

## BEHAVIOUR MANAGEMENT AND SUPPORT POLICY

### Attachment/s include:

- Chart of Student Rights and Responsibilities (refer to page 4)
- Student Monitoring Form
- Incident Report Form
- Blacktown Youth College – Behaviour Monitoring Card

### This document should be read in conjunction with, but not limited to the following other related policies and procedures:

- Student Attendance
- Complaints Policy for Students /Caregivers and the Wider Community

### Relevant government legislation impacting on policy content: N/A

**Endorsed:** 29<sup>th</sup> September 2020

**Revised:** May 2022 (Administrative purposes)

## Introduction

This policy is distributed by the following means:

- On the School's website ([www.blacktownyouthcollege.nsw.edu.au](http://www.blacktownyouthcollege.nsw.edu.au))
- Caregiver information package distributed at enrolment interview
- Staff Orientation information package distributed on commencement.

It is a requirement for Registration of a non-government school to have disciplinary procedures that are based on principles of procedural fairness.

***Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision.'*** From the Registered & Accredited Individual Non-Government Schools (NSW) Manual

The following principles are identified by the Human Rights and Equal Opportunity Commission (HREOC):

*The 'hearing rule' includes the right of the person against whom an allegation has been made to:*

- *know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;*
- *know the process by which the matter will be considered;*
- *respond to the allegations;*

- *know how to seek a review of the decision made in response to the allegations.*

*The 'right to an unbiased decision' include the right to:*

- *impartiality in an investigation and decision making;*
- *an absence of bias by a decision-maker, and*
- *The review mechanism adds to the fairness of the process.*

## **POLICY OVERVIEW**

Students are required to abide by Blacktown Youth College (BYC) guidelines and to follow the directions of teachers and other people with authority delegated by the school.

A student may be subject to disciplinary action where:

- a student disregards rules,
- doesn't follow instructions or
- otherwise engages in conduct, which causes or may cause harm, inconvenience or embarrassment to BYC, staff members or other student/s.

The behavioural management and support procedures undertaken by BYC will vary according to the seriousness of the alleged offence.

In accordance with maintaining procedural fairness, BYC will ensure that all decision makers involved in disciplinary procedures;

- will hold an unbiased view and
- are not directly involved in the circumstances surrounding the allegation/s.

The consequences of disciplinary action will vary according to the behaviour and the prior record of the student.

At the lower end of the scale, a warning, referral or loss of privilege may be appropriate. At the upper end of the scale, the behaviour of concern could result in suspension or expulsion.

BYC prohibits the use of corporal punishment in disciplining students attending the school.

BYC does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including caregivers, to enforce discipline at the school.

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student and their caregiver will be informed :

- a) of the alleged infringement;
- b) as to who will investigate the allegation.
- c) as to who will make the decision on the consequence

- d) of the procedures to be followed which will include an opportunity to have a caregiver present when responding to the allegations; and
- e) afforded a right of review of appeal.

The Head of School (HOS) or their authorised delegate, in conjunction with input from the Campus Coordinator, Wellbeing Coordinator/Officer, and any other related parties, will

- reach a preliminary decision in relation to the allegation
- determine any proposed consequence, and
- they (or their delegate) will advise the student (and caregiver/s) of the preliminary decisions.

The student (and caregiver/s) will be advised that if they wish this preliminary decision to be reviewed they may;

- make application to the HOS for a review and
- submit any information they want to be considered during the review process.

The HOS will then either

- confirm the preliminary decision as final decision, or
- amend the preliminary decision based on the additional information provided.

## **STAFF ACTIONS WHEN MANAGING STUDENT BEHAVIOUR**

It is reasonable to expect that the procedures for Managing and Supporting Student Behaviour may change in response to changing circumstances as students' needs vary from year to year.

BYC is committed to the principles of procedural fairness, which includes the 'hearing rule' and the 'right to an unbiased decision'.

All BYC staff are expected to

- demonstrate patience, kindness and respect towards students,
- aim to reinforce appropriate and respectful behaviour in students,
- are encouraged to be approachable and available and to praise and encourage students,
- to support students so that self-discipline may develop.

