



POLICY	Behaviour Support
Policy Owner	Principal
Function/Area	Student Wellbeing

Policy Statement

Tranby College is committed to creating a supportive, inclusive, and effective learning environment through a comprehensive, proactive approach to student behaviour management. Derived from the Evidence for Learning Behaviour Support Framework, this policy prioritises preventative strategies and early intervention to minimise the need for reactive disciplinary measures. Through research-backed methodologies, we emphasise understanding student needs, explicitly teaching positive behaviours, implementing consistent classroom strategies, and maintaining College wide support systems.

Our proactive approach focuses on building student capacity for self-regulation and positive decision-making before behavioural challenges arise. When intervention becomes necessary, we employ a graduated response system that balances restoration and learning with consequences for behavioural actions. We believe that positive behaviour support is essential for academic success and personal growth, and that it requires genuine collaboration between staff, students, and families. The policy aims to establish clear expectations while providing flexibility to address individual student needs and circumstances.

The College adheres to rules of procedural fairness which includes:

- A hearing appropriate to the circumstances
- A lack of bias
- Evidence to support a decision
- Inquiry into matters in dispute

Matters dealt with in this policy are subject to confidentiality. Staff are not able to discuss specific consequences given to a student with other students or parents of other students.

The College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined and provides clear guidance to all members of the College community about what forms of behaviour management, discipline or punishment are permitted.

Policy Scope

This policy encompasses all members of the Tranby College community and applies comprehensively to both teaching and non-teaching staff members across all roles and responsibilities. It extends to all students enrolled at the College, from our youngest learners in Childcare through to the Junior and Senior Schools.

The policy's reach extends across all physical and social spaces within our educational environment. This includes traditional classroom settings and specialised learning spaces, as well as all outdoor areas such as playgrounds and recreational facilities. Additionally, the policy remains in effect during all off-campus activities, including excursions, camps, and sporting events, as well as all College sponsored social events and functions.

This policy sets standards for the relationships between students and staff, including both classroom interactions and broader mentoring relationships. It also addresses peer relationships among students, establishing expectations for respectful and supportive behaviour between classmates. The policy extends to all communications between staff and families, whether these occur through formal channels such as

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parent-teacher conferences or informal daily interactions. Finally, it encompasses all College community events, ensuring that our behavioural expectations and support systems remain consistent across every aspect of College life.

Policy Principles

1. Understanding Students

Understanding students is fundamental to effective behaviour support because student behaviour has multiple influences and motivations. Knowing and understanding a student's strengths, interests, cultural background, and influencing factors enables teachers to provide appropriate responses and support. When teachers build supportive relationships with students and understand their individual circumstances, they can better address underlying causes of behaviour rather than just the demonstrated behaviour.

1.1 Student Influence Recognition

Staff must acknowledge and respond to multiple behavioural influences including:

- Class dynamics and learning environment
- Home environment, family circumstances and prior knowledge and information
- Peer relationships and friendship dynamics
- Physical factors such as sleep and nutrition
- Emotional competency
- Individual diverse needs and learning requirements

1.2 Relationship Building Strategies

Staff will implement the following approaches to build supportive relationships:

- Development of comprehensive seating plans that consider social dynamics
- Implementation of structured group work activities
- Creation and maintenance of documented plans including Individual Education Plans (IEPs), support plans, camp plans, transition plans and risk management plans
- Thoughtful activity and program planning that considers student needs
- Regular communication with parents and guardians through:
 - Emails
 - Phone calls
 - Pre-start conferences (in Junior and Senior Schools)
 - Three-way conferences (in Junior and Senior Schools)
 - Mentor consultations (in the Senior School)
 - Head of House discussions (in the Senior School)

Note: This policy is to be applied to all students including those with additional needs. The support provided to those with additional needs is what is adapted to assist in the reduction of undesirable behaviours, where as the consequence remains as documented in this policy.

