



# Discipline Policy

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## Version History

Version	Date	Notes
1.0	March 2020	New Calderwood Christian School policy



Calderwood Christian School: Mission In Christ's service to partner with parents in providing a quality Christian Education founded on the Word of God.

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## Important related documents:

Child Protection Policy	Privacy Policy
Enrolment Policy	Staff Code of Code
Attendance Policy	Student Code of Conduct
Student Anti-bullying Policy	Code of Conduct for Parents and Visitors
Complaints Framework	Volunteer Code of Conduct

## Relevant Legislation:

Education Act 1990  
NSW Anti-Discrimination Act 1997  
Weapons Prohibition Act 1998

## References:

Registered and Accredited Independent Non-Government Schools (RANGS) Manual, March 2017  
– latest version on website  
DEC Suspension & Expulsion of School Students, Procedures 2011 (updated April 2015)  
Disability Standards for Education 2005

## **1 INTRODUCTION**

The school's main task is the education and socialisation of children, so that each student can achieve his or her potential. An effective learning environment is crucial for this; and every member of the school community has the responsibility to respect the rights of others to learn and work to the best of their ability.

The welfare of children at the school is foundational to their training in Christian attitudes and behaviour. (See Welfare Policy) It therefore includes nurturing, building, encouraging and supporting; but also training, direction and correction.

The Calderwood Christian School Discipline Policy describes the philosophy and processes followed by the school in restoring a student to responsible behaviour, both personally and within the community; and to train and guide them in appropriate self-discipline.

## **2 CHRISTIAN RATIONALE**

The purpose of the Calderwood Christian School is to honour and glorify God by giving each child a Christ-centred education, as a complete person created by God in His image, and of infinite worth in His sight. In partnership with parents, the school seeks to equip young people who will contribute to society, and be responsible in their work place, family and in their own lives.

While children possess great potential because they are made in God's image, they also have an inbuilt tendency to do what is wrong (sin). Children need to be nurtured to attain their potential while learning to recognise and reject sin. The system of discipline at Calderwood Christian School is therefore considered to be integral to the welfare of the child, as it trains and encourages students to make better choices about their behaviour.

Discipline is part of their complete training; rather than a system of punishment. It provides consistent direction, controlled consequences of poor choices, and the application of restorative processes to right any wrongs done to another, or to property. It is an outworking of the school's responsibility to the student and their family.

*'Train a child how to live the right way then even when he is old, he will still live that way.'*  
(Proverbs 22:6)

## **3 PURPOSE OF THIS DOCUMENT**

This document explains the processes that the school will follow to maintain a well-ordered and responsible learning environment; and which will be put into practice when a student breaches the Student Code of Conduct and School Rules.

#### 4 TABLE OF RESPONSIBILITIES

<b>Responsibilities</b>	<b>Evidence of Compliance</b>
<b>Principal</b>	
Maintain policies and procedures related to discipline of students that are based on procedural fairness	CCS Discipline Policy
Ensure staff training in Discipline Policy and procedures	PD calendar; New Teacher Induction; Staff Meetings
Assist teachers to adopt a uniform, consistent caring approach to class management and discipline	Vision, Mission & Aims; Staff Handbook; CCS CNN
Suspend students when necessary and make recommendations to the Board regarding withdrawal of enrolment (final arbitrator of discipline in the School)	SEQTA records; Board reports; Confidential notes on secure server and student files
<b>Board</b>	
Review monthly reports from Deputy Principal	Board reports
Support Principal's recommendation of expulsion of student	Board reports
<b>Head of Senior School &amp; Head of Junior School</b>	
Oversee implementation of discipline system	CCS Discipline Policy
Support staff in the implementation of disciplinary procedures; Staff training	Staff meetings; PD calendar days
Investigation of incidents and allegations of student misbehaviour	SEQTA records and student files
Contact with parents	SEQTA records and student files
Report monthly to Board	Monthly reports to Principal
<b>Head of Junior School</b>	
Oversee the welfare of students in Years K-6 at the school	SEQTA records and student files
<b>Director of Pastoral Care (Years 7-12 only)</b>	
Assist HSS with Investigation of incidents and allegations of student misbehaviour	SEQTA records and student files
Contact with parents	SEQTA records and student files
Assist HSS to support staff in the implementation of disciplinary procedures; Staff training	Staff meetings; PD calendar days
Support Stage Pastoral Care Overseer and staff in classroom management and discipline issues	Staff meetings; Documentation in Daybook of visitation to Pastoral Care groups
Oversee the welfare of students in Years 7-12 at the school with HSS	SEQTA records and student files; calendar appointments

