managing student behaviour, so that ambiguity does not arise, which in turn may lead to diminishing standards of behaviour. It is expected that the class teacher will be able to successfully resolve the majority of issues in relation to student behaviour.

If staff encounter inappropriate behaviour inside and / or outside the classroom, they should deal with it appropriately at the time. All teachers have responsibility for all students outside the classroom, both legally and ethically.

All staff members are expected to:

- Respond to situations requiring intervention, rather than react.
- Maintain perspective and aim to diffuse situations.
- Model appropriate behaviours.
- Respond to situations consistently, fairly, and respectfully in a way which helps students to understand the impact of their behaviour choices on others and how the consequences, natural or imposed, relate to these choices.
- Always act in accordance with the Staff Code of Conduct.
- All record keeping regarding any incident must be placed in SEQTA.

Parent and caregiver expectations

Parents and caregivers at Hills Grammar School are expected to:

- Support the School's values, ethics and consequences when applied.
- Understand and support the School's behaviour management protocols and procedures.
- Monitor progress, attendance, behaviour and contact relevant staff members when there are specific questions or concerns.
- Have regular conversations with their child(ren) about attendance, wellbeing, achievement, and progress.
- Use respectful and appropriate language in all interactions with staff, other parents, and students.
- Partner with the School to ensure that young people take responsibility for their actions and choices.
- Support their child(ren) to participate in restorative processes that enable better choices to be made in the future.
- Have read and understood the Parent Communications Policy.
- Work respectfully with the School and any external agency when dealing with any management of behaviour issues.
- Comply with the School's Community Code of Conduct

Student expectations

Every student has the right to access education free from impediment caused by the inappropriate behaviour by others.

On occasions, consequences may be actioned in line with our School processes to develop, refine and impress upon students the impact of inappropriate choices. School-based processes are considered together with context, age, and the circumstance of the incident. Consequences are applied to clearly signal that the behaviour does not reflect the School values and must change. Every teacher outlines behaviour expectations and where appropriate, corrects misunderstandings, clarifies expectations, and ensures all students understand the processes in place for the teaching and learning environment.

Students at Hills Grammar School are expected to:

- Respect all members of the School community and show courtesy to all students, teachers, and community members.
- Develop positive and respectful relationships and think about the impact on others and relationships before acting.
- Take personal responsibility for behaviour and actions.
- Follow school and class rules and follow the directions of School Staff.
- Fully participate in the School's programs and meet all the prescribed requirements.
- Use positive and appropriate language in all interactions with others.
- Resolve conflict respectfully, calmly, and fairly.
- Comply with the School's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol, vapes or tobacco into the school.
- Not bully, harass, intimidate, or discriminate against anyone.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Strong action will be taken in response to behaviour that is detrimental to self, others or property or to ensure the achievement of quality teaching and learning. The School reserves the right to discipline, suspend or expel students who do not fulfil requirements.

Managing allegations of bullying

Definitions

It is universally acknowledged that bullying:

- Repeated intentional actions
- Can be harmful and / or cause fear or distress
- Is damaging to the wellbeing of the community

While there is no agreed, definitive definition of bullying, this policy refers to it as:

- any kind of behaviour used repeatedly, which causes embarrassment, pain, discomfort, or unhappiness to another person
- a pattern of uninvited on-going behaviour
- instigated or directed by a more powerful person or group to hurt, injure, victimise, harass, embarrass and/or distress a less powerful person or group intentionally or unintentionally

Bullying can be physical, verbal, psychological, or social. Examples include but are not restricted to:

- Physical: Assault, such as hitting, kicking, spitting, shoving others
- Verbal: Derogatory comments, hate speech or name calling, ridiculing, hurtful rumours
- Non-verbal: Rude or scornful gestures, graffiti, hurtful written or electronic text messaging, graffiti
- Exclusion: Deliberate exclusion or isolation from a group
- Cyber: Posting on media platforms, such as TikTok, Snapchat, Instagram or YouTube hurtful, offensive, explicit, or threatening images, or spreading rumours via social media. This is an increasing form of bullying that can occur at and beyond school and reach a wider audience. It is a criminal offence to use a mobile device to menace, harass, engage in hate speech or offend another person and almost all calls, text messages, posts and emails can be traced even if posted anonymously.
- Property damage: Malicious damage of personal property or theft of property

Responding to allegations of bullying

A victim of alleged bullying needs to:

- Save any evidence.
- Get help from a teacher, mentor, parent, or trusted adult
- In all cases the Heads of School (Junior School, Senior School) and Heads of Year (Senior School) should be notified so that appropriate action may be taken.

