



BEHAVIOUR SUPPORT POLICY

January 2026

CATHOLIC SCHOOLS BROKEN BAY

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Purpose

The Behaviour Support Policy (**Policy**) sets out Catholic Schools Broken Bay's (**CSBB**) position on the management of student behaviour to support and respond to students exhibiting challenging and/or at-risk behaviours.

Audience

This Policy applies to all CSBB staff, parents/carers and students.

Definitions

At-risk behaviour is any behaviour that may cause possible harm or injury to the student or others. This includes physical, social, emotional or psychological harm.

Behaviour management strategies are planned, proactive and responsive approaches used by schools to promote positive behaviour, prevent and respond to challenging and/or at-risk behaviours, and help students participate safely and effectively in learning.

Challenging behaviour is any behaviour that significantly impacts on the day-to-day functioning of schools. It impacts on learning and interrupts students' and staff's capacity to function in a safe school environment.

Disability has the same meaning as in the *Disability Discrimination Act 1992 (Cth)*.

Exclusion is the permanent removal of a student's enrolment at the student's school and the decision to disallow future enrolment at any CSBB school, on the authority of the Director of Schools.

Expulsion is the permanent removal of a student's enrolment at the student's school, on the authority of the Director of Schools.

Individual Support Plan is a structured document that outlines strategies and interventions to support a student in managing challenging behaviours, including behaviour management strategies and reasonable adjustments.

Pastoral Transfer applies when the school and parent/carer agree that the student's needs would be better suited at an alternate educational setting.

Procedural Fairness ensures that decisions effecting individuals are made through a just, transparent and unbiased process.

Reasonable adjustment is a measure or action (or a group of measures or actions) taken to assist a student with disability to participate in education, on the same basis as a student without disability, in accordance with the *Disability Standards for Education 2005*.

Restrictive Practice refers to interventions that restrict the freedom of movement of a person, in order to protect the student or others from harm.

Suspension is the short-term removal of a student from a CSBB school, when the student's behaviour poses a risk to the safety, wellbeing or learning of the student or others.

Policy

CSBB strives to provide a safe and supportive learning environment to maximise learning and promotes positive behaviour based on respectful relationships and clear behavioural expectations.

Positive behaviour support encourages an inclusive and collaborative school culture, which optimises teaching and learning opportunities. Any response to challenging and/or at-risk behaviours will consider the student's individual rights.

Restrictive Practices

All staff have a duty of care and responsibility to all students and will prioritise positive behaviour approaches that reduce the need for restrictive practices.

Restrictive practices can include time-out strategies and spaces, in-school withdrawal of students, physical restraint and seclusion. Procedures related to restrictive practices apply not only to students exhibiting consistent or occasional challenging and/or at-risk behaviour, but also for students who have a 'one off' episode' of challenging and/or at-risk behaviour.

Physical Restraint

The use of physical restraint will only be used in an emergency or when there is an immediate risk of injury to students and staff and when there is no reasonable alternative to avoid the danger. Physical restraint is used to prevent, restrict or subdue movement of a person's body or part of their body, for the primary purpose of preventing harm.

Corporal Punishment is Not Permitted

Under Section 47(1)(h) of the NSW Education Act 1990, schools are prohibited from using corporal punishment.

Schools must not explicitly or implicitly sanction corporal punishment by anyone, including parents/carers, coaches, tutors, and volunteers, to enforce discipline.

Serious Breaches of Student Behaviour

If it is determined that a student is unable to demonstrate positive behaviour despite reasonable adjustments, or behaviour management strategies or support, the school may need to consider serious consequences including suspension, pastoral transfer, expulsion or exclusion in accordance with this Policy.

All serious consequences will be given the appropriate level of discernment and reflection with careful consideration of the facts, such as age, individual needs, disability, trauma, child protection concerns and cultural considerations.