<b>Stage Pastoral Care Overseer (Years 7-12 only)</b>	
Support staff in classroom management and discipline issues	Faculty meetings; Staff appraisal
Liaise with the HSS and Director of Pastoral Care about issues of concern and the implementation of behaviour modification programs	SEQTA records and student files
Contact with parents	SEQTA records and student files
<b>Teachers K-12</b>	
Behaviour management and discipline in their areas of responsibility, including sport teams, yard duties, excursion groups, co curricular activities in accordance with school policy and procedures	Staff Appraisal; Staff Handbook; SEQTA records and student files
Monitoring of general behaviour; and supervision of students	SEQTA records and student files
Consultation with parents/ Heads of Faculty/ Director of Pastoral Care/ Head of Senior School/Head of Junior School	SEQTA records and student files
<b>Students</b>	
Comply with expectations set out in Student Code of Conduct	Signed CCS Student Code of Behaviour
Comply with requirements of School Rules	SEQTA records and student files
Cooperate with disciplinary measures determined by the school	SEQTA records and student files
<b>Parents</b>	
Affirm and encourage their children in behaviour that complies with the CCS Student Code of Behaviour and School Rules	Enrolment Agreement; Student Code of Conduct
Support school discipline policy/ procedures; engage in discipline process; assist child to comply with any restorative measures	Enrolment Agreement; SEQTA records and student files
Pursue external assessment in regard to their child's well-being if indicated	If aware it is on SEQTA records and student files
Inform school of circumstances which may affect the welfare of their child	SEQTA records and student files; Student IEP's

## 5 DEFINITIONS

**Procedural Fairness:** the principles of procedural fairness guide fair and reasonable decision-making procedures when a decision may adversely affect the rights, interests or legitimate expectations of an individual.

There are two basic common law rules:

- the 'hearing rule' - the right to be heard, which includes the right to:
  - Know the case against them, including specific allegations and any other information which will be taken into account
  - Know the way in which the issues will be determined
  - Respond to the allegations
  - Know how to seek a review of the decision in response to the allegations
  
- the 'bias rule' - the right to an impartial decision, which includes the right to:
  - Impartiality in the investigation and decision making phases
  - An absence of bias in the decision maker

**Suspension:** is the temporary removal of students from school for a period of time. Suspension may be internal or external.

Internal suspension entails removal from class, cocurricular activities and the general experience of school life, usually for a short time, in a supervised environment on the school premises.

External suspension entails exclusion from the school premises and from all aspects of school life. It is initiated by the Principal, Head of Senior School or the Head of Junior School.

Suspension is imposed in cases of unacceptable behaviour in the interest of the student and / or the school community. Parents are responsible for the supervision, care and well-being of students while they are suspended.

**Expulsion:** the permanent removal of a student from the school. This is an extreme action taken only after significant consultation with the student, parents and the school. It may be the result of serious incidents; or after all previous discipline and restorative options for continuing poor behaviour were exhausted.

## **6 POLICY**

In the pursuit of helping students to grow in godly character, maturity and self-discipline, Calderwood Christian School:

- Promotes a proactive and strategic stance on issues of student welfare and discipline.
- Seeks the building up and training of students through all aspects of school life.
- Maintains procedures of pastoral care, and behaviour modification, for students.
- Maintains centralised record keeping (SEQTA) as an ongoing profile of a student's welfare, behaviour and any interventions exercised by the school.
- Regularly addresses the school's Discipline Policy and procedures with staff to ensure comprehension and compliance.
- Expressly prohibits corporal punishment from the school's discipline procedures.
- Does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.
- Partners with parents, the school community and external specialists to support student development and address issues of concern.
- Promotes opportunities and learning experiences in school for students to develop self-awareness and to develop their skills and maturity.
- Fosters a relationship with the School Liaison Police Officer (SLP) to encourage students to build a positive relationship with the Police.