If bullying is witnessed:

- Speak up. Ask the other person to stop. Tell the other person you do not approve of what they are doing.
- Do not escalate the situation e.g., threaten the perpetrator, take sides, or encourage revenge.
- Report the incident to a trusted teacher, either in person or in writing (E.g., email). This is particularly important where someone may be in danger of being harmed.

Expectations and responsibilities

The School's commitment is to provide a safe, supportive, and caring environment. No individual or group of students, parents or staff have the right to compromise this commitment, each member of the School community has a responsibility to actively support and uphold it. The School takes allegations of bullying seriously and every instance is investigated, and appropriate actions are taken.

We need to be mindful that we are being observed by the young people in our care. All individuals within the community are therefore required to co-operate with the School's reasonable expectations and processes

Staff members have a responsibility to:

- Know and understand the School's policies in relation to bullying
- Model and promote supportive, respectful, and caring behaviour and a safe environment
- Support and respect students
- Respond in a timely manner to any incidents of bullying, including managing, reporting, and escalating bullying incidents when needed
- Support and promote the School's Connect and wellbeing program

Our students have a responsibility to:

- Always behave respectfully and appropriately
- Support and care for each
- Report incidents of bullying immediately
- Not abuse the use of technology or social media platforms

Parents have a responsibility to:

- Be aware of the School's Student Management and Behaviour policy and reinforce behavioural expectations
- Model and promote supportive, respectful, and caring behaviour
- Report and support their child to report behaviour incidents and concerns of School related bullying
- Be aware of their child's online behaviour
- Never approach someone else's child to challenge or investigate their behaviour or defame any individuals
- Observe confidentiality
- Raise any concerns they may have regarding process or outcome with the appropriate staff member.
- support the outcome in the interest of all involved.

The School reserves the right to raise concerns with parents/carers when allegations of bullying are made against them by other members of the School Community (students, staff, parents / carers) as outlined in the Community Code of Conduct.

Procedures

The investigation into an allegation of bullying falls under the Guidelines for Managing Inappropriate Behaviour. The investigation of an allegation of bullying is well documented and parent involvement is paramount in the processes of investigation. Principles of natural justice and due process underpin any investigation into an allegation or complaint about bullying.

The steps involved during the investigation will include:

- The student/s making the allegation will complete an incident statement
- The student will be informed of the allegations and given opportunity to respond
- Parents of all parties involved will be contacted and the allegations outlined
- Other students involved are interviewed and documentation tabled.
- A consideration of all relevant information available prior to making a decision regarding the allegation
- Parents of all parties involved to be contacted and informed of decisions and actions taken by the School

Discipline sanctions

Sanctions depending on the behaviour may include but are not limited to the following:

- Restorative discussion between student and staff
- Withdrawal from classes
- Withdrawal of privileges
- Detention (Lunch or after school or during the holidays)
- Time out
- Behaviour contracts
- Conditional enrolment contract
- Suspension (internal or external)
- Probationary enrolment
- Expulsion

Detentions

Detentions can be held during lunch times on designated weekdays. It is not possible to be prescriptive about all behaviour that warrants a detention as it often depends on the circumstances in which it occurred.

After School or during holiday period detentions may be issued for serious breaches of School expectations or persistent problems where lunchtime detentions have not had the desired effect.

Suspension from school

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the School's expectations and core values. It also allows time for the School to plan appropriate support for the student to restore them back into the community. In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and welfare of the student, staff, and other students in the school.

The student must be provided a formal written caution detailing the inappropriate behaviours, as well as clear expectations of what is required of the student in future. In circumstances where the range of appropriate student welfare and discipline options have been unsuccessful in resolving the inappropriate behaviour, the Deputy Principal or Principal may choose to impose a short suspension of up to and including five school days. The School may stand down a student pending an investigation where there are concerns for the safety and wellbeing of others.

