



STUDENT BEHAVIOUR MANAGEMENT Policy

*“For you yourselves know how you ought to follow our example,
because we did not act in an undisciplined manner among you.” 2 Thessalonians 3:7*

1. INTRODUCTION

Our Lady of Sion College is committed to providing equitable access and opportunity for all. The College considers that awareness of, recognition of, and responsiveness to the needs and rights of all individuals are essential to human dignity. Inclusive practices embrace and celebrate diversity, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes.

Our Lady of Sion College seeks to provide positive behaviour education which is pastorally driven. Instances of poor student behaviour, including acts of aggression, have the potential to have adverse effects on the wellbeing of students, staff members and others, therefore the College will ensure a just and reasonable balancing of the rights, needs, obligations and wellbeing of all concerned. The management of student behaviour by staff must be lawful and guided by principles that include justice, respect, compassion, personal and communal safety, health, and duty of care.

2. BACKGROUND

All students and staff have the right to be treated fairly and with dignity in an environment that is safe and free from disruption, intimidation, harassment, and discrimination. This policy is centred on creating safe, respectful, inclusive, and supportive learning environments. This involves teaching clear behaviour expectations and consistently upholding them each day. Our Lady of Sion College places a strong emphasis on building positive relationships, fostering mutual respect and recognising positive student behaviour. By accommodating student's individual needs, the College ensures that all students feel supported, empowered and equipped to thrive.

3. PURPOSE

This policy outlines Our Lady of Sion College's shared, evidence-informed approach to promoting, implementing, and sustaining safe, respectful, and positive student behaviour. It supports the creation of safe, inclusive, and respectful environments where all students can access and participate meaningfully in their learning.

4. SCOPE

This policy refers to behaviour that has occurred in physical and digital environments:

- at school and on the way to and from school
- at official school extra-curricular activities including, but not limited to, functions and sporting events
- where students are representing the school, whether in school uniform or not
- where students are identifiable as a member of the school community

- where behaviour has occurred outside of school hours, or online, where the behaviour poses a significant risk to any student, staff, and/or the school community.

This policy also applies to volunteers, casual relief staff and parents and carers.

5. STATEMENT OF COMMITMENT

Our Lady of Sion College is committed to fostering safe, inclusive and respectful environments through implementing school-wide, consistent and fair approaches to student behaviour. Our Lady of Sion College schools uphold the principles of procedural fairness and explicitly prohibit the use of corporal punishment in all circumstances, in accordance with the Education and Training Reform Act 2006 (Vic).

6. PRINCIPLES

Guided by Ministerial Order 1359, the Victorian Child Safe Standards, Education and Training Reform Regulations 2017 (Vic), our Catholic faith and our Vision for Engagement position statement, the Student Behaviour Support Policy is based on the following principles:

- Every student is inspired to sow the seeds of hope, uncover excellence within, and inspire a lifelong commitment to justice.
- Strong partnerships with families and school communities foster safe, inclusive and enabling learning environments where respect, voice and wellbeing are prioritised through clearly articulated practices that actively address concerns such as bullying and harm.
- Student engagement is central to learning improvement. Learning improves when students feel safe and expectations are clear.
- Positive behaviour approaches are embedded through proactive and preventative strategies that build on individual strengths, apply reasonable adjustments and support students in respectful and constructive ways.
- Student behaviour is addressed consistently, with transparency, and fairly, ensuring Our Lady of Sion College remains free from disruption, intimidation, harassment, and discrimination.

7. DUTY OF CARE

All staff at Our Lady of Sion College have a duty of care to take reasonable steps to protect students from foreseeable harm, whether in physical or online environments, and to work for the positive wellbeing of the child.

