Student Behaviour Expectations Policy

This policy relates to the operations of the College and cannot be amended unless approved by the Leadership Team.

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1. Introduction

Mount St Benedict College (the College) shares a vision of Catholic education that is impelled by the parable of the Good Samaritan, guided by the Rule of Benedict and inspired by the Sisters of the Good Samaritan.

The College is committed to providing a safe, supportive and responsive learning environment for everyone, and to teach and model the behaviours we value in our students.

Students at the College are expected to positively participate in our community and demonstrate the Benedictine Values of Pax, Hospitality and Stewardship. Each student is to be guided in their actions and words by the virtues of compassion displayed by the Good Samaritan to facilitate safe, healthy and compassionate relationships with one another, their peers, teachers, and wider community.

As a Good Samaritan School, the College proactively aligns its policies and procedures with those of Good Samaritan Education, taking into consideration the local College context.

At times, when students do not follow the behaviour expectations set out in this policy and in other College policies, or do not follow reasonable instructions, the College will follow the guiding principles and processes outlined in this document and in related internal procedures.

2. Source of Obligation

- Common Law Duty of Care
- NSW Registration and Accreditation Manual
- Australian Professional Standards for Teachers and Disability Standards for Education

3. Purpose

The purpose of this policy is to provide a clear framework for fostering a safe, respectful, and inclusive learning environment where each student can flourish academically, socially, physically and spiritually. The principles and guidance set out in this policy are aimed at ensuring students are treated with respect and fairness by teachers, other staff and peers; members of the community feel valued; effective teaching and learning takes place; staff and students provide positive support and encouragement; and that the College community defines, models and reinforces non-discriminatory language and behaviours.

This policy also sets out how the College meets its responsibility for identifying incidents that may require disciplinary action; and determining the nature of any subsequent actions or disciplinary measures that apply.

4. Scope

Student behaviour covered by this policy and any related procedures includes behaviour that occurs:

- at school
- on the way to and from school
- on school endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct

5. Definitions

Word/Phrase	Definition
'behaviours of concern'	Includes: - challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. Does NOT include: - low-level, developmentally appropriate behaviour.
Bullying (definition taken from NSW Anti-Bullying Framework 2026)	Bullying behaviour is typically: - • ongoing and deliberate • a misuse of power in relationships • repeated covert/overt verbal, physical and/or social • online and offline • Individual or group based • intended to cause physical, social and/or psychological harm • difficult for the target to stop it from happening to them • a violation of the right to dignity, safety and education Refer to the **Student Anti-Bullying Policy** for further details on how allegations of bullying are managed.

6. Responsibilities

All Staff

All staff are responsible for modelling positive behaviours when interacting with students in accordance with internal policy and procedure, in particular the Staff Code of Conduct and Professional Boundaries policies.

Non-teaching staff are not to discipline any students but may provide reasonable instructions.

Teaching Staff

Teaching staff must:

- Implement consistent student management strategies and keep appropriate records in accordance with the **Student Behaviour Expectations Procedures**; and
- Consult with the Head of House for Wellbeing matters, particularly where restorative practices are proposed; and
- Refer all repeat or serious behaviours of concern to the Deputy Dean and Dean of Wellbeing; and
- Consult with the Head of Department for all academic related behaviour concerns for a specific subject; and
- Refer academic matters of a more serious or broader nature to the Deputy Dean and/or Dean of Learning Science and Innovation; and
- Ensure that, where there is a concern that the behaviour may be related to a potential disability or additional learning support needs, that the student is referred to the Diverse Learning team.

Head of Department

The Head of Department for each subject area is responsible for student management issues that are curriculum specific for their subject in accordance with the **Student Behaviour Expectations Procedures.**

Dean of Learning Science and Innovation (LS&I)

The Dean of LS&I has delegated responsibility under the Delegations of Authority Policy for all academic matters. This includes making determinations regarding student behaviour management and discipline in relation to academic matters, in accordance with internal procedures and Academic Handbooks.

Deputy Dean of LS&I

The Deputy Dean of LS&I supports the Dean of LS&I in managing student behaviour in relation to academic matters.

Head of House

The Head of House is responsible for working with the Dean and Deputy Dean of Wellbeing to ensure consistent application of the College **Student Behaviour Expectation Procedures.**

Dean of Wellbeing

The Dean of Wellbeing has delegated authority under the Delegations of Authority Policy for all matters relating to student administration, wellbeing and behaviour management, including disciplinary decisions.

The Dean of Wellbeing is therefore the owner of this policy and has overall responsibility for the management of student behaviour expectations at the College and is empowered to make decisions regarding the discipline of a student, including the decision to suspend a student.