Internal suspensions

Internal suspension is at the discretion of the Principal in partnership with the appropriate Head of School. The principle of internal suspension for behavioural reasons is the removal of a student for the benefits of the School community for a half or full day and is usually implemented for the following reasons:

- A serious incident which does not involve an external suspension.
- A student has been given a suspension that day, but parents are unable to collect the student from the premises immediately.

Short suspension

Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- **Continued disobedience.** This includes but is not limited to:
 - Refusal to follow staff instructions
 - Defiance
 - Disrupting other students
 - Minor criminal behaviour related to the School
 - Use of alcohol
 - Use of tobacco or vaping
 - Damage to the School reputation eg through the use of digital media posts or comments
 - Breach of, ICT Policies and inappropriate use of technology
- **Aggressive behaviour.** This includes but is not limited to:
 - Hostile behaviour directed towards students, members of staff or other persons, including damaging the property of the School or students;
 - Bullying (including cyberbullying);
 - Verbal abuse, hate speech, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

Long suspension

If short suspensions have not resolved the issue of inappropriate behaviour, or if the behaviour is so serious as to warrant a long suspension the Principal may impose a long suspension for up to and including twenty school days. A long suspension may be imposed for:

- **Physical violence**, which results in harm or injury, or which seriously interferes with the safety and wellbeing of other students and staff (including sexual or indecent assault).
- **Possession, supply, or use of a suspected illegal substance**: This does not include alcohol, vapes or tobacco but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
- **Use of an implement as a weapon**: When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made, or adapted to cause injury or threaten to cause injury or harm to another person).
- **Persistent or serious misbehaviour**: Including repeated refusal to follow the School discipline code; making credible threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment, or victimisation; threatens to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person.

If the matter has not been resolved other strategies must be considered including possible expulsion from the School.

Expulsion

Where a long suspension has not resolved issues of inappropriate behaviour the Principal may move to terminate a student's enrolment from the School. The Principal may also use expulsion in extreme circumstances, for example:

- **Elevated risk**: Where a student's actions cause an elevated risk to the wellbeing and / or safety of students and / or staff.
- **Disrepute**: Actions that bring the School's reputation into serious disrepute showing a misalignment to the School's values.
- **Use or possession of a prohibited weapon, firearm, or knife**: When the weapon is one of those listed on Schedule One of the Weapons Prohibition Act. Prohibited weapons include laser pointers, or similar articles. The student uses a knife or possesses a knife without reasonable cause; the student possesses or uses a firearm of any type.
- **Serious criminal behaviour related to the school**: Including malicious damage to property (school or community) or against the property or person of a fellow student or staff member inside or outside of School premises.

In cases of potential expulsion the student and their parents will be provided with a preliminary decision in writing that includes the full reasons for possible expulsion. This may come from a Head of School, Deputy Principal or from another staff member delegated by the Principal to conduct an investigation into the matter. The student and their parents will have 7 days to respond to the preliminary letter allowing them to provide a full response and further information. The Principal will make a final decision.

Probationary enrolment

If a student continues to make poor behaviour choices that do not reflect the ethos and values of the School, they can be placed on a probationary enrolment.

Should these concerns be unresolved, the Principal, in consultation with the parents, can end the student's enrolment.

Protected disclosure

The purpose of the *Public Issues Disclosure Act 2022* is to encourage and facilitate disclosures of improper conduct and mitigate risk of reprisal by others. In the School context students need to understand:

- Ways in which a statement of information can be disclosed in confidence
- Protections which arise under the disclosing of such statements
- School's processes for handling and investigating disclosures, individuals involved will be treated fairly, and how those who make confidential statements will be supported by Hills Grammar.

Students may make a disclosure if they have reasonable grounds to suspect the information concerns:

- Misconduct by another student
- The conduct of a staff member

If any of the conduct could result in further action being taken by the School or relevant outside agencies including but not limited to the Police.

All staff of Hills Grammar may take a confidential statement from a student. It is important that the staff member alerts the students that the content may be required to be shared with member of the School Executive or relevant agencies. Where the student wishes to remain anonymous a statement is taken and acknowledged by the recipient that the details of the person disclosing wishes to remain anonymous. Should the investigation require further action by agencies outside of Hills Grammar School then the identity of the student may need to be revealed for the purposes of the investigation. The School will disclose the fact that should the Police, or other agencies, be involved then the identity of the student will be shared with such agencies.

