



(221) Student Discipline Procedure V5



Student Discipline Procedure

(221)

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Approved By	Board		
Custodian	Stuart Rushton		
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References and Legislation	NSW Anti-Discrimination Act (1997)		

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1. Purpose and Scope

This document outlines procedures to follow when disciplining students.

2. Responsibility for implementation of the Procedure

All teachers are responsible for implementing this procedure.

3. Procedure Framework

3.1 Discipline Procedures

3.1 There a number of possible consequences, which will be encountered by students breaking the Conduct Agreement. These consequences will be applied by the school at its discretion and as appropriate. It is very important that parents support the application of these consequences and explain to their child why they have come about. The possible consequences are as follows:

3.1.1 *Meet With Teachers*. At this meeting the teachers will bring the impact of the student’s behaviour to the student’s attention and seek assurances that they will endeavour to improve.



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3.1.2 *Confiscation*. Any electronic equipment not in use as part of a lesson will be confiscated. This also applies to school events held outside normal school hours. All confiscated equipment is held in a locked cabinet in the office clearly marked with student's name and the time at which it may be returned to the student.

3.1.3 *Restorative Justice Process*. When the infringement involves hurting others through actions or words or the damage of property a restorative justice process may be followed. This will involve an opportunity for the student responsible to make appropriate reparation to the injured party. Restorative justice is about restoring what has been taken away and is a beneficial process for both the students responsible and those who have been hurt by their actions. It involves more than a spoken apology and will be particular to the damage that has been done.

3.1.4 *Conduct Book*. Students who fall into a persistent habit of unacceptable behaviour may be put in an Individual Conduct Book. This book is carried with them to class and presented to teachers so that they can record any continuing issue as well as improvements.

3.1.5 *Parent Interview*. If the School feels that an inappropriate pattern of behaviour is developing for a particular student or if a serious infringement occurs parents may be asked to attend an interview with members of the Student Conduct group and/or the Management Group. At this interview the teachers will seek to work with the parents to arrive at measures to improve the child's behaviour.

3.1.6 *Suspension*. For serious offences a suspension may be given. In most cases these will take place at school. The student will be excluded from regular classes but will be permitted to work quietly in a supervised 'time-out' room or will be sent home if safe and appropriate to do so. The duration of the suspension will be determined by the school in consultation with the parents of the child.

3.1.7 *Expulsion*. Sometimes despite our best efforts it is not possible to continue with the enrolment of a child.

3.2 Implement discipline procedures

3.2.4 Confining the boundary of a child will be considered when he or she has over the period of a number of lessons displayed the following behaviour:

- Failed to follow a teacher's instructions
- Disrupted the learning of other students

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- Argued and answered back to a teacher's directions

3.2.5 In cases of physical aggression of one student towards another person (such as hitting, kicking, biting etc), the school will exclude the student from the classroom and the playground at its discretion. Verbal putdowns and teasing will also attract the same response. Repeat offences may lead to the student being suspended. Continuing offences will lead to a review of the student's position in the school.

3.2.6 Such serious instances of behaviour between children will be dealt with using the principles of Restorative Justice applied appropriately considering the age of the children involved. Restorative Justice requires the Teacher/School to find a balance between the following:

- The therapeutic and the retributive models of justice
- The rights of offenders and the needs of victims
- The need to rehabilitate offenders and the duty to protect the public.

3.2.7 Children learn in a healthy way when they complete work set by any teacher. Completing set tasks is a vital part of building a healthy will. From Class 1 on, a child who does not complete work during class time may be asked to remain in the classroom at recess and/or lunch until the work is finished.

3.3 How is the Dress Code implemented?

For the optimum wellbeing of all, teachers ask for the cooperation of students and parents. If a student does come to the attention of a teacher for questionable compliance with the dress code, the teacher will confer with a colleague.

If it is decided that the student's clothing needs attending to then alternative clothing needs to be found. This may be found at school, or parents may be called to the office to provide such clothing. Students will need to wait at the office until the issue is resolved.

3.4 Bullying, discrimination and harassment

Any reports of bullying will be investigated promptly in accordance with the Anti-Bullying Procedures, which outlines steps to ascertain:

- What happened?
- What was the perpetrator thinking at the time?
- Who has been affected or harmed in any way; including any bystanders?
- What needs to happen now?



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- What do we need to do to repair and assist those involved?
- What would those involved do differently next time?

3.5 Strategies to prevent bullying:

Explicit teaching of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, resilience, bystander action etc

Regularly recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore right relationships

Vigilant classroom and playground supervision

3.6 Confiscation of Aerosols & return of confiscated objects

Teachers are asked to confiscate any aerosol products found at school and bring them to the office.

Parents will be informed that the products have been taken from their child and that they can call into the school and collect the product.

Products will not be returned to students.

4. Documentation and Records

5. Version Control

Version Control	Date Effective	Approved By	Amendment
1	01/02/2007	College	First Version
2	30/06/2009	College	Procedural fairness added
3	Nov 2012	Board	Add in section on "School Dress Code"
4	March 2014	Board	Add sections on Bullying, Discrimination and Harassment. Divide into Policy and Procedure documents
5	Feb 2015	Board	Ad Edumate Process