CAMPBELLTOWN
ANGLICAN SCHOOLS

BROUGHTON
ANGLICAN COLLEGE
Life Through Christ

ST PETER'S
Heart
Life Through Christ

ST PETER'S
ANGLICAN GRAMMAR
Life Through Christ

Discipline Procedure

PPr600

St Peter's Anglican Grammar School
St Peter's Heart

1. Introduction

St Peter's Anglican Grammar and St Peter's Heart discipline procedures outline expectations of student behaviour, strategies which may be employed by staff to monitor student behaviour and processes by which the School will encourage positive behaviour and manage unacceptable behaviour.

The School aims to ensure that:

- All children should experience school as an engaging and safe learning environment
- The approach to discipline is positive, consistently applied and facilitates the development of responsibility for self and restoration of relationships
- The School has expectations for behaviour and logical consequences for breaches of these
- Students are expected to respect and follow directions of teachers and other people with authority delegated by the School
- Bullying will not be tolerated

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.

St Peter's Heart Discipline procedures 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

As required, support for children who experience difficulty with demonstrating appropriate behaviour is given by the School Executive and additional professional support from outside agencies as needed. At all times, when considering behaviour management, the specific circumstances and individual student needs should be considered.

2. Biblical Context

Discipline involves restoration, allowing for the recognition of wrongdoing, repentance, restitution and reconciliation (Galatians 6:1)

A desire to control or coerce behaviour to ease the burden on staff is not Christian discipline. We know that behaviours that are harmful to others and to the individual require correction. Our staff seek the best for all students because God's love for them is fundamental to the CAS approach to discipline (Proverbs 3:11-12).

It is rare for someone to like discipline, however, its goal is to bring about a positive change in behaviour. It is about student welfare (Hebrews 12:11)

3. 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. It is a basic right of all when dealing with authorities.

The 'hearing rule' includes the right of the person against whom an allegation has been made to: There are two basic common law rules:

3.1. 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 in to 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

3.2. 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 ;and
- The review mechanism adds to the fairness of the process.

3.3. At St Peter's we ensure:

- Each student has the right to be heard and to be treated equally, fairly and justly.
- Rules that encourage responsibility and logical consequences for breaches of these rules are to be known where possible to the School community.
- Discipline procedures seek to teach and support students through the process, having respect for their freedom and individuality whilst respecting the rights of others.
- The approach to student welfare is to be positive; consistently applied and facilitate the development of responsible self-discipline.
- The development and review of behaviour guidelines should be a consultative process across the School taking into account the views/ opinions of the full school community.
- We seek to develop supportive relationships with families, students and teachers.

4. Roles and responsibilities

Person Responsible	Responsible for
Class Teacher	• Creating a culture of student engagement and responsibility where all children are aware of appropriate behaviour and choices. • Appropriately working with students in their care. • Working in partnership with the parents of the students in their care and to communicate with them via student diary, phone, email or personal contact.
Principal	• Supporting the relevant Executive member. • Approving the suspension or expulsion of a student in the School. • Re-entry interviews following a suspension.

Counsellor	• Working with relevant students who have been referred and approved. • Regularly briefing the relevant Executive member in relation to referred students.
Educational Psychologist	• Conducting assessments on an as needs basis and reporting to the relevant Principal
Buddy Group Teacher	• Providing a supportive environment for students in multi-aged buddy groups. • Appropriately working with students in their care.

5. Procedure

5.1. Communication

5.1.1. Parents

- Discipline policies and procedures are available to parents on the school website.

5.1.2. Students

- The Student Code of Conduct and School Rules are made available to students in their student diaries and are discussed in class at the start of each year.
- Further reminders are made as needs arise.

5.1.3. Staff

- New teaching staff are made aware of CAS Student Welfare policy and this Discipline procedure during induction.
- Staff training takes place within sectional and whole school staff meetings and on-line.
- Particular issues or concerns are raised as required.

5.1.4. Records

- Are maintained electronically on the relevant Database.
- Confidentiality is maintained.

5.2. Code of conduct

- The welfare of students is paramount in every aspect of school discipline so that young people are trained in self-discipline and respect for others, developing attitudes which are important for life.
- CPo106 Student Code of Conduct, sets out the responsibilities and rights of every student. Attention to these guidelines for student behaviour ensures optimal learning environments, and mature social development throughout the student's schooling. The Code outlines expectations of student attitudes and behaviour.
- Students, and their parents, agree to CPo106 Student Code of Conduct (and CPo105 Parent Code of Conduct) as part of the enrolment process.
- At the beginning of each year, students and parents are:
    - reminded of these documents,
    - reminded of the need to comply with them for continued enrolment and
    - briefed on any updates.