School response

Investigations into serious breaches of School expectations take time as they must be underpinned by the principles of restorative justice and due process and often require interviews of numerous students. Where possible the School will endeavour to bring all complaints to resolution within a timely manner.

Restorative justice

The Restorative Behavioural Procedure has been created in consultation with the Senior and Junior Leadership Team, Counselling Team, staff, and other relating policies at Hills Grammar School. It has been created to support the students at Hills Grammar School. In summary, it outlines tier one teaching practices and routines to help facilitate a cohesive, proactive and innovative classroom environment. It also outlines the steps which should be taken if a student is not making good choices. It is important to note; the processes for the Junior and Senior school below outlining the behaviour and consequences will only be consulted and followed by teaching staff if the positive reinforcement steps have been completed prior. We focus on the individual student as we want to develop each student holistically. This is best achieved when wellbeing programs, individualised plans, and other programs, which are in place are being followed and are consistent.

Junior School | Guidelines for Managing Student Behaviour

Level	Responsibility	Positive Reinforcement	Behaviour Examples	Responses	Follow up
Level 1 Low Level Behaviours	Teacher* Educator	<ul style="list-style-type: none"> • Tier 1 Teaching • Use a positive tone of voice • Remind student about responsibilities, school rules and values • Praise others for correct behaviour • Encourage the efforts of others • Cool off time • Daily routines, expectations, connection and trust between student and staff. • Teaching students how to live their daily lives (how to eat lunch together, how to enter the classroom) • Refer to students' IP for further support suggestions • Refer to previous data collected on behaviour and proactively embedding into relevant wellbeing programs • Active supervision at all points across the school day including but not limited to, classrooms, transition points, playground, during excursions, incursions, in the wider schooling community and during co-curricular. 	<ul style="list-style-type: none"> • Distracting from tasks • Making silly noises in class • Not prepared for work • Occasional non-completion of tasks • Inappropriate use of resources • Littering • Irresponsible care of class resources • Out of bounds • Causing conflict in games or activities • Untidy work areas • Occasional "off-task" behaviours • Calling out in class • Once or twice being on a computer game instead of working • Inappropriate language • Not wearing uniform correctly • Regular reminders to families through communication channels around uniform expectations 	<ul style="list-style-type: none"> • Move student to a new position in the classroom • Redirect students to a new area in the playground • Timeout in the playground or in the classroom • Student apologises if applicable • Regular and consistent Year group meetings to remind students of expectations 	<ol style="list-style-type: none"> 1. Record in teacher daybook or using the Data Observation Sheet if a pattern is appearing record in SEQTA 2. Breaks used to catch up on incomplete work (if the behaviour is distraction/late to class related) 3. If ongoing note in SEQTA Behaviour Note completed by teacher*
Level 1 pattern of behaviour appearing (more than three times)	Teacher* and Year Coordinator	<ul style="list-style-type: none"> • Report at grade meeting during students of concern • Report made on SEQTA • Conversation with Parent/carer (phone call, conversation notes added to SEQTA) • Follow up email to family with summary of call including follow up agreements • Breaks used to catch up on incomplete work (if the behaviour is distraction/late to class related) • Completion of restorative reflection or an individualised restorative reflection plan (e.g., visual diary, comic-based reflections) 			

**Teacher refers to the staff member who was on the class, supervising playground duty or attending the excursion, camp, incursion at the time of the behaviour*

