



## Seymour College Student Behaviour Policy

Created:	October 2017
Review Date:	March 2023
Next Review:	March 2025
References:	Anti-Bullying and Harassment Policy (students) Academic Integrity Procedure Substance Abuse Policy Uniform Policy Behaviour Support Plan ICT Acceptable Use Policy Child Protection Policy
Policy owned by	Deputy Principal - Wellbeing and Operations

### 1. STATEMENT OF CONTEXT AND PURPOSE

Seymour College is committed to providing a respectful learning environment that is healthy, positive, and inclusive, for all students. Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity. Seymour College engenders an environment which rewards and therefore reinforces the exemplary behaviour that underpins productive classrooms, teams, and groups. We are committed to creating a preventative culture, with a focus on respect and kindness in our school.

This policy develops, maintains, and supports appropriate behaviour and consistent behaviour management and sets out the framework through which the College manages student discipline. It also ensures there is a shared understanding of the expectations for behaviour, presentation, and uniform.

All members of the College community work together to ensure that consistency and fairness are paramount.

Seymour College's Student Behaviour Policy is based on our values of respect, excellence and innovation.

### 2. REFERENCE POINTS / BACKGROUND PAPERS

- Education and Early Childhood Services (Registration and Standards) Act 2011
- Student Wellbeing Hub at <https://www.studentwellbeinghub.edu.au/> as of 14 June 2017

While it is intended that all other College policies for managing student behaviour will be in conjunction with this policy, that will not prevent action being taken under this policy if, in the opinion of the Principal, it is required under the circumstances.

### **3. APPLICATION**

This policy applies to all students enrolled at Seymour College.

### **4. SCOPE**

This policy reflects the College's purpose to work in partnership with students, parents, and the wider College community to ensure that each student is provided with a high-quality educational experience. This policy reflects the College's aspiration to foster Strength, Optimism and Justice. It has strategic alignment to our values of Excellence, Respect, and Innovation. This policy should be read in conjunction with any relevant 'Procedures' documents for each campus.

### **5. DEFINITIONS**

Behaviour is defined as anything we say or do.

Appropriate behaviour is any behaviour that contributes to the positive learning environment.

Challenging behaviour is behaviour that significantly challenges the day-to-day functioning of schools. The behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.

At risk behaviour is any behaviour that could cause possible harm or injury to self or others. This includes physical, emotional, or psychological harm.

Unacceptable behaviour refers to any behaviour, either individual or collective, that undermines the safe, respectful, and orderly operation of the College, its people, infrastructure, or reputation. These behaviours are codified in the "Unacceptable Behaviour at Seymour" table at the end of this document.

The College differentiates between intentional behaviour (e.g., mean on purpose) and non-intentional behaviour when considering the appropriate response.

### **6. LEARNING AND BEHAVIOUR STATEMENT**

The Behaviour expectations of the College define the boundaries within which the life of the College functions. Maintaining a place at the College is based on demonstrated commitment to and achievement of these expectations.

Seymour College aims to be a learning community that is:

- safe,
- inclusive,
- conducive to learning and
- free from harassment or bullying.

Expectations for student behaviour promote the virtues of trust, respect for persons and property, honesty, and integrity. They also reflect the intention of the College to provide a structured and caring community where young people can be challenged in all they do, to set their goals and to develop the confidence to succeed in their education.

## 7. STRATEGIES TO PROMOTE GOOD DISCIPLINE

The College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations;
- establishing specific teaching and learning programs;
- communicating expectations with the wider school community;
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured awards; and
- maintaining records with respect to student behaviour.

## 8. EXPECTED STANDARDS OF BEHAVIOUR

It is expected that all Seymour students will:

- enjoy a safe and supportive environment, free from mean on purpose behaviour, harassment or bullying in any form;
- show respect for self, others, property, and the environment;
- comply with all reasonable instructions given by staff;
- engage productively and appropriately with all aspects of College life, including assemblies, camps, excursions and co-curricula;
- support practices which enable equality of opportunity and participation in all spheres of learning and working;
- follow school instructions which promote a positive attitude to health and safety;
- have rights and responsibilities as participants in education; and
- follow practices which demonstrate respect for the laws and regulations of our society.

It follows from these statements that:

- expectations of student conduct must be applied by staff in a just and equitable manner using a transparent process to investigate matters and apply consequences;
- the College environment should be pleasant and safe;
- each person should be valued and treated with respect;
- each person should show care, courtesy, consideration, co-operation and common-sense towards each other;
- clear communication and a strong partnership between students, parents and teachers is integral and
- actively involving parents at an appropriate stage in dealing with behavioural issues involving their child is essential.

