



Discipline Policy

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Business Centre

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1.2	July 2024	Review and removal of CEN branding

Version	Date	Notes
1.0	October 2019	New Calderwood Christian School updated policy
1.1	March 2020	New Calderwood Christian School policy
1.2	July 2024	Review and removal of CEN branding

Calderwood Christian School: Mission

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

Important related documents:

Child Protection Policy

Enrolment Policy

Attendance Policy

Student Anti-bullying Policy

Complaints Framework

Privacy Policy

Staff Code of Code

Student Code of Conduct

Code of Conduct for Parents and Visitors

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

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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. 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.

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)

PURPOSE OF THIS DOCUMENT

This document explains the processes that the school will follow to maintain a well-ordered and responsible learning environment

TABLE OF RESPONSIBILITIES

Responsibilities	Evidence of Compliance
Principal	
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	New Staff Induction; Staff Meetings, Staff Handbook
Assist teachers to adopt a uniform, consistent caring approach to class management and discipline	Vision, Mission & Values; Staff Handbook; CCS CNN, Ready to Learn procedures
Board	
Review monthly reports from Principal	Principal's Board Reports
Support Principal's recommendation of expulsion of student	Board Minutes
Head of Secondary School & Head of Junior School	
Oversee implementation of discipline policy	CCS Discipline Policy
Support staff in the implementation of disciplinary procedures; Staff training	Staff meetings
Investigation of incidents and allegations of student misbehaviour	Student records and student files
Contact with parents	Student records and student files
Timely reporting of incidents to the Principal	Meeting notes from Heads of School meetings
Oversee the pastoral care of students in Years K-12 at the school	Student records and student files
Director of Character and Service (Secondary) and JS Coordinators (Junior School)	
Assist HoS with Investigation of incidents and allegations of student misbehaviour	SEQTA records and student files
Contact with parents	SEQTA records and student files
Assist HoS to support staff in the implementation of disciplinary procedures; Staff training	Staff meetings
Support Pastoral Care Teachers and Classroom teachers in classroom management, discipline issues and parent meetings	Staff meetings, SEQTA records
Teachers K-12	
Behaviour management and discipline in their areas of responsibility, including sport teams, yard duties, excursion groups, extra-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 Character and Service/ JS Coordinators/ Heads of Schools	SEQTA records and student files
Students	
Uphold the expectations set out in Discipline Policy and 'Ready to Learn'	SEQTA records
Uphold School Values	SEQTA records and student files
Parents	
Partner with School staff to uphold the vision, values and discipline policy	Enrolment Agreement
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 wellbeing if requested	SEQTA records and student files
Inform school of circumstances which may affect the wellbeing of their child	SEQTA records and student files; Student IEP's

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:
 - o Know the case against them, including specific allegations and any other information which will be taken into account
 - o Know the way in which the issues will be determined
 - o Respond to the allegations
 - o 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:
 - o Impartiality in the investigation and decision-making phases
 - o An absence of bias in the decision maker

Suspension: is the temporary removal of students from school for a period, in consultation with parents and the Principal, and within a framework of procedural fairness. Suspension may be internal or external. Students will continue to engage in their learning for the duration.

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 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. It entails exclusion from the school premises and from all aspects of school life. It is initiated by the Principal and Heads of School.

Expulsion: the permanent removal of a student from the school. This is a significant action taken when the Principal deems the safety of the individual or members of the community are compromised. This follows a thorough investigation within the framework of procedural fairness.

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 wellbeing, 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.

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.

RIGHTS AND RESPONSIBILITIES

Every student will:

Be honoured as an image bearer of God, 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, freely about the classroom and school, in safety

Express themselves, share ideas and ask questions, appropriately challenge the status quo.

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

Know their boundaries and expectations because they are clearly articulated, and role modelled. Consequences for intentionally breaching the boundaries or expectations are evident and unambiguous.

Be responsible, adhere to the discipline policy and 'Ready to Learn' framework.

PROCEDURES

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.

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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 not required to line up, but are 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 Years 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

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 email or parent meetings.

(b) Student

The Calderwood 'Ready to Learn' expectations 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 within the Learning Management and School Management Systems.