The College is required to implement and maintain an effective Student Behaviour Support Policy and procedures that promote a consistent and fair approach towards managing student behaviour. These documents must include:

- a clear prohibition of corporal punishment
- an explanation of the school's approach to behaviour management, ensuring it affords procedural fairness to students
- instructional and inclusive behaviour management strategies that include staff training and support equitable access to education for every student
- procedures for managing suspensions, negotiated transfers and expulsions, including the maintenance of a register for suspensions and expulsions.

The Student Behaviour Support Policy and associated procedures must be clearly communicated to staff, students, Parents and Carers and the wider school community, including timely updates as needed.

8. TIERED SYSTEM OF SUPPORTS TO BEHAVIOUR

Our Lady of Sion College implements an evidence-based, tiered system of supports to behaviour (e.g. the Multi-tiered System of Supports (MTSS) framework). A tiered system of supports optimises academic learning, positive behaviour, and health and wellbeing for all students.

Five essential elements underpin the MTSS:

- multi-level prevention system
- evidence-based teaching practices
- universal screening and targeted assessment
- data-based decision-making
- progress monitoring.

MTSS practices must be implemented with fidelity, sustained over time, and aligned across the three domains: academic, behaviour, and health and wellbeing.

9. RESPONDING TO BEHAVIOUR

Our Lady of Sion College implements positive behaviour strategies to teach and reinforce positive behaviour.

9.1 Responding to breaches of school policies or the Student Code of Conduct

Our Lady of Sion College applies a staged and educative approach to supporting student behaviour that breaches school policies or behaviour expectations. Responses consider the nature of the breach, the student's age and individual circumstances.

In line with the Positive Behaviour Support Guidelines, serious or repeated breaches are addressed through the Student Behaviour Support Procedures and the Suspension, Negotiated Transfer and Expulsion of Students Procedures.

9.2 Suspension, negotiated transfer and expulsion

When a student's behaviour meets the grounds for suspension, negotiated transfer or expulsion and other support mechanisms are exhausted, the Principal has the authority to initiate the relevant process. These actions must follow the Suspension, Negotiated Transfer and Expulsion of Students Procedures. Principals are responsible for ensuring that decision-making is consistent, duty of care is maintained, and procedural fairness and transparency are upheld throughout the processes.

The Principal or delegate is responsible for:

- communicating the school's Suspension, Negotiated Transfer and Expulsion of Students Procedures to families at the time of enrolment and to the wider school community at the start of each academic year
- maintaining a register of all suspensions, negotiated transfers and expulsions within the school.

9.3 Same-day response

In the rare and exceptional circumstance where the classroom or school environment is deemed not safe for a student, the Principal or delegate has the authority to direct the student to not attend class, following an incident, for the remainder of the school day and the following school day. This action is referred to as a same-day response and is an immediate safety response used only in extenuating circumstances. If, after this period, the classroom or school environment remains unsafe for the student's return, the Principal or delegate may issue an extension to the same-day response.

This is a short-term response intended to support the student to access education from home, until it is safe for the student to return to the school environment. An extension may be applied for a maximum of five consecutive school days. An extension to the same-day response cannot be issued in isolation. These actions must be followed by the development or review of the student's Behaviour Support Plan

and Student Safety Plan, and follow the relevant processes outlined in the Suspension, Negotiated Transfer and Expulsion of Students Procedures.

9.4 Parameters around use of restraint or seclusion

Our Lady of Sion College does not include restraint or seclusion in Student Behaviour Support Plans or Student Safety Plans. Restraint or exclusion should not be identified as appropriate interventions. In rare and exceptional circumstances, their use may be considered reasonable, necessary and proportionate to protect the safety of a student or another person. Any use of restraint or seclusion must follow the Positive Behaviour Support Guidelines and be based on professional judgment, documented and reported to the Principal, and followed by the development of or review of the student's Behaviour Support Plan and Safety Plan.

9.5 Exclusionary practices

Our Lady of Sion College does not endorse or support the use of 'informal suspensions' or 'soft expulsions'. These practices undermine student rights and due process and must not be used as a substitute for formal behaviour support planning or for suspension, negotiated transfer or expulsion.