The College's approach is informed by the adoption of strategies which aim to:

- deliver a *Strength, Optimism, Justice (SOJ)* curriculum program which emphasises positive relationships, social and emotional intelligence, resilience, and empathy-building.
- embrace the College motto of "Crescam Ministrando" - I grow by serving, which is underpinned by a focus on strength, optimism, and justice.

- use the principles of natural justice and procedural fairness as the basis of dealing with student behaviour.
- facilitate the development of acceptable standards of behaviour by teaching and reinforcing values, standards of behaviour and expectations.
- encourage all students to take responsibility for their own behaviour and the consequences of their actions and;
- develop opportunities for parents to be involved with activities which promote and reinforce acceptable behaviour.

## 9. FACILITATING HIGH STANDARDS OF BEHAVIOUR

All teaching staff share the responsibility for the management of student behaviour at Seymour College. It is the teacher's role to set clear boundaries and expect high standards consistently from the students for whom they have a duty of care. This duty of care includes the classroom, cocurricular, whilst on duty and when on camps, excursions and other related College events. However, no teacher should feel hesitant about asking for help if they have a concern regarding a student.

Teachers, Heads of Department, Guardians, Counsellors, Director of Residential Life Head of Boarding, Boarding Coordinators and other key College leaders can support students in maintaining high standards of behaviour. Infringements of these behaviours are articulated in the "Unacceptable Behaviour at Seymour" rubric on page 7 of this document.

Consequences to students should be connected to the rights being affected and the rules being broken or behaviour breaches.

They should:

- Relate to the behaviour
- Have a degree of seriousness and be reasonable
- Allow for appropriate right of reply
- Foster a restorative approach using questions such as:
  - What happened?
  - What harm has resulted?
  - What needs to happen to make things right?

## 10. GENERAL EXPECTATIONS

### Punctuality

The College day commences promptly at 8.35am. A bell sounds at 8.30am and all students are expected to be in their homegroups with books and laptops ready for 8.35am.

### Presentation

Students are expected to wear the correct uniform and in a manner that keeps with the high standards of the College (see Uniform Policy). Students are expected to wear their blazer upon arrival and departure from the College.

When entering the gates of a morning students are expected to greet the staff member/s on duty. The use of Headphones and earbuds on entering the College and around the grounds is not permitted.

### Academic Responsibility

The students are provided with a diverse curriculum and afforded an excellent opportunity to develop their learning and in the process take responsibility for it. Students are expected to complete all tasks and assessments on time. Further information is available in the Academic Integrity Procedure and Submission of Work Procedure.

### Homegroup and Class Attendance

The College values both academic and wellbeing time as critical elements in the development of every student. All students must attend Homegroup, and Assembly. Year 12s are permitted to leave the College at lunch if they have a study line in lesson 6 and 7. If students have a study line in lesson 7 they are permitted to leave after lesson 6. All students must sign out.

### Clan and College Events

The Clan system is a significant part of College life and is integral to the wellbeing of the students. All students are expected to attend events such as Swimming Carnival, Sports Day, Clan Choral as well as other events and initiatives such as beginning and end of term assemblies. Parents/Guardians should contact their daughter/s homegroup teacher beforehand if they are unable to attend an event.

### Cocurricular Attendance

The College offers a vibrant and extensive cocurricular offering and through the programs the students learn the value of collaboration, teamwork and commitment. Students have a responsibility to attend all trainings, games, performances and events.

## **11. POTENTIAL CONSEQUENCES**

One or more of the following procedures may be implemented:

- Engage in discussion of behaviour
- Counselling about behaviour, including how to repair the harm done
- Parents contacted
- Reflection Session
- Develop a behaviour contract
- Appropriate withdrawal of privileges
- Suspension:
  - Internal
  - External

\* Termination

## **12. PROHIBITION OF CORPORAL PUNISHMENT**

It is our policy that:

- we prohibit corporal punishment; and
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

### **13. BULLYING BEHAVIOUR**

Bullying behaviour has the following elements:

- is deliberate and repeated
- intends to cause fear, distress, hurt or harm to another
- is action by a more powerful individual or group over a less powerful individual or group

Minor inappropriate behaviours are recognised as any behaviour that does not meet the College rules and behavioural expectations.

Major inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of another person. The consistent and repeated occurrence of minor behaviours may also be considered as major. For more information refer to the Anti-Bullying and Harassment Policy.

