



## POLICY TITLE: POSITIVE BEHAVIOURS POLICY

### DEVELOPED/REVIEWED BY

Head of School – Middle and Senior  
Senior Leadership Team

### REVIEW SUMMARY

The aim of The King David School's Positive Behaviours Policy, which aligns with our Vision Statement, is to foster a cooperative, positive and supportive environment in which the rights and responsibilities of both students and staff are respected and honoured. In such an environment the pastoral, academic and social needs of the students can be met. The individual needs of the student can be built upon to develop a strong sense of self-worth and confidence for all students.

### DOCUMENT DEVELOPMENT PROCESS

This document was reviewed in June 2023 by Heads of School with modifications made to supporting documentation Positive Behaviours Consequences.

### RATIONALE

All students are required to act in a way that does not endanger or impinge on the health or wellbeing of other students or staff. At The King David School, we are concerned with the overall social, emotional, and educational development of our students. The teaching of expectations, consequences, and discipline is an inclusive part of the daily program. There are general rules that are common to all areas of the school community. As students progress through school it is vital that they learn to take responsibility for their own behaviour and thereby learn from their actions.

To be effective, a connection must be seen between the behaviour and the consequence. The consequences need to be logical and consistent as explained in the Student Behaviour Management Process. Students' positive behaviours should also be noted and encouraged.

### DEFINITIONS

<b>behaviour</b>	The way in which one acts or conducts oneself, especially towards others. In general terms, it can be anything we say or do.
<b>appropriate behaviour</b>	Behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. Display behaviour that contributes to the positive learning environment and aligns with our School rules, codes of conduct and behavioural expectations.
<b>inappropriate behaviour or unacceptable behaviour: (including bullying, harassment,</b>	May involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or e-mail communications or through social media.

<b>Name of Document: Positive Behaviours Policy</b>	<b>Version No. 2</b>	<b>Date: June 2023</b>	<b>Authorised by: Senior Leadership Team</b>
---	----------------------	------------------------	--

<b>and victimisation)</b>	
<b>social media</b>	Platforms that enable students to communicate via direct messaging, texting, commenting, image, video, and location sharing.
<b>discriminatory conduct</b>	Conduct whereby an individual is treated less favourably based on a relevant attribute, including their sex, race, sexual orientation, age, disability, religion, physical appearance or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.
<b>bullying</b>	A broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate, or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual. Please refer to the King David School Anti-Bullying Policy for further details.
<b>challenging behaviour</b>	Behaviour that significantly challenges the day-to-day functioning of the School. The behaviour impacts on learning and interrupts students' and staff capacity to feel safe or function in a safe and orderly environment.
<b>at risk behaviour</b>	Any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional, or psychological harm.
<b>criminal offences</b>	Forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If The King David School becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.
<b>restorative practice</b>	Is a whole-school teaching and learning approach that encourages behaviour that is supportive and respectful. Restorative practices remove power imbalances by focussing on building positive relationships.

## PRINCIPLES/GUIDING PRINCIPLES

### Assumptions underlying this policy

- that all individuals are responsible for their own actions.
- that the relationship between rights and responsibilities is fully understood and communicated to all members of the community.
- that behaviours will emanate from the School's expectations and student responsibilities.
- that consequences are the result of choosing not to follow King David School expectations.
- that the code of conduct is based on a climate of trust and mutual respect.
- that self-respect and individual self-esteem are crucial for all students to act positively towards others.
- that all individuals have a right to feel safe and be safe at all times.

### Rights

- each person has the right to:
- learn in a safe, clean, non-threatening, non-intimidating environment.
- be treated with respect, understanding and courtesy.
- expect that their property is to be respected and secure.
- feel secure in the school environment.
- feel comfortable to discuss with staff, issues that affect them or others.

## PROCEDURES

### Responsibilities

Each student is expected to:

- demonstrate a cooperative attitude in the classroom by helping and listening to others, and through encouragement, allowing students to voice opinions and ideas.
- be able to seek help, when necessary, in a non-disruptive and non-threatening manner. Be

- punctual and attend all classes.
- organise and prepare for all classes with the correct material, including devices if applicable.
- complete all class tasks/homework/set tasks to the best of the student's ability.
- respect all members of the school community, which includes students, teachers, parents, administrators, maintenance and cleaning staff, and visitors.
- display good manners at all times.
- be understanding and accepting of others' differences.
- work out problems in a fair and conciliatory manner.
- be honest.
- wear the correct school uniform, correctly and with pride, at all times (including on the way to and from school).
- represent The King David School with positivity and enthusiasm, always aiming to do their best.
- respect The King David School's property: buildings, books, and equipment.
- respect their own and others' personal property.
- act in a safe manner at all times
- ensure that their internet use does not cause any potential damage to the School's reputation. This includes promoting themselves through social media or otherwise broadcasting on the internet inappropriate items such as unsuitable business ventures, sexualised imagery, or extreme political views. The Principal will decide which internet activities are deemed inappropriate and students may be asked to permanently remove postings, websites, or other material from the internet.