1.3 Support Structure

Every student has access to multiple levels of support through:

- Childcare:
 - Educators/OSHC Leaders
 - Educational Lead
 - Centre Director
- Junior School
 - Classroom teacher
 - Dean of Year (Kindy - Year 2 and Year 3 - Year 6)
 - Head of Junior School
 - Support staff as required

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- Senior School
 - Subject Teachers
 - Mentor
 - Head of Department
 - Dean of Years 7 & 8, 9 & 10, 11 & 12
 - Deputy Head of Senior School
 - Head of Senior School
 - Support staff as required

1.4 Relationship Enhancement Strategies

Staff will foster positive relationships through:

- Clear structure and consistent expectations
- Demonstrated kindness and care
- Regular check-ins with students
- Active questioning and genuine interest in student wellbeing
- Active listening and engagement
- Understanding yet firm and fair approach

2. Teaching and Learning Behaviours

Teaching and learning behaviours are crucial because they reduce the need to manage misbehaviour in the first place. Explicitly teaching learning behaviours (such as paying attention, persevering with difficult tasks, and self-regulation) helps students develop the skills needed for effective learning. When students can successfully engage with lesson content and access appropriate learning supports, they are less likely to display disruptive or challenging behaviours. This proactive approach is more effective than constantly managing misbehaviour after it occurs.

2.1 Expected Student Behaviours

Staff will explicitly teach and reinforce developmentally appropriate expected student behaviours including:

- Effective ways of engaging in learning activities
- Appropriate question-asking techniques
- Constructive peer discussion skills
- Problem-solving methodologies
- Self-monitoring strategies and regulation techniques
- College values integration to daily activities
- Social and emotional learning skills

2.2 Staff Teaching Behaviours

Teachers must consistently demonstrate:

- Clear communication of learning intentions or focus for each and every lesson at developmentally appropriate level.
- Set developmentally appropriate learning intentions/focus
- Development of explicit success criteria
- Creation of safe learning environments that encourage questions and inquiry
- Use of clarifying questions to ensure student understanding
- Provision of clear, structured instructions
- Regular checks for understanding
- Active supervision of student learning
- Implementation of varied learning activities

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- Provide clear instructions and modelling for transition management
- Model emotional competency

2.3 Classroom Culture Development

Teachers will establish positive classroom cultures through:

- Clear classroom expectations and etiquette
- Development of intrinsic student motivation
- Implementation of diverse teaching strategies
- Demonstration of deep knowledge of different ways students learn
- Building strong teacher-student relationships
- Consistent application of consequences for behaviours that do not meet expectations

3. Classroom Management

Classroom management, including clear routines and consequences, is essential to creating conditions conducive to learning. Effective classroom management can reduce challenging behaviour, student disengagement, bullying, and aggression, leading to improved classroom culture, attendance, and achievement. Simple strategies like greeting students at the door, having clear routines, and providing behaviour-specific praise can significantly impact student behaviour when implemented consistently.

3.1 Entry and Exit Procedures

Staff must implement consistent routines including:

Childcare:

- Greeting each child and family upon entry to the room
- Obtaining information about the child upon entry such as how they are that day, sleep habits etc.
- Greet each family member and farewell the child every time they are picked up
- Provide information to each family about their child's day

Junior and Senior School:

- Students' line-up outside external doors
- Teacher greets students upon entry
- Entry to class occurs in an orderly manner
- Clearly articulated and displayed learning intentions
- Structured dismissal procedures
- Device management protocols (closed until teacher instruction)

3.2 Behaviour Response System

Despite our commitment to proactive behavioural support and positive reinforcement, there are times when behaviours may not meet the College's expectations. In these instances, further education, support, and developmentally appropriate consequences will be implemented to guide students toward making better choices and understanding their responsibilities within our College community.

3.2.1 Junior School Student Management:

The process for the student management is as follows:

STEP 1 – Class Teacher Redirection (Class Teacher)

STEP 2 – Taking Responsibility Program (1st & 2nd Dean of Years, 3rd Head of Junior School)

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- STEP 3 – After School Detention (Head of Junior School)
 STEP 4 – Internal Suspension (Deputy Principal)
 STEP 5 – External Suspension (Principal)
 STEP 6 – Expulsion (Principal)

STEP 1 – Class Teacher Redirection

Discussion with staff member. Staff member will then decide if appropriate to contact parent/guardian via TASS or a phone call (record in TASS).

Staff may also employ additional or alternate strategies such as a verbal apology, letter of apology, and other classroom-based sanctions. In the short term, teachers may initiate immediate sanction to ensure that the learning of others is not affected. A child may be removed from the class and placed in another space or classroom to work under the supervision of either an education assistant or another staff member.