The Dean of Wellbeing must keep the Principal informed of all serious behaviour management matters in a timely manner.

Deputy Dean of Wellbeing

The Deputy Dean of Wellbeing has responsibility to support the Dean of Wellbeing in all student management matters.

Deputy Principal

The Deputy Principal is responsible for making decisions regarding the expulsion of a student, in consultation with the Dean of Wellbeing and keeping the Principal informed in a timely manner.

Principal

The Principal has delegated responsibility from the Board for managing all operational matters. In relation to student discipline, the Principal's decisions are final, with no further right of appeal. The Principal is to be kept informed of all serious behaviour management issues in a timely manner.

7. Guiding Principles

7.1 Procedural Fairness

Behaviour expectations at the College will be managed in accordance with the principles of procedural fairness. This is always important, but particularly when the consequences impact a student's access to education, such as in the case of potential suspension or expulsion.

Procedural fairness involves two key concepts: -

- **The hearing rule**, which requires that the person who has had allegations made against them has a right to: -
  - be informed of the specific details of the allegations and any other information which will be considered when considering the matter;
  - be informed of the process for considering the matter; and

- respond to the allegations; and
- know how to seek a review of the decision made in response to the allegations.

❖ **The right to an unbiased decision** which means that everyone involved has the right to an impartial investigation and decision-making process; and an unbiased decision-maker.

At the College, procedural fairness also includes:

- giving students and parents or guardians a copy of the school's policy; and
- providing details of a specific allegation, which may include an outline of allegations made in witness statements; and
- considering protecting the identity of witnesses; and
- providing an interpreter for parents or guardians who need one.

For serious matters that may result in a long suspension or expulsion from the College, procedural fairness includes offering a support person or observer at formal interviews and recording the key points of interviews and discussions in writing.

Corporal punishment is not permitted at the College.

7.2 Restorative Practice

Restorative Practice is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships within our College community and may be appropriate for lower-level behaviours of concern, particularly if it is a first instance of such behaviour. It is focused on guiding students to become aware of the impact of their behaviour on others through self-reflection, empathy and personal accountability, and learning to grow from challenging situations. An important component of Restorative Practice is the focus on restoring relationships after encountering conflict.

Restorative Practices should only be used by staff: -

- **after consultation with the Head of House, and**
- **in conjunction with other behaviour management strategies.**

It is generally NOT appropriate to use Restorative Practices where an allegation of bullying has been made, or in cases of repeat or serious offences that pose a risk of harm to the student and/or others within the College community.

Each student plays a vital role in the College Community. They all share an understanding of:

- their responsibilities,
- the College' expectations, and
- the College Learning and Wellbeing Framework.

The responsibilities outlined below are communicated regularly throughout the College operations, especially via the College Diary, and in Homeroom and House Assemblies.

8. Student Behaviours and Promoting Positive Learning Environments

8.1 Objectives of the College's Approach to Student Behaviour Management

The College seeks to: -

- honour the right of all children to an education where students can access and fully participate in learning, and

- create calm and safe environments that support teaching and learning, and
- support positive student behaviour as an essential quality for learning, and
- support positive student behaviour for the wellbeing and safety of all students and staff, and
- treat all students and staff fairly and with dignity, both online and offline, in an environment free from intimidation, violence, harassment, victimization and discrimination; and
- act in a timely manner in addressing behaviours of concern that may present challenging, complex or unsafe conduct.

8.2 Positive Behaviour Strategies

Utilising the practices of procedural fairness, the College adopts positive student behaviour management strategies that establish support and maintain high expectations for student behaviour in line with the Student Code of Conduct.

8.3 Safe Practices and Anti-Bullying

The College seeks to provide a safe and caring environment for all its members. Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.

Allegations of bullying must be taken seriously, and bullying is not accepted in any form at the College, including online or cyber bullying.

The College has behaviour expectations and management procedures, including anti-bullying strategies, that prioritise the continuity of learning and facilitate a whole-school approach to meet the needs of all students. More details are provided in the **Student Anti-Bullying Policy** available on the College public website.

8.4 Student Code of Conduct – Rights and Responsibilities

The ***Student Code of Conduct*** is grounded in the Catholic ethos and Benedictine values of Pax, Hospitality and Stewardship, and is a key document that: -

- sets out the rights and responsibilities of all students within the College community; and
- emphasises respect for others, adherence to rules, responsible behaviour, and active contribution to a safe and inclusive learning environment.

