



Mazenod College is committed to the creation and maintenance of positive school environments where student behaviour is supported effectively.

1. Scope

This Policy applies to all Mazenod students while on College property or during a College organised event.

2. Definitions

- 2.1. Behaviour** – A student's learned actions, identified in a school's code of conduct, that contribute to the student's growth and development and the school's good order and proper management.¹
- 2.2. On College property or during a College organised event** includes at school, in transit between school and home or otherwise while wearing the College uniform, attending organised functions such as a social, College ball, sporting events, retreat, camp, excursion, tour, or other function as a representative of the College.
- 2.3. Minor breaches** include but are not limited to: punctuality, dress, hair, litter, disruption in class, being in out of bounds areas, eating in class, inappropriate language, chewing gum, use of student personal devices during school hours, lying / cheating and breaches of other rules outlined in the College Diary.
- 2.4. Serious breaches** include but are not limited to: physical violence, vandalism, insolence, confrontation, smoking (including vaping), drinking, drugs (possession, use, sale or trade), pornography, theft, bringing the College into disrepute, truancy, breaches of privacy through use of mobile phones/cameras/video, refusal to cooperate with the College, bullying / harassment, inappropriate use of the internet, bringing prohibited items to school, repeated minor breaches.
- 2.5. Bullying** is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved².
- 2.6. Harassment** is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless)².

¹ Department of Education, Student Behaviour in Public Schools Policy, V2.2, 2018

² Student Wellbeing Hub and Bullying No Way! website

3. Policy

- 3.1.** Mazenod College supports positive student behavior through the development and implementation of the Productive Classroom and Student Code of Conduct.
- Students have a responsibility to contribute to a Productive Classroom, and learn and maintain the behaviours established in the Student Code of Conduct.
 - Individual student behaviour support will be provided where the need is identified.
- 3.2.** The College Leadership Team and Middle Leaders have a responsibility to build the capacity of staff and support them in their maintenance of a Productive Classroom. They are also responsible for compliance monitoring.
- 3.3.** Classroom teachers have primary responsibility to maintain a productive and safe learning environment, consistent with the Productive Classroom and College Code of Conduct.
- 3.4.** Supporting positive student behaviour is both the individual and collective responsibility of all staff at Mazenod College. Inconsistency among staff confuses students, undermines colleagues and creates an inherent unfairness in our shared strategies.
- 3.5.** Effective and timely communication with families is essential to supporting students to develop positive learning behaviours in the classroom.
- 3.6.** The dignity of all people within the College community shall be respected in all matters relating to the behaviour of students.
- 3.7.** Methods of addressing inappropriate behaviour shall have as their aim the correction of the behaviour.
- 3.8.** Mazenod College prohibits any form of consequence that amounts to child abuse, corporal punishment or other consequences that degrades or humiliates a child.
- Four forms of child abuse are covered by WA law and are defined by the Department of Communities, they include physical abuse, sexual abuse, emotional abuse and neglect³.
 - Corporal punishment includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.
 - Degrading punishment includes any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.
- 3.9.** Consequences should be for the behaviour of individuals rather than for whole groups. While group punishments, where a whole group is punished for the wrongdoing of one or more group members, are not explicitly banned, they will rarely be consistent with providing positive guidance or procedural fairness.
- 3.10.** College premises are private property under the control of the Principal. The Principal has a legal duty of care to take reasonable steps to promote a safe, supportive learning environment, and prevent reasonably foreseeable harm to students and staff. This includes the duty to actively identify and remove any banned item, hazardous item or substance on College premises.
- To discharge the Principal's duty, staff, with the authority of the Head of Year or member of the College Leadership Team, and without seeking student consent, may:
 - open and search lockers, bags and other containers
 - remove and make safe any property or substance that reasonably appears to be hazardous to any person
 - notify the Police if the possession of any property or substance appears to be unlawful.

³ <https://www.dcp.wa.gov.au/ChildProtection/ChildAbuseAndNeglect>

- Student consent must be sought for searches of student clothing being worn, including pockets or shoes. If the student does not consent, parents may be called and asked to search the student in the presence of staff.
 - Staff may remove items from a student's clothing without consent if the staff member has reasonable grounds to believe that the student is in possession of property that presents an immediate and serious threat to the health or safety of the student or any member of the school community.
 - Searches must be carried out with at least two staff members present, unless the immediacy and seriousness of any threat does not allow it. They must be conducted in a manner that respects the student's privacy and dignity in all the circumstances.
 - Staff are reminded that the purpose of searches is to protect students and staff, and not for law enforcement. The Police must be notified of any suspicion of a criminal offence to allow them to follow evidence gathering procedures and exercise their powers to do so.
 - Parents must be notified if a student or property in their possession is searched, regardless of the outcome.
- 3.11.** Mazenod College retains the right to involve the WA Police where appropriate.
- 3.12.** Consequences for inappropriate behaviour shall be addressed proportionally to the seriousness of the breach and should not prevent a student having food and drink at recess or lunch.
- 3.13.** All concerns or complaints arising from a decision under this policy should be made in accordance with the Dispute and Complaint Resolution Policy.