5.3. Promoting positive, Godly and responsible student behaviour – a path to self-discipline.

At St Peter's Anglican Grammar and Heart we:

- Commit time daily for Biblical Studies and Discipleship, in partnership with family and church activities, for the development of Christ-like character and attitudes.
- Focus on positive expectations that allow students to confidently know how to behave in the school setting (ref. Student Code of Conduct).
- Regularly reinforce students' understanding of their responsibilities as positive contributors to school life.
- Develop an individual Behaviour Modification Plan for a student demonstrating a consistent pattern of disruptive behaviour which breaches the Student Code of Conduct, that provides direction and both positive and negative consequences for behaviour choices at school.
- Allow leadership opportunities to develop personal skills in the school context.
- Encourage the development of an outward focus through involvement in charities, mission work, overseas experiences and other events designed to help others in our local or wider community.
- Provide opportunities and experiences to develop relationships and challenges that build resilience.
- Offers a range of extra-curricular activities for students to try new things, mix with students in other year groups and to learn from invited guests who can build positively into the lives of students.
- Maintain processes to resolve issues that adversely affect children's social development and learning within the School.
- Involve parents early in the process of handling a student's behavioural infractions, maintaining regular communication.
- Partner with external providers in planned programs for additional support for students within the School, as needed.

5.4. Grounds for and processes of suspension and expulsion

The aim of imposing a period of suspension from school upon a student is to intervene in negative or destructive behaviour, with the goal of successfully restoring that student to the School community as soon as possible. In doing so, the School seeks to:

- partner with parents in taking an active role in modifying the inappropriate behaviour of their child;
- give the student time to reflect on his or her behaviour, to acknowledge and accept responsibility for that behaviour, and to make a response to change the behaviour; and
- create time for the School to plan appropriate support and strategies for the student's successful return.

5.4.1. Suspension process

- A decision to suspend a student can be made by the Principal, according to the seriousness of the offence, the possible consequences of the action/s and the age, individual needs and developmental level of the student.

- In consideration of the above, a student may be suspended if, whilst attending school, travelling directly to or from school, or engaged in any off-campus school activity, the student:
    - Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
    - Commits an act of significant violence; or causes significant damage or destruction to property; or is knowingly involved in the theft of property
    - Possesses, uses, or deliberately assists others to use illegal drugs or substances prohibited by law
    - Possesses or uses alcohol
    - Exhibits a consistent attitude, or performs a significant act, of deliberate defiance which could endanger the student or others
    - Consistently behaves in a manner that interferes with the educational opportunities of any other student or students
    - Behaves in a way which significantly interferes with any of the School's programs or facilities
    - Engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment
    - Deliberately and consistently fails to take advantage of educational opportunities provided by the School.
    - Is in possession of a firearm, prohibited weapon or knife
    - Is involved in serious criminal behaviour related to the School
    - Displays aggressive or hostile behaviour, including via electronic media
- Informing Parents
    - Notification of suspension shall be made to parents prior to the suspension being effected.
    - In the event of immediate suspension, the School shall ensure parents or a nominated adult is available to take charge of the student.

5.4.2. Expulsion process

- Where a disciplinary issue arises which may result in expulsion, the School will investigate the circumstances surrounding the issue.
- The Principal may direct the student not to attend school while the investigation takes place.
- An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond (see point 3,Pprocedural Fairness).
- If after receiving the results of the investigation and hearing representations from the student, the Principal forms the view that the student should be

expelled, the Principal will advise the student and parents/carer that this recommendation has been made.

- The parents/carer or student may appeal against that recommendation to the Principal, setting out the reasons why the Principal should not act on the recommendation. Appeals must be provided to the Principal by the date set post advising of the recommendation.
- If no appeal is made within the time specified, the Principal will decide whether to accept the recommendation and advise the student and parents/carer of the decision.
- If the student or parents/carer have lodged an appeal, the Principal will consider the recommendations and the reasons provided by the student or parents/carer for not following the recommendation and will then advise the student and parents/carer of the decision.
- The decision made by the Principal will be final.
- The Principal will make a recommendation for expulsion to the Campbelltown Anglican Schools' Council (CASC).

5.4.3. Return to School after suspension

- Student and Parents / Guardians will be required to attend a re-entry interview with the Principal. Discussions regarding further behavioural modification plans and strategies may be negotiated.
- Student, Parents / Guardians and the Principal will discuss the way forward in reconciling broken relationships with those affected.
- Resolutions will be undertaken to ensure the student has a clear understanding of behavioural expectations.
- A Risk Assessment will be required where the student's behaviour included violence, potential harm to children, damage to property, or posed any risk to the welfare of others.