## **7 PRINCIPLES**

- Discipline is a God-given responsibility of parents and carers and is an essential part of developing the whole child. It is understood to encapsulate all that acts to train a child in what is acceptable and preferable behaviour.
- All discipline is intended to promote an understanding of wrong-doing, repentance and reconciliation.
- Discipline is focussed upon dealing with behaviour that is harmful to self or to others or that is unhelpful to the development of Christian community. Harmful or unacceptable behaviour will be identified by the guidelines and policies of the School which have been developed from a Christian worldview on community and relationships.
- Discipline will be implemented by teachers and members of the School staff in the interests of the wellbeing of the student and his or her peers.
- Discipline of children at the school is implemented under the delegated authority of parents.
- Discipline is directed towards the goal of self-regulation with the development of mutual respect, consideration of others and compassion.
- Discipline may involve exhortation, guidance, instruction, training and the implementation of consequences.

## 8 RIGHTS AND RESPONSIBILITIES

Every student at CCS has the right to:

**Be honoured as an image bearer of God:** Every student is held in high esteem, respected by others and treated equally.

**Learn:** without interference, to the best of their ability in a conducive learning environment

**Move:** freedom of movement about the classroom and school in safety

**Communicate:** express themselves and their individuality, share ideas and ask questions, appropriately challenge the status quo.

**Be Safe:** free from intimidation, persecution or bullying, confident of their personal safety, assured of the safety of all that belongs to them.

**Know the boundaries:** expectations and boundaries are clearly articulated, and role modelled. Consequences for intentionally breaching the boundaries or expectations are evident and unambiguous.

**Responsibilities:** The responsibilities of each student are outlined in the Student Code of Conduct.

## 9 PROCEDURES

### 9.1 Proactive and Preventative Procedures

Teachers undertake to make the appropriate and adequate preparations for class that ensures student social, academic, psychological and spiritual needs are met through rigorous and engaging learning activities. The CCS classroom expectations outlined below, provide a framework for teachers and students to commit to, with variations for age appropriateness, that provide the ordered and conducive learning environment desired for every child.

To promote student understanding, development of Godly character and responsible behaviour, the school:

- Commits time regularly for Biblical Studies and discipleship, in partnership with family and church activities, for the development of Christ-like character and attitudes.
- Sets out in the Student Code of Conduct a positive set of expectations that allow students to confidently know how to behave in the school setting.
- Provides a set of CCS School Behaviour Expectations, and regularly reinforces students' understanding of their responsibilities as positive contributors to school life.
- May develop an individual Behaviour Management Plan for a student demonstrating a consistent pattern of disruptive behaviour which breaches the Student Code of Conduct, that provides direction and possible consequences for behaviour choices at school.
- Provides a school psychologist for student support.
- Allows leadership opportunities to develop personal skills in the school context.

- Encourages the development of an outward focus through involvement in events designed to help others in our local or wider community.
- Provides opportunities and experiences to develop relationships; and challenges that build resilience.
- Maintains processes to resolve issues that adversely affect children's social development and learning within the school.
- Involves and informs parents early in the process of handling infractions and maintains regular communication.
- Partners with external providers in planned programs for additional support for students within the school, as required.

## 9.2 General Classroom Expectations

### (a) Prior to Class

Students line up in two lines

Students invited into the classroom when they are standing quietly

Year 11 and 12 students to wait quietly and respectfully unless otherwise instructed

Confirm students have appropriate uniform as they enter the room

### (b) Commencing Class

Students enter classroom respectfully (and stand behind desk/table/bench/vice in Year 5 – 10) and wait to be greeted

Students respond to teacher greeting and are invited to sit/move to another location/etc

At the teacher's discretion, the class may commence in prayer

Students are invited to prepare for the first activity (ie take out specific equipment, prepare room, open device, etc)

### (c) Classroom management

Teachers will confirm that students are clear about classroom and behaviour expectations.

