



**CEN
HUB**

NSW & ACT



Discipline Policy

Prepared by CEN Hub Compliance Officer

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1.1	March 2020	New Illawarra Christian School policy
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Illawarra 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 Illawarra 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 Illawarra 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 workplace, 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 Illawarra 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

Responsibilities	Evidence of Compliance
Principal	
Maintain policies and procedures related to discipline of students that are based on procedural fairness	ICS 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; ICS 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
Board	
Review monthly reports from Deputy Principal	Board reports
Support Principal's recommendation of expulsion of student	Board reports
Deputy Principal - Primary & Deputy Principal - Secondary	
Oversee implementation of discipline system	ICS 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
Oversee the welfare of students at the school	SEQTA records
Contact with parents	SEQTA records
Report weekly to Principal	Weekly meeting
Pastoral Care Coordinators (Years 7-12 only)	
Assist Deputy with Investigation of incidents and allegations of student misbehaviour	SEQTA records
Contact with parents	SEQTA records
Assist Deputy to support staff in the implementation of disciplinary procedures; Staff training	Staff meetings; PD calendar days
Support staff in classroom management and discipline issues	Staff meetings; SEQTA records
Oversee Pastoral Care program for each year group	Staff meetings, SEQTA records
Oversee the welfare of students in Years 7-12 at the school with Deputy	SEQTA records; weekly meeting with PC team
Liaise with the Deputy about issues of concern and the implementation of behaviour modification programs	SEQTA records

Contact with parents	SEQTA records
Teachers K-12	
Behaviour management and discipline in their areas of responsibility, including sports teams, yard duties, excursion groups, co-curricular activities in accordance with school policy and procedures	Staff Appraisal; Staff Handbook; SEQTA records
Monitoring of general behaviour; and supervision of students	SEQTA records
Consultation with parents/ Pastoral Care Coordinators / relevant Deputy	SEQTA records, notes taken in meetings
School Counsellor	
Follow up pastoral care, if required, Report significant issues to the executive. The counselling team are not engaged in discipline meetings.	SEQTA records, secure server files
Students	
Comply with expectations set out in Student Code of Conduct	Communicate the ICS Student Code of Conduct (annually)
Comply with the requirements of School Uniform Policy	SEQTA records
Cooperate with disciplinary measures determined by the school	SEQTA records
Parents	
Affirm and encourage their children in behaviour that complies with the ICS Student Code of Behaviour, School Rules & Uniform Policy	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
Pursue external assessment in regard to their child's well-being if indicated	SEQTA records, recommendations from Counselling team or other specialist staff
Inform school of circumstances which may affect the welfare of their child	SEQTA records; Student IP'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, co-curricular 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, Deputy of Secondary or the Deputy of Primary.

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.

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, Illawarra 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 ICS 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 ICS 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, 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

- Prior to Class
 - (i) K-10

Students line up in two lines
Students invited into the classroom when they are standing quietly
Confirm students have appropriate uniform as they enter the room
 - (ii) 11&12

Year 11 and 12 students are allowed to enter the class before their teacher and are expected to prepare for the lesson while they wait quietly and respectfully for the lesson to begin
- Commencing Class

Students enter the classroom respectfully and follow teacher instruction (e.g. stand behind the desk, sit on floor in Year K – 10) and wait to be greeted.
Students respond to teacher greeting appropriately.
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
- 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

- Concluding Class
 - Students clean and tidy the room (floor, whiteboard, benches/tables), rearrange furniture if necessary
 - At the teacher's discretion, the class may close in prayer
 - Class is formally dismissed by the teacher (not by the bell).

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, via the school website and parent information nights. Any consequences applied for inappropriate behaviour will be communicated to parents by phone, through SEQTA Direct Message or in a parent meeting.

b) Student

The Student Code of Conduct is made available to students upon enrolment; and is 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 SECONDARY SCHOOL BEHAVIOURS AND CONSEQUENCE GUIDE

Stage 1	Stage 2	Stage 3	Stage 4
Breaches of grooming and/or uniform expectations without a Blue Slip	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
Arriving late to class	Rudeness, lack of respect for others or intentional lack of manners shown to staff, students or visitors 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 or behaviour directed at a teacher, staff member or other adult
Chewing gum /eating /drinking in classrooms	Inappropriate behaviour in break times eg kicking/ throwing balls in inappropriate areas, throwing projectiles /food in the school grounds	Bullying or intimidation of other students Belligerence/fighting/ violence	Severe bullying or intimidation of others Severe belligerence /fighting/ violence
	Absent from class without permission	Truancy / leaving the school grounds without permission	Repeated truancy/ leaving the school grounds without permission
Coming to a lesson unprepared for class	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, misuse or damage to school, staff or student property or equipment resulting in the damage or loss	Deliberate vandalism of School, staff or student property or equipment	Malicious vandalism of school, staff or student property or equipment
Coming to a lesson with a uncharged device	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	Misuse of digital technology or social media that results in significant harm to others or to purposefully bring the School name into disrepute, or significant inconvenience or cost to the School	Use of digital technology for illegal online activity
Possible Consequence	Possible Consequence	Possible Consequence	Possible Consequence
Lunchtime 'Restorative' detention allowing for a student to serve the school community in a positive manner	Lunchtime detention - Stage 2 'Reflection' and 'Restoration' detentions. A 'Reflection' detention allows a student to reflect on their own behaviour and seek restoration with wronged parties. They then serve the community by completing a 'Restorative' detention. Restorative detentions are only issued by the Pastoral Care	Lunchtime detention - Stage 3 Reflection & Restoration detention	Probationary enrolment Internal Suspension
		Exclusion from some classes	External Suspension from School
		Afternoon Detention	Expulsion