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, sexualised, 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 or sexualised 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, aggressive, or sexualised behaviour towards peers, staff, visitors or members of the 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
Possible Consequence	Possible Consequence	Possible Consequence	Possible Consequence
Reflection Time with classroom teacher	Reflection time with JS Coordinator or HOJS	Internal Suspension	Probationary enrolment
	Detention	External Suspension from School	Suspension
	Cross class	Exclusion from some classes and/or playground	Expulsion
Follow up	Follow up	Follow up	Follow up
Note on SEQTA	Note on SEQTA	Note on SEQTA	Behaviour Agreement
	Phone call with Parents	Parent meeting	Parent meeting
Phone call to parent	Behaviour Tracking Sheet	Behaviour Agreement	Written communication with parents
	Meetings with Psychologist	Meetings with Psychologist Meetings with and advice from external professionals	Police involvement

JUNIOR SCHOOL PROCEDURAL GUIDELINES

Incorrect or Incomplete Uniform

- At the commencement of each school term, students are reminded of the Calderwood uniform expectations. These expectations are also included in the JS Parent Handbook and student diary (Stage 3) for reference throughout the term.
- If a uniform is incorrect or incomplete, the classroom teacher will discuss uniform requirements with the student
- Parents will receive a notification of this record via SEQTA Engage.
- Parents of students who attend school on three occasions in incorrect or incomplete uniform will be invited to meet with the classroom teacher to discuss the matter
- Parents of students who attend school with incomplete or incorrect uniform repeatedly will be invited to meet with the Head of Junior School to discuss strategies to prevent further breaches.

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 within the framework of procedural fairness
- 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-appropriate and purposeful 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 within the framework of procedural fairness
- 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.
- 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 within the framework of procedural fairness.
- 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.

SECONDARY SCHOOL BEHAVIOURS AND CONSEQUENCE GUIDE

Level 1	Level 2	Level 3	Level 4
Throwing projectiles/food in the School grounds Kicking/throwing balls in inappropriate areas Breaches of grooming and/or uniform expectations	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
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, sexualised, 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 or sexualised 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, aggressive, or sexualised behaviour towards peers, staff, visitors or members of the 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
Possible Consequence	Possible Consequence	Possible Consequence	Possible Consequence
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	
Follow up	Follow up	Follow up	Follow up
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

SECONDARY SCHOOL PROCEDURAL GUIDELINES

Incorrect or Incomplete Uniform

- At the commencement of each school term, students are reminded of the Calderwood uniform expectations. (Secondary Pastoral Care Teachers will remind them during pastoral care time.)
- If a uniform is incorrect or incomplete, the student is required to collect an "Incomplete or Incorrect Uniform Slip" from the Coordinator of Care and Character during pastoral care time.
- The student is to carry this slip on them for the day, to prevent being corrected throughout the day.
- A record of the "Incomplete or Incorrect Uniform Slip" will be made in SEQTA and communicated to parents.
- Students who choose not to collect an "Incomplete or Incorrect Uniform Slip" during first break will receive a detention for choosing not to comply with teacher instructions.
- When a student attends school on three or more occasions in incorrect or incomplete uniform, the parents will be informed through email or phone call by the relevant Pastoral Care Teachers.
- When a student *repeatedly* attends school with incomplete or incorrect uniform, parents will be invited to meet with the Coordinator of Care and Character and/or Head of Secondary to discuss strategies to prevent further breaches.

Teachers reserve the right to apply consequences to students who fail to comply with uniform guidelines during the school day ie failing to keep their shirt tucked in.

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 notify parents of the behaviour and resultant consequence.

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 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 notify the parents of the inappropriate behaviour and resultant consequences.

Afternoon Detention

- Afternoon Detention can be applied by the Coordinator of Care and Character, or Head of Secondary School
- The student is notified that their behaviour has resulted in an 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, an alternative afternoon will be negotiated with them.

Behaviour Monitoring Sheet

- A Behaviour Monitoring Sheet can be applied by the Pastoral Care Teacher, Coordinator of Care and Character, or Head of Secondary School
- The student will be issued a Behaviour Monitoring Sheet after being notified of the reason for it and following parent contact.
- Typically, a parent meeting may occur to advise parents of the behaviour and consequences.
- A Behaviour Monitoring Sheet 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 Pastoral Care Teacher to negotiate the cessation or continuance of this sheet.
- Parents will be notified when the Behaviour Monitoring Sheet is no longer needed.

Student Behaviour Agreement

- 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 Coordinator of Care and Character, Stage Coordinator or Head of Secondary 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 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 Coordinator of Care and Character, or Head of Secondary School within the framework of procedural fairness
- 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-appropriate and purposeful 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.

External School Suspension

- An External School Suspension is applied by the Head of Secondary and/or the Principal within the framework of procedural fairness.
- 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 Secondary School and/or the Principal and negotiated a suitable return to school plan, including timeframes.

Expulsion

- Expulsion is the termination of a student's enrolment by the Principal and within the framework of procedural fairness.

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.

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.

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.

APPEALS

The student may request a review of a decision if they feel 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.

RETURN TO SCHOOL FOLLOWING EXTERNAL SUSPENSION

The student and parents shall attend a re-entry meeting with the Principal, Head of Secondary 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 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.