Boarding Behaviour Management Policy and Procedures

DOCUMENT MANAGEMENT

NESA Requirement	10.1 Boarding
Relevant to	Boarders, boarding staff and parents.
Publication location	Staff and KRB Website
Version	Version #2
Date of Introduction	2015
Modification History	2015, 2025
Reviewed by	Director of Boarding
Approved by	Head of Senior School
Related documents	Boarders Code of Conduct
Related legislation	Education Act 1990, section 47(1)(i)

1. BACKGROUND

Kincoppal-Rose Bay Boarding is committed to providing a positive climate that promotes and supports appropriate behaviour and affirms that all members of the community have the right to live in a welcoming, inclusive and safe Boarding environment. Each Boarder should be treated with respect and dignity and provided with a safe and secure environment to flourish. Our practices of care are reflective of the principles expressed in the goals of a Sacred Heart Education. Through all our interactions in Boarding we actively live out the mission of the Sacred Heart. This means all Boarders are welcomed, respected, supported and accepted for who they are.

2. PURPOSE

This policy seeks to develop positive relationships between all members of our Boarding community. It should be read in line with our Boarders Code of Conduct which outlines clearly the rights and responsibilities for Boarders. In the living out of the policy all interactions will be marked by respect and dignity.

3. POLICY

The Boarding school will have policies and procedures that outlines student behaviour expectations and associated discipline procedures.

4. PROCEDURES

4.1 Acknowledgement of Student Good Behaviour

4.1.1 Students who fulfill their expectations within the Boarding school are rewarded and acknowledged through systems of merit and celebration.

4.1.2 This document should be read in line with our Boarders Code of Conduct which outlines clearly Boarders rights and responsibilities in our Boarding school.

4.2 Consequences of Inappropriate Behaviour

The Boarding House does not tolerate/allow corporal punishment of any kind. The principles of procedural fairness are followed in regard to the follow – up and investigation of any behavioural issue.

Procedural fairness is ensured with the 'hearing rule' and a 'right to an unbiased decision', where the boarder has a right to:

- be informed of the allegations related to the specific matter and any information that will be taken into account in considering the matter;
- be informed of the process by which the matter will be considered;
- respond to the allegations;
- be informed how to seek a review by the Principal of the decision made in response to the allegations;
- impartiality in an investigation and subsequent decision making; and,
- an absence of bias by a decision maker

Procedural fairness includes making available to students and parents or caregivers, policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This means that those involved in investigating a matter within the School will act fairly, in good faith, without bias and exercise discerning judgement. Each party should have the opportunity to state their case adequately, correcting or contradicting any relevant statement prejudicial to their case.As a way of providing opportunity for personal growth and development, when a boarder does not follow KRB's Boarding Behaviour Management Policy:

- The Head of House and Director of Boarding will investigate the behaviour.
- A suitable consequence will be implemented in line with below and communicated with the student and family.
- When necessary the Head of Senior School and or Principal may be involved in the decision making process.

Table A.

Consequences for inappropriate behaviour

Level 1

BEHAVIOURS THAT REFLECT LEVEL 1 CONSEQUENCE	CONSEQUENCE ISSUED BY STAFF	ISSUED BY
• Late return from leave without notification. • Late arrival to study • Not engaged in community expectations such as routines, study and activities. • Not following general house expectations. • Late hand in of technology. • Not adhering to bedtime. • Not wearing correct uniform and clothing expectations. • Not maintaining a tidy room and personal space.	Warning noted in Boarding records. Student addressed on behaviour and reminded of expectations.	Supervisor and or Head of House.

Level 2

BEHAVIOURS THAT REFLECT LEVEL 2 CONSEQUENCE	CONSEQUENCE ISSUED BY STAFF	ISSUED BY
Behaviours of level 1 that are repeated. Other behaviours include: • Disrespectful language and communication. • Disrespectful behaviour. • Behaviours disturbing others sleep and routine. • Missing Boarding community events without valid leave. • Missing meals • Not following leave procedures and expectations. • Ignore instructions. • Misuse of property. • Refusal of taking medications.	Recorded in boarder records. Parent phone call. Dependent upon action but can includes reduced privileges based on behaviour such as; extra study time, earlier bedtime, extra common and laundry duties, reduced technology privileges, strict shower time frames. Second and ongoing consequence for repeated behaviour would include Boarding community service up to 7 days week and/or gating.	Supervisor in consultation with on call Head of House. Head of House.

