

# KINROSS WOLAROI SCHOOL

## POSITIVE BEHAVIOUR POLICY



KINROSS WOLAROI  
SCHOOL

## 1. PURPOSE

At Kinross Wolaroi School (KWS), our approach to managing student behaviour is guided by our core values of courage, respect, resilience, commitment, and inclusiveness, along with a commitment to delivering an outstanding education that nurtures each student's growth in all aspects of life. KWS has high expectations of student and staff behaviour which is supported through a relational lens. At times, students make unexpected behavioural choices, mistakes or poor decisions. When this occurs, our response integrates education, compassion, pastoral care and appropriate discipline.

We uphold our responsibility to set and maintain high behavioural standards for the benefit of the entire school community, ensuring the safety, care and welfare of all. This Policy is designed to ensure that students and all members of our community understand:

- the standards of student behaviour expected during enrolment at the School
- the KWS Student Code of Conduct
- examples of behaviours that do not meet the School's standards
- the School's responses to instances of student misconduct

The processes outlined in this Policy are intended to be constructive, non-adversarial, and practical.

## 2. DEFINITIONS

<b>DUTY OF CARE</b>	A teacher has a duty of care towards their students. This duty requires a teacher to take reasonable measures to protect students from incurring foreseeable harm.
<b>MIDDLE LEADER</b>	Head Mentor, Head of Department, Head of Boarding House, Head of Sport, Co-curricular Master in Charge, Co-Curricular Coordinator, Head of Experiential Learning and Round Square, Head of Indigenous Education, Year 7 Coordinator, Senior Years Coordinator, Junior School Coordinator of Learning Enhancement, Junior School Coordinator of Performing Arts, Junior School Sports Coordinator
<b>PASTORAL CARE</b>	The provision a school makes to ensure the physical and emotional welfare of students
<b>RESTORATIVE PRACTICE</b>	Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved
<b>SCHOOL EXECUTIVE</b>	Principal, Executive Director (ED) Head of Junior School, ED Head of Senior School, ED Learning and Wellbeing, ED People and Culture, ED Governance & Finance
<b>SENIOR LEADER</b>	Director Assistant Head of Junior School, Director Wellbeing, Director Co-curricular Learning, Director Head of Boys Boarding, Director Head of Girls Boarding, Director Student Systems and Analytics
<b>SUPPORT STAFF</b>	School Psychologist, Chaplain, Learning Enhancement Aide, Housemother (boarding), Indigenous Learning Support
<b>STAFF</b>	Any staff member employed at Kinross Wolaroi School
<b>TEACHER</b>	Classroom teacher, co-curricular leader, boarding supervisor

### 3. SCOPE

This Policy applies at all times to students enrolled at the School. A Year 12 student is considered enrolled until the end of their final HSC examination. Consequently, they are no longer considered enrolled students at the time of the Graduation Celebration Dinner. Boarding students may remain in the boarding house until the night of their final exam. Requests to stay beyond this date will be considered on a case-by-case basis, provided a genuine reason is submitted. Where permission to remain in boarding is granted, students must comply with all rules and expectations outlined in school policies. All Year 12 boarding students are required to vacate the boarding house prior to the Graduation Celebration Dinner.

The application of this Policy is not confined to the School's grounds or operating hours. It extends to all school-related activities and events, encompassing situations in which students are:

- on school premises, including within the boarding environment, and when under the supervision of the school where specific behavioural expectations apply both during and outside of standard school hours.
- participating in any school-related activity, such as camps, excursions, incursions, retreats, sports, award nights, and other special events.
- representing the School in any capacity, whether off-campus or in digital or online environments.
- commuting to and from school and to off-site activities, with expectations of conduct upheld throughout travel.
- in school uniform, which signifies their representation of the School's values and standards.
- subject to the School's duty of care, whether on campus, off campus, or in boarding.
  - » expectations relating to boarders accessing leave are detailed in the Boarding Handbook..

Additionally, this Policy covers any behaviour which, in the School's reasonable opinion, may impact student health and safety, student relationships, staff health and safety, staff-student relationships, or the reputation of the School.