Should the student repeat incidents of minor misbehaviour, unreasonable lateness, uniform not being worn correctly, a three strikes system per term will be issued, with a TRP (Taking Responsibility Program) occurring on the third strike.

All documentation to be placed on TASS.

STEP 2 – Taking Responsibility Program (TRP)

If a student does not respond to the sanctions applied in the classroom or playground, then a TRP will be issued. The TRP (Taking Responsibility Program) is about helping students make quality choices and to reflect on their actions. Parents/guardians are to be informed that their child has been issued with a TRP via phone call or TASS.

A student's first and second TRP for the term will be conducted by the relevant Dean of Year before a student's third being conducted by the Head of Junior School.

During the TRP the supervising staff member will discuss why the student has been issued with a TRP and counsel the child on future action. Taking part in a TRP involves completing an age-appropriate activity sheet that targets the concerning behaviour. This encourages students to reflect and to consider why and how they could avoid repeating it.

Note: At times, a student can be 'fast-tracked' to a TRP if the behaviour warrants this consequence. Examples include fighting, offensive language or unsafe behaviour. The issuing teacher of the TRP must note it on TASS.

- If a student does not respond to the TRP system and their behaviour is ongoing the student can be placed on an individual Risk Management/Support Plan.
 - Strategies and goals explicit to the child to be included on the plan that reflect an understanding of function of behaviour.
 - Plan should be reviewed throughout the year by the class teacher and in consultation with the Student Services Team.
- Following three TRP's within one term a student will move to receiving an Internal Suspension. All information to be recorded on TASS.

STEP 3 – After School Detention

1. Further indiscretions by the student will be reported by the classroom teachers to the Head of Junior School.
2. At their discretion the Head of Junior School will issue an after-school detention. This will be for a period of 1 hour in a space and at a time to be determined by the Head of Junior School.
3. The Head of Junior School will contact parents/guardians to discuss the issuing of a detention to arrange the date, in addition to arranging for a formal meeting to occur with the parents and student.
4. All documentation to be placed on TASS.

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STEP 4 – Internal Suspension

In the event that a student does not respond to a TRP and repeats the demonstrated behaviour, or the behaviour demonstrated is more extreme in nature (for example, but not limited to, physical fighting) the student is to be placed in an alternative environment away from their peers at school. The student will remain supervised and issued with developmentally appropriate learning for the day. A reflection process will occur throughout the day in order to educate the student around the required behaviours of the College. The student is still entitled to recess and lunch breaks; however, this will not occur at the same time as other students within the College. The duration of the suspension is to be determined by Executive Leadership of the College. Parents/guardians are to be informed of the matter via phone call, and in such instances where a parent/guardian cannot be reached, an email via TASS is to be sent. All documentation to be placed on TASS.

- Internal Suspensions are issued by the Deputy Principal.

STEP 5 – External Suspension

In the case of a serious offence and in the best interests of students' safety, students may be issued with an external suspension. This means that the student is not to attend the College for a set duration of time and must have a re-entry meeting to discuss behaviours that have occurred and strategies for avoiding a similar occurrence in the future. All documentation to be placed on TASS.

- External Suspensions are issued by the Principal.

STEP 6 – Expulsion

If after repeated attempts to address a student's behaviour are not successful, or the behaviour demonstrated is of an extreme nature (for example, but not limited to physical fighting, criminal matters, dealing of drugs, ongoing interference with others learning etc) a recommendation may be made to the Principal that the student be expelled, and the enrolment of the student be withdrawn. In consultation with the Chair of the College Board, the Principal may choose to expel a student from the College if they believe it is in the best interest of the College community and/or the student. All documentation to be placed on TASS.

Note: The above is not a strict hierarchy of steps to be taken. At any time, and given the severity of the offence, a student may be elevated immediately to another step/stage in the hierarchy. It is at the discretion of the Executive Leadership Team to determine the level of which to deal with a behaviour demonstrated and relevant consequences.

3.2.2 Senior School Student Management:

The process for the student management is as follows:

- STEP 1 – Class Teacher Redirection
- STEP 2 – Class Teacher Detention – *First Offence*
- STEP 3 – Deans of Years Detention – *Second Offence*
- STEP 4 – After School Detention (Deans of Years)– *Third Offence*
- STEP 5 – After School Detention (Head of Senior School)– *Fourth Offence*
- STEP 6 – Internal Suspension
- STEP 7 – External Suspension
- STEP 8 – Expulsion

STEP 1 – Class Teacher Redirection

1. A classroom teacher may try to redirect unsuitable student behaviour, (including non-verbal and other) by using techniques such as moving closer in proximity, positive behaviour supports and low-key strategies.

