



# Oakleigh Grammar

<b>Policy Document Name</b>	<b>Student Conduct (Discipline)</b>
<b>Date Ratified by Board of Management</b>	May 2023
<b>Date for Review</b>	May 2026

## 1. Preamble

All that we do and say at Oakleigh Grammar are grounded in the values of the Christian Ethos that we teach explicitly to our students. We act in a positive manner with the aim of restoration of relationships that may be damaged through conflict or poor behaviour choices.

Parents and/or guardians are to be fully informed of all stages of the discipline process to ensure appropriate communication and a standard of fairness.

Parents and/or guardians will be communicated by telephone or email advising them of any behaviour/conduct concerns the school may have in relation to their child and the measures to be taken by the School.

## 2. Purposes

### Agreed School Rules

Three rules form the basis of class rules that are negotiated in each class at the beginning of the year and reinforced with reminders throughout the School terms. These rules will help us achieve our aims and support the rights and responsibilities of all stakeholders:

- We show courtesy and respect for others.
- We allow students to learn and teachers to teach.
- We care for the environment in which we work and live.

### The Leader in Me/7 Habits of Effective People

Oakleigh Grammar recently became the first school in Australia to be inducted in the Leader in Me process. The staff receive training and work on establishing guided visions and leadership strands that are to be integrated into the school's core curriculum and everyday language. The end result for Oakleigh Grammar is that it has a student leadership model that is part of the School culture.

### Restorative Practices

In addressing major issues of conflict between students, Oakleigh Grammar adopted Restorative Practice approaches which acknowledge that harm has been done, relationships are damaged and that restoration is needed. In trying to resolve such matters, teachers focus on the following guiding questions with those involved:

- What happened?
- Who has been hurt?

- What are their needs?
- Whose obligations are these?
- Who has a stake in the situation?
- What is the appropriate process for involving stakeholders in an effort to put things right?

### **Strategies for Positive Behaviour Reinforcement**

The School uses a variety of approaches to promote positive student behaviour and reduce and resolve conflict.

The goal of this (and any) behaviour plan is to help students feel safe and happy at school. It is vital that teachers recognise the positive actions that students make and reinforce that behaviour through appropriate recognition. Some of these may be awards at weekly assemblies where teachers recognise the good work being done in class.

### **Anti-Bullying**

All cases of bullying are taken seriously by staff. Our community is united in stating that bullying will not be tolerated in any form at Oakleigh Grammar. This means that all members of our community – students, staff and parents/carers treat each other with dignity and respect by modelling polite speech and socially acceptable interactions. Parents will be notified if a child is bullied or is accused of bullying through a phone call or letter. All reports of bullying, including cyber bullying behaviour will be taken seriously and acted upon.

An annual record of incidents will be kept and filed with the Principal's office at the conclusion of each year.

### **Behaviour Management**

Actions and consequences used within the School are based on the respective Junior School, Middle School or Senior School Behaviour Management Plans (refer Student Welfare Policy).

These provide an outline of the possible consequences that may arise following misbehaviour by a student or students. Whilst there is a hierarchy of action it must be made clear that certain actions may cause a higher level of reaction depending upon the seriousness of the incident. (Depending on the students' year levels) each day, week or month begins fresh to allow our students a 'fresh start' and to demonstrate improved behaviour both in class and in play areas.

The management of behaviour must start with every teacher. It is the responsibility of teachers to develop relationships with students that allow them to feel valued, safe and supported. Teachers must uphold the standards set in the Student Welfare and Behaviour Management Policy and respond immediately to any breach of the policy. Consequences should be fair, timely and appropriate. It is each teacher's responsibility to ensure that if consequential tasks are set, that they are completed satisfactorily. Staff will liaise with parents on behaviour issues, with the Year Level Leaders, Middle School Coordinator or Senior School Coordinator, Deputy Principal – Professional Culture & Junior School and Deputy Principal – Student Wellbeing & Operations and

Principal becoming involved in more serious matters. At all times the classroom teacher should be the first point of contact.

Discipline should not be administered as a form of retribution. It should be proactive and preventative but where corrective action is required, it should aim to achieve a positive outcome consistent with the goals of the Student Welfare and Behaviour Management Policy. Effective behaviour management including restorative practices, should be carefully planned and implemented while being culturally sensitive and appropriate.

The behaviour management has been devised with a view towards making behaviour management in the School more streamlined and therefore more effective and consistent.

At Oakleigh Grammar we aim to produce students who are polite, thoughtful, tolerant and respectful citizens who strive for academic excellence in a variety of pathways. We believe students have a responsibility to themselves, their family, the school, the wider community and to society and must always act accordingly.

Behaviour Management is therefore centred around:

- Behaviours which prevent themselves and/or others from learning
- Behaviours which impact on respect for people's property and the School environment
- Behaviours which prevent respectful interactions between people at School
- Behaviours which impact on people's safety at school

The approach to behaviour management is outlined to students and the wider community in a variety of forums and settings including, but not limited to, assemblies, year/class meetings, in the school diary, parent information evenings, parent/teacher interviews.

### **Restrictive Interventions**

Oakleigh Grammar adopts the Victorian Department of Education's Policy on *Restraint and Seclusion*.

School staff may only use physical restraint on a student when there is an imminent threat of physical harm or danger to the student or others; and where such action (i.e. to physically restrain or seclude) would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.

As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by the Policy. The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the Charter of Human Rights and Responsibilities Act 2006.

## **Suspension**

A student may receive an internal or external suspension for either a major behavioural breach (such as physical aggression) or for consistent poor behaviour. A decision to suspend a student will be based on the respective Behaviour Management Plans for each school and be made collectively with the respective Middle School/Senior School Coordinator or Deputy Principal – Professional Culture & Junior School and the Deputy Principal – Student Wellbeing & Operations.

In the first instance, parents must be spoken to prior to the suspension. A formal letter outlining the suspension will be sent to the parents and placed on file.

The Principal must be informed of any suspension.

A register of suspensions and expulsions will be updated each term by the Deputy Principal – Student Wellbeing & Operations. This will be kept in the EA to the Principal's office.

## **Expulsion**

The Principal may expel a student who has not been able to conform to the expected behavioural code of the School or who brings the School into disrepute.

## **Corporal Punishment**

Corporal punishment is prohibited under all circumstances.