Where there are any inconsistencies between this Policy and other School policies, procedures or rules, the expectations and processes outlined in this code shall take precedence. This Policy provides clear expectations of standards of behaviour and sets out the processes that support the School's values across all environments, including the boarding community, to encourage and uphold a cooperative and harmonious School climate and community experience.

### 4. ROLES AND RESPONSIBILITIES

Students, parent/guardian(s) and staff are responsible for supporting this Policy to enable students to demonstrate positive behaviours and live the School's values.

Staff members are also responsible for promoting positive behaviours through educating students and modelling those behaviours. Additionally, staff must understand and uphold associated KWS codes of conduct, directions, policies, procedures, rules and values where appropriate.

### 5. OUR COMMITMENT TO PROMOTING POSITIVE BEHAVIOURS

Our School is dedicated to fostering an environment in which students are encouraged to develop behaviours that positively impact the community. We believe that these behaviours lay the foundation for responsible, respectful and constructive interactions that benefit all.

Our commitment extends beyond expectations to holistic support for each student's growth, aligned with our Graduate Profile. We aim to nurture students who are authentic in their values, empathetic in their interactions, adaptable when facing challenges, collaborative in their teamwork, independent in their thinking, and creative in their problem-solving.

Through our programs and community support, we seek to equip each student with knowledge, understanding and skills, the tools and values to become well-rounded, impactful individuals prepared to thrive and contribute meaningfully now and in the future.

The Student Code of Conduct, set out below, outlines the key behaviours that all students at the School are expected to demonstrate. Staff and students will revisit this code regularly to ensure it is a living document.

# STUDENT CODE OF CONDUCT

## STUDENT EXPECTATIONS

### Students will:

- respect all school codes, policies, rules, and procedures
- uphold and promote the School's vision, mission, and values in all actions
- take responsibility for their own behaviour and actions to ensure a safe and supportive learning environment for all
- be prepared to learn and show a commitment towards personal excellence in all endeavours
- communicate and act with respect, kindness and courtesy, both in person and online
- embrace, appreciate and support the diverse backgrounds, beliefs and abilities within the School community

## STAFF EXPECTATIONS

### The School will:

- uphold and promote its vision, mission, and values
- create a safe and focused learning environment by being prepared, engaging and passionate
- build relationships by being interested in the students and knowing their needs and abilities
- be reliable, consistent, clear and fair in expectations and actions
- meet the learning needs and abilities of students by knowing how students learn, using effective differentiation, adapting and using a variety of pedagogical strategies to ensure a positive learning environment
- foster respectful relationships characterised by positive dialogue and active listening
- enforce a zero-tolerance approach to bullying, discrimination, and sexual harassment, with prompt action against any such behaviour or other inappropriate conduct
- utilise restorative practices to address behavioural matters, promoting personal accountability, empathy, and conflict resolution among students
- offer professional development opportunities for all staff to enhance their skills in classroom management

## 6. POLICY STATEMENT ON ADDRESSING STUDENT MISCONDUCT

At KWS, a range of student behaviours may not align with our community standards.

These behaviours include actions that:

- contradict the positive behaviours outlined in the KWS Student Expectations above
- violate the prohibited behaviours listed in Appendix 2
- do not adhere to the School's codes of conduct, policies, procedures, agreements, rules or values
- compromise the safety, wellbeing or care of any member of the School community, including students, staff, and parent/guardian(s)

Appendix 1 of this Policy provides a structured process for responding to student misconduct.

The School will endeavour to:

- understand the concern - gather information to fully understand the context and nature of the behaviour
- investigate the concern - conduct a fair and thorough investigation as needed
- use restorative practices - conduct restorative conversations and conferences involving staff, students and parent/guardian(s).
- apply consequences - impose consequences when appropriate to support accountability and learning
- monitor and review - identify areas for improvement, with follow-up where needed
- This framework promotes a respectful, safe, and supportive environment that reflects our School values and community standards.

