

## Student Behaviour Management & Discipline Policy

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## 1 Organisational Statement

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Mastery Schools Australia (“MSA”, “we”, “our”, or “the School”) is committed to providing safe, supportive, and inclusive learning environments across all campuses nationally.

MSA fosters a culture of high expectations, respect, resilience, and personal responsibility, where every student is supported to develop positive behaviours, strong character, and respectful relationships.

This Policy establishes a national framework for student behaviour and discipline across all MSA campuses and reflects MSA’s commitment to student wellbeing, child safety, and educational excellence. It aligns with relevant state and territory legislation, with any additional jurisdiction-specific requirements outlined in the applicable State Schedule and read in conjunction with this national policy.

## 2 Scope

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2.1 This Policy applies to:

- (a) all students enrolled at Mastery Schools Australia (MSA) campuses; and
- (b) to all staff, contractors, volunteers, and any persons acting on behalf of MSA

2.2 This Policy applies to behaviour occurring:

- (a) on school premises;
- (b) during school-related activities, excursions, camps, or events;
- (c) during travel to and from school where there is a clear connection to the School;
- (d) online or in digital environments impacting the safety, wellbeing, or learning of the School community; and
- (e) outside school where there is a clear and close connection to the School and the behaviour impacts the safety, wellbeing, or reputation of the School community.

## 3 Purpose

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3.1 This Policy provides a consistent behaviour management framework across all Mastery Schools Australia (MSA) campuses. It promotes positive student behaviour by outlining expectations, processes for addressing behavioural breaches, and associated consequences.

This Policy aligns with relevant state and territory legislation.

3.2 This policy aims to:

- (a) foster a positive school culture that supports engagement, wellbeing, and respectful relationships;
- (b) provide clear and consistent processes for managing behavioural breaches;
- (c) ensure the safety and wellbeing of all members of the school community;
- (d) support students to develop self-discipline, resilience, and respect; and
- (e) protect every student's right to learn and every teacher's right to teach in a safe environment.

#### **4 Related Documents**

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- (a) Student Code of Conduct
- (b) Child Safety and Wellbeing Policies
- (c) Complaints Handling Policies
- (d) Student Enrolment Policy and Procedures
- (e) Student Attendance Policy
- (f) Wellbeing and Pastoral Care frameworks
- (g) Any applicable Behaviour Curriculum or implementation guidance documents
- (h) Bullying/Anti-Bullying Policies

#### **5 References**

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MSA operates across multiple Australian jurisdictions. Staff must comply with all applicable Commonwealth and State or Territory legislation relevant to the jurisdiction in which they work, including but not limited to the legislation listed below.

##### **5.1 National Frameworks and Resources**

- (a) National Safe Schools Framework
- (b) National Safe Schools Framework Resource Manual
- (c) Working Together resources for schools
- (d) Cybersafe and Schools resources
- (e) Bullying. No Way!

##### **5.2 Queensland**

- (a) Education (Accreditation of Non-State Schools) Act 2017 (QLD)
- (b) Education (General Provisions) Act 2006 (QLD)

##### **5.3 New South Wales**

- (a) Education Act 1990 (NSW)
- (b) NSW Child Safe Standards

#### 5.4 Tasmania

- (a) Education Act 2016 (TAS)
- (b) Education Regulations 2017 (TAS)
- (c) Tasmanian Child and Youth Safe Standards

## 6 Definitions

Terms	Definitions
<b>Behavioural Expectations</b>	Requirements in the Student Code of Conduct and related policies.
<b>Approved Student Management system</b>	<p>Approved Student Management System (SMS) means the School's approved electronic platform used to record, monitor and manage student attendance and related data.</p> <p>Note: As at the date of this Policy being published, Compass is used in Queensland and EDGE is used in New South Wales and Tasmania.</p>
<b>Disciplinary Intervention</b>	Behavioural Management Plan, suspension, or cancellation.
<b>Internal Suspension</b>	Immediate suspension to investigate allegations or diffuse heightened risk; does not form part of formal record unless converted to a formal suspension.
<b>Intervention</b>	Behavioural management action, including warnings, withdrawal of privileges, Disciplinary Interventions, or temporary exclusion.
<b>Policy</b>	This Behavioural Management Policy.
<b>Severe Behaviour</b>	Behaviour posing significant risk to safety of student or others.