To this end, staff commit themselves to the following principles:

- behaviour management and support should be seen by all parties to be appropriate, fair and consistent for the individual student,
- always act without bias towards student/s,
- always consider the individual circumstances of the situation, and
- any consequences should be appropriate to the behaviour concerned.

## RESTORATIVE DISCIPLINE

Correction and discipline should endeavour to be **restorative**. It should be consistent with the school's approach and appropriate to the nature of the offence.

When addressing inappropriate behaviour the aim is to

- encourage students to seek a peaceful restitution
- apologise, where appropriate in order to restore cooperative relationships
- restore any damage to work, property or relationships, and
- encourage students to be accountable.

During this process students will be reminded of their Rights and Responsibilities.

## STUDENT RIGHTS AND RESPONSIBILITIES

### Rights and Responsibilities of Students at Blacktown Youth College

#### Rights

I have the right to be happy and to be treated with understanding.

I have the right to be helped to learn self-discipline.

I have the right to be treated with respect and politeness.

I have the right to be treated with respect by all BYC staff.

I have the right to express my opinion on matters of concern to me.

I have the right to be safe.

I have the right to expect my property to be safe.

#### Responsibilities

I have the responsibility to treat others with understanding.

I have the responsibility to learn and use self-discipline.

I have the responsibility to treat others politely and with respect.

I have the responsibility to respect the authority of all BYC staff.

I have the responsibility to express my opinion in an appropriate manner, time and place.

I have the responsibility to contribute to school's safety, by not verbally or physically threatening, bullying, or hurting anyone.

I have the responsibility not to steal, damage or destroy the property of others. I have the responsibility to take care of my own property.

I have the right to learn without disruption.	I have the responsibility to allow staff to teach and students to learn without disruption and to keep up-to-date with all work.
I have the right to expect staff to be punctual and participate in required activities.	I have the responsibility to be punctual, to attend School and to participate in all required activities.
I have a right to have a pleasant, clean and well-maintained school grounds.	I have the responsibility to care for the school environment; to keep it neat and be prepared to remove all litter and graffiti.
I have the right to use sound school buildings and equipment.	I have the responsibility to report defective equipment and damage in the school environment. I have the responsibility not to destroy, damage or steal school equipment.
I have the right to be respected by the local community and to receive their support.	I have the responsibility to behave in such a way that the community will respect the school.

## BEHAVIOURS TO MANAGE AND ADDRESS

### Behaviour towards staff and students that may need to be addressed within BYC

- a) Disruptive behaviour during class time
  - Talking whilst the teacher is talking
  - Calling out or undermining lesson in any way
- b) Non –Compliant behaviour
  - Refusing to follow teacher instructions
  - Eg) Refusal to put mobile phone away
  - Eg) Refusal to hand over mobile phone after repeated direction to do so.
- c) Inappropriate language or comments
  - Sexist or racist comments
  - Crude, rough or indecent language
- d) Intimidation, victimisation and harassment
  - Humiliating comments (belittling, disparaging remarks)
  - Violence and threatening with violence
- e) Property damage
  - Theft
  - Vandalism

- Graffiti
  - Tampering with other peoples' property
- f) Putting the welfare of self and others at risk
- Possession of illegal drugs
  - Possession of alcohol
  - Smoking where not permitted
  - Possession of any type of weapon
  - Threatening or using violence
  - Being under the influence of illegal drugs or alcohol

### **Behaviour towards the wider school community**

In many ways any of the behaviours above are also behaviours that are detrimental to the school community. However there are other behaviours that may impact on the reputation of the school community. These include:

- Poor conduct whilst on school excursions, travelling to and from school.
- Disregarding those in authority
- Showing discourtesy towards others
- Littering in public or on excursions

### **Late Arrival and Truancy**

- Arriving late to school without explanation
- Leaving school early without permission

### **Behaviour towards Schoolwork**

One of the key aspects of schooling, and a requirement of the RoSA, is the expectation that students apply themselves to their studies in a sustained and diligent manner. Therefore a student may need to be managed and supported if they:

- Have difficulty applying themselves to the work set for them in class
- Have difficulty in completing assessments
- Struggle to complete bookwork
- Do not look after equipment; exercise books, textbooks etc.