Teachers will actively supervise the class throughout the session, spending little time at the teacher's desk, and applying normal classroom management strategies including but not limited to:

- Cueing with parallel acknowledgement - Praising a student to prompt others.
- Body language encouragement - Smiling, nodding, gesturing and moving near.
- Descriptive encouragement - Praise describing behaviour.
- Selective attendance to behaviour - Not obviously reacting to certain behaviours.
- Redirecting to the learning - Prompting on-task behaviour.
- Giving a choice - Describing the student's options and likely consequences of their behaviour.

Should a student behave inappropriately, the teacher will:

- bring the inappropriate behaviour to the attention of the student
- remind student that any continuance or repetition of the behaviour will result in a consequence
- consequences are applied, at the teacher's discretion and with reference to the Behaviours and Consequences Guide

(d) Concluding Class

- Students clean and tidy the room (floor, whiteboard, benches/tables), rearrange furniture if necessary
- Year 5 – 10 students stand behind desk/table/bench/vice and wait to be farewelled
- At the teacher's discretion, the class may close in prayer
- Class is dismissed

### 9.3 Communication

a) Parents

Discipline policies and procedures are made available to parents and students upon enrolment; are available on the school website; and are reviewed in parent-teacher meetings should it be necessary. Any consequences applied for inappropriate behaviour will be communicated to parents by phone, through SEQTA Direct Message or parent meeting.

b) Student

The Student Code of Conduct, CCS Behaviour Expectations and School values are made available to students upon enrolment; and are reviewed at the beginning of each year. Further reminders are made throughout the year.

c) Staff

New staff are made aware of the school discipline policy and procedures at induction. Staff training takes place within sectional and whole school staff meetings; and particular issues or concerns are raised as required.

d) Records

Are maintained on (SEQTA). Confidential records are kept in sealed envelopes in student files.

## 10 SENIOR SCHOOL BEHAVIOURS AND CONSEQUENCE GUIDE

Level 1	Level 2	Level 3	Level 4
Throwing projectiles/food in the School grounds	Repetitive or persistent Level 1 behaviours or failure to complete consequences issued	Repetitive and persistent Level 1 & 2 behaviours or failure to complete consequences issued	Repetitive and persistent Level 2 & 3 behaviours or failure to complete consequences issued
Kicking/throwing balls in inappropriate areas			
Breaches of grooming and/or uniform expectations			
Failure to complete or participate in class activities or follow teacher instructions Chewing gum/eating/drinking in classrooms	Failure to follow direction from a staff member resulting in disruption to learning for others	Intentional or direct disobedience or defiance with respect to teacher instruction or direction	Aggressive, violent or profane language directed at a teacher, staff member or other adult
Inappropriate behaviour/contact with others. Rude or anti-social behaviour.	Rudeness, lack of respect for others or intentional lack of manners shown to staff, students or visitors	Bullying or intimidation of other students Belligerence/fighting/physical violence	Severe bullying or intimidation of others Severe belligerence/fighting/violence
Arriving late to class or unprepared for class	Absent from class or compulsory School event without valid cause	Repeated truancy Leaving the School grounds without permission	Repeated truancy Leaving the School grounds without permission
Disrespectful or inappropriate comments about others	Inappropriate language, swearing or derogatory remarks about others or the School, or directed at someone	Insolent behaviour towards peers, staff or visitors. Anti-social behaviour or misconduct in public or on public transport	Violent or aggressive behaviour towards peers, staff, visitors or members of the general public
Carelessness resulting in the damage or loss of School, staff or student property or equipment	Intentional misuse or damage to School, staff or student property or equipment	Deliberate vandalism of School, staff or student property or equipment	Malicious vandalism of School, staff or student property or equipment
Bringing inappropriate items, reading material, food or digital media to school	Bringing and using inappropriate items, reading material, food or digital media at school	Distributing inappropriate items, reading material, food or digital media at school	Possession, use or distribution of illegal substances or dangerous weapons
Using a digital device contrary to School Policy ie without permission, to play games, during break time	Intentional misuse of digital technology or social media that results in harm to others, significant inconvenience or cost to the School	Misuse of digital technology or social media that results in significant harm to others or to purposefully bring the School name into disrepute	Use of digital technology for illegal online activity
<b>Possible Consequence</b>	<b>Possible Consequence</b>	<b>Possible Consequence</b>	<b>Possible Consequence</b>
Lunchtime detention	Detention or Internal Suspension	Friday Afternoon Detention	Probationary enrolment
	Cross class	Internal Suspension	Suspension
	Friday afternoon detention	External Suspension from School	Expulsion
	Confiscation of electronic device	Exclusion from some classes	
<b>Follow up</b>	<b>Follow up</b>	<b>Follow up</b>	<b>Follow up</b>
Note on SEQTA	Note on SEQTA	Note on SEQTA	Student Agreement
Parents may be contacted	Phone call with Parents	Parent meeting	Parent meeting
	Behaviour Tracking Sheet	Behaviour Agreement	Written communication with parents
	Meetings with Psychologist	Meetings with Psychologist Meetings with and advice from external professionals	External Authorities Involved