<b>Severe Breach</b>	Breach judged severe by the Principal or delegate considering repetition, alignment with values, impact on others, reputation, and other relevant factors.
<b>Short Suspension</b>	A formal suspension of up to 10 school days imposed by the Principal or Acting Principal in response to a breach of the Student Code of Conduct.
<b>Long Suspension</b>	A formal suspension of up to 20 school days, imposed by the Principal or Acting Principal in circumstances where the seriousness of the behaviour warrants a longer period of exclusion and where permitted by applicable state or territory legislation.
<b>Tasmanian Child and Youth Safe Standards</b>	10 mandatory standards for child safety in Tasmania.
<b>OER</b>	Office of the Education Registrar, Tasmanian non-government school regulator.

## 7 Behaviour Principles

- 7.1 MSA’s approach to behaviour management is guided by three core rules:
- (a) Be Safe.
  - (b) Be Respectful.
  - (c) Be a Learner.
- 7.2 Behaviour management is underpinned by:
- (a) procedural fairness and consistency;
  - (b) positive relationships and restorative practices;
  - (c) inclusion and reasonable adjustments for students with additional needs; and
  - (d) the promotion of student self-discipline, resilience, and responsibility.

## 8 General Guidelines & Procedural Fairness

- 8.1 MSA adopts a consistent, child-centred approach to behaviour management across all campuses, grounded in the following principles:

- (a) **Communication** – Honest, respectful, and collaborative communication between staff, students, and families, ensuring transparency in expectations and interventions.
- (b) **Positive interpersonal relationships** – The School prioritises the creation and restoration of positive interpersonal relationships when considering the seriousness of behavioural breaches and any resulting consequences.
- (c) **Support and empowerment** – The School provides students with opportunities to learn and grow while enrolled at MSA. To support this, classrooms are supported by Assistant Teachers and Support Workers who operate within an early intervention model, providing additional support to students in developing behavioural regulation and decision-making aligned with the School’s expectations. Assistant Teachers and Support Workers may provide targeted one-to-one or small-group support where required to assist with behavioural regulation and engagement in learning.
- (d) **Inclusion** – Ensuring all students, including those with disabilities or additional needs, are supported equitably in alignment with their learning and wellbeing requirements.
- (e) **Responsibility** – Encouraging students to take ownership of their behaviour, make responsible choices, and meet the School’s behavioural expectations.
- (f) **Consistency and fairness** – Applying interventions and consequences equitably across all students through a whole-of-school approach, consistent with applicable legislative and regulatory requirements.
- (g) **Professional responsibility** – Staff model expected behaviours and maintain a safe, inclusive, and effective learning environment.

## 8.2 Prohibition of Corporal Punishment

MSA explicitly prohibits the use of corporal punishment. The School accepts responsibility for the safety and wellbeing of each student while they are under the care or supervision of the School.

## 8.3 Procedural Fairness

Where disciplinary action is being considered, procedural fairness will include:

- (a) informing the student of the allegations and the relevant behavioural expectations;
- (b) providing the student with a reasonable opportunity to respond;
- (c) ensuring decisions are made by an impartial decision-maker; and
- (d) providing reasons for decisions.

## 8.4 Implementation Considerations

Behavioural management actions taken under this Policy must be designed and implemented with regard to:

- (a) promoting participation, empowerment, and access to the School's educational program
- (b) avoiding structures or actions that disempower or unnecessarily exclude students from participation or expression;
- (c) making reasonable adjustments for students with disabilities or additional learning needs;
- (d) maintaining a school culture aligned with MSA values of resilience, discipline, high expectations, and personal responsibility;
- (e) encouraging students to reflect on their behaviour and take responsibility for their actions; and
- (f) aligning with relevant legislative, regulatory, and child safety requirements applicable in the jurisdiction in which the campus operates.

## 9 Behaviour Response Framework (Tiered Interventions)

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This section outlines MSA's tiered behaviour response framework. The framework provides a structured approach to supporting positive behaviour and responding to behavioural concerns in a consistent and proportionate manner.

### 9.1 Individual Circumstances

The implementation of response options will take into account the individual circumstances of each student, including the needs of students with disabilities or additional learning needs.