### **14. INVESTIGATIONS**

Investigations into potential unacceptable behaviour incidents will be conducted in line with each campus's procedures and protocols. At all times, principles of equity, procedural fairness and natural justice will be adhered to.

In relation to all matters to be investigated, students will be informed by the Deputy Principal(s)/Heads of Campus, of the nature of the allegation and given an opportunity to respond to the allegations.

### **15. SUSPENSIONS OF ENROLMENT**

The suspension of a student's enrolment may be carried out by the Head of Campus or Deputy Principal(s), who must notify the Principal of the suspension.

If it is decided that a student is to be suspended, the College must inform the student (if in Year 7-12) and the student's parents of:

- a. the grounds for the suspension
- b. any evidence or supporting information that the College has obtained about the relevant events
- c. the length of the suspension; and
- d. particulars of any conditions the College proposes to make for the student during the period of suspension
- e. information regarding alternative arrangements the College has in place for the student during the period of the suspension
- f. the process whereby a Student Behaviour Agreement will be drafted

The student must comply with any Student Agreement proposed by the College during the suspension. All relevant members of the College's staff will be notified of such suspension at the appropriate time. Whilst respecting as far as possible the right to confidentiality of the student, the wellbeing of others must be considered.

## Alternative Arrangements

Where there is no risk to the College or the student the College may make alternative arrangements for the student that occur in place of or alongside the suspension. These might include:

- withdrawal of privileges
- exclusion from lessons, cocurricular events or College events
- undertaking additional or different schoolwork, tasks or homework
- other arrangements considered appropriate.

## **16. RE-ENTRY MEETINGS**

After a period of suspension, a student will attend a re-entry meeting which is an important part of the process before the student re-joins the school community. Re-entry meetings are held with the student, parents/guardians and the Head of Campus and one of the Deputy Principals. For a Boarding re-entry meeting, the Director of Residential Life and one of the Deputy Principal(s) will attend. The hope is that the student will learn from the experience and make the required behavioural changes moving forward.

The meeting will involve:

- clarifying and acknowledging the behaviours / events that resulted in the suspension and why these behaviours / events are of concern for the College.
- discuss the expectation moving forward
- a commitment by the student to change behaviour/s and an outline how this might be achieved and observed.
- understanding that any similar behaviour of the nature being exhibited may lead to termination of the enrolment
- discussion of support measure to be implemented to help the student including a Student Support agreement.

The student must comply with any Student Behaviour Support Agreement proposed by the College. All relevant members of the College's staff will be notified of such suspension at the appropriate time. Whilst respecting as far as possible the right to confidentiality of the student, the wellbeing of others must be considered.

A Student Behaviour Support Agreement may include any of the following:

- the positive, formative purpose of the agreement
- duration of the agreement
- expectations regarding the student's future behaviour
- means by which the student's behaviour will be monitored or reviewed (e.g., medical, or mental health advice)
- arrangements to apply following a satisfactory conclusion of the agreement and
- consequences and arrangements to apply if the student's behaviour is not in accordance with the agreement's stated expectations

## **17. TERMINATION OF ENROLMENT**

Only the Principal may terminate the enrolment of a student. Generally, the Principal may terminate an enrolment for the non-payment of school fees, a repeated offence, the result of a high-level unacceptable behaviour investigation, or for an offence that is deemed to be of permanent risk to the student or the College.

The Deputy Principal(s) and Heads of Campus may make a recommendation to the Principal that the student's enrolment be terminated as a result of an investigation into a *Level 3: High level unacceptable behaviour*, or as the result of repeated offences.

## Procedure on Termination of Enrolment

Step 1: Review of Documentation - The Deputy Principal(s) will review all information contained in the investigation of the incident(s). This process may require the interview or re-interview of students.

Step 2: Preliminary Finding and Submission of Further Information - The Deputy Principal(s) will reach a preliminary finding regarding the conduct of the student(s) and communicate this preliminary finding to the family of the student(s) in person or via phone. At this meeting the Deputy Principal(s) will offer an opportunity for the parents and student to provide any information regarding the student's behaviour, in response to the recommendation. The parents will also be provided with 2 working days to submit further information. The students may be suspended during this time period.

Step 3: Final Finding – Following the meeting above and the receipt of any further submission, or not, the Deputy Principal(s) will reach a final finding regarding the enrolment of the student(s). This will be communicated via phone and thereafter in writing to the family.

If it is deemed that the student's enrolment is to be terminated then the Deputy Principal(s) will outline the process of appeal (Office of the Principal) when the final finding is communicated in writing.