## 7. KEY RELATED DOCUMENTS

- Restorative and Relational Approach
- Boarding Handbook

Boarding Handbook can be found at [kws.nsw.edu.au/resources/new-student-information](https://kws.nsw.edu.au/resources/new-student-information)

- Anti-Bullying Policy
- Child Protection Policy
- Complaints Handling Procedures Policy
- ICT Acceptable Use Policy
- Mobile Phone Policy
- Uniform Policy

All policies can be found here [kws.nsw.edu.au/resources/policies](https://kws.nsw.edu.au/resources/policies)

## APPENDIX 1: PROCESS FOR RESPONDING TO STUDENT MISCONDUCT

### 1. Raising concerns about student misconduct

“The standard you walk past is the standard you accept.” (Lt Gen David Morrison)

All students are encouraged to bring forward any concerns or information about inappropriate or unlawful behaviour to a teacher or senior staff member.

Students are urged to be proactive and take a stand, as being a passive bystander to inappropriate behaviour is not acceptable.

Parent/guardian(s) and other community members should follow our KWS Complaints Handling Policy and Procedures to raise any concerns.

### 2. Investigating student misconduct

When a concern is raised regarding a student’s behaviour, the School will seek to provide guidance to the student on how to manage the situation and implement strategies to reduce repetition of the behaviour.

The School will evaluate the concern to decide if an investigation is warranted and if consequences may be necessary. In making this decision, the School will consider:

- the nature, seriousness, and frequency of the concern, including whether it has been raised previously.
- whether other satisfactory means of resolution are available, such as restorative meetings.
- the specific circumstances surrounding the concern.
- whether the issue involves mandatory reporting obligations, such as criminal allegations or behaviour that may lead to suspension or expulsion.
- investigations into behavioural concerns will follow principles of procedural fairness, which typically include:
  - » speaking with the individual who raised the concern to understand their perspective.
  - » meeting with the student in question to give them the opportunity to share information.

In discussions regarding serious behavioural concerns, usually two staff members will be present, and the student’s comfort will be prioritised. Students may indicate their preference for a particular staff member, and the School will consider this.

The School reserves the right to speak with students about behavioural concerns without their parent/guardian(s) present to resolve matters efficiently during school hours. In certain cases, such as when suspension or expulsion may be considered, the School will decide that a parent/guardian(s) presence is appropriate to support the student.

After gathering information, the School will determine if the student’s conduct does not meet its standards, and if consequences are warranted. In cases of conflicting accounts, the School will make reasonable efforts to resolve inconsistencies and may make determinations based on the available information.

### 3. Searches of School or student property

Staff may search a student’s desk, locker, or other School property (including bathrooms, all boarding facilities and locations used for School-arranged camps, excursions and events) or ask students to empty their pockets, bags or other personal items when there is reasonable suspicion that the student:

- has violated or may violate this code (or any of the School’s other policies, procedures, agreements, rules, or values), or
- poses or may pose a risk to their own health and wellbeing or that of other students or staff

This includes situations where there is concern that a student may possess or be under the influence of alcohol, drugs or tobacco products (including cigarettes, e-cigarettes, or vaping devices, regardless of nicotine content). The School may also introduce drug and alcohol testing or recommend that parent/guardian(s) arrange testing if these concerns arise. Searches will typically be conducted with two staff members present, except in rare and exceptional situations.

If a student declines to empty their pockets or bag or refuses to allow staff to search their property, the School will consider this refusal when determining if a breach of this Policy has occurred and issue appropriate consequences.

Parent/guardian(s) will be informed verbally or in writing of any search conducted.

*Please refer to the Room Searches in Boarding Houses Policy for any matter relevant to boarding.*

#### **4. Interim measures**

If the School has concerns that a student may have violated this Policy (or any other associated policies, procedures, rules or values), or if there are concerns about the health and wellbeing of the student, other students or staff, the School may implement interim measures it deems appropriate while inquiries are ongoing.

These Interim measures may include, but are not limited to, temporarily suspending a student while the investigation is underway and/or planning a reintegration strategy for the student's return to School after a suspension or period of remote learning.

A review meeting with the student and their parent/guardian(s) will be arranged as soon as possible to discuss the interim measure.

The School will also take into account its legal responsibilities and reporting obligations.