### 9.2 Determining an Appropriate Level of Consequence

When determining the appropriate level of consequences, the following guiding questions will inform the decision-making process:

- (a) Has the student demonstrated a pattern of responsible self-management, or shown improvement following recent intervention and support?
- (b) Are there mitigating circumstances?
- (c) To what extent did the student's actions and behaviour endanger the safety and welfare of others, or impact upon the learning environment?
- (d) To what extent have less intrusive consequences been effective previously?

### 9.3 Non-Sequential Application of Consequences

The School may determine an appropriate level of consequence having regard to patterns of behaviour and/or the seriousness of a particular incident.

Behaviour responses do not necessarily progress sequentially through each tier. The level of intervention will depend on a range of factors, including the seriousness of the behaviour and the impact on the safety, wellbeing, and learning environment of others.

#### **9.4 Individual Student Considerations**

The School considers the individual circumstances of students when applying support and consequences by:

- (a) promoting an environment which is responsive to the diverse needs of students;
- (b) establishing procedures for applying fair, equitable, and non-violent consequences for breaches of the Code, ranging from the least intrusive responses to the most significant interventions;
- (c) recognising and taking into account the age, gender, disability, cultural background, socioeconomic situation and emotional needs of students; and
- (d) recognising the rights of all students to:
  - (i) express opinions in an appropriate manner and at the appropriate time
  - (ii) work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - (iii) receive adjustments appropriate to their learning and/or impairment needs.

#### **9.5 Clarification of Behaviour Support Measures**

Student reset days, early collection by families, and other short-term behaviour support strategies are not suspensions unless formally designated in writing as a suspension by the Principal or Acting Principal in accordance with Section 12 of this Policy.

#### **9.6 Support-Based Behaviour Responses**

Support-based responses are designed to regulate behaviour, maintain safety, and support re-engagement in learning. Support-Based Responses may include:

- (a) Chill-out breaks
- (b) Restorative conversations
- (c) Reflection tasks
- (d) Student reset days

- (e) Early collection by families
- (f) Behaviour Support Plans

These measures are not disciplinary suspensions unless formally designated in writing as a suspension in accordance with Section 12.

### 9.7 Formal Disciplinary Interventions

Suspensions and cancellations are formal disciplinary interventions and may only be implemented in accordance with Sections 12 and 13 of this Policy.

While this framework provides guidance for behaviour responses across all MSA campuses, staff must also comply with any jurisdiction-specific legislative or regulatory requirements outlined in the applicable State Schedule.

	Teacher/Administration Options	Teacher/Response	Behaviour Response Options	Development/Options
<b>Tier 1</b> - Expected Behaviour	<ul style="list-style-type: none"> <li>• Relationship Development.</li> <li>• Routines and Clear Expectations</li> <li>• Essential Skills for Classroom Management</li> <li>• Teacher-Student Game</li> <li>• Positive postcards</li> <li>• Class rewards</li> </ul>			<ul style="list-style-type: none"> <li>• Positive investment in family relationships.</li> <li>• Positive investment in student relationships.</li> <li>• Proactive ILP development and review.</li> </ul>
<b>Tier 2</b> - Minor Disruptive Behaviour - Minor Disrespectful Behaviour - Uncharacteristic Behaviour	<ul style="list-style-type: none"> <li>• Inform Classroom Teacher – verbal or Approved Student Management System entry.</li> <li>• Essential Skills for Classroom Management.</li> <li>• Teacher-Student Game</li> <li>• Chill-out break (leave classroom environment)– directed or offered (5 min break &amp; implementation of individual strategies) – this may be directed or offered: AT/T to manage.</li> </ul>			<ul style="list-style-type: none"> <li>• Student conversation.</li> <li>• Contact home.</li> <li>• Schedule a stakeholder meeting.</li> <li>• Communication card.</li> <li>• ‘Reset day’ (students who are or become dysregulated and cannot engage in class will be sent home to re-set before returning to school the next day)</li> <li>• Early Intervention Plan (meeting with family)</li> </ul>