### **Consequences / Restorative Practices as per the Student Behaviour Management Process (Senior School)**

It is expressly forbidden by law, by the VIT Code of Professional Conduct for teachers, and by The KDS Code of Conduct to engage in corporal punishment of students. The following consequences may be used by teachers, Year Level Coordinators and other school leaders if the standards of behaviour outlined above are not adhered to:

- verbal warning — the student is given a reminder by the teacher who encounters the misbehaviour. The student is reminded, redirected, and relocated.
- repeated misbehaviour results in a reflective conversation with the teacher to clarify expectations
- continued misbehaviour results in a caution being entered on the portal. An automated e receipt is sent to the Keshar teacher, YLC, and HOS
- after one caution the Keshar Teacher has a further reflective conversation with the student
- after a second caution (in a 10-day cycle) detention is given at the discretion of the Keshar Teacher
- if a third caution is given the matter is escalated to the YLC
- the YLC will have a further reflective conversation to restore a respectful and positive learning environment and to clarify expectations
- the YLC will notify parents of a possible meeting and consequence
- the YLC will impose detention, community service, or instigate a behaviour contract
- if there is a repeat offence the matter is escalated to the HOS.
- the HOS will call parents if a suspension is imposed or the student and parent is asked to appear before the Student Behaviour Review Committee made up of the Principal, Assistant Principal-Student Wellbeing, and the HOS. If the student is on a scholarship this would be reviewed as would ongoing enrolment, with the possibility of expulsion. Students may be placed on probation.
- consequences will be considered on an individual basis but will usually follow the consequences/restorative flowchart as indicated on the Student Behaviour Management Processes
- suspensions for serious breaches may include –
  - physical violence; or
  - wilful damage to property; or
  - theft; or
  - smoking/vaping or drinking of alcohol in school hours; or
  - breaches of The King David School Drug Policy; or
  - failure to comply with any reasonable and clearly communicated instruction of the Principal or other members of staff; or
  - consistently behaving in a manner that interferes with the educational opportunities of any other student or students; or
  - behaving in a way that threatens the good order of the school's program or facility; or

- o engaging in unacceptable discriminatory behaviour (including harassment towards another person based on sex, sexual orientation, gender identity, race (including colour, nationality and ethnic or national origin), religious beliefs, political beliefs, or physical or mental disability or impairment).

## **Student Behaviour Review Committee (SBRC)**

The King David School operates the Student Behaviour Review Committee (SBRC). The Committee aims to ensure that all students receive an appropriate level of care, feel safe, and have an environment in which they are able to learn.

The SBRC is responsible for implementing the KDS Positive Behaviours Policy, monitoring the behaviour of King David students, and making recommendations to improve behaviour at the School.

The Committee is comprised of the Principal, the Head of Junior School, the Heads of Middle School and Senior School and the Vice-Principal (Student Wellbeing).

Middle and Senior School students may be asked to attend the SBRC to discuss their behaviour if they display consistently poor behaviour. Any student who is asked to meet with the SBRC should be accompanied by a parent or an appropriate support person.

The SBRC will also review scholarship entitlements for students holding scholarships who display consistently poor behaviour. The SBRC may make a recommendation to the Senior Leadership Team that a scholarship be withdrawn.

In accordance with the Positive Behaviours Policy and the Student Behavior Management Process, the Committee may decide to implement any of the actions listed above which include probation, suspension, expulsion, or dis-enrolment.

## **RESPONSIBILITY**

- Principal
- All King David Staff

## **RELATED LEGISLATION**

The *Education Training and Reform Regulations 2017* (Vic.) (sch 4 cl 12) outlines the School's obligations to ensure that the care, safety, and welfare of all students attending the School. In discharging its duty of care responsibilities, the School and teaching staff must exercise professional judgment to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities. Non-teaching staff, volunteers and external providers must exercise judgment appropriate in the circumstances. The School must also comply with legislation related to Occupational Health and Safety for staff.

This document is informed by relevant Australian and Victorian legislation including:

- *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.)

## **RELATED POLICIES**

- Child Safety and Wellbeing Policy May 2024
- Student Pastoral Care Policy June 2024
- Anti-Bullying Policy June 2024
- Student Attendance Policy June 2024

## RELATED DOCUMENTS

- Student Code of Conduct
- Standards of Behaviour
- Positive Behaviour Management Process
- Positive Behaviour Consequences Chart

## NEXT REVIEW

June 2025