## 11 JUNIOR SCHOOL BEHAVIOURS AND CONSEQUENCE GUIDE

Level 1	Level 2	Level 3	Level 4
Throwing projectiles/food in the School grounds	Repetitive or persistent Level 1 behaviours or failure to complete consequences issued	Repetitive and persistent Level 1 & 2 behaviours or failure to complete consequences issued	Repetitive and persistent Level 2 & 3 behaviours or failure to complete consequences issued
Kicking/throwing balls in inappropriate areas			
Breaches of grooming and/or uniform expectations			
Failure to complete or participate in class activities or follow teacher instructions Chewing gum/eating/drinking in classrooms	Failure to follow direction from a staff member resulting in disruption to learning for others	Intentional or direct disobedience or defiance with respect to teacher instruction or direction	Aggressive, violent or profane language directed at a teacher, staff member or other adult
Inappropriate behaviour/contact with others. Rude or anti-social behaviour.	Rudeness, lack of respect for others or intentional lack of manners shown to staff, students or visitors	Bullying or intimidation of other students Belligerence/fighting/physical violence	Severe bullying or intimidation of others Severe belligerence/fighting/violence
Arriving late to class or unprepared for class	Absent from class or compulsory School event without valid cause	Repeated truancy Leaving the School grounds without permission	Repeated truancy Leaving the School grounds without permission
Disrespectful or inappropriate comments about others	Inappropriate language, swearing or derogatory remarks about others or the School, or directed at someone	Insolent behaviour towards peers, staff or visitors. Anti-social behaviour or misconduct in public or on public transport	Violent or aggressive behaviour towards peers, staff, visitors or members of the general public
Carelessness resulting in the damage or loss of School, staff or student property or equipment	Intentional misuse or damage to School, staff or student property or equipment	Deliberate vandalism of School, staff or student property or equipment	Malicious vandalism of School, staff or student property or equipment
Bringing inappropriate items, reading material, food or digital media to school	Bringing and using inappropriate items, reading material, food or digital media at school	Distributing inappropriate items, reading material, food or digital media at school	Possession, use or distribution of illegal substances or dangerous weapons
Using a digital device contrary to School Policy ie without permission, to play games, during break time	Intentional misuse of digital technology or social media that results in harm to others, significant inconvenience or cost to the School	Misuse of digital technology or social media that results in significant harm to others or to purposefully bring the School name into disrepute	Use of digital technology for illegal online activity
<b>Possible Consequence</b>	<b>Possible Consequence</b>	<b>Possible Consequence</b>	<b>Possible Consequence</b>
Reflection Time with classroom teacher	Reflection time with Head of JS	Internal Suspension	Probationary enrolment
	Detention	External Suspension from School	Suspension
	Cross class	Exclusion from some classes	Expulsion
<b>Follow up</b>	<b>Follow up</b>	<b>Follow up</b>	<b>Follow up</b>
Note on SEQTA	Note on SEQTA	Note on SEQTA	Behaviour Agreement
	Phone call with Parents	Parent meeting	Parent meeting
	Behaviour Tracking Sheet	Behaviour Agreement	Written communication with parents
	Meetings with Psychologist	Meetings with Psychologist Meetings with and advice from external professionals	Police involvement