	Teacher/Assistant Administration Options	Teacher/Response	Behaviour Response Options	Development/Options
		<ul style="list-style-type: none"> <li>Restorative conversation.</li> <li>After class check-in and conversation by teacher.</li> <li>Scheduled check-ins with Support Worker.</li> </ul>		
<b>Tier 3</b> <ul style="list-style-type: none"> <li>Ongoing Disruptive Behaviour</li> <li>Major Disrespectful Behaviour</li> </ul>		<ul style="list-style-type: none"> <li>Inform Classroom Teacher – through Approved Student Management System</li> <li>Chill-out break (5 min break from learning whilst student implements individual strategies) - this may be directed or offered: AT/T to manage</li> <li>Restorative conversation.</li> <li>After class check-in and conversation.</li> <li>Send to/for AP/Principal.</li> <li>Other strategies identified in Stakeholder meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Contact home.</li> <li>Schedule a stakeholder meeting.</li> <li>Communication Card.</li> <li>Schedule meeting with student’s allied health professional.</li> <li>Behaviour support plan.</li> <li>Admin to send student home early.</li> <li>Suspension &amp; Re-entry meeting.</li> <li>Suspension of enrolment.</li> <li>Student re-set days.</li> <li>Cancellation of enrolment.</li> </ul>	
<b>Tier 4</b> <ul style="list-style-type: none"> <li>Extreme Disruption/Safety Risk</li> <li>Extreme Disrespectful Behaviour</li> </ul>		<ul style="list-style-type: none"> <li>Immediately inform AP/Principal.</li> <li>Classroom Removal.</li> <li>Send to/for AP/Principal.</li> <li>Other strategies identified in Stakeholder meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Cancellation of enrolment.</li> </ul>	

## 10 De-escalation of Severe Behaviour

10.1 Severe behaviour refers to behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious

jeopardy, or that significantly disrupts the learning environment to the detriment of other students.

10.2 Staff must apply the following strategies when managing and seeking to de-escalate severe behaviour. These strategies are preventative and supportive in nature and are intended to stabilise behaviour and maintain safety prior to the consideration of formal disciplinary intervention.

Diffusing strategy	Key Actions
Prevent escalation by avoiding:	<ul style="list-style-type: none"> <li>• Shouting or concerning the student</li> <li>• Moving into the student’s personal space</li> <li>• Touching or grabbing the student</li> <li>• Sudden or reactive responses</li> <li>• Sarcasm</li> <li>• Displaying anger or frustration through tone or body language</li> </ul>
Maintaining calmness, respect and detachment by:	<ul style="list-style-type: none"> <li>• Modelling the behaviour expected of students</li> <li>• Remaining calm and controlled, using a measured tone</li> <li>• Choosing language carefully</li> <li>• Avoiding humiliation of the student and remaining matter-of-fact</li> </ul>
Approaching the student in a non-threatening manner by:	<ul style="list-style-type: none"> <li>• Moving slowly and deliberately toward the problem situation.</li> <li>• Speaking privately to the student/s where possible.</li> <li>• Speaking calmly and respectfully.</li> <li>• Minimising body language.</li> <li>• Keeping a reasonable distance.</li> <li>• Establishing eye level position.</li> <li>• Be brief.</li> <li>• Staying with the agenda.</li> <li>• Acknowledging cooperation.</li> <li>• Withdrawing if the situation escalates.</li> </ul>
Follow through by:	<ul style="list-style-type: none"> <li>• Acknowledging student compliance and engagement however brief.</li> <li>• Reminding the student at the expected school behaviour and identify consequences of continued unacceptable behaviour.</li> </ul>
Debriefing by:	<ul style="list-style-type: none"> <li>• Helping the student to identify the sequence of events that led to the unacceptable behaviour.</li> <li>• Pinpointing decision moments during the sequence of events.</li> <li>• Evaluating decisions made and identifying acceptable decision options for future situations.</li> </ul>

## **11 Restorative Practices and Wellbeing Approach**

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- 11.1 MSA seeks to empower students to self-manage their behaviour. Restorative conversations, reflection, and accountability form an integral part of the School's behaviour management approach.
- 11.2 To support students in developing behavioural self-regulation:
- (a) support Workers provide guidance and assist students to reflect on their behaviour;
  - (b) students are supported to prepare for successful classroom re-entry; and
  - (c) ongoing support may be provided throughout the school day to promote engagement and wellbeing.
- 11.3 Where behaviour gives rise to concerns that a child may be at risk of harm, the School will follow mandatory reporting obligations in accordance with applicable state or territory legislation and the School's Child Safety and Mandatory Reporting Policies.