Level	Responsibility	Positive Reinforcement	Behaviour Examples	Responses	Follow up
Level 2 Minor Behaviours	Teacher* Educator Year Coordinator	<ul style="list-style-type: none"> Reinforcement and direct praise for desired behaviours Daily consistent classroom routines and expectations. Re-direction Ensuring each student can access the classroom curriculum Refer to previous data collected on behaviour and proactively embedding into relevant wellbeing programs Refer to students' IP for further support suggestions Use of parent communication channels such as See Saw to communicate praise and positive reinforcement to parents Active supervision at all times across the campus 	<ul style="list-style-type: none"> Parent notification of all examples below by class teacher (before child arrives home from school) Minor lying (miss-truths) Minor defiance Intentionally and consistently distracting other student from their work (more than 3 times) Minor unwanted "hands off" misbehaviour (poking, tackling in a game on the oval) Isolated teasing Inappropriate behaviour on a school and public bus Bad sportspersonship Minor damage to others' equipment (small drawing) Using negative communication to others Swearing Inappropriate use of ICT equipment (playing games, chatting to others using Teams during class time) Inappropriate behaviour out of school (School camps, excursions, and other public places) A deliberate act which impacts the learning of others as a one off Truancy 	<ul style="list-style-type: none"> If appropriate, student is moved away from the situation (this may include timeout on the playground or in the classroom supervised by *teacher) Gather statement from other students 	<ol style="list-style-type: none"> Record a Behaviour Note in SEQTA Breaks used to catch up on incomplete work (if the behaviour is distraction/late to class related) Completed by teacher* 1 Reflection session during lunchtime with classroom teacher (if appropriate).
Level 2 pattern of behaviour appearing (more than three times)	Teacher*, Year Coordinator and Stage Leader	<ul style="list-style-type: none"> Report at grade meeting during students of concern Report made on SEQTA Conversation with Parent/carer (phone call, conversation notes added to SEQTA) Follow up email to family with summary of call including follow up agreements Breaks used to catch up on incomplete work (if the behaviour is distraction/late to class related) Completion of restorative reflection or an individualised restorative reflection plan (e.g., visual diary, comic-based reflections) 			

*Teacher refers to the staff member who was on the class, supervising playground duty or attending the excursion, camp, incursion at the time of the behaviour

Level	Responsibility	Positive Reinforcement	Behaviour Examples	Responses	Follow up
Level 3 Major Behaviours	Teacher* Year Coordinator Junior School Leadership Team	<ul style="list-style-type: none"> Reinforcement and direct praise for desired behaviours Refer to reflections Refer to previous data collected on behaviour and proactively embedding into relevant wellbeing programs Reinforcing daily lived experience Refer to students' IP for further support suggestions 	<ul style="list-style-type: none"> Petty theft (money, phone, toys etc...) Serious Vandalism (writing, destroying school or other people's property) graffiti or damage of property Verbal one off attack (Inappropriate language or message, attacking language) Physical one-off attack of student or staff member (push, punch, slap, kick, purposeful trip etc...) Bullying (Please refer to page 1 of the Relationships Policy) Breaching the ICT Policy, which will result in a period of time without device and for year 5 and 6, this includes not being able to take their device home A one-off deliberate act which violates the rights of others including their learning 	<ul style="list-style-type: none"> Student is moved away from the situation with assistance from Leadership Team if necessary Gather statement from other students 	<ol style="list-style-type: none"> If physical, injured student must be sent to sick bay to be check over Referral to Year Coordinator Alert the Assistant Head or Head of Junior School *Teacher to phone Parents/Carer of both parties. Email summary to be sent to parents if needed. Parents/carers to be called to pick up student who caused injury. 2 Reflection sessions – One with Stage Leader and one with the Assistant or Head of Junior School Student to complete a restorative reflection or an individualised restorative reflection plan (e.g., visual diary, comic-based reflections)

*Teacher refers to the staff member who was on the class, supervising playground duty or attending the excursion, camp, incursion at the time of the behaviour

Level	Responsibility	Positive Reinforcement	Behaviour Examples	Responses	Follow up
Level 4 Significant Behaviours	Teacher* Year Coordinator Junior and Senior Leadership Team	<ul style="list-style-type: none"> Reinforcement and direct praise for desired behaviours Refer to reflections Refer to previous data collected on behaviour and proactively embedding into relevant wellbeing programs Reinforcing daily lived experience Refer to students' IP for further support suggestions Provide opportunities where possible and available to structured programs which help to teach desired behaviours. e.g., social skills programs, intervention with external support, liaison with school psychologist, liaison with the Police Schools Liaison Officer 	<ul style="list-style-type: none"> Ongoing behaviours of Level 3 Verbal harassment Physical harassment (push, punch, slap, kick etc...) More Serious vandalism (smashing windows, destroying school property) Theft of school or other persons property Ongoing Bullying Highly inappropriate use of ICT 	<ul style="list-style-type: none"> Student is moved away from the situation with assistance from Leadership Team if necessary Other students may also need to be removed to maintain safety. Gather statement from other students 	<ol style="list-style-type: none"> If physical, Parents/carer to be called to pick up student. Injured student must be sent to sick bay to be checked over Referral to Assistant Head or Head of Junior School Parents/Carer phoned of both parties. Email summary to be sent to parents Lunchtime reflections (duration to be decided) Suspension (discussions with necessary School Leadership Team members) Liaison and involvement of School Principal. Liaison with the Police Schools Liaison Officer (if necessary).