4. Procedures

The rules of procedural fairness will be applied to all investigations, including: a hearing appropriate to the circumstances, lack of bias, evidence to support a decision, inquiry into the matters in dispute. The person, or their representative, adversely affected by a decision, will be given the opportunity to be heard on the decision, and their opinion given consideration before the decision is made.

4.1. Stage 1 - Maintain a positive learning environment

- Productive Classroom, Student Code of Conduct and College Values posters are displayed in the classroom. Classroom rules and expectations are made clear to students.
- Staff build a positive relationship with students, maintain consistent expectations and provide regular, proactive support.
- Teaching staff attend to low-level disengagement or unproductive behaviours early to prevent escalation.
- Individual student behaviour support is provided where the need is identified.
- Productive behaviours are positively reinforced through verbal praise, home contact and positive rewards.
- Family support and engagement are maintained through constructive communication, both through early commendation and early intervention.
- All community members are responsible for establishing a safe, respectful learning environment where students feel included and supported.

4.2. Stage 2 - Minor breach / conflict of College behaviour expectations

- Minor breaches shall be addressed directly by the classroom teacher.
- Heads of Learning Areas (HOLA) / Heads of Year (HOY) may be engaged as a support but are not to be expected to intervene at this stage.
- Minor breaches may be addressed by:
 - low level behaviour management strategies
 - restorative conversations
 - teacher-led detention
 - parent contact (checked with HOY first)

- a verbal or written agreement with the student to correct the behaviour
- confiscation (temporary removal) of student personal devices if used during school hours
- pastoral care note.

4.3. Stage 3 – Minor frequent or unresolved conflicts and breaches

- Frequent or unresolved conflicts and breaches will be raised with the HOLA.
- The HOY will be informed and may determine that the matter affects the student across subjects and may intervene.
- Parents will be contacted and invited where possible to meet and discuss the behaviour.
- The classroom teacher should be involved in the meeting.
- Actions arising from this meeting may include but are not limited to:
 - confiscation / temporary removal of item(s)
 - loss of co-curricular activity participation (for example Social, clubs, excursions)
 - Behaviour Contract
 - lunch time or after-school detention
 - written or verbal apology or agreement.
 - student case management / individual student behaviour support.
- Incident and intervention will be noted on the student's pastoral care record.

4.4. Stage 4 - Serious breach / unresolved conflict of College behaviour expectations

- Serious conflicts and breaches will be raised with the HOLA and/or the HOY as well as the Deputy Principal Students.
- Parents will be contacted and invited to meet and discuss the behaviour.
- Actions arising from this meeting may include but is not limited to:
 - confiscation of item
 - Behaviour Contract
 - loss of co-curricular activity participation (for example Social, clubs, excursions)
 - loss of leadership representative position (if applicable)
 - in-school detention, after-school detention, in- school suspension or out-of-school suspension
 - written or verbal apology or agreement
 - student case management / individual student behaviour support.
- The Principal or delegate will make an assessment of the situation and where appropriate, the parent may be asked to remove the student from the College grounds.
- The incident and intervention will be noted on the student's record / pastoral care record.

4.5. Stage 5 - Serious or unresolved conflict / breaches - Suspension / Exclusion

- Serious conflicts and breaches will be managed by the Deputy Principal Students / Principal.
- Parents will be contacted and invited to meet and discuss the behaviour.
- The Principal or delegate will make an assessment of the situation and where appropriate, the parent may be asked to remove the student from the College grounds.
- Police notification when student found in the possession of illegal drugs, equipment or illegal activity / behaviour.
- Actions arising from this meeting may include:
 - Behaviour Contract
 - Student case management / individual student behaviour support
 - in-school suspension, out-of-school suspension or exclusion.
- Exclusion of students shall be addressed through the Exclusion of Students for Disciplinary Reasons Policy.
- The incident and intervention will be noted on the student's record / pastoral care record.

5. Referral Process for Minor and Serious Behaviour Breaches

- 5.1. The College Productive Classroom is a college-wide approach, used in all classrooms and programs offered through the College, including sporting activities and excursions. It focusses on setting clear behavioural expectations and reinforcing these in a systematic way.
- 5.2. The following flowchart outlines the Positive Classroom Management and Referral Process for minor and serious behaviour breaches. The desired outcome of applying this policy and process is always to return to positive interactions and a productive classroom environment.

6. Related Documents

Code of Conduct [Staff]

Student Code of Conduct

Dispute and Complaint Resolution Policy

School Exclusion Process

ICT Use Policy [Students]

Cybersafety Policy

Appendix A: Flowchart Referral Process for Minor and Serious Behaviour Breaches

7. Review

The College Leadership team will review the whole school behaviour support planning and *Productive Classroom* at least annually, and whenever school data indicates the need; and report at least once annually to the College Board on the college's performance in behaviour support.

This Policy will be updated as required in line with the Catholic Education Office of Western Australia (CEWA) and Department of Education WA guidelines.

| Year | Approved | Amendments / Review |
|------|---------------|--|
| 2018 | CLT | Policy reviewed and updated |
| 2020 | CLT | Updates to include National Principles for Child Safe Organisations |
| 2021 | CLT | Updates to include CEWA Positive Behaviour Support in Catholic Schools / Productive Classroom / Dept of Education guidelines |
| 2023 | CLT and Board | Review with minor edits |

Appendix A: Flowchart Referral Process for Minor and Serious Behaviour Breaches