## **12 Suspensions**

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- 12.1 Only a Principal or Acting Principal may suspend a student. This authority cannot be delegated.
- 12.2 For long suspensions, the Principal or Acting Principal will:
- (a) offer the student the opportunity to have a support person or observer present during formal interviews; and
  - (b) record key points of interviews and discussions in writing.
- 12.3 A student may be suspended if they:
- (a) behave in such a way that poses a risk or danger, whether actual, perceived, or threatened, to the health, safety, or wellbeing of any person to the health, safety or wellbeing of any persons;
  - (b) cause significant damage to, or destruction of, property;
  - (c) commit, attempt to commit, or knowingly assist in the theft of property;
  - (d) possess, use, sell, or deliberately assist another person to possess, use, or sell illicit substances (including alcohol, e-cigarettes, and vaping products) or weapons;
  - (e) fail to comply with a clear and reasonable instruction from a staff member in a manner that poses a danger, whether actual, perceived, or threatened, to the health, safety, or wellbeing of any person;
  - (f) engage in behaviour that vilifies, defames, degrades, or humiliates another person; or

- (g) consistently behave in an unacceptable manner that interferes with the wellbeing, safety, or educational opportunities of other students.
- 12.4 Prior to suspension, the student will be given an opportunity to be heard and all relevant information will be considered.
  - 12.5 Suspensions will be communicated verbally and in writing to the student and their parents or guardians. Records will be maintained in the Approved Student Management System and the School's suspension register.
  - 12.6 Parents or guardian may request a review of a suspension decision by writing to the Principal within 48 hours of the written notice being issued.
  - 12.7 The Principal or Acting Principal will determine the length and type of suspension in accordance with this Policy. Immediate suspensions may lead to cancellation of enrolment where necessary.
  - 12.8 Internal suspensions may be used to investigate misconduct or de-escalate risk. These are documented and monitored but do not form part of a formal suspension record unless converted to a formal suspension.
  - 12.9 During a period of suspension, the School will take reasonable steps, where practicable, to support continuity of learning.
  - 12.10 Suspension decisions will be proportionate to the behaviour and will take into account:
    - (a) the seriousness of the conduct;
    - (b) prior interventions and supports;
    - (c) the impact on safety and learning of others; and
    - (d) the individual circumstances of the student.

### **13 Cancellations**

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- 13.1 Only the Principal or Acting Principal has the authority to cancel a student's enrolment
- 13.2 Where the Principal or Acting Principal is considering cancellation, they must ensure procedural fairness by:
  - (a) offering the student the opportunity to have a support person or observer present during formal interviews; and
  - (b) recording the key points of interviews and discussions in writing.
- 13.3 A Principal or Acting Principal may cancel a student's enrolment if, while attending school, travelling to or from school, or participating in any school-related activity away from school, the student:

- (a) engages in behaviour described in the suspension grounds outlined in Section 12.3 of this Policy; and
  - (b) the behaviour is of such magnitude that, having regard to the student's right to receive an education and the need to maintain the health, safety, and wellbeing of other students and staff, as well as the effectiveness of the School's educational programs, cancellation is the only reasonable and proportionate response after other interventions have been considered or attempted.
- 13.4 Before implementing a cancellation, the Principal will ensure the student is given an opportunity to be heard and that all relevant information and documentation relating to the incident and circumstances are considered.
- 13.5 All cancellations will be communicated to the student and their parents or guardians in writing and, where appropriate, verbally. A cancellation meeting with the student and their parents or guardians will normally be held.
- Cancellation documentation will be stored in the student's file within the Approved Student Management System. The School will also maintain a register of cancellations and suspensions, and the Enrolment Register will be updated to reflect the student's leaving date and other required information in accordance with the Enrolment Policy and Attendance Policy.
- 13.6 Parents or guardian may request a review of a cancellation decision by writing to the Principal within 48 hours of the written notice being issued.