Students are expected to attend regularly, be punctual and prepared, resolve conflicts respectfully, and avoid harmful or unlawful actions. In turn, they have the right to feel safe, be treated with respect, access College life, and share their views.

The College commits to supporting students through clear structures, staff guidance, open communication, and parental involvement, while taking appropriate action if behaviour falls short of expectations.

ANNUAL STUDENT SIGNOFF

Students are required to acknowledge by signature on an annual basis the rights and responsibilities outlined in the Student Code of Conduct, which are readily available in the College Diary.

Some circumstances exist where more intensive and persistent behaviour management interventions are necessary to respond to, manage and address behaviours of concern. Further details are set out below for how the College will approach behaviour incidents and issues, however each situation is unique and requires a considered response informed by the specific circumstances.

9. Managing and Responding to Inappropriate Behaviours

The College deals with any student behaviour incidents or issues on a case-by-case basis, utilising internal procedures and the guiding principles of this policy.

9.1 Requirements for Staff When Managing Behaviour

Staff dealing with matters that affect the rights and interests of students, including behaviour management, should: -

- comply with any relevant policy, procedure or guideline provision applicable to a given situation; and
- advise the person affected of the reasons for the decision-making process and the consequences that flow from it; and
- provide the person with full details of the issue and give them reasonable opportunity to submit a meaningful response; and
- provide the person with full details of any other matter that will be considered in arriving at a decision and give them an opportunity to respond; and
- make an impartial decision, avoiding conflicts of interest and undue influence; and
- provide reasons in support of any decision made; and
- provide the person with details of any appeal rights that may exist and how to exercise those rights.

9.2 Behaviours of Concern – Academic Related

- Minor matters are managed by the supervising teacher (e.g. via demerits, confiscation of property, informal reminders or other reasonable behaviour management strategies).
- More serious or repeated behaviours of concern related to academic conduct must be notified to the Head of Department, Deputy Dean and/or Dean of LS&I, who will decide remediation at their discretion under their delegated authority and as the experts in academic matters.

9.3 Behaviours of Concern – Wellbeing Matters (non-academic)

- Minor matters are managed by the supervising teacher (e.g. via demerits, confiscation of property, informal reminders or other reasonable behaviour management strategies).
- More serious or repeated non-academic behaviours of concern must be notified to the Head of House, Deputy Dean and/or Dean of Wellbeing, who will decide remediation at their discretion under the powers delegated to them.
- Additionally, behaviours of concern in the Mission or Cocurricular spaces are managed by the relevant Dean or the Wellbeing Team under the Delegations of Authority.

9.4 Behaviours of Concern – Notifying Parents

Parents will be formally notified of behaviours of concern at the discretion of the senior staff to which the matter has been referred. As a guide, this is likely to occur when: -

- the behaviour represents a serious breach of College values, rules or procedures, or which threaten the safety of staff or students; and/or
- the behaviour is repeated despite previous behaviour management strategies having been applied; and/or
- an investigation into the behaviour is required and the potential outcome of that investigation is significant, such as in the case where the student may be suspended or expelled.

9.5 Formal Disciplinary Outcomes

Staff should refer to the internal **Student Behaviour Expectations Procedures** for further guidance on managing student behaviour, including when and how to implement these formal disciplinary outcomes.

DEMERITS	
Who can issue them?	Any teaching staff member.
Purpose and when to issue a demerit?	The following is a list of potential reasons a demerit may be issued, although it is not exhaustive and is provided as a general guide. Demerits are generally issued to: - • provide consequences for behaviours that have a negative impact; and/or • reinforce the importance of respecting the Student Code of Conduct and College rules; and/or • empower students to learn from the choices they make; and/or • develop self-discipline and accountability, and/or • reinforce the importance of nurturing respectful relationships in the community.

CONFISCATION	
What is it?	A teacher temporarily takes away an item from a student.
Who can implement it?	Any teaching staff member.
Applies to:	• Mobile phones • Jewellery • Other prohibited items
When?	When items are used inappropriately or outside College rules.
What happens next?	• Items are returned within a reasonable timeframe. • Repeated breaches (two or more) result in escalating consequences under the College **Behaviour Expectation Procedures.**

STUDENT PERFORMANCE CONTRACTS	
What is it?	A written agreement between a student/family and the College.
Purpose:	To support positive behaviour and address ongoing behavioural concerns through clear expectations and consistent responses.
Performance Contracts include:	• Clear behaviour expectations. • Strategies for teachers to support and manage behaviour. • Individualised supports and interventions. • Escalating consequences for continued inappropriate behaviour. • Consistent and transparent processes.
Goal:	Create a safe, supportive and effective learning environment for all students.