Suspension

When a student engages in challenging and/or at-risk behaviour, the student may need to be removed from the school for a period of time. In these circumstances, principals can use suspension as a behaviour management intervention if they believe there is an unacceptable risk to the health, safety and wellbeing of the student, other students and staff, or to teaching and learning.

Suspension allows the principal to consider reasonable adjustments and risk mitigation strategies, and when possible, implement these adjustments/strategies during the student's absence, to allow the student to successfully return to school.

Principals can suspend a student engaging in challenging and/or at-risk behaviours on grounds that include, but are not limited to:

- persistent disobedience or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination based on sex, race, religion, disability, sexual orientation or gender identity
- being in possession of, using or supplying tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, using or supplying a suspected illegal/restricted substance
- being in possession of, or using weapons including knives and firearms
- using an implement as a weapon
- threatening or engaging in physically violent behaviour
- engaging in criminal behaviour
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

Suspended students will be provided support to continue their education while away from school.

It is important to note that if reasonable adjustments and behaviour management adjustments cannot be implemented to ensure a student's safe return to school, pastoral transfer, expulsion or exclusion will need to be considered.

Pastoral Transfer

Pastoral transfer is a decision that can be made by the principal following consultation with the parents/carers and the principal of the destination school.

Principals will collaborate with CSBB subject matter experts, such as Student Achievement and Health and Safety, during the consultation process.

Expulsion and Exclusion

Expulsion or exclusion resulting from student behaviour is rare.

Expulsion and exclusion require a recommendation by the principal and approval from the Director of Schools.

CSBB schools commit to respectful communication, transparent processes, collaboration and consultation with families to ensure every student is treated with dignity and justice.

De-enrolment is the process of removing a student from the CSBB school system after they are no longer enrolled at a CSBB school following expulsion, exclusion or if they are withdrawn by the parent/carer. The term can also be used with parents/carers to approach discussions about exclusion or expulsion in a more pastoral and sensitive manner.

When considering expulsion or exclusion, principals will work closely with CSBB subject matter experts such as Student Achievement and Health and Safety to ensure the individual circumstances of each case are considered.

Procedural Fairness

Procedural fairness is based on the right to be heard and the right to an impartial decision. To uphold procedural fairness, schools provide clear and relevant information that may include summaries of incidents, complaints, reports and any actions taken to parents/carers, and when appropriate, the student.

The Right to be Heard

Students and/or families will be informed and given the opportunity to respond before any decision is made. Information provided will include:

- the reason for the proposed action
- details of any specific allegations
- how the decision will be made
- how the family or student can respond.

The Right to an Impartial Decision

Decisions will be fair and objective and ensure:

- impartiality throughout the review and decision-making process
- absence of bias.

Parents/carers have the right to an independent review of the process followed when determining suspension/expulsion/exclusion. The review process will be determined based on the circumstances and details of how a review will be conducted will be included in correspondence forwarded to parents/carers.

Responsibilities

CSBB asks staff to:

- ensure a safe, supportive and secure learning environment for students and staff
- ensure that students and parents/carers receive instruction on the school's behavioural expectations
- respect and support students
- model appropriate respectful behaviour.

CSBB asks students and parents/carers to:

- follow CSBB behavioural expectations
- show respect for teachers, fellow students and parents, staff and school visitors
- not engage in any challenging and/or at-risk behaviour
- not engage in any harassment, victimisation or intimidation
- report incidents of inappropriate/challenging/at-risk behaviour to teachers, school counsellor or school leadership.

Review

The CSBB Behaviour Support Policy will generally be reviewed every three (3) years unless there is a legislative or regulatory requirement to do so earlier.

Revision/Modification History

Version	Current Title	Approval Date	Commencement Date
V6	Behaviour Support Policy	December 2025	January 2026
V5	Behaviour Support Policy	February 2023	February 2023
V4	Behaviour Support Policy	November 2017	November 2017

Approval Date/Revision Schedule

Approved by: Danny Casey – Director of Schools

Date of next review: December 2028