## **14 Behavioural Management Plan**

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- 14.1 A Principal or Assistant Principal, or their delegate, may implement a Behavioural Management Plan.
- 14.2 A Behavioural Management Plan is typically implemented where behaviour concerns are ongoing, complex, or require coordinated intervention beyond standard Tier 1 or Tier 2 responses.
- 14.3 Students and their families will be consulted in the development of a Behavioural Management Plan. Students and their families are expected to cooperate in its development and implementation and to comply with its requirements.
- 14.4 The Behavioural Management Plan assists staff in responding to behavioural concerns and will outline strategies:
- (a) to reduce behavioural triggers;
  - (b) to address and manage the behaviour; and
  - (c) to support the student in regulating behaviour and safely re-engaging in learning during heightened situations.

- 14.5 The School will regularly review Behavioural Management Plans to ensure they remain current and responsive to the student's needs. Reviews will consider the student's individual circumstances and identity and will be implemented in alignment with the School's values. In addition to scheduled reviews, any incident resulting in interventions under this Policy may trigger an additional review of the relevant Behavioural Management Plan.

## 15 Safety Interventions: Temporary Pause of Enrolment

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- 15.1 A Temporary Pause of Enrolment may be implemented where necessary to ensure the safety and wellbeing of the student, other students, and members of the School community. This measure is an administrative safety response and does not require a breach of the School's Behavioural Expectations or Student Code of Conduct.
- 15.2 A Temporary Pause of Enrolment will not be used as a substitute for disciplinary suspension where the matter relates primarily to an alleged breach of the School's Behavioural Expectations.
- 15.3 The School is committed to supporting the wellbeing, inclusion, and educational participation of all students. However, circumstances may arise where a student's continued attendance at School may present a risk to their own safety or wellbeing, or to that of others, or where further assessment or planning is required to ensure the School can provide a safe and appropriate learning environment. In considering whether a Temporary Pause of Enrolment is appropriate, the School will have regard to its obligations under applicable child safety and anti-discrimination legislation, including the requirement to consider reasonable adjustments for students with disability.
- 15.4 Any proposed Temporary Pause of Enrolment must first be discussed with and approved by the Principal Supervisor before being presented as an option to parents or carers. This ensures that the measure is carefully considered and aligns with the School's safety and wellbeing priorities. In such circumstances, the Principal or Acting Principal may temporarily direct a student not to attend the school where:
- (a) there is reasonable evidence to believe that a student's physical or mental health may be at risk if attendance continues;
  - (b) the student's circumstances present a risk to the safety or wellbeing of the student or others;
  - (c) further information, assessment, or consultation with parents, carers, or relevant professionals is required to appropriately understand and respond to concerns regarding the student's wellbeing, behaviour, or circumstances; and/or
  - (d) the School requires additional specialist advice, resources, or planning to determine and implement appropriate supports or reasonable

adjustments necessary to safely support the student's ongoing participation at the School.

- 15.5 Where practicable, and having regard to safety considerations, the School will observe principles of procedural fairness when considering a Temporary Pause of Enrolment. This may include:
- (a) informing the student and their parents or carers of the concerns giving rise to the proposed measure;
  - (b) providing the student and their parents or carers with an opportunity to respond;
  - (c) permitting the student to have a support person present during formal meetings or interviews; and
  - (d) maintaining appropriate records of discussions and decisions.

### **15.6 Support and Planning**

A Temporary Pause of Enrolment may allow time for appropriate supports and arrangements to be considered and implemented, which may include:

- (a) Consultation with the student's parents or carers and, where appropriate, the student's treating or allied health professionals;
- (b) obtaining medical or professional advice, with parental consent where required, to inform appropriate support strategies;
- (c) developing or reviewing an individual support, wellbeing, or safety management plan; and
- (d) considering and implementing reasonable adjustments or other supports to enable the student's safe return to School.
- (e) where the student is of compulsory school age, the School will, where practicable, seek to support the student's ongoing educational engagement during the Temporary Pause of Enrolment.

### **15.7 Duration and Review**

- (a) A Temporary Pause of Enrolment will ordinarily be for the shortest reasonable period necessary to address the safety or wellbeing concerns identified.
  - (b) A Temporary Pause of Enrolment will ordinarily not exceed five (5) consecutive school weeks and will be subject to regular review in consultation with the student's parents or carers.
  - (c) Parents or carers will be informed of the decision to implement a Temporary Pause of Enrolment and the arrangements for review.
- 15.8 A Temporary Pause of Enrolment is a temporary safety-based administrative measure intended to support appropriate assessment, planning, and safety

management. It does not constitute suspension, expulsion, or cancellation of enrolment unless determined in accordance with the School's relevant policies.