## PROCEDURES TO MANAGE AND SUPPORT STUDENT BEHAVIOUR

### Late Arrival Or Truancy

Late Arrival occurs after the commencement of the students' first class session for that day.

Late arriving students must report to the campus' Administration Office and provide an acceptable explanation. An explanation may need to include information provided by the student's caregiver.

A student must not leave the campus before the end of class sessions for that day without attending the Administration Office and being signed out. The school require permission for any early departure from a student's identified caregiver. Students over 18 years of age may sign out themselves without caregiver permission being required.

Should a student leave early without advising BYC Administration, their caregivers will **IMMEDIATELY** be contacted.

Truancy is persistent late arrival or early leaving from a BYC campus.

Identified occurrences of truancy will result in action being taken in accordance with the school's Student Attendance Policy.

### Speaking With A Student

Any staff member who witnesses inappropriate behaviour as listed above should;

- first approach the student concerned away from other students, and
- reason with student in order to seek a positive outcome.

This is part of *restorative practice*. This approach may also involve giving the student a warning, a formal caution and/or a letter to caregivers sent to the home .

If the student is forthcoming with an apology or displays an attitude of personal accountability and indicates a cooperative spirit, then the matter can rest at this point.

### Time Out

At times, a student may be in a difficult frame of mind due to home, personal, behavioural and health circumstances. In these situations, a student may be issued with a "time-out pass" which will

- allow them to take a short breaks in a designated safe space in order to calm down or regain composure, and
- then return to class.

The 'time-out pass' will be issued by the Wellbeing Coordinator and/or Lawson Campus Coordinator after:

- having a discussion with the student and their caregiver/s
- a suitable 'time-out space' on Campus is identified, and
- with the knowledge and approval of the HOS

Supervision of student with a 'time-out pass' is by the Wellbeing Coordinator or Campus Coordinator or their delegate.

A teacher may also initiate the suggestion of a 'time-out' to students who:

- find being in the classroom particularly stressful, or
- are beginning to and/or are behaving in an aggressive manner, or
- are persistently disruptive of other student/s learning.

In this situation the teacher will ask the Wellbeing Coordinator and/or Campus Coordinator to follow up with the student and where appropriate initiate the 'time-out pass' protocol as above.

## **ESCALATION OF STUDENT BEHAVIOUR**

Where the behaviour of a student escalates to the point of being extreme, the HOS and/or their delegate will:

- immediately call either the caregiver or emergency contact,
- request that they come to the school immediately to discuss the student's behaviour, and
- whether any further disciplinary steps needs be taken as per BYC policy.

The HOS or Campus Co-ordinator (or their delegate) may contact the police and/or other emergency services for assistance where a student's behaviour:

- places either themselves and/or others at risk
- and/or may cause damage to property.

## **STUDENT MONITORING FORM**

If speaking with the student, and/or "time-out", proves to be unsuccessful, the staff member involved should complete a Student Monitoring Form (**ATTACHMENT 1**).

A copy of this Form is given to the Wellbeing Coordinator (welfare/personal matters) and/or Campus Coordinator (curriculum /learning matters) for further investigation and action.



## FOLLOW-UP CONFERENCING

In order to seek restoration and personal accountability of the student a conference will then be held with the student, other student/s if relevant, the staff member involved and the Campus Coordinator and Wellbeing Co-ordinator/Officer.

The 'hearing rule' for procedural fairness applies throughout the conference meeting where:

- student/s and staff members have the opportunity to tell 'their side of the story', and
- all parties are encouraged to view the incident from all angles.

A staff member is not to act as the conference mediator if they are involved in the incident/s and/or have been impacted by the behaviours of concern.

If the conference does not lead to a positive outcome, then the caregiver will be asked to come to the school for an interview with the Campus Coordinator, Wellbeing Coordinator and/or Wellbeing Officer.