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2. No student may be excluded from the classroom to sit outside unsupervised at any time if line of sight is not possible. If line of sight remains this can occur. The amount of time students is out of class needs to be minimal and be developmentally appropriate.
3. Discussion with the student about their behaviour and issuing of a **verbal warning**.
4. So that a positive and respectful relationship can be maintained between the teacher and the student a further **verbal warning** may be issued.
5. A buddy class may be utilised in order to address behaviours. In addition, a reflection sheet must be completed prior to the re-entry to class to facilitate a restorative meeting between the teacher and student to set a positive tone for the ongoing learning journey. Utilising a Buddy class does not preclude the issue of a detention for the problematic behaviours demonstrated and may be used in conjunction with a detention or suspension dependant on the situation.
6. All documentation to be placed on TASS.

STEP 2 – Class Teacher Detention

First Offence

1. Further indiscretions by the student, after a warning, should attract the issuing of a detention. This can include poor behaviour, impacting on others learning, lateness to class without acceptable explanation and repeated failure to bring the required equipment to class.
2. The classroom teacher will record this on TASS and inform the parents/guardians by phone or email.
3. The student will complete a lunchtime detention of 20 minutes in a space and time as determined by the roster. Teachers are not to conduct these detentions in a space where they would be one-on-one with a student.
4. A student behaving poorly may be relocated within the class away from their peers.
5. All documentation to be placed on TASS.

STEP 3 – Dean of Years Detention

Second Offence

1. Should the student **repeat** incidences of misbehaviour, unreasonable lateness, uniform not being worn correctly (3 strikes within a semester), and for other breaches of College guidelines, rules and expectations a Dean of Years Detention will be issued.
2. The teacher will inform the students Dean of Years, who will then record on TASS and inform parents/guardians.
3. The detention will be all of lunchtime in a space and at a time determined by the Dean of Years. The Dean of Years will counsel the student who will then complete a reflection task.
4. Students may have no more than two Dean of Years detentions in a term. Thereafter they receive a Third Offence.
5. Dean of Years may choose to issue an *Ownership of Actions* document to the student for reflection purposes.
6. All documentation to be placed on TASS.

STEP 4 – After School Detention

Third Offence

5. Further indiscretions by the student will be reported by the classroom teachers to the Dean of Years.
6. At their discretion the Dean of Years will issue an after-school detention. This will be for a period of 1 hour in a space and at a time to be determined by the Dean of Years.
7. Dean of Years will contact parents/guardians to discuss the issuing of a detention to arrange the date.
8. The student is to complete a reflection which must be signed by the student, their parent/guardian and the Dean of Years.
9. All documentation to be placed on TASS.

STEP 5 – After School Detention

Fourth Offence

1. Further indiscretions by the student will be reported by the Dean of Years to the Head of Senior School.

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2. At their discretion the Head of Senior School will issue an after-school detention. This will be for a period of 1 hour in a space and at a time to be determined by the Head of Senior School.
3. Heads of Senior School or delegate will contact parents/guardians to discuss the issuing of a detention to arrange the date, in addition to arranging for a formal meeting to occur with the parents/guardians and student.
4. The student is to complete a reflection of how they can give back to the College community, which must be signed by the student, their parent/guardian their plan supervised by the Head of Senior School (or their delegate).

All documentation to be placed on TASS.

STEP 6 – Internal Suspension

In the event that a student does not respond to detentions and repeats the demonstrated behaviour, or the behaviour demonstrated is more extreme in nature (for example, but not limited to, physical fighting) the student is to be placed in an alternative environment away from their peers at school. The student will remain supervised and issued with developmentally appropriate learning for the day. A reflection process will occur throughout the day in order to educate the student around the required behaviours of the College. The student is still entitled to recess and lunch breaks; however, this will not occur at the same time as other students within the College. The duration of the suspension is to be determined by Executive Leadership of the College. Parents/guardians are to be informed of the matter via phone call, and in such instances where a parent/guardian cannot be reached, an email via TASS is to be sent. All documentation to be placed on TASS.

