New South Head Road
Rose Bay NSW Australia 2029
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krb.nsw.edu.au
CRICOS Provider Code 02268M ABN 47 003 942 603

B9.1 BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

Kincoppal-Rose Bay School ('the School') is committed to creating a caring school climate based on Christian ideals and values. The School encourages the growth and development of the whole person – spiritually, intellectually, psychologically and socially – and aims to instil a deep sense of empathy and sensitivity towards the needs and feelings of others. All members of the School community have the right to be treated with respect and dignity and to learn and work in a safe and supportive environment. These principles stem from the five goals of Sacred Heart education.

1. A personal and active faith in God
2. A deep respect for intellectual values
3. The building of community as a Christian value
4. A social awareness which impels to action
5. Personal growth in an atmosphere of wise freedom

Aims of the Policy

The aims of this policy are to develop positive relationships between all members of the School community and to promote high standards of behaviour and personal responsibility. This policy should be read in conjunction with the following KRB policies: Child Protection Policy and Procedures, Positive Peer Relations Anti-Bullying Policy, and Appropriate Use of Devices and Social Media Policy.

Student Acknowledgment of Good Behaviour

The School acknowledges and rewards positive behaviour through its merit and awards system.

Consequences of Inappropriate Behaviour

The School does not tolerate/allow corporal punishment of any kind. The principles of procedural fairness are followed in regard to the follow-up of any behaviour issue. Procedural fairness refers to what are sometimes described as the "hearing rule" and the "right to an unbiased decision".

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The "hearing rule" includes the right of the person against whom the 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" includes the right to:

- Impartiality in an investigation and decision making
- An absence of bias by the decision maker.

Procedural fairness includes making available policies and procedures under which disciplinary action is taken, to students and parents or caregivers. 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 student does not follow KRB's Behaviour Management Policy:

- Lunchtime Behaviour Review will be issued to students for breaches of the Academic, Behavioural and Uniform policies of the School, after there is evidence that other strategies have not been successful in changing behaviour/s.
- Directed Community Service will be issued to students for repeated or higher-level breaches of the Academic, Behavioural and Uniform policies of the School, after there is evidence that other strategies have not been successful in changing behaviour/s.
- A Lunchtime Behaviour Review or Directed Community Service will provide the student with a mandatory opportunity to focus on their wrongdoing and to make a positive contribution to others, whilst helping them reflect on their behaviour/s.
- Parents will receive a written notification via Aspire of each Lunchtime Behaviour Review or Directed Community Service, giving the date and the reason.
- Lunchtime Behaviour Reviews and Directed Community Service takes precedence over all other activities and appointments.

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Junior School Behaviour Management Plan (Level System)

Level 1		
Choices and Expectations	**Restoration and Learning**	**Collaboration and Communication**
• Not moving sensibly and respectfully • Uniform violation • Incomplete homework (see Homework Policy) • Teasing • Physical contact (not serious) • Disruption (minor)	• Rule reminder • Reflect with teacher • Loss of privilege/playground restriction • Alteration of activity	• Classroom teacher monitors and encourages correct behaviours • Parents may be informed at teacher's discretion

Level 2		
Choices and Expectations	**Restoration and Learning**	**Collaboration and Communication**
• Consistently late to school • Defiance/disrespect/non-compliance • Cheating • Lying • Rough play • Harassment/teasing/taunting • Intentional property damage • Out of bounds • Absconding	• Teacher investigates incident • Standard Check (Years 3-6) • Directed community service • Conference with teacher • Loss of privilege/ playground restriction • Mediation	• Classroom Teacher • Parents informed if necessary • Document on ASPIRE • Meeting with Deputy Head of Junior School, Wellbeing and Operations

Level 3		
Choices and Expectations	**Restoration and Learning**	**Collaboration and Communication**
• Inappropriate language • Bullying • Physical aggression • Threatening others • Racism • Major theft • Cyber misconduct/misuse • Disruption (sustained loud talk, yelling, tantrums)	• Teacher investigates incident • Issue Standard Check (Stage 3) • Send for assistance (if needed) • Meet with Deputy Head of Junior School, Wellbeing & Operations • Time out • Directed Community Service • Loss of privilege/ playground restriction • Mediation	• Deputy Head of Junior School, Wellbeing & Operations and teacher review incident • Parent informed • Document on ASPIRE • Student written reflection • Parent meeting requested • Meeting with Head of Junior School

Level 4		
Choices and Expectations	**Restoration and Learning**	**Collaboration and Communication**
• Continued major behaviours after intervention: • Persistent bullying • Serious misuse of technology • Serious property damage • Persistent breach of Level 3 • Any serious activity undermining school reputation	• Individualised Behaviour Management Plan • Targeted intervention • Inform Head of Junior School • In-school suspension • Out-of-school suspension	• HOJS notified • Parent interview arranged • Principal informed • School Counsellor may be involved

Any continuation of Level 4 behaviours will be referred directly to Head of Junior School and Principal for further actions.

