



## Student Discipline Policy

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### 1. General approach

Discipline is necessary to create a quality learning environment free from bullying, harassment and intimidation, where students feel safe and secure.

This policy sets the framework through which the School manages student discipline.

### 2. Strategies to promote good discipline

The School aims to develop a culture of positive discipline by setting clear expectations about student behaviour and encouraging positive behaviour.

Strategies for developing this culture include:

- clearly setting behaviour expectations;
- establishing specific teaching and learning programs;
- communicating expectations with the wider School community;
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards;
- managing behaviour that does not meet the School's expectations; and
- maintaining records with respect to student behavior

### 3. Prohibition of corporal punishment

The School prohibits corporal punishment.

The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

The use of any corporal punishment by a staff member is strictly prohibited.

Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

### 4. Procedural Fairness

Students should generally be provided with procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include:

- knowing what the rules are, and what behaviour is expected of students;

- having decisions determined by a reasonable and unbiased person;
- knowing the allegations that have been made, and having an opportunity to respond to them;
- being heard before a decision is made; and
- having a decision reviewed (but not so as to delay an immediate punishment).

## 5. School rules and the expected standards of behaviour

Students are expected to abide by the rules of the School, and the directions of teachers and staff and other persons with authority delegated by the School while:

- at School;
- undertaking School activities;
- attending School functions;
- wearing the School uniform; and
- in any interactions with members of the School community (eg staff and students), including on social media.

A student's conduct is expected to bring credit to the School. Examples of written rules that students are expected to follow are dealt with in:

- Student Code of Conduct
- Behaviour Code
- ICT Code of Conduct
- School Rules and Common Courtesies
- Bullying Prevention & Intervention
- Drugs - Illicit (Student Use Of)
- Drug and Alcohol Policy
- Uniform Policy

## 6. Consequences

Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.

Disciplinary action will vary according to the seriousness of the conduct and may include

- warnings or reprimands (verbal and written);
- writing assignments;
- time outs;
- clean up duties;
- cancellation of privileges;
- withdrawal from School activities;
- lunch time detentions;
- after school detentions;
- Saturday detentions;
- suspension;
- expulsion; and

- any other action the School considers to be appropriate.

A decision to suspend or expel a student may only be made by the Deputy Principal or the Principal.

## 7. Suspension and expulsion

The School has developed a specific policy dealing with the suspension or expulsion of a student.

Refer to our *Suspension and Expulsion Policy*.

## 8. Individual Behaviour Management Plan

Depending on the nature of the discipline issue, individual behaviour management plans may be made (if appropriate).

Plans will be discussed between School staff, students and parents/guardians, and will consider the student's:

- Age;
- developmental needs; and
- behavioural context.

The desired behaviour of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The School will refer the student to other support available and review, assess, change and modify the plan as needed.

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