If no review of the decision is requested by the parents, the Principal will confirm the termination of enrolment in writing to the parents. The Principal will inform the Chair of the Board.

### **Review of Decision (Right of Appeal – Termination Only)**

A request from a parent/guardian for a review must be made in writing within three working days of the notification of the recommendation to terminate, forwarded to the Principal. The written request must clearly set out the grounds upon which the review is requested against at least one of the following:

- a. that the original decision failed to follow prescribed procedures and principles;
- b. that the decision was made contrary to a given policy;
- c. that the decision went against legal requirements or stipulations.

Previous disciplinary issues and how those processes were conducted in the past, will not be a ground for review under this policy.

In considering the review, the Principal shall act according to equity and good conscience.

If the Principal determines that the student's enrolment should be terminated, the Principal will inform the parents/ guardians of the reasons for the termination in person or via phone and thereafter in writing.



The Principal must inform the Chair of the Board of the decision.

If it is deemed that a student's enrolment is not to be terminated, then the Principal will inform the student and the parents/guardians of this decision. An alternative outcome will be determined which may include a student behaviour support agreement/suspension or any other recommendation that the Principal determines is appropriate in order to allow the enrolment to continue.

## UNACCEPTABLE BEHAVIOUR AT SEYMOUR COLLEGE

In developing this Student Behaviour Policy, Seymour has categorised unacceptable student behaviour into three levels. This provides a clearly defined framework to be observed by the staff member conducting the investigation. The table below provides examples of unacceptable behaviour rather than an exhaustive list.

Category	Level 1: Low Level Unacceptable Behaviour	Level 2: Medium Level Unacceptable Behaviour	Level 3: High Level Unacceptable Behaviour
General Misconduct	Late to and leaving class, excursions, or College-related events (including cocurricular) without permission	Absence from proper place during School time or College related events without permission, including failure to attend a reflection session	Chronic school refusal
	Mild inappropriate language	Inappropriate language – serious or directed at a person	Persistent, repeated use of inappropriate language
		Vandalism (minor)	Vandalism (wilful damage to school or other's property)
	Inappropriate physical contact (minor)	Inappropriate physical contact (major or repeated minor)	Inappropriate physical contact (severe, including fighting)
	Incorrect and/or untidy uniform Non-compliance with personal grooming standards (e.g., jewellery)	Repeated minor violations of uniform	Major violations of uniform
	Minor misbehaviour inside the school	Misbehaviour outside the school day, whilst being visibly associated with the College	Bringing the College's name into disrepute
	Disobeying a reasonable request from a staff member	Blatant disobedience or discourtesy	Verbal or physical abuse and/or harassment of students, staff, or visitors to the College
		Failure to comply with College policy	Serious failure to comply with school policies creating harm or serious disrespect to others
		Interfering with another person's property	Theft

Category	Level 1: Low Level Unacceptable Behaviour	Level 2: Medium Level Unacceptable Behaviour	Level 3: High Level Unacceptable Behaviour
	<p>ORGANISATION: Lack of preparedness for class (equipment, book, homework, or due dates for assessment, charged computer etc)</p> <hr/> <p>BEHAVIOUR AND ATTITUDE: Disruption to the learning of others</p> <hr/> <p>CLASSWORK AND EFFORT: Lack of effort and unacceptable level of completion of set tasks</p> <hr/> <p>Breach of Academic Integrity Procedure (minor)</p>	<p>ORGANISATION: Continual lack of preparedness for class (equipment, book, homework, or due dates for assessment, charged computer etc)</p> <hr/> <p>BEHAVIOUR AND ATTITUDE: Persistent disruption to the learning of others</p> <hr/> <p>CLASSWORK AND EFFORT: Lack of effort and unacceptable level of completion of set tasks (ongoing and widespread)</p> <hr/> <p>Breach of Academic Integrity Procedure (major or repeated minor)</p>	<p>Complete failure to engage with the teaching and learning process in and out of the classroom</p> <hr/> <p>Breach of Academic Integrity Procedure (severe or repeated major)</p>
Bullying	Level 1 Bullying behaviour	Level 2 Bullying behaviour (refer specifically to Anti-Bullying Policy)	Level 3 Bullying behaviour (refer specifically to Anti-Bullying Policy)
Information and Communication Technology	<p>Unauthorised possession or use of mobile device during the school day (1<sup>st</sup> instance)</p> <hr/>	<p>Unauthorised possession or use of mobile device during the school day (2<sup>nd</sup> and subsequent instances)</p> <hr/> <p>Taking a photo or video of another student, staff member or visitor without their consent.</p> <p>Any error of judgement on social media that damages the reputation of the individual, others, or the College</p>	<p>Use of mobile device after multiple warnings (with implied defiance or wilful disobedience).</p> <hr/> <p>Distributing a photo or video of another student, staff member or visitor without their consent (with the intent to humiliate, embarrass, intimidate, or harass)</p> <p>Any deliberate engagement on social media that damages the reputation of the individual, others, or the College</p>