The aim of the interview is to discuss and investigate further any options suitable for the management and support of the student exhibiting behaviours of concern.

It is the responsibility of the Campus Coordinator and Wellbeing Coordinator to note on the student database all relevant information and to advise the HOS of the outcome/s.

A copy of the Student Monitoring Form will be given to BYC Administration staff to :

- add to the student's information database and
- file in the student's file.

## SUSPENSION OR EXPULSION FROM SCHOOL

Examples of serious behaviours that may result in student suspension or expulsion from BYC can include:

- violence and/or threats of violence against students and/or staff,
- systematic bullying,
- property damage,
- consistently disrupting the learning of others, or
- deliberately not following instructions.

The HOS is :

- responsible for overseeing all procedures of discipline, suspension and/or expulsion.
- will use this policy document as a guide in making determinations about the discipline, suspension, or expulsion of a student.

The HOS will also consider:

- incident reports detailing allegations, including witness statements **(ATTACHMENT 2)**,
- meeting with student and caregiver and offering the right to be heard, and

- ensure any investigation is conducted with procedural fairness.

In accordance with procedural fairness, students have the right to appeal any decisions made.

## **Disciplinary Stages**

After due process and consultation with relevant staff, the HOS may determine that a student should be disciplined, suspended or withdrawn from the school. It will be the HOS's decision to determine the length of the suspension based on the following disciplinary stages:

- Behaviour Monitoring Card (**ATTACHMENT 3**) - The student must complete 10 days in attendance with behaviour results of either satisfactory (S) or unsatisfactory (US), recorded by each teacher for each subject attended on each day. The student is required to attain a 75% satisfactory rate for the total period of the 10 days. Failure to meet these requirements may result in extended monitoring or a short suspension (3 to 5 days).
- Extended Monitoring – The student will have the behaviour management card, with the same conditions as stated above, extended for a further 10 days. Failure to meet the requirements will result in a short suspension (3 to 5 days).
- Short Suspension – The student will be suspended for a period of 3 to 5 days. Whilst on suspension, the student will be provided with school work to complete by their respective teachers. Upon their return, the student will be placed on the Behaviour Management Card, with the same conditions as stated above. Failure to meet the requirements may result in a medium suspension (6 to 10 days).
- Medium Suspension - The student will be suspended for a period of 6 to 10 days. Whilst on suspension, the student will be provided with school work to complete by their respective teachers. Upon their return, the student will be placed on the Behaviour Management Card, with the same conditions as stated above. Failure to meet the requirements will result in a long suspension (10 to up to 20 days).
- Long Suspension - The student will be suspended for a period of 10 to up to 20 days. Whilst on suspension, the student will be provided with school work to complete by their respective teachers. Upon their return, the student will be placed on the Behaviour Management Card, with the same conditions as stated above. Failure to meet the requirements may result in the student's expulsion.
- Depending on the nature of the student behaviour, he/she may also be directed to undertake sessions in 'anger management' with a suitable counsellor and/or compulsory drug and alcohol counselling. In this case, the student will be expected to return to school with a satisfactory report from the respective counsellor at the end of their suspension.

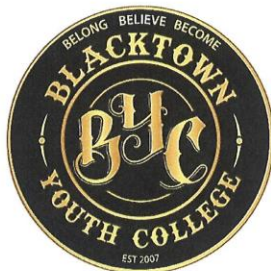
Where after due process, the HOS determines a student should be withdrawn from the school; such a determination will include consultation with all the relevant staff.

Expulsion from the school does not necessarily mean that a student may never be re-enrolled at BYC. In keeping with BYC's ethos, a caregiver may request that their son/daughter be accepted back into the school. Only after an extensive interview and reasonable evidence of a change of behaviour and commitment; will BYC consider re-enrolment.

BYC will not act to prevent or exclude a student's enrolment into another school.

In keeping with procedural fairness, students have a right to appeal within 7 days to the HOS and/or the School Board, any suspension or expulsion. Appeals will be considered consistent with the policy.