#### **5. Consequences**

When students do not meet the School's standards, a range of appropriate consequences is considered. These responses may include restorative conversations, education and/or pastoral support, and discipline. Consequences vary from counselling to expulsion and are determined with discretion by experienced school staff. Common consequences, which depend on individual circumstances, are detailed in Appendix 2.

In assessing a student's behaviour, determining its severity, and deciding on an appropriate consequence, the School considers:

- the nature and seriousness of the behaviour
- the student's individual circumstances, including age, maturity and any additional needs (behavioural, emotional, or medical)
- the surrounding context and circumstances
- the student's behavioural history
- the outcome that best serves both the School and the student's interests
- the level of trust and confidence in the student's commitment to adhere to School standards in the future
- any remorse, insight or contrition demonstrated
- the safety and well-being of students, staff, parent/guardian(s) and visitors
- other aggravating or mitigating factors deemed relevant by the School

Decisions regarding disciplinary actions are highly contextual and remain at the School's discretion. The Principal holds final authority over all disciplinary decisions.

#### **6. Suspensions and Expulsions**

Suspension or expulsion may result from multiple minor or moderate breaches (Levels 1 or 2) or a single serious breach (Level 3 or 4) of the School's KWS Student Code of Conduct.

The School will conduct a meeting and notify the student's parent/guardian(s) in writing of any suspension and the reasons for it. This notice will also outline a strategy for the student's return and/or arrangements to meet with the Principal or nominated representative to discuss any conditions for the student's continued enrolment.

In cases where expulsion is considered, the School will ensure procedural fairness by:

- giving the student a reasonable opportunity to share their perspective regarding the concerns.
- providing written notice to the student's parent/guardian(s) explaining the reasons for possible expulsion and offering an opportunity to respond before a final decision is made.

Decisions to suspend a student can be made by the Principal or Head of School, while decisions to expel a student are made by the Principal or, in their absence, their nominated representative.

The School keeps a central record of all suspensions and expulsions in its internal management system, which must be updated by an Executive Team member. If a student is expelled, an Executive Team member will also add an expulsion note to the student's file.

Disciplinary decisions made or reviewed by the Principal are considered final.

## 7. Communication

When a student faces formal consequences for not meeting the School's standards, their parent/guardian(s) will be notified in writing. In cases where a student is an alleged victim of misconduct, both the student and their parent/guardian(s) will be informed of the actions taken by the School, within privacy guidelines. The student will also be offered support and encouraged to share any further concerns with the School.

For other students involved, the School will exercise discretion in sharing information.

## 8. Records

The School maintains both hard copy and electronic records of student behaviour concerns for internal use. These records may include various documents, such as interview notes, meeting records with parent/guardian(s), internal communications between staff, and any relevant images or documents gathered during an investigation.

These records are stored in the relevant student's file and are not shared externally unless required by an information-sharing obligation (such as between regulatory bodies or for mandatory reporting).

In other cases, .

# APPENDIX 2: CONSEQUENCE LEVELS DESCRIPTION

The classification, example behaviours and possible consequences detailed below are to be used as a general guide only and may be varied or assessed by the School at its absolute discretion.

### LEVEL 1 – DOCUMENTED RESTORATIVE CONVERSATION

Documented Restorative Conversations occur after a student has been given an opportunity to adjust their actions to reflect the expected behaviour which has been remodelled, retaught and reinforced by the supervising/classroom teacher. Repeated unexpected or inappropriate behaviour hinders the ability of teachers or supervisors to maintain a safe, orderly environment and disrupts the environment's function and/or impacts student learning and wellbeing.

Behaviour at this level is typically managed and documented by the class or supervising teacher. Restorative conversations are documented on the Hub on the student's Pastoral Care page. Additional support and guidance are given by leaders including: the Director, Assistant Head of Junior School, Head of Department and the student's Mentor or Head Mentor.

Restorative Conversations are tracked by the Director, Assistant Head of Junior School and Head Mentors in the Senior School. An established pattern of behaviour escalates to the Challenging Behaviour Level. Typically, the 5th documented Restorative Conversation in a term is recorded as Challenging Behaviour and managed at Yellow Level.