## 12 SENIOR SCHOOL PROCEDURAL GUIDELINES

### Uniform Exemption

- Any student failing to have a complete and correct uniform in good condition must provide a handwritten note or email to the CCS Office providing a valid reason
- Failure to provide a valid reason in writing to the office will result in a lunchtime detention
- The Stage Pastoral Care Overseer will check records on SEQTA weekly and contact parents when patterns of non-compliance occur
- Continued failure to comply with uniform guidelines will result in a possible detention and further contact with parents.

### Lunchtime Detention (Homework)

- Student has been made aware of the expectation, has the capacity to comply and intentionally chooses not to.
- Student is made aware by the teacher responsible for the homework, that their incomplete homework has resulted in a homework detention
- The student is to attend a lunchtime indicated by the teacher and must complete their set tasks.
- A formal record of the behaviour and resultant consequence will be made in SEQTA. This record will automatically generate an email to the parents, notifying them of the inappropriate behaviour and resultant consequences.

### Lunchtime Detention (Behavioural)

- Student has been made aware of the expectation, has the capacity to comply and intentionally chooses not to.
- Student is made aware that their behaviour has resulted in detention.
- The student is to attend the detention room at the lunchtime indicated by the teacher, this may include missing out on sport training.
- A formal record of the behaviour and resultant consequence will be made in SEQTA. This record will automatically generate an email to the parents, notifying them of the inappropriate behaviour and resultant consequences.

### Friday Afternoon Detention

- A Friday Afternoon Detention can be applied by the Stage Pastoral Care Overseer, Director of Pastoral Care, or Head of Senior School
- The student is notified that their behaviour has resulted in a Friday afternoon detention

- Contact is made with home to notify the parents or guardians of the breach of School Policy and the resultant consequences.
- The student will be required to complete a reflection, naming their inappropriate behaviour, identifying those who they have hurt or inconvenienced by their behaviour and describing ways in which they could do things differently next time.
- Students may also complete physical tasks around the school grounds like picking up rubbish, cleaning desks, etc.
- Should the parents be unable to accommodate a late pick up on Friday afternoon, an alternative afternoon will be negotiated with them.

### **Behaviour Tracking Card**

- A Behaviour Tracking Card can be applied by the Stage Pastoral Care Overseer, Director of Pastoral Care, or Head of Senior School
- The student will be issued a Behaviour Tracking Card after being notified of the reason for it and following parent contact.
- Typically, a parent meeting will occur to advise parents of the behaviour and consequences.
- A Behaviour Tracking Card is to be carried with the student to each class.
- Each subject teacher will provide the student with written feedback regarding their behaviour in class.
- At the end of the week, the student will have a conversation with their Director of Pastoral Care to negotiate the cessation or continuance of this Card.
- Parents will be notified when the Behaviour Tracking Card is no longer needed.

### **Student Behaviour Agreement**

- A Student Behaviour Agreement is applied by the Director of Pastoral Care or Head of Senior School
- The Student Behaviour Agreement is an agreement made between the student and the School in the presence of their parents.
- The student will meet with the Director of Pastoral Care, Stage Pastoral Care Overseer or Head of Senior School to discuss the continued or significant breach of School policy or guidelines.
- The agreement will outline the breach of School policy and the commitment the child makes to ensuring the behaviour ceases or does not occur again. It will also outline the consequences of a future breach of policy or guidelines.
- Student Behaviour Agreements will be active for an agreed length of time, after which it expires.

