

 <p><b>CREST EDUCATION POLICY</b></p>	TITLE	<b>Student Behaviour Management Policy</b>		
	LOCATION	STUDENT		
	ISSUE DATE	FEBRUARY 2025		
	REVIEW DATE	FEBRUARY 2028		
	REVIEWED BY	CREST Leadership Team	RATIFIED BY	EXECUTIVE PRINCIPAL
<b>PURPOSE</b>	To provide policy and procedure direction to all staff, students, parents, and volunteers of the CREST Educational Precinct.			
<b>BACKGROUND</b>	CREST Education seeks to establish and maintain high level professional standards in relation to all activities within the Educational Precinct. This policy is in accordance with the CREST Education ‘Vision’, ‘Mission’, ‘Philosophy’ and ‘Key Commitments’ documents published and in line with CREST Board Policy.			
<b>RELATED DOCUMENTS</b>	<p>CREST Child Safety and Wellbeing Record Keeping</p> <p>CREST Community Charter for Parents</p> <p>CREST Staff Code of Conduct</p> <p>CREST Positive Behaviour plan</p> <p>CREST Restrictive Interventions Policy</p> <p>CREST Student Attendance Policy</p> <p>CREST Enrolment Policy</p> <p>CREST Student External Suspensions and Expulsions Policy</p> <p>CREST Missing Students Policy</p> <p>CREST Digital Learning and Digital Wellbeing Policy</p> <p>CREST Anti-Bullying &amp; Harassment Policy</p>			

### Terminology

Where ‘CREST’ is mentioned in this policy, the application is to both Hillcrest and Rivercrest Christian Colleges and Ayr Hill Equestrian Centre.

**Parent** – A student’s parents, stepparents, legal guardians, grandparents, extended family members, community association members (parent helpers) and/or carers. They are over the age of 18 and are a person named in the Enrolment Agreement as a parent enrolled at the College.

Each member of the CREST community has an obligation to treat each other with mutual care and respect, to be a positive impact on the school culture, and use their gifts to serve others.

Every aspect of school life is an opportunity for students to grow in their faith, pursue excellence, serve their community and nurture wellbeing. Underpinning these pillars are the mutual values of:

- Acting with fairness and integrity
- Treating others and ourselves with respect and consideration
- Personal responsibility and accountability
- Nurturing wellbeing by creating a positive environment

Fostering a positive environment supports students to develop and uphold these mutual values, promotes positive student behaviour, facilitates strong student engagement and values partnership with parents. This is fundamental to effective student learning through:

- Enabling students to realise their learning potential and achieve their best
- Inspiring lifelong learning
- Enabling parents/guardians to actively participate in their children's education. <sup>1</sup>

CREST Education maintains clear expectations for student behaviour. These expectations form the foundation of a positive behavioural culture, encouraging students to take responsibility for their actions by promoting desirable behaviours and clearly identifying those that are unacceptable. Alongside this policy, the following policies also inform the agreed expectations of student behaviour:

- CREST Student Attendance Policy
- CREST Student External Suspensions and Expulsions Policy
- CREST Digital Learning and Digital Wellbeing Policy
- CREST Anti-Bullying & Harassment Policy
- CREST Positive Behaviour Plan

The Student Behaviour Management Policy, processes and procedures are applied when students are:

- At school
- Travelling to and from school
- On excursions, off-site school activities, camps, learning with an external provider
- At school events on evenings and weekends when they are representing CREST
- Using online environments or devices provided by the school
- Off-site or out-of-hours, where behaviours affect school community members.

In addition to the management of day-to-day interactions while students are onsite, the College has a duty of care for students in actions that occur outside of school hours or premises, including behaviours which can cause physical or psychological injury where such behaviour poses a reasonably foreseeable

---

<sup>1</sup> Section 1.2.1(b) of the *Education and Reform Act 2006 (Vic)*

risk of harm or significantly and negatively impacts the wellbeing and/or safety of other members of the College community.

We recognise that there are times when a student's behaviour may significantly and negatively impact the wellbeing and/or safety of other members of the College community. These might be single events or the cumulative impact of repeated behaviours.

The College reserves the right to respond to behaviour that occurs outside school hours or off school premises where:

- It involves CREST students, staff or families
- It impacts the safety, wellbeing or educational environment of staff and students
- It undermines the school's values or reputation
- It constitutes a criminal offence
- It creates a risk to the school environment

In such circumstances, the College reserves the right take reasonable disciplinary action, and will work in partnership with families and, where appropriate, with external authorities to address concerns.

## **ROLES AND RESPONSIBILITIES**

### **College Responsibilities**

- Enforce a zero-tolerance policy.
- Implement whole-school prevention strategies.
- Maintain a register of bullying incidents through Crest Connect
- Provide restorative practices and wellbeing support.
- Review and evaluate policy effectiveness annually.
- Ensure enrolment contracts, student codes of conduct, and acceptable use agreements support action on off-site and online behaviours.
- Review behaviour management procedures to allow for timely intervention and meet regulatory standards.

### **Student Responsibilities**

- Refuse to participate in bullying.
- Implement Positive Behaviour strategies.
- Report incidents to trusted adults.
- Support peers and seek help when needed.