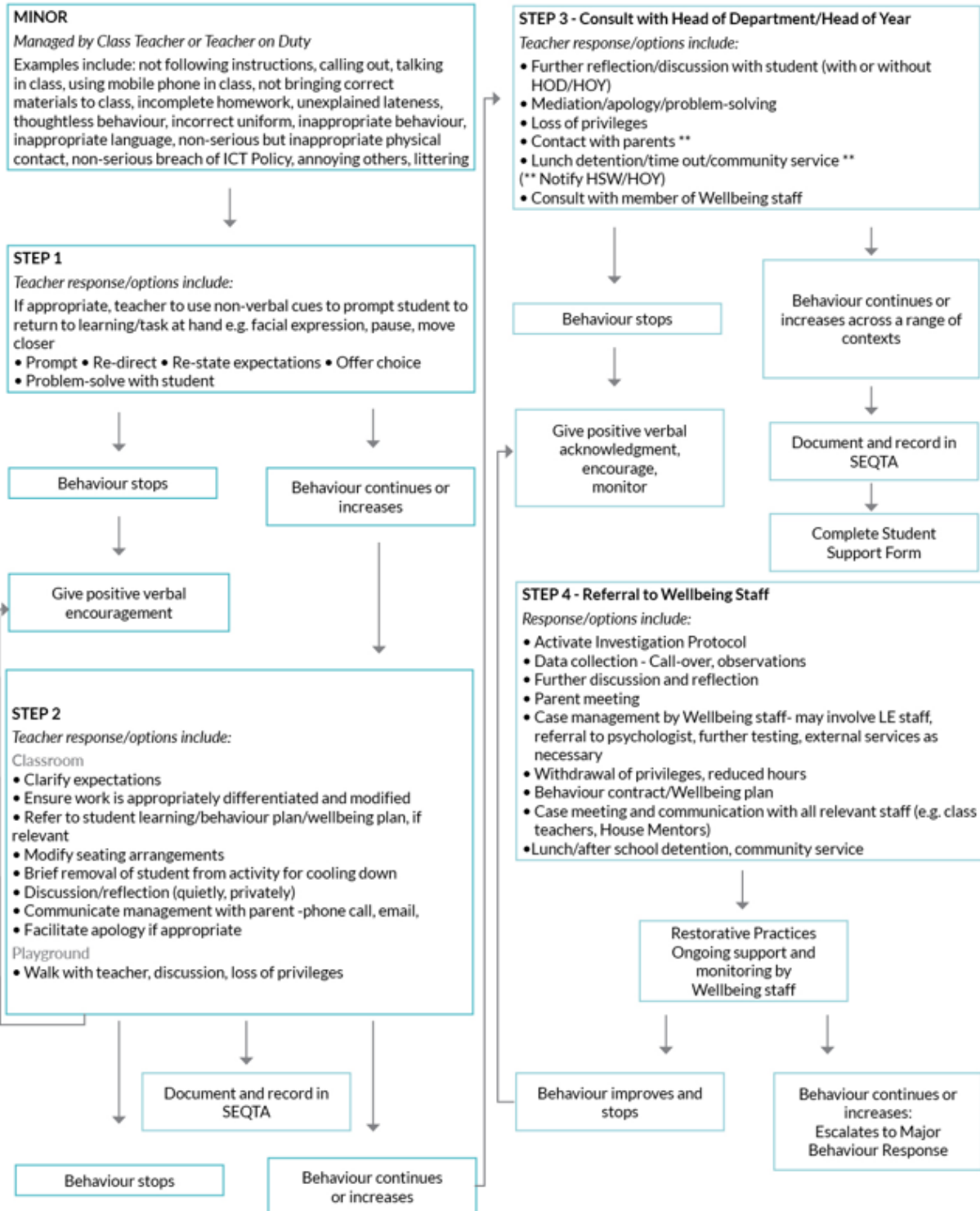
Please note, if behaviour or similar is not listed above please consult your Year Coordinator or Stage Leader. If the behaviour exceeds Level 4, please ensure you speak to either the Assistant Head of Junior School or the Head of Junior School immediately.