- Internal Suspensions are issued by the Deputy Principal after discussion with the Head of Senior School.

STEP 7 – External Suspension

In the case of a serious offence and in the best interests of students' safety, students may be issued with an external suspension. This means that the student is not to attend the College for a set duration of time and must have a re-entry meeting to discuss behaviours that have occurred and strategies for avoiding a similar occurrence in the future. All documentation to be placed on TASS.

- External Suspensions are issued by the Principal.

STEP 8 – Expulsion

If after repeated attempts to address a student's behaviour are not successful, or the behaviour demonstrated is of an extreme nature (for example, but not limited to physical fighting, criminal matters, dealing of drugs, ongoing interference with others learning etc) a recommendation may be made to the Principal that the student be expelled, and the enrolment of the student be withdrawn. In consultation with the Chair of the College Board, the Principal may choose to expel a student from the College if they believe it is in the best interest of the College community and/or the student. All documentation to be placed on TASS.

Note: The above is not a strict hierarchy of steps to be taken. At any time, and given the severity of the offence, a student may be elevated immediately to another step/stage in the hierarchy. It is at the discretion of the College Senior Leadership to determine the level of which to deal with a behaviour demonstrated and relevant consequences.

3.2.3 Whole of College Measures

Cooling off Day

A cooling off day will be issued to all parties involved in unwanted physical or escalated behaviours to take the initial heat out of the situation and allow the school to further investigate the incident. This is not a punitive measure, nor recorded as such.

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Withdrawal from Class

A student may be withdrawn from class whilst an investigation conducted by the College occurs. This may occur for a number of reasons including but not limited to the seriousness of the issue, the safety of the individual student or other students and staff, or the timeframe available to the College to conduct the investigation. Students that are withdrawn will have work provided to be completed during this time. This is not a punitive measure, rather, to a measure to facilitate the investigation process.

Exclusion from College Events

At any time, a student may be excluded by the relevant Head of School or other relevant members of the College Senior Leadership Team from selection in sporting teams, incursions, out of school excursions and attendance at out of hours activities such as socials and dinners if it is deemed the student may be at risk of engaging in anti-social behaviour and damaging the College's reputation.

Exclusion from attendance at camps may also be applied if the student has been unable to demonstrate sufficiently that they are trustworthy and can be relied upon to be compliant and always respond appropriately to reasonable directions/instructions. Additionally, a student may be excluded from attending camps/excursions/incursions due to concerns about risks to themselves others (staff or students) or the environment.

These exclusions will be discussed with parents/guardians in conjunction with relevant members of the College Senior Leadership Team.

Specialist Programs

Students who engage with specialist programs such as, but not limited to, High Performance Cricket and Specialist Dance must adhere to College expectations of behaviour and academic commitment to ensure work is completed to the best of their ability in line with expectations. Failure to do so may result in exclusion from the program and relevant events.

Scholarship and Bursary Holders

Students who hold scholarships and bursaries must adhere to College expectations of behaviour and academic commitment to ensure work is completed to the best of their ability in line with expectations. Failure to do so may result in the scholarship or bursary being withdrawn in line with the conditions on the College Scholarship/Bursary contract.

Inquiry Process

Under direction of members of the College Senior Leadership Team, staff, via delegation, are to investigate alleged occurrences in a thorough manner. This process can take time to occur and can involve talking to other students and staff. This information is then brought to the College Senior Leadership Team for further follow up and discussion through College processes. The College will adhere to the principles of procedural fairness. Notes are to be taken and uploaded to TASS.

Collective Punishments

The College does not condone the use of collective punishments as a means of trying to rectify an individual student or group of students' behaviour.

3.3 Professional Development

Staff will receive ongoing support through:

- Professional Development may include the following topics:
 - Note taking and record keeping
 - Classroom management
 - Difficult conversation
 - Behaviour support strategy
- Regular policy review and updates
- Support to assist students with individual needs to meet behavioural expectations.

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4. A Statement on Bullying

Tranby College does not condone or accept bullying behaviours. Bullying Prevention plays a role in ensuring that our school builds a safe, positive and supportive culture that fosters caring, positive and respectful relationships between all involved in the Tranby College community.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying is distinct from other inappropriate behaviours. Bullying involves repeated, intentional actions or behaviours that cause harm, distress, or fear, and occur in a relationship where there is an actual or perceived power imbalance. Other forms of conflict or poor behaviour, such as single incidents, disagreements, or relational tensions may be inappropriate or unacceptable. Still, they do not constitute bullying unless they meet the criteria of intent, repetition and power imbalance.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Consequences for bullying follow the same processes as outlines in Section 3.2 of this policy.