### **Parent Responsibilities:**

- Be alert to signs of distress.
- Encourage children to report issues.

- Keep records/screenshots of incidents (especially cyberbullying).
- Engage respectfully with the school to resolve concerns.
- Not engage in online or personal confrontation with either students, or their parents, in an attempt to resolve the issue themselves.
- Ensure compliance with state and federal laws by working with their child to close existing accounts if they are under the minimum age and
- Ensure that children do not have access to restricted social media platforms through use of accounts other than their own.

### **Restorative Practices**

For all levels, restorative practices are encouraged to help students understand the impact of their actions on others and maintain positive relationships. Students reflect on their behaviour, engage in conflict resolution strategies, and work on strategies to improve moving forward. This is supported through the explicit teaching of social and self-management and awareness curriculum in a wide range of learning contexts such as Pastoral Care, Wellbeing, and Health classes. This is also supplemented through incursions, chapels, assemblies, and the camps program.

Students build the skills to understand and manage their emotions, develop self-awareness and confidence, and realistically assess their strengths and achievements. They learn to respect others, understand diverse perspectives, and build positive, inclusive relationships. They develop teamwork, leadership, and conflict resolution skills, while learning to contribute responsibly to group settings.

#### **Process: Responsible Behaviour Chart**

The Responsible Behaviour Chart, specific to Primary or Secondary students' aims to create a balanced approach to discipline by reinforcing the school's core values while also taking appropriate actions to correct unacceptable behaviours. The Responsible Behaviour Chart is a set of appropriate consequences that are applied in context to the student's age, frequency and severity of behaviour, and any extenuating circumstances.

The procedural steps are communicated to staff, students and parents through CREST Connect and as part of the enrolment process.

The aspects of student behaviour that are considered include: relationships with other students and adults; substance abuse; behaviour to support learning; issues of appearance; respect for property and behaviour to support the school's duty of care.

Note: The Responsible Behaviour Chart processes may be modified to accommodate students who have a disability or are on an individualised behaviour/safety/wellbeing or learning plan.

- All decisions regarding suspension and expulsion will consider a student's individual circumstances, including disability, trauma, or cultural identity.

- Restrictive practices that involve restraint or seclusion should never be used as a form of punishment and must always align with the school's restrictive practices policy.
- CREST Education explicitly prohibits any form of corporal punishment.

## COMPLIANCE AND EQUITY

This policy is implemented in accordance with: - Ministerial Order 1125 - The *Education and Training Reform Act 2006 (Vic)* - Disability Discrimination Act 1992 - Child Safe Standards.

### Consequences for Behaviour Breaches

- **Level 1:** Minor issues result in reminders, redirection, and lunch detention. Restorative practices are used to discuss behaviour.
- **Level 2:** Repeated minor issues or more serious breaches involve a Student Success plan, consultation with parents, and reflection sessions to improve behaviour.
- **Level 3:** Serious breaches result in a formal Student Success plan, involvement of school leadership, and potential use of counselling services. Parents are contacted.
- **Level 4:** Severe breaches involve suspension and possible external support, along with a revised Red card/Student Success plan.
- **Level 5:** Criminal activity or repeated severe breaches lead to the highest level of intervention, including potential legal action, referring the matter to relevant government authorities, a meeting with the Executive Principal, and serious consequences, including expulsion, in accordance with the law and school policy.

### Student Behaviour Management: Fair and Transparent Processes

Procedures and processes for managing student behaviour must be both fair and clearly perceived as fair by all involved.

Key principles of procedural fairness include:

- The right to be heard before a decision is made, where individuals are given a fair opportunity to present their perspective.
- The right to an impartial decision maker, where conflicts of interest are avoided.
- The right to a transparent process, where procedures and expectations are clear to all parties and consistently applied.
- The right to a timely process, where matters are resolved without unnecessary delay.
- The right to proportionality, where a consequence deemed necessary, it is appropriate to the seriousness of the issue.

- The right to confidentiality, where all information should be handled sensitively.
- The right to support and pastoral care, where individuals have access to appropriate emotional and spiritual support.

In case of expulsions, appeals can be made by a parent to the CREST Executive Principal, clearly stating the grounds for the appeal. The aim of this process is not to revisit the incident itself, but to assess whether the procedures were followed fairly and consistently. Please refer to the **CREST Student Suspensions and Expulsions Policy** for further information.

### Recording of Behaviour Breaches

CREST has developed processes and procedures detailing how breaches of behaviour are recorded on CREST Connect. These are stored permanently in CREST Connect and are archived once a student has exited the College. Details are recorded under the Pastoral Care tab including:

- Student name
- Reporting staff member's name
- Time and location of incident/conversation
- What happened, who was involved, actioned taken by reporting staff member, next steps to be taken
- Whether or not a sanction was applied and the rationale for choosing a particular sanction
- Parent notifications where applicable

### REVISION STATUS

Date of Revision	Revision Detail	Authorised By
January 2026	Review by CREST Leadership Team	Executive Principal
October 2023	Review by Heads of College	Executive Principal
October 2021	Review by Heads of College	Executive Principal
2019	Head of Innovation and Research Rectification: Levels of Response	Executive Principal