### **Internal School Suspension**

- An Internal School Suspension is applied by the Director of Pastoral Care, or Head of Senior School
- Internal suspensions are given to students who have made a significant breach of School policy.
- The student will be removed from classes for the day, taking their breaks and eating at times when other students are in class.
- The student will be supervised for the day
- The student will be provided with an age and misdemeanour-appropriate task to complete during the internal suspension.
- On completion of the task, the student will be offered the opportunity to complete any class or homework activities.
- An internal suspension would always include a conference between the parents and Head of Senior School or Director of Pastoral Care, either on the phone or in person

### **External School Suspension**

- An External School Suspension is applied by the Head of Senior School
- The student will be immediately removed from class and contact with other students and staff.
- Parents will be contacted and requested to collect their child from school.
- An external suspension is issued due to concerns for the wellbeing of the individual student, other students, staff or members of the community.
- The student will not be permitted to return to the School until such a time as they and their parents have met with the Head of Middle and Senior school and negotiated a suitable return to school plan, including timeframes.

### **Expulsion**

- Expulsion is the termination of a student's enrolment.
- The student and parents are invited to attend a meeting with the Head of Senior School and the Principal.
- The meeting will indicate to the student and his or her parents that the behaviour or activity undertaken deems them to be no longer welcome at the School.

## **13 JUNIOR SCHOOL PROCEDURAL GUIDELINES**

### **Incorrect or Incomplete Uniform**

- Any student failing to have a complete uniform in good condition will have the details recorded on SEQTA and parents will be notified
- Failure to correct the uniform within the agreed time frame, will result in parents being contacted by the Classroom Teacher
- Continued failure to rectify the uniform will result in an invitation to parents to meet with the Head of Junior School

### **Reflection Time**

- Student is aware of the expectation, has the capacity to comply and intentionally chooses not to.
- Student is made aware that their behaviour has resulted in a reflection time.
- The student is to attend a reflection time in first break with the classroom teacher. The classroom teacher will facilitate this.
- A formal record of the behaviour, resultant consequence and content of any correspondence will be made in SEQTA pastoral care notes. Classroom teacher will phone parents / guardians, notifying them of the inappropriate behaviour and resultant consequences.
- Classroom teacher will notify the Head of Junior School

### **Behaviour Tracking Card**

- A Behaviour Tracking Card is applied by the Head of Junior School
- The student will be issued a Behaviour Tracking Card after being notified of the reason for it and following parent contact.
- The classroom teacher and each specialist subject teacher will provide the student with written feedback regarding their behaviour in class.
- At the end of the week, the student will have a conversation with their classroom teacher and/or Head of Junior School, to negotiate the cessation or continuance of the card.
- Parents will be notified when the Behaviour Tracking Card is no longer needed.

### **Student Behaviour Agreement**

- A Student Behaviour Agreement is applied by the Head of Junior School
- The Student Behaviour Agreement is an agreement made between the student and the School in the presence of their parents related to the continued or significant breach of school policy or guidelines.

- The agreement will outline the breach of school policy and the commitment the student makes to ensuring the behaviour ceases or does not occur again. It will also outline the consequences of a future breach of policy or guidelines.
- Student Behaviour Agreements will be active for an agreed length of time, after which it expires.

### **Internal School Suspension**

- An Internal School Suspension is applied by the Head of Junior School
- Internal suspensions are given to students who have made a significant breach of school policy.
- The student will be removed from classes for the day, taking their breaks and eating at times when other students are in class.
- The student will be supervised for the day
- The student will be provided with an age and misdemeanour-appropriate task to complete during the internal suspension.
- On completion of the task, the student will complete alternative class or homework activities.
- An internal suspension will always include a conference with the parents in person.

### **External School Suspension**

- An External School Suspension is applied by the Head of Junior School
- The student will be immediately removed from class and contact with other students and staff.
- Parents will be contacted and requested to collect their child from school.
- An external suspension is issued due to concerns for the wellbeing of the individual student, other students, staff or members of the community.
- The student will not be permitted to return to the school until such a time as they and their parents have met with the Head of Junior school and/or Principal and negotiated a suitable return to school plan, including timeframes.