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Procedures for dealing with inappropriate behaviour - Behaviour Level System – Senior School

Level 1		
Behaviours that may result in Level 1 consequences could include:	**Consequences that may be issued by staff**	**Notifications Issued by staff**
• Lack of equipment • Homework incomplete • Lateness to class	Warning – noted in Student Profile	Wellbeing Mentor or Classroom Teacher to monitor
First uniform infringement	Warning - noted in Student Profile and problem corrected immediately	Wellbeing Mentor to monitor

Level 2		
Behaviours that may result in Level 2 consequences could include:	**Consequences that may be issued by staff**	**Notifications Issued by staff**
(Behaviours that occur for the third time may result in Level 2 consequences) • Lateness to class • Lack of equipment • Homework incomplete • Chewing gum • Defacing property • Rudeness - see below • Unacceptable behaviour – see below • Out of bounds	• Noted in Student Profile • Teacher/Student Discussion • HOD/Student Discussion • Lunchtime Behaviour Review	Wellbeing Mentor, HOD or YC Parents will be contacted if necessary
Repeated uniform infringement	• Noted in student profile and problem corrected immediately • Lunchtime Behaviour Review or One Hour Directed Community Service for uniform infringement	Wellbeing Mentor/ YC Parents contacted
Poor behaviour in Assembly or Chapel	• Noted in Student Profile • Teacher/Student Discussion	Wellbeing Mentor/ YC
Unacceptable behaviour in Assembly or Chapel	• YC/Student Discussion • Lunchtime Behaviour Review or One Hour Directed Community Service	YC Parents contacted
Three occasions for unacceptable lateness to school per term	• YC/Student Discussion • Lunchtime Behaviour Review or One Hour Directed Community Service	YC Parents contacted
Inappropriate use of technology — see below	One Hour Directed Community Service	HOD/YC Parents contacted
Continued bullying after non-punitive intervention	One Hour Directed Community Service	YC Parents contacted
Truanting from class	One Hour Directed Community Service	HOD/YC Parents contacted
Mobile phones being used inappropriately during school day	Noted in student profile and Confiscation of mobile phone	DOW Parents contacted
Confrontational, aggressive and rude behaviour	Directed Community Service and Student may be removed from class	Wellbeing Mentor/YC, Director of Wellbeing, HOD, Director of T&L, Parents, School Counsellor

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Level 3		
Behaviours that may result in Level 3 consequences could include:	**Consequences that may be issued by staff**	**Notifications Issued by staff**
• Deliberate failure to complete a Lunchtime Behaviour Review OR Directed Community Service without a valid excuse. • Persistent disobedience • Continued confrontational, questioning, aggressive, argumentative and rude behaviour. • Continued serious bullying after intervention. • Inappropriate use of technology • Any 3 sanctions per term: » Damage to school property » Smoking » Theft » Using inappropriate language at a Staff member	These behaviours may warrant one or more of the following: • An investigation by the School Being placed on and Individual • Behaviour Plan (IBP) by the YC, HOD • Being placed on a contract by the DOW • Exclusion from School activities • Principal's Directed Community Service (longer hours at an arranged time) • Withdrawal from class • Suspension (1-4) days	• HOD/YC or Director of Wellbeing, Director of T&L • Parents are contacted and an interview with the Parent / Guardian is given • with the Director of Wellbeing or Director of T&L • School Counsellor may also be involved

Level 4		
Behaviours that may result in Level 4 consequences could include:	**Consequences that may be issued by staff**	**Notifications Issued by staff**
• Inappropriate use of legal drugs Consumption of alcohol on School premises or during a school activity Illegal drugs — possession/use • Continued very serious bullying after intervention • Serious misuse of technology • Persistent breach of Level 3 • Any serious activity that undermines the reputation of the School • A serious breach of a student contract Not meeting a contract's conditions	These behaviours may warrant one or more of the following: • An investigation by the School • Longer suspension (5 or more days) • Being placed on a contract by the Head of Senior School or Principal • Termination of enrolment	• Parents are contacted and an interview with the Head of Senior School or Principal is arranged • School Counsellor may also be involved

Level 5		
Behaviours that may result in Level 5 consequences could include:	**Consequences that may be issued by staff**	**Notifications Issued by staff**
• Illegal drugs — dealing • Serious physical violence • Prohibited weapons	Termination of enrolment	Parents are contacted and an interview with the Head of Senior School or Principal is arranged

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Suspension

Suspension occurs as a result of an investigation using the principles of procedural fairness.

Only the Head of Senior School or 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 Head of Senior School or Principal.

Unacceptable behaviour could include any of the following:

- Refusing to participate in the education program
- Refusing to follow instruction about conduct
- Behaviour that disrupts or affects the learning of other students.
- 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 of a closed campus could include:

- Students inviting outsiders on to the campus without having permission from a senior member of staff
- Students engaging with outsiders
- Sharing food
- Having conversations
- Inappropriate use of technology
- Anything that contravenes the Information Technology Usage Policy as set out in the school diary.

This plan is a guide, and interventions will be made at the discretion of the School and according to the context of the behaviour.

23 July 2025