- 15.9 Where a student is directed not to attend the School under a Temporary Pause of Enrolment, the absence will be recorded as an authorised absence using the "Explained – Other (O)" category. These absences are Principal-approved, not related to illness or disciplinary action, and will be included in attendance data in accordance with the Attendance Policy and Procedure (MSA0040) and applicable reporting requirements.

## 16 Safety Interventions: Restrictive interventions

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- 16.1 Restrictive interventions may only be used as a last resort, when all reasonable non-physical strategies have been exhausted, and where the student is:

- (a) physically assaulting another student or staff member;
- (b) posing an immediate danger to themselves or others.

- 16.2 The use of restrictive interventions is only appropriate where immediate safety is threatened, and the intervention is necessary to prevent injury. Restrictive interventions may only be undertaken by staff who have received training in safe physical intervention techniques, except in unforeseen emergency situations requiring immediate action to prevent serious harm.

Restrictive interventions must not be used:

- (a) as a form of punishment
- (b) when a less severe response can effectively resolve the situation
- (c) as a response to:
  - (i) property destruction;
  - (ii) school disruption;
  - (iii) refusal to comply;
  - (iv) verbal threats; or
  - (v) leaving a classroom or the school, unless student safety is clearly threatened.

- 16.3 Use of Restrictive Interventions

- (a) Any restrictive intervention made must be:
  - (i) reasonable in the particular circumstances;
  - (ii) proportionate to the seriousness of the incident;
  - (iii) the minimum force necessary to achieve the intended safety outcome; and

- (iv) applied having regard to the student's age, stature, disability, understanding, and gender.

#### **16.4 Actions Following the Use of a Restrictive Intervention**

- (a) Staff must formally document the use of any restrictive intervention by completing an Incident Report Form and submitting it to the Principal, Child Safety Officer, and Managing Director. A copy of the report must also be recorded in the student's profile within the Approved Student Management System.
- (b) The Principal, Child Safety Officer, or Managing Director will debrief with the staff member involved to understand the circumstances of the incident and support continuous improvement in behaviour management practices.
- (c) Where appropriate, the Principal, Child Safety Officer, or Managing Director may notify and discuss the incident with the student's parents or guardians.

### **17 Student Rights and Responsibilities**

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#### **17.1 Respecting Shared Spaces and Noise Management**

As many MSA campuses operate within shared facilities, students are inducted into school policies and procedures at the commencement of their enrolment, including clear expectations regarding respectful use of shared spaces and appropriate noise levels.

Students are expected to:

- (a) use quiet voices when moving through shared areas such as corridors, entryways, or outdoor spaces;
- (b) follow staff directions regarding appropriate noise levels during learning activities, transitions, and breaks; and
- (c) remain mindful that excessive noise may disrupt other classes or external tenants who share the facilities.

While some level of noise is a natural part of learning and play, the School expects students to be considerate of others and to contribute to maintaining a respectful learning environment. Staff will reinforce expectations and provide redirection where required. Repeated failure to meet these expectations will be addressed in accordance with this Policy.

#### **17.2 Positive Behaviour Expectations**

MSA promotes a culture of positive behaviour and shared responsibility across the school community. In supporting this approach, the School seeks to:

- (a) promote universal behaviour support for all students;

- (b) model behaviour consistent with the School’s philosophy, values, and expectations;
- (c) promote fairness, equality, and consistency in behavioural expectations and responses;
- (d) apply logical and proportionate consequences where required;
- (e) implement proactive behaviour support strategies;
- (f) maintain open and respectful communication between students, staff, and families;
- (g) provide timely intervention and support where behavioural concerns arise;
- (h) adopt a collaborative, whole-school approach to behaviour management;
- (i) focus on education, reflection, and personal growth;
- (j) develop positive interpersonal relationships between teachers, students, and families;
- (k) balance the rights of individuals with the collective rights of the school community; and
- (l) engage in ongoing monitoring, reflection, and improvement of behaviour management practices.