Informal suspensions include practices such as reset days, using modified timetables as circuit breakers or to manage staffing constraints, or excluding student(s) from learning when a leader is unavailable. Soft expulsions refer to situations where a student is encouraged to leave the school without undergoing a formal negotiated transfer or expulsion process.

10. TEACHING RESPECTFUL BEHAVIOUR

Our Lady of Sion College commits to teaching respectful behaviour where consistent, school-wide expectations are set, taught, and maintained, and creating safe and inclusive environments for all students and staff.

11. RECORD KEEPING

Principals are responsible for ensuring all records are stored in a secure manner in accordance with Ministerial Order 1359 – Child Safe Standards, the relevant College record keeping and information management procedures and Public Record Office Victoria Recordkeeping Standards.

12. ROLES AND REPORTING RESPONSIBILITIES

Role	Responsibility	Reporting requirement
Principal	Ensure all policies for the care, safety and welfare of students are publicly available.	Annual attestation to the Executive Director.
Principal	Establish and apply school processes to effectively implement the policy and procedures.	
Principal	Establish and apply school processes to maintain a register of suspensions, negotiated transfers and expulsions.	
Principal	Report any incident resulting in injury	
Principal	Report any significant and/or repeated student behavioural incidents, where wellbeing or safety was at risk, or any aggressive behaviour or physical threats involving students, Parents and Carers or the public	

School staff (all)	Understand and apply school processes to ensure consistent application and adherence to policy and procedures.
-----------------------	--

13. PROCEDURES

Procedures to implement and support this policy are published separately and available on the school's website.

14. RELATED POLICIES AND DOCUMENTS

Supporting documents:

Positive Behaviour Support Guidelines

Return to School Plan

Student Behaviour Support Plan

Student Behaviour Support Procedures

Suspension, Negotiated Transfer and Expulsion of Students Procedures

Related MACS policies and documents

Attendance Policy

Child Safety and Wellbeing Policy

Child Safety and Wellbeing Procedures

Child Safety and Wellbeing Recordkeeping Procedures

Code of Conduct

Duty of Care Policy

Enrolment Policy

Health, Safety and Wellbeing Policy

ICT Acceptable Usage Policy – Students

Pastoral Care of Students Policy

Reportable Conduct Policy

Student Bullying Prevention and Response Policy

Student Bullying Prevention and Response Procedures

Resources (external)

[Australian Student Wellbeing Framework \(2018\)](#)

Department of Education and Training (Vic). 2021. [Cybersafety and Responsible Use of Digital Technologies](#)

Department of Education and Training (Vic). 2020. [Mobile Phones - Student Use](#).

[eSmart](#) – assists schools to develop a culture that promotes the safe, smart and responsible use of technology.

[eSafety Commissioner](#) – provides a range of up-to-date information and resources, coupled with a complaints system to assist children who experience serious cyberbullying and image-based abuse.

[Privacy Compliance Manual](#) (2020). Catholic Education Commission of Victoria Ltd (CECV) (CEVN website)

[Safe Socials | vic.gov.au](#)

[Student Wellbeing Hub](#)

[Public Record Office Victoria Recordkeeping Standards](#)

Legislation and standards

Education and Training Reform Act 2006 (Vic)

Education and Training Reform Regulations 2017 (Vic)

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005 (Cth)

Equal Opportunity Act 2010 (Vic)

Occupational Health and Safety Act 2004 (Vic)

Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools

15. STUDENT BEHAVIOUR POLICY STATUS AND REVIEW

STATUS OF POLICY	
College Leader Responsible	Deputy Principal Student Wellbeing
Approving Authority	College Leadership Team
Approval Date	July 2026
Date of next review	July 2028
Publication	Website; Staff Portal; Staff Handbook

Record of Review

Details of Amendments	By Whom	Date
	Deputy Principal Student Wellbeing	July 2026