	Coordinators once a Stage 2 or 3 detention		
Follow up	Follow up	Follow up	Follow up
Note on SEQTA	Note on SEQTA	Note on SEQTA	Meetings with Psychologist
Parents can be informed via their child's SEQTA homepage when behaviour incidents occur. When awarding a detention via SEQTA, teachers will select 'Direct message parents and student' option to notify parents.	When awarding a detention via SEQTA, teachers will select 'Direct message parents and student' option to notify parents.	When awarding a detention via SEQTA, teachers will select 'Direct message parents and student' option to notify parents. Reflection form completed by the student and sent to parents for review.	Written communication with parents and parent meeting
	Reflection form completed by the student	Behaviour Agreement where appropriate	Behaviour agreement where appropriate
	Restoration meeting between involved parties where appropriate	Meetings with Psychologist Meetings with and advice from external professionals	External Authorities Involved

10.1 Incomplete home or class work and assessment tasks: Incomplete home or class work or assessment tasks are followed up by the classroom teacher. This may be in the form of staying back after class to complete tasks or working during lunchtimes outside the staffroom under the supervision of the classroom teacher until tasks or assessments are complete. Heads of Department will provide additional support to staff within their faculty on behaviour management and curriculum advice.

11 K-6 BEHAVIOURS AND CONSEQUENCE GUIDE

ICS Behaviour Notice	Stage 1 - Detention	Stage 2 - Detention	Stage 3 - Detention
Throwing projectiles/food in the School grounds	Repetitive or persistent behaviours or failure to complete consequences issued	Repetitive and persistent behaviours as outlined in Stage 1 or failure to complete consequences issued	Repetitive and persistent Stage 1 and 2 behaviours or failure to complete consequences issued
Kicking/throwing balls in inappropriate areas			
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 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
Time with class teacher which could include reflection, time to work on incomplete tasks due to misbehaviour (or time out in playground by duty teacher where appropriate) Logged as ICS Behaviour on Seqta. Managed by the class teacher.	Lunchtime detention - Stage 1 with Deputy Principal K-6 A 'Think Sheet' is completed to allow a student to reflect on their own behaviour and seek restoration with wronged parties. Logged as Stage 1 detention. Managed by Deputy K-6.	Lunchtime detention - Stage 2 with Deputy Principal K-6 Internal Suspension at the discretion of Deputy Principal K-6 'Think Sheet' completed as required.	Probationary enrolment
Follow up	Follow up	Follow up	Follow up
Note on SEQTA Parents will receive Seqta notification from Behaviour Notice Log.	Notes on SEQTA Direct Message with Parents Attach 'Think Sheet' to Seqta	Note on SEQTA Communicate with Parent Behaviour Agreement if appropriate Meeting with Psychologist as appropriate. Meetings with and advice from external professionals as appropriate	Behaviour Agreement Parent meeting Written communication with parents Police involvement

12 SECONDARY 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 from a parent/guardian to the Pastoral Care Coordinator providing a valid reason. This can then be provided to the Pastoral Care Coordinator at the beginning of the day.
- Any student who provides a note to the Pastoral Care Coordinators or ICS Office before school can be provided with a Blue Slip to ensure they do not have to complete a detention. If a student does not have a note, they can still obtain a blue slip, however, it will be noted that they have not brought in a note from home. Students who arrive late to school can also attend the Pastoral Care office immediately following Pastoral Care before going to their first lesson.
- Failure to obtain a Blue Slip will result in a lunchtime detention.
- The Stage Pastoral Care Coordinators will check records on SEQTA weekly and contact parents when patterns of non-compliance occur. Students with more than 3 Blue Slips without a note in a term will be issued with a Stage 2 detention.

Lunchtime Detention (Stage 1)

- The student has been made aware of the expectation, has the capacity to comply and intentionally chooses not to. The student is made aware by the teacher responsible that they have been placed on detention
- Homework detention: Student is made aware by the teacher responsible for the homework, that their incomplete homework has resulted in a homework detention. Homework detentions are supervised by the teacher concerned.
- The student is to attend a lunchtime indicated by the teacher and on SEQTA. They must complete their set tasks.
- A formal record of the behaviour and resultant consequence will be made in SEQTA. This record will generate a direct message to the parents, notifying them of the detention.