#### Example Behaviour(s)

- late to class
- out of bounds
- littering
- unfair, rough or dangerous play
- uniform infringements (incorrect uniform or wearing the uniform incorrectly)
- unsafe use of equipment
- breach of hands-off rule
- inappropriate language or behaviour
- disrupting the learning of others
- failure to follow a fair and reasonable request from a staff member
- lack of preparedness for class
- failure to complete homework to a satisfactory standard
- failure to complete class work to a satisfactory standard
- inappropriate use of ICT
- breach of boarding guidelines and procedures

#### Possible Consequences

- re-teach and model expected behaviour
- give verbal warning in appropriate tone
- timeout / opportunity to regulate
- loss of minutes (teacher facilitated)
- restorative conversation documented on the Hub
- phone call to parent/guardian(s) / note in diary
- check Behaviour Management Plan and/or Individual Education Program (IEP) for strategies and adjustments
- community service

## LEVEL 2 - CHALLENGING BEHAVIOUR – YELLOW LEVEL CONSEQUENCE

Challenging Behaviour is medium-level behaviour that significantly challenges the day-to-day functioning of the School. The behaviours of significant concern may include some form of physical, emotional and/or psychological harm. It may:

- include breaches of academic expectations such as continued poor performance through a lack of consistent effort and academic misconduct,
- be a one-off incident or occur as the result of repeated issues over time,
- include actions that are significantly disruptive and impact on the learning opportunities and safety of other students and the ability of staff to function appropriately.

Behaviour at this level is typically managed by the Director, Assistant Head of Junior School, Head Mentor or Head of Boarding House. Heads of Department issue Yellow Detentions for academic misconduct. Sport MIC's and Co-Curricular leaders issue Yellow Detentions for unexplained absences from compulsory co-curricular activities. Yellow Detentions are documented on the Hub on the student's Pastoral Care page. Parents and guardians may also be contacted via phone call or email.

An established pattern of Challenging Behaviour escalates to the Serious Behaviour Level. Typically, the 2nd documented Challenging Behaviour in a term is recorded as Serious Behaviour and managed at Orange Level.

Example Behaviour(s):	Possible Consequence(s)
<ul style="list-style-type: none"> <li>• use of discriminatory language towards members of the KWS community (1st offence)</li> <li>• truancy from class or school-based activity, including compulsory co-curricular activities</li> <li>• breach of Mobile Phone Policy</li> <li>• breach of Student Digital Citizenship Agreement</li> <li>• bullying (mean on purpose) behaviour towards another student (1st offence)</li> <li>• disrespectful language and/or behaviour towards staff</li> <li>• unsafe conduct</li> <li>• repeated breach of boarding guidelines and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• formal reflection</li> <li>• letter of apology</li> <li>• restorative conversation documented on the Hub</li> <li>• time off playground</li> <li>• restorative conference</li> <li>• implementation or review of Behaviour Management Plan</li> <li>• review of Individual Education Program (IEP)</li> <li>• implementation of Character Strengths Book</li> <li>• Yellow Detention (Senior School Fatigue)*</li> <li>• restriction of leave privileges (boarding)**</li> </ul> <p>*Yellow Detentions are typically conducted 3:30pm – 4:30pm Friday afternoons during term time.</p> <p>**Restriction of leave is managed by the Head of Boarding House. Boarding matters are documented in Orah.</p>



## LEVEL 3 - SERIOUS BEHAVIOUR – ORANGE LEVEL CONSEQUENCE

Serious behaviour is high-level behaviour that is of significant concern. It may:

- include some form of physical, emotional and/or psychological harm to self or others
- be a one-off incident or occur as the result of repeated issues over time,
- include actions that cause serious disruption and impact on the learning opportunities and safety of other students and the ability of staff to function appropriately.

Behaviour at this level is typically managed by the ED Head of Junior School or ED Head of Senior School. The ED Learning & Wellbeing manages matters related to significant academic misconduct. The Principal will also be notified and included in discussions about appropriate action, including consequences, as required.