SUSPENSION	
What is it?	Suspension is a temporary removal of the student from the College environment as a consequence of serious misbehaviour.
Purpose	• Allow time for behaviour support planning. • Address safety and wellbeing risks. • Enable student reflection before returning.
Who can issue?	The Dean of Wellbeing or Deputy Principal may suspend a student.

RETURN TO SCHOOL MEETING	
When is a Return to School Meeting Required?	• Before a student returns after a suspension. • Before a student returns to school after a serious wellbeing incident.
The meeting must:	• Occur before the student returns to school. • Address any controls or requirements identified in a risk assessment. • Support a safe and successful return to learning. The agreed actions from the meeting must be documented in the **MSB Return to School Plan**.
SPECIAL LEAVE	
What is it?	A student may be withdrawn from class and attending the College while an investigation takes place, especially where the safety of other students and staff requires. This is referred to as Special Leave.
Compulsory Education Continuity	During any period where a student has been put on Special Leave, the student must be provided with schoolwork for completion under separate supervision at the College or under parent supervision at home.

EXPULSION	
What is it?	Expulsion is a serious disciplinary action where a student is permanently removed from the College.
When is it used?	This occurs generally due to: • Serious misconduct, • Unaddressed misconduct that recurs, or • Unsatisfactory participation in the learning environment.
Who can issue it?	**Decision Maker** • The Deputy Principal is responsible for deciding whether a student is expelled. **Governance Oversight** • The Chair of the College Board will be informed of any prolonged suspension and/or expulsion.

10. Risk Assessments

A risk assessment must be conducted and documented whenever a student's behaviour poses a threat of harm to themselves, other students, staff or any person in the community.

A risk proforma is available on the Policy Portal. The Risk Assessment must be completed and signed by the Dean or Deputy Dean of Wellbeing.

11. Acknowledging Positive Behaviours

As a community that values holistic education, the College acknowledges the importance of recognising and rewarding effort and achievement in all aspects of College life.

The categories of the College Merit System have been designed to acknowledge service, foster wellbeing and reward academic achievement.

MERITS	
Who can issue them?	Any teaching staff member.
Purpose:	To promote positive education by affirming and rewarding positive behaviours, service to the community and academic effort, as well as fostering student wellbeing. Merits help to motivate students to display desired behaviours and contribute to a positive school culture.
When to issue?	The **Behaviour Expectations Procedures** provides guidance and examples to staff for internal purposes for determining when a student needs to be acknowledged or rewarded.
Categories	Merits are awarded in the categories of Serving, Thriving and Learning and contribute to the College's Award System – Bronze, Silver and Gold Awards.

12. Appeal Process

Parents who consider that correct procedures have not been followed in relation to a disciplinary matter, including in relation to suspension and expulsion, may appeal through the College Complaints Policy and Process.

Appeals must be in writing, addressed to the College Principal stating the grounds on which the appeal is being made and lodged in the College Complaints Form within 7 days of the disciplinary decision.

The complaint will be managed in accordance with the College Complaints Handling Policy.

13. Record Keeping

All teaching staff are responsible for keeping accurate records of any behaviour related incidents or issues.

- Staff are required to ensure appropriate records are kept demonstrating the management of behaviours of concern in accordance with the College **Student Behaviour Expectations Procedures**.
- All College records are for internal purposes only and are not produced or provided to external parties unless required by law.
- Student personal and sensitive information is collected, used and stored in accordance with the College Privacy Policy and Collection Notice.
- Systems protocols for managing confidentiality are always followed.

14. Implementation

This policy is implemented by awareness initiatives for staff, students and parents. Staff are provided with training on the **Student Behaviour Expectations Procedures,** which are for internal purposes only and are used to guide staff through this process.

15. Assurance and Review

This Policy will be reviewed whenever significant operational or legislative changes require and, in all other cases, every three years.

16. Breach of this Policy and Procedures

A breach of this policy and the related procedures may result in consequences, including disciplinary outcomes.

17. Related Policies and Procedures

This policy is to be read in conjunction with all the policies and procedures managed by the Wellbeing team, including but not limited to the following key documents: -

- Student Code of Conduct
- Student Behaviour Expectations Procedure (internal use only)
- Student Anti-bullying Policy

18. Policy History

Version	Description	Approved by	Date of approval
0.1	Initial document creation	Choose an item.	June 2023
0.2	Updated to align with new Student Code of Conduct, rebrand as a positive behaviour 'expectations' focus. All procedural content moved to internal procedural document.	Leadership Team	September 2026