**Hebersham Campus**  
 39 Mackellar Road,  
 Hebersham NSW 2770  
 PO Box 93, Plumpton NSW 2761  
 Ph: 02 9011 5335  
 Office Hours: Mon – Fri 8:00am – 3:30pm  
[info@blacktownyouthcollege.nsw.edu.au](mailto:info@blacktownyouthcollege.nsw.edu.au)  
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ABN: 82 125 846 982

## STUDENT MONITORING FORM

Campus: ☐ Hebersham ☐ Lawson

<b>Student Name:</b>		
<b>Reported by:</b>		
<b>Is the student on a behaviour card? Y / N</b>		
<b>Date of incident (dd/mm/yy):</b> ____ / ____ / ____	<b>Time of incident:</b> _____ <input type="checkbox"/> am <input type="checkbox"/> pm	
<b>Where did the incident occur?</b>	<b>Area:</b>	<b>Subject:</b>

<b>What occurred? Please include any relevant mitigating circumstances.</b>	

<b>How did the student respond to the warning?</b>	

<b>Was the matter resolved? Y / N If yes, what was the resolution? If no, what action was taken?</b>	

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ABN: 82 125 846 982

## INCIDENT REPORT FORM

Campus: ☐ Hebersham ☐ Lawson

<b>Type of incident:</b>	
<b>Person involved:</b> <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Other: _____	
<b>Name:</b>	
<b>Date of incident (dd/mm/yy):</b> ____/____/____	<b>Time of incident:</b> _____ <input type="checkbox"/> am <input type="checkbox"/> pm
<b>Staff member(s) present/involved:</b>	<b>Student(s) present/involved:</b>
_____	_____
_____	_____
_____	_____
_____	_____
<b>Name of senior staff notified:</b>	
<b>Date and time of notification:</b> ____/____/____ <b>Time:</b> _____ <input type="checkbox"/> am <input type="checkbox"/> pm	

### SUMMARY OF INCIDENT:

<b>What precipitated the event?</b>          
<b>Description of incident: (What occurred? How did the incident happen? Where did the incident occur?)</b>                      

Is there further supporting documentation of this incident?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are there witness statements of this incident?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**What immediate action was taken and by whom?**

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**Follow up action taken:**

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**Referral to:** ☐ First Aid Officer ☐ Student Wellbeing Officer ☐ Head of School  
☐ Counsellor ☐ Emergency Services

**RECORD OF PARTICULARS OF PERSON REPORTING THE INCIDENT**

**First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

**Date of birth (dd/mm/yy):** \_\_\_\_/\_\_\_\_/\_\_\_\_ **Gender:** ☐ M ☐ F

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **Mobile Phone:** \_\_\_\_\_

**INCIDENT INVESTIGATION** **Date investigated (dd/mm/yy):** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Incident investigated by:**

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**Results:**

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**Action taken to prevent reoccurrence:**

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**Person completing form:** \_\_\_\_\_ **School Position:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date (dd/mm/yy):** \_\_\_\_/\_\_\_\_/\_\_\_\_



## Behaviour Monitoring Card

STUDENT NAME:

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### Behaviour Goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

This Behaviour Monitoring Card allows us to track student behaviour. It also allows you to have a visual of your behaviour. You can monitor your progress throughout the day. If you see you are receiving **Unsatisfactory (US)** it is a sign that you need to keep your behaviour in check. If you are receiving **Satisfactory (S)** you have evidence that your positive behaviour is being noticed.

### Guidelines:

- Using this card your behaviour will be monitored over 10 days of attendance.
- You will receive a mark and comment for every class you attend. The mark will be based on your general behaviour and the goals listed above. You will receive a mark of **US (unsatisfactory)** or **S (satisfactory)**.
- You will initial each comment and mark to show it has been discussed with you by your teacher.
- If you receive more than 10 **US** notations you will receive a suspension.
- On returning from suspension, you will restart on a new card.

Student Signature: \_\_\_\_\_

Day:				Date:	
Period	Subject	S/US	Comment	Teacher	Student
1					
2					
3					
4					
5					
6					
Total S/US					