### **Expulsion**

- Expulsion is the termination of a student's enrolment.
- The student and parents are invited to attend a meeting with the Head of Junior School, and the Principal.
- The meeting will indicate to the student and his or her parents that the behaviour or activity undertaken deems them to be no longer welcome at the School.

## **14 EXCEPTIONS TO PROCEDURAL GUIDELINES**

In some circumstances, it may be decided to suspend or expel a student immediately. This may be due to, but not limited to, reasons of safety of students and staff. Examples could include the student being involved in a serious act of harm, illegality or criminality.

Parents, caregivers, and students should be aware that a student may be subject to the school's discipline regarding inappropriate behaviour outside of school if the student can be identified as a student of the school and the behaviour could be considered to have harmed the school's reputation. Groups of students attending parties or other functions, whose behaviour may bring disrepute upon the school, may also be subject to the school's discipline.

## **15 PROCEDURAL FAIRNESS**

Principles of procedural fairness include the right to be heard and the right to fair and unbiased decision making. To ensure procedural fairness, the following procedures will be generally followed:

- Information will be collected, where appropriate, from other students, teachers and relevant witnesses, using non-leading questions, and with no assumption of guilt expressed on the part of the accused student.
- A formal interview, in which all relevant information will be supplied. The student will be provided with the specific allegation/s and any other information that will be considered in the matter.
- Parents may be invited to attend this interview, depending on the perceived gravity of the allegation.
- The student will be given the opportunity to respond to the allegation.
- In cases where an expulsion may be contemplated there will be a second formal interview, to which parents will be invited, to provide the opportunity for a complete and considered response to the allegations.
- If the decision is made to suspend the student, a program of home study will normally be organised for the student.
- The outcomes of formal interviews and action to be taken will be recorded in the form of SEQTA notes.
- A resolution meeting (re-entry meeting) will be arranged for the return of the student into the School.
- Conduct that is extreme and results in other authorities becoming the case manager – e.g. the Police, Community Services, etc, may see these normal procedures become adjusted or replaced by those agencies procedural protocols.

## **16 APPEALS**

The student may request a review of a decision if they consider that an unjust decision has been made. Appeals must be made in writing to the Head of School, stating the grounds on which the appeal is being made. The appeal outcome decision will be given in writing to the parent / caregiver.

## **17 RETURN TO SCHOOL FOLLOWING EXTERNAL SUSPENSION**

The student and parents shall attend a re-entry meeting with the Principal, Head of Senior School or Head of Junior School to discuss strategies for the student, such that the behaviour is not repeated, and any restorative actions required for their return. A signed Probationary Enrolment Contract must be completed before the student may return to school.

A Risk Assessment may be warranted if the student's behaviour included violence, potential harm to children, damage to property, or posed any risk to the welfare of others.

## **18 INVESTIGATION OF A SIGNIFICANT INCIDENT OR ALLEGATION**

The investigation of disciplinary issues will be conducted in compliance with the principles of procedural fairness. (NSW Education Act 1990)

- Students shall be informed of the process by which the matter will be considered.
- Students and their parents shall be informed of the allegation against the student, whilst protecting the identity of witnesses providing evidence, as far as possible.
- Students and their parents shall be informed of the likely consequences of the student's misconduct; or of continuing, or escalating, behaviour.
- Students and parents shall be given the opportunity to respond to the allegation. Students will initially complete a Behaviour Reflection Sheet/Student Incident Report.
- Interpreter services will be provided if required.
- All relevant evidence will be considered, with a view to making a finding on the balance of probabilities, as to what happened.
- As far as possible, the investigation shall be impartial and without bias.
- Where an interview concerns a serious matter, a long suspension or possible expulsion, a support person may attend formal interviews.
- Documentation about the incident will be kept in the student's files and/or SEQTA
- The school ensures the right of review or appeal in respect of suspension and expulsions.