**Teacher refers to the staff member who was on the class, supervising playground duty or attending the excursion, camp, incursion at the time of the behaviour*

Senior School | Guidelines for Managing Student Behaviour

Guidelines For Managing Unacceptable Behaviour

Core Principles: Procedural Fairness, Effective Communication, Restorative Justice



Expectations and strategies should always take account of the age, stage of development and context of each student and the response must be timely, respectful and confidential. The use of corporal punishment is strictly forbidden under any circumstances at Hills Grammar.

Date: April 2024

Guidelines For Managing Unacceptable Behaviour

Core Principles: Procedural Fairness, Effective Communication, Restorative Justice

MAJOR

- Managed by Wellbeing Staff or Heads of School

Examples include:

allegations of bullying, non response to previous intervention, theft, property damage, truancy, sustained disruption, major breach of academic integrity, major breach of ICT policy, Alcohol, Smoking/ Vaping, dangerous behaviour, ongoing

STEP 5 - Leadership response/options include:

- Undertake investigation
- Collect further data
- Review of incident (patterns of behaviour)
- Review of previous case management
- New referrals to psychologist/LE, other specialists
- Meeting with parents and student
- Mediation (student-student/student-teacher)
- Holiday Detention **
- Internal suspension **
- External suspension **
- Probationary Enrolment
- Academic Penalty → NESAs
- (** At discretion of Heads of School who will inform the Principal)
- Referral to Principal

Written communication with student and parents

Feedback to relevant staff

Restorative Practices
Ongoing support and monitoring by Wellbeing staff

If Behaviour continues then proceed to Most Serious Behaviour Response

Record Keeping

- Records, both soft and hard copy must be kept on file for all disciplinary investigations.
- These records will remain on file and archived upon the student's withdrawal from the School.
- Records will be disposed of in accord with the School's Disposal Schedule by the School Archivist.

MOST SERIOUS

- Managed by Head of School

Examples include:

behaviour which immediately threatens the safety or security of those on campus, illegal activity (e.g. illegal/inappropriate use of ICT including sexting, weapons, drug use on campus, assault, vilification (race, religion, sexuality, gender identity), sexual harassment, continued behaviours of bullying nature

STEP 6 - Head of School will inform the Principal

Head of School will notify Police and relevant agencies in the case of any incident which could constitute illegal activity (e.g. illegal use of ICT such as sexting involving minors, illegal drugs, assault, sexual assault, harassment, family violence, extremist behaviour)

Other considerations include:

- Lock down
- Contact emergency services
- Review of incident/management
- Student and parent interviews
- Prepare report for Principal
- Liaison with external agencies as appropriate e.g. Schools Liaison Officer (Castle Hill Police), Department of Communities & Justice, AIS, E-Safety Commission
- Communication with other schools as required
- External suspension (at the conclusion of investigation)

STEP 7 - Principal's response

- Review of incident/management
- Review of enrolment
- Student and parent interviews following external suspension, outlining conditions of return e.g. counselling, further testing

Principal's options include:

- Mediation/apology
- Official caution
- Probation
- Expulsion

Meeting with Principal
Restorative Practices

Student continues at the School

Written communication with student and parents

Feedback to relevant staff

Principal to report to Council any potential illegal activity or serious behaviour issues that pose community or reputational risks within 48 hours of clarifying complaint

Student leaves the School. Principal/Head of School to contact destination school if appropriate under Section 16A in the Children and Young Persons (Care and Protection) Act 1998.

Expectations and strategies should always take account of the age, stage of development and context of each student and the response must be timely, respectful and confidential. The use of corporal punishment is strictly forbidden under any circumstances at Hills Grammar.

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Relevant Documents

- Whistle Blower Policy
- Community Code of Conduct