Level 3

BEHAVIOURS THAT REFLECT LEVEL 3 CONSEQUENCE	CONSEQUENCE ISSUED BY STAFF	ISSUED BY
• Bullying • Inappropriate technology use • Stealing • Damaging Boarding house property or property of others. • Purposefully hiding and storing medications.	• Serious breaches would lead to incident report and associated investigation. • Consequences Could include: • Boarding community service • Gating • Confiscating items such as additional technology, unapproved medications. • Room search by Head of House with an accompanying staff member.	Head of House Director of Boarding Counsellor involvement if deemed necessary. ***Serious breaches of behaviour will be investigated by the Head of House and the Director of Boarding. The parents will be contacted and an interview with the Head of Senior School arranged.***

Level 4

BEHAVIOURS THAT REFLECT LEVEL 4 CONSEQUENCE	CONSEQUENCE ISSUED BY STAFF	ISSUED BY
• Inviting individuals into the Boarding house. • Physical behaviours that possess a risk to self or others. • Possessing, using or being under the influence of drugs or alcohol, or smoking/vaping in the Boarding House. • Swearing, continued aggressive confrontational behaviour in the boarding. • AWOL	Investigation and incident report including witness and boarder involved. Possible consequences: • Suspension from Boarding. • Boarding behaviour contract. • Restricted access to Boarding and community events. • Termination of enrolment	Director of Boarding Head of Senior School Counsellor involvement. ***Serious breaches of behaviour will be investigated by the Head of House and the Director of Boarding. The parents will be contacted and an interview with the Head of Senior School arranged.***

Level 5

BEHAVIOURS THAT REFLECT LEVEL 5 CONSEQUENCE	CONSEQUENCE ISSUED BY STAFF	ISSUED BY
• Illegal drugs — dealing • Serious physical violence • Prohibited weapons	• Termination of enrolment	Parents are contacted and an interview with the Principal is arranged.

BOARDING COMMUNITY SERVICE EXAMPLES:

- Dining room duty for a week.
- Common room duty for a week.
- Rubbish duty of school yard.
- Laundry duty for a week.
- Emptying bedroom bins.
- Cleaning cupboards.
- Vacuuming shared spaces.

Suspension

Suspension occurs as a result of an investigation using the principles of procedural fairness. Only the Principal may suspend a student. Suspension may be internal or external. The suspension of a student always involves discussion with the parent or guardian, a formal notification of suspension is sent to the parent or guardian by the Principal.

Unacceptable behaviour could include any of the following:

- Refusing to participate in the programs of wellbeing and academic care provided.
- Refusing to follow instruction about conduct
- Behaviour that disrupts or affects the learning, wellbeing and overall environment of other boarders.
- Actions likely to be detrimental to the health, safety or welfare of staff or other students
- Behaviour that causes or is likely to cause damage
- Behaviour that is likely to bring the school into disrepute.

Rudeness could include any of the following:

- Arguing
- Shouting
- Ignoring a person when they are speaking to you
- Interrupting
- Using profanities
- Insulting others
- Excessive talking
- Laughing at or belittling someone
- Failure to keep quiet when it is an expectation
- Security breach in Boarding could include:
- Students inviting outsiders on to the campus without having permission from a senior member of staff
- Students engaging with outsiders
- Inappropriate use of technology
- Anything that contravenes the Information Technology Usage Policy as set out in the school diary

Boarding Suspension and discontinuation of enrolment:

Where a student's behaviour is not consistent across day and Boarding there may be a situation where the Head of Senior School and Director of Boarding decide to place suspension in place just for Boarding school purposes. Further, on an individual basis a student may be invited to discontinue their Boarding enrolment only.

Each case will be investigated and decided on an individual basis with the Director of Boarding and Head of Senior School in consultation with the Principal.