Lunchtime Detention (Stage 2 & 3)

- The student has been made aware of the expectation, has the capacity to comply and intentionally chooses not to.
- The 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. The student will complete a reflection form allowing them to take ownership for their part in the situation and allowing them to plan and participate in restoring the damaged relationship.
- A formal record of the behaviour and resultant consequence will be made in SEQTA. This record will generate a direct message to the parents, notifying them of the inappropriate behaviour and resultant consequences.
- For Stage 3 detentions, the reflection form will be copied and sent home to parents for them to discuss the matter further with their child.

Afternoon Detention

- An Afternoon Detention can be applied by the Stage Pastoral Care Coordinator, or the Secondary Deputy.
- 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 afternoon pick-up, an alternative afternoon will be negotiated with them.

Observation Card

- An Observation Card can be applied by the Pastoral Care Coordinator or the Secondary Deputy
- The student will be issued an Observation Card after being notified of the reason for it and following parent contact.
- Typically, a parent meeting will occur in person or via the phone to advise parents of the behaviour and consequences.
- An Observation 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. The card will then be signed each evening by the student and parent and submitted to the Pastoral Care Coordinator the next morning before the student is issued with a new card.
- Failure to present the card to the teacher in each lesson may result in the observation period being extended.
- At the end of the week, the student will have a conversation with their Pastoral Care Coordinator to negotiate the cessation or continuance of this Card.
- Parents will be notified when the Observation Card is no longer needed.

Student Behaviour Contract

- A Student Behaviour Contract is applied by the Deputy Principal
- The Student Behaviour Contract is an agreement made between the student and the School in the presence of their parents.
- The student will meet with the Deputy Principal to discuss the continued or significant breach of School policy or guidelines.
- The contract 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 Contracts will be active for an agreed length of time, after which it expires.

Internal School Suspension

- An Internal School Suspension is applied by the Pastoral Care Coordinator, or Secondary Deputy
- 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 a reflection form to complete during the internal suspension.
- An internal suspension would always include a conference between the parents and Secondary Deputy or Pastoral Care Coordinator, either on the phone or in person.

External School Suspension

- An External School Suspension is applied by the Secondary Deputy
- 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 Secondary Deputy 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 Secondary Deputy 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 K-6 PROCEDURAL GUIDELINES

Incorrect or Incomplete Uniform

- Any student failing to have a complete uniform in good condition will have the details recorded on SEQTA by the classroom teacher 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 Deputy Principal K-6.

ICS - Behaviour Notice (Class Level)

- Student is aware of the expectation, has the capacity to comply and intentionally chooses not to.
- The student is made aware that their behaviour has resulted in a class level consequence with their class teacher. This can be either staying in with the class teacher to complete work, tidy up any mess created, or by sitting out of play for a set amount of time in the playground.
- The student is to attend to these matters 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 via the 'ICS Behaviour' category.

Playground Behaviour Card

- A Playground Behaviour Card is applied by the class teacher, in consultation with the Deputy Principal K-6.
- The student will be issued a Playground Behaviour Card after being notified of the reason for it and following parent contact by class teacher.
- Teachers will be notified of the existence of the Playground Behaviour Card. The playground duty 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 Deputy Principal K-6, to negotiate the cessation or continuance of the card.
- Parents will be notified when the Playground Behaviour Card is no longer needed.

Classroom Observation Card

- A Classroom Observation Card is applied by the class teacher, in consultation with the Deputy Principal K-6.
- The Classroom Observation Card is an agreement made between the student and the school, with parent acknowledgment, 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.
- Classroom Observation Cards will be active for an agreed length of time, after which it expires. This will be determined by the class teacher, in consultation with the Deputy Principal K-6, and then communicated to the student and parents.

Internal School Suspension

- An Internal School Suspension is applied by the Deputy Principal K-6.
- Internal suspensions are given to students who have made a significant breach of school policy.
- Internal School Suspensions will be applied as soon as is practicable in the school week following an incident.
- Parents will be notified by the Deputy Principal either by phone or in person.
- The student will be removed from classes for half of the school day, taking their breaks and eating at times when other students are in class.
- The student will be supervised during that time in another classroom.
- The student will be provided with their normal school work to complete during the internal suspension period.
- 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 either by phone or in person.

External School Suspension

- An External School Suspension is applied by the Deputy Principal K-6, in consultation with the Principal.
- 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 Deputy Principal K-6 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 Deputy Principal K-6, 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 Principal or Deputy, 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 or the Secondary or Primary Deputy to discuss strategies for the student, such that the behaviour is not repeated, and any restorative actions required for their return. In serious cases, a signed Probationary Enrolment Contract may be completed before the student can 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.