Repeated Serious Behaviour escalates to the 'At Risk' Behaviour Level. Typically, the 2nd documented Serious Behaviour in a term is recorded as 'At Risk' Behaviour and managed at Red Level.

### Example Behaviour(s):

- aggressive, intimidating and/or threatening behaviour (not targeted)
- repeated and documented bullying behaviour towards a student (including online bullying)
- significant disrespectful language and/or behaviour towards staff
- significant graffiti/vandalism of school or student property
- deliberate misuse or damage of school equipment or property of others
- significant unsafe conduct
- significant inappropriate online behaviour
- significant breach of the Student Digital Citizenship Agreement
- significant disruption to the learning environment
- significant academic misconduct
- significant breach of boarding guidelines and procedures

### Possible Consequence(s):

- restorative conference involving the student and teacher and/or parent/guardian(s) and/or Middle Leaders and/or Senior Leaders and/or School Executive.
- extended time off playground
- Orange Detention\*
- suspension (internal or external)\*\*
- referral to School Psychologist or external clinician
- implementation or review of Behaviour Management Plan
- review of Individual Education Program (IEP)
- implementation or extension of Character Strengths Book
- N Warning for failure to complete class work, homework and/or Assessment tasks
- N Letter for failure to complete class work, homework, and/or Assessment tasks
- gating (boarding)\*\*\*

\*Orange Detentions are typically conducted 3:30pm-5:30pm Friday afternoons during term time. An Orange Detention may be issued by the ED Head of Senior School or ED Learning & Wellbeing for a one-off incident, or because of repeated conduct, following a restorative conference with the student and parent/guardian(s).

\*\*Suspension may only be issued by the Head of Junior School, Head of Senior School or Principal.

\*\*\*Gating is issued by Head of Boarding House in consultation with the Head of Boys Boarding or Head of Girls Boarding. Boarding matters are documented in Orah.



## LEVEL 4 'AT RISK' BEHAVIOUR – RED LEVEL CONSEQUENCE

'At risk' behaviours are the most serious and involve behaviour or incidents that have the potential to significantly affect the wellbeing of one or more individuals,

- may be physical, emotional and/or psychological in nature and result in harm to self or others,
- may be a one-off incident or occur as the result of repeated incidents over time,
- any form of illegal activity requiring Police involvement

Behaviour at this level is typically managed by the ED Head of Junior School, ED Head of Senior School and the Principal. Parent/guardian(s) are contacted via phone to arrange a meeting.

### Example Behaviour(s):

- serious behaviours that bully, intimidate, and/or harass
- serious disrespectful language and/or behaviour towards staff
- consumption, sale, possession or distribution of alcohol, weapons, cigarettes/e-cigarettes, or drugs (including related paraphernalia) on school campus, within boarding houses or whilst engaged in any school-related activity
- engaging in intimate or sexualised behaviour with another student on school grounds or during any school-related activity
- major graffiti/vandalism of school or student property
- targeted physical, aggressive, intimidating, threatening and/or verbal behaviour
- serious unsafe conduct
- theft of school or student property
- behaviour or conduct that may bring the School's name into disrepute
- behaviour resulting in Mandatory Reporting/Child Protection issues
- viewing and/or sharing of pornography
- any illegal activity
- major disruption to the learning environment
- serious breach of Academic Policies
- serious breach of the Student Digital Citizenship Agreement
- serious breach of boarding guidelines and procedures