Positive student behaviour may be acknowledged through a range of recognition strategies, including:

- (m) classroom reward programs;
- (n) positive postcards; and
- (o) school awards and recognition ceremonies.

17.3 A guiding principle of the National Safe Schools Framework is that the roles and responsibilities of the school community in promoting a safe and supportive environment are explicit, clearly understood, and communicated.

At MSA, all members of the school community, students, parents, staff, and visitors, are expected to conduct themselves in a manner that is safe, respectful, and responsible. These expectations are reflected in the following rights and responsibilities.

	Rights	Responsibilities
Student	<ul style="list-style-type: none"> <li>• To feel safe at school.</li> <li>• To learn without disruption.</li> <li>• To be treated with respect, courtesy, and consideration.</li> <li>• To develop responsibility and independence through learning.</li> </ul>	<ul style="list-style-type: none"> <li>• To behave in a safe and responsible way.</li> <li>• To participate actively in the learning program.</li> <li>• To respect the rights of others, including the right to learn.</li> </ul>

	Rights	Responsibilities
	<ul style="list-style-type: none"> <li>To be treated fairly regardless of gender, ability, or background.</li> </ul>	<ul style="list-style-type: none"> <li>To be courteous and considerate to other students and adults.</li> <li>To follow school rules and expectations.</li> <li>To take responsibility for their behaviour and learning.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>To expect their child to be safe at school.</li> <li>To expect an engaging and inclusive educational program.</li> </ul>	<ul style="list-style-type: none"> <li>To encourage students to become responsible learners.</li> <li>To support the school's behaviour expectations and policies.</li> <li>To communicate concerns respectfully and constructively.</li> <li>To contribute positively to behaviour support plans where required.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>To be treated with respect, courtesy, and consideration.</li> <li>To be respected as professionals.</li> <li>To teach in a safe and supportive environment.</li> </ul>	<ul style="list-style-type: none"> <li>To treat others with respect and professionalism.</li> <li>To build constructive relationships with students and families.</li> <li>To provide inclusive and engaging teaching.</li> <li>To support students in developing positive behaviour and responsibility.</li> </ul>

## 18 Peer-to-Peer Behaviour

- 18.1 MSA recognises that effectively managing and supporting peer-to-peer behaviour is essential to maintaining a safe and respectful school culture. Staff will proactively educate students about respectful relationships and conflict resolution through daily interactions, social-emotional learning, and restorative conversations.
- 18.2 Where issues between peers arise, they will be addressed promptly using a child-focused and trauma-informed approach. Students involved will be supported to reflect on their behaviour, repair relationships where appropriate, and learn from the incident.
- 18.3 All incidents involving bullying, harassment, or abuse will be managed in accordance with this Policy and the School's Complaints Handling Policy and may trigger a review of the Student Code of Conduct with the students involved.

## 19 Record Keeping

- 19.1 The School will maintain appropriate records of behavioural incidents and disciplinary actions in accordance with applicable legislation and regulatory requirements.

19.2 Records may include:

- (a) the nature of the behaviour or incident;
- (b) actions taken by staff;
- (c) notifications to families;
- (d) outcomes of meetings or reviews;
- (e) any Behavioural Management Plans, safety plans, or risk assessments implemented.

19.3 Records will be securely stored and accessible only to authorised personnel.

#### **19.4 Tasmania School-Specific Requirement**

- (a) All Behavioural records relating to the Tasmania campus will be managed in accordance with the Archives Act 1983 (TAS) and the requirements of the Office of the Education Registrar (OER) for Non-Government schools.

## **20 Breach of Policy**

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20.1 Breaches of this Policy:

- (a) are not acceptable by any student, staff member, or other member of the School community; and
- (b) will be responded to promptly and in accordance with the provisions of this Policy.

## **21 Communication**

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21.1 This Policy is available on the School's SharePoint and website and is publicly accessible.

21.2 The School will take reasonable steps to ensure all members of the school community have a shared understanding of acceptable and unacceptable behaviour, including the systems used to recognise positive behaviour and respond to behavioural concerns.

## **22 Review**

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This policy is reviewed periodically as detailed in the policy review schedule. The next review date is March 2028.