5. College-wide Support Systems

College-wide support systems are vital because they provide consistency and reinforce classroom-level strategies. While individual classroom approaches are important, College-wide systems help create clear expectations, well-documented policies, and procedures that ensure a consistent experience for all students. These systems also enable the College to collect and analyse data to inform decision-making, provide targeted support where needed, and ensure that staff parents/guardians and students are working together cohesively to support positive student behaviour.

5.1 Policy Implementation

The College will ensure:

- Clear communication of behaviour expectations with staff parents/guardians and students
- Consistent and developmentally appropriate application of policies across all year levels
- Regular review and updating of policy and procedures
- Development of user-friendly policy documents
- Support for staff implementation of policy and procedures.

5.2 Family Partnership

The College and staff will maintain strong partnerships with parents/guardians through:

- Regular communication via multiple channels including:
 - Email updates
 - Phone calls
 - Face-to-face meetings
 - Regular parent/guardian conferences
 - Community engagement initiatives.
- Initiatives and approaches, including:
 - Positive behaviour recognition
 - Early intervention for concerns
 - Clear communication of school standards and expectations
 - Collaborative problem-solving approaches

5.3 Monitoring and Evaluation

The College will regularly assess policy effectiveness through:

- Data collection and analysis

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- Staff feedback
- Student behaviour tracking
- Parent/guardian input
- Regular policy review cycles
- Professional development evaluation.

5.4 Reinforcement Systems

The College recognises that acknowledging and celebrating positive behaviours and actions is fundamental to creating a thriving school culture and motivating students to consistently make good choices. Implementation of appropriate recognition systems:

- Junior School merit system
- Senior School positive behaviour system
- Regular review of reinforcement effectiveness
- Clear criteria for social event, excursion and camp participation.

Definitions

Bullying - Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless.

Corporal punishment - Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment - Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Emotional abuse - Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings.

Psychological abuse - Repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. It is a form of emotional abuse.

Related Policy and Procedures

Tranby College Assessment and Reporting Policy

Child Safety Policy

Student ICT Responsible Use Policy

Code of Conducts:

- Student
- Parents and Volunteers
- Workplace
- Child Safety

Tranby College Staff Handbook

Tranby College Student and Family Handbook

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Applicable Legislation

Guide to the Registration Standards and Other Requirements for Non-Government Schools UN Committee on the Rights of the Child, General Comment No. 8 (2006).

Responsibilities

Staff Responsibility

Each Staff member has the responsibility to:

- Understand and implement the Behaviour Support Policy
- Ensure the procedure for responding to each behavioural management issue is dealt with in a fair, equitable, ethical and consistent manner that follows the principles of natural justice
- Log each instance on TASS and College systems so behaviours can be tracked and monitored
- Refer to the relevant member of the College Senior Leadership Team as the need arises.

College Leadership's Responsibility

The Principal and the College Leadership has responsibility to:

- Ensure the procedure is available to all staff members
- Ensure the procedure for responding to each behavioural management issue is dealt with in a fair, equitable, ethical and consistent manner that follows the principles of natural justice
- Log each instance on TASS and College systems so behaviours can be tracked and monitored.

College's Responsibility

Tranby College has a responsibility to:

- Make the procedure available to members of the College community, parents/guardians and students
- Ensure that the procedure is fairly and justly applied across Tranby College
- Respond to the needs of a particular individual as appropriate within the values of Tranby College
- Regularly review the policies and procedures to identify any complaints that indicate a systemic issue and make improvements as necessary
- Comply with legislated requirements.

Student's Responsibility

- Uphold the College expected behaviours
- Engage productively in lessons
- Be reflective of conditions and seek improvement when actions do not align with expectations.

Further Information

Further information concerning any aspect of this policy may be directed to the Deputy Principal.

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Policy Sign off & Acceptance

Sign off is required by:

Principal

Revision History (filled out Board or Principal)

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1.0	Approved	Jan 2025	Principal	Jan 2025	Development of policy
1.1	Approved	Oct 2025	Principal	January 2026	Minor adjustments and title updates

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