Miscellaneous	Other minor, inappropriate behaviours	Repeated inappropriate behaviours	Persistent and wilful inappropriate behaviours
			Breach of student contract or management plan
		Minor substance abuse (refer specifically to Substance Abuse Policy)	Major substance abuse Unlawful behaviour including, but not limited to, use, possession, sale or distribution of alcohol, vapes, and other drugs, (substance or paraphernalia) (refer specifically to Substance Abuse Policy)
			Bringing the College into disrepute
			Other inappropriate behaviour deemed by the Principal, Deputy Principals or Heads of Campus to be harmful to self, others, or Seymour College

<p>Range of possible Consequences (not exhaustive)</p>	<ul style="list-style-type: none"> <li>• Confiscation of device (collection at 3.25)</li> <li>• Parental notification</li> <li>• Time out/withdrawal from classroom</li> <li>• Intervention services (including counselling)</li> <li>• Restorative Justice Meeting</li> <li>• Restitution</li> <li>• Behaviour Reflection</li> <li>• Detention (during or after school)</li> </ul>	<ul style="list-style-type: none"> <li>• Confiscation of device (collection by parent)</li> <li>• Parental notification</li> <li>• Intervention services (including counselling)</li> <li>• Restorative Justice Meeting</li> <li>• Restitution</li> <li>• Behaviour Reflection</li> <li>• Sent home to rectify breach</li> <li>• Suspension (internal or external)</li> <li>• Depending on the situation, suspension may be from either the day school or the Boarding House or both</li> <li>• Student Behaviour Agreement</li> <li>• Continuation Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Confiscation of device (collection by parent)</li> <li>• Parental notification</li> <li>• Intervention services (including counselling)</li> <li>• Restorative Justice Meeting</li> <li>• Restitution</li> <li>• Suspension - (internal or external)</li> <li>• Depending on the situation, suspension may be from either the day school or the Boarding House or both</li> <li>• Student Behaviour Agreement</li> <li>• Continuation Contract</li> <li>• Cancellation of enrolment</li> <li>• Referral to Police</li> </ul>
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## Junior Years Classroom and Playground Behaviour Plan

Low Level Behaviours Level 1	Staff Member	Action Taken
<ul style="list-style-type: none"> <li>• Continually off task</li> <li>• Making faces</li> <li>• Inappropriate language</li> <li>• Inappropriate physical contact (minor)</li> </ul>	Classroom teacher, Home Group teacher, Year Level/Clan Guardian	In class reminders In class timeout Teacher/ student reflection and mentor
Mid Level Behaviours Level 2	Staff Member	Action Taken
<ul style="list-style-type: none"> <li>• Consistently interrupting lessons and rudeness</li> <li>• Breaching rights of others – physical, verbal</li> <li>• Misconduct of technology (phones, laptops, iPad, messaging etc)</li> <li>• Interfering with another person’s property</li> <li>• Inappropriate physical contact (repeated minor or major)</li> </ul>	Classroom teacher, Home Group teacher, Year Level/Clan Guardian or yard duty teacher Notify Assistant Head of McGregor Campus	Removed from classroom Spending time in another classroom Reflection (bring out the best in you sheet or Mean on Purpose think sheet) Repeated offences phone call to parents
Serious Behaviours Level 3	Staff Member	Action Taken
<ul style="list-style-type: none"> <li>• Threats or acts of violence</li> <li>• Hitting, kicking, biting, scratching, hair pulling</li> <li>• Continuous harassment of others</li> <li>• Persistent interruption of learning for others</li> <li>• Breach of behaviour management plan</li> <li>• Repeated misconduct of technology/device</li> </ul>	Assistant Head of McGregor Campus, Head of Campus	Immediate removal from situation Phone call to parents Internal suspension or short home suspension Student Behaviour Agreement Support services accessed (e.g., counselling) Removal of device
Extreme Behaviours Level 4	Staff Member	Action Taken
In rare cases, the school may need to address extreme behaviour or criminal offences.	Head of Campus, Deputy Principals, Principal	Continuation Contract Suspension or cancellation of enrolment