### Possible Consequence(s):

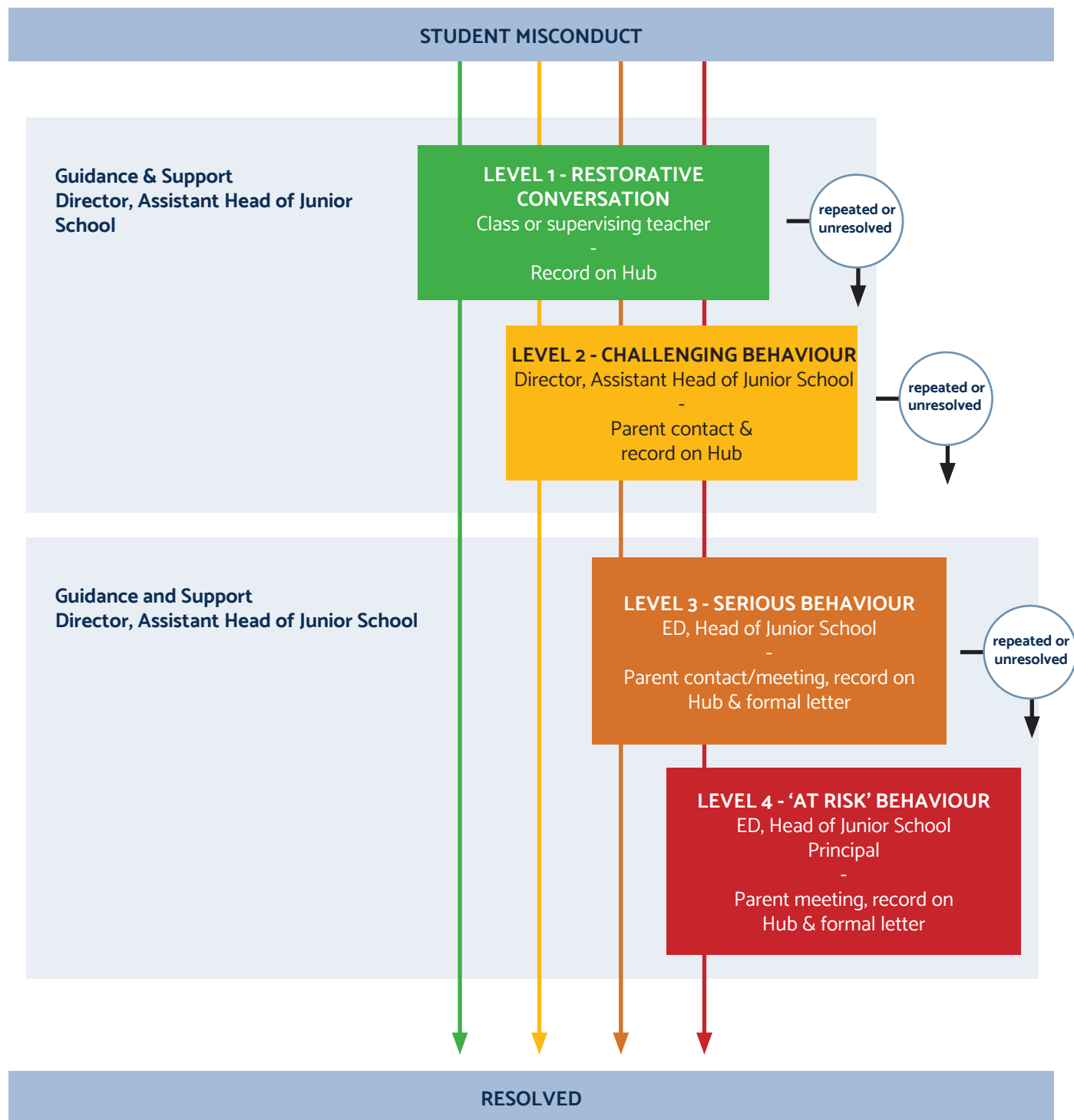
- restorative conference involving the student and teacher and/or parent/guardian(s) and/or Middle Leaders and/or Senior Leaders and/or School Executive.
- implementation or Review of Behaviour Management Plan
- review of Individual Education Program (IEP)
- Suspension (internal or external)\*
- implementation of Behaviour Contract with student and parent/guardian(s)
- academic probation
- Expulsion or withdrawal\*\*

\*Suspension may only be issued by the ED Head of Junior School, ED Head of Senior School or Principal.

\*\*Expulsion or withdrawal may only be issued by the Principal or the nominated representative.

# APPENDIX 3: CONSEQUENCE LEVEL FLOWCHARTS

## JUNIOR SCHOOL CONSEQUENCE LEVELS FLOWCHART



# APPENDIX 3: CONSEQUENCE LEVEL FLOWCHARTS

## SENIOR SCHOOL CONSEQUENCE LEVELS FLOWCHART