5.4.4. Investigation of a Significant Incident or Allegation

- In all our dealings with parents and students in our community we aim to cover our moral, spiritual and legal responsibilities. The investigation of disciplinary issues will be conducted along 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 opportunity to provide an explanation.
    - 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.
- A brief summary is made in writing and kept in the student's files / database
- The School ensures the right of review or appeal in respect of suspension and expulsions.

5.5. Student Behaviour Guidelines

Based in the Student Code of Conduct, students are expected to adhere to the following guidelines when at school or when participating in off-site activities such as excursions and sport.

Appropriate use of the learning environment
Students will: ● Remain focused on task and work to the best of their ability ● Take responsibility for their own learning ● Respect the rights of the teacher and peers to do their work ● Listen to and follow teacher directions ● Adhere to the class essential agreement ● Co-operate with the teacher and fellow students ● Enter classrooms only when a teacher is present
Care and respect for others
Students will: ● Welcome newcomers ● Include others in all activities ● Play fairly ● Speak respectfully and in a friendly manner ● Display affirming language and behaviour ● Be courteous to staff ● Listen to and follow instructions promptly ● Accept correction and guidance ● Seek permission from one staff member only ● Indicate when they wish to speak and wait to be acknowledged. ● Keep desks, classroom and playground clean and tidy ● Be responsible with their own property, school equipment and facilities ● Ask before borrowing school equipment or other children's belongings ● Take care with and return everything used or borrowed ● Place lost property in the appropriately marked 'Lost Property' box ● Place litter in designated bins ● Wear the School uniform with pride ● Be a responsible ambassador when outside the School
Safety

Students will:

- Stand still when the bell rings or when a whistle is blown by a member of staff
- Walk quickly and quietly between classes and activities
- Sit quietly in the designated area after school. If it is necessary to leave the area for any reason, seek permission from the staff member on duty.
- Play carefully, considering the safety of others
- Walk around corners, on pathways, up and down stairs
- Play in designated areas
- Play games within areas defined for those games
- Stay within the School boundaries
- Ask permission before leaving the playground

5.6. Essential Agreement

- An Essential Agreement is designed within a collaborative decision-making approach amongst all stakeholders, to establish an agreement as to the function of a team/class/learning area.
- At St Peter's, the four positive behaviour expectations will be the focus of classroom expectations. Each class will discuss and learn the behaviour expectations throughout the year through role play, video modelling and class discussions.
- In conjunction to these expectations students will also have classroom expectations that they will develop with their teacher at the commencement of the year. These classroom expectations will identify behaviours, attitudes, and values to ensure the classroom environment is conducive to learning for all participants.
- The School positive behaviour expectations as well as the class expectations will be displayed in the classroom and referred to as the need arises.

5.7. Behaviour Management Framework

5.7.1. Recognition of Positive Student Behaviour

- All students at St. Peter's Heart deserve to be recognised and rewarded for consistent effort, maintaining high standards and for demonstrating improvement in the various areas of school life.
- Our hope is that students will work, seek to improve and behave appropriately due to intrinsic motivation, not extrinsic; although, we acknowledge the place of rewards in our school.
- Each classroom teacher operates various reward systems that can be negotiated with their class which are age and ability appropriate.

5.7.2. To promote and reinforce positive student behaviour, staff may:

- Use verbal and non-verbal praise
- Use a **positive** class-based reward system
- Use an individual reward system when necessary
- Communicate to parents via the communication folder or diary
- Encourage development of intrinsic motivation

St Peter's Heart students may or may not participate in the award systems of St Peter's Grammar depending on their level of integration and whether they attend St Peter's Grammar assemblies.

5.7.3. Monitoring Student Behaviour

- St Peter's has high expectations of student behaviour; encouraged through positive behaviour choices.
- Students will be informed of these expectations and redirected towards them when necessary. Plans will be put in place plans to encourage this.
- Where unacceptable behaviour continues to occur, the following table provides a framework for response. This is not an exhaustive list containing all possible student behaviours. Each circumstance will be considered on a case by case basis with final discretion resting with the Principal.

5.7.4. Managing Student Behaviour

- Staff will at all times adhere to the Staff Code of Conduct in regard to managing students' behaviour.
- St Peter's Heart

Examples of behaviour	**Management of such behaviour** (* required)
Unacceptable Behaviour • Interfering in other children's games or play • Entering the Sports Shed without a teacher • Playing on the fixed equipment at the wrong time • Playing in the toilets • Disruptive or disobedient behaviour in the classroom and playground • Interfering with others' belongings (including lunches) • Interfering with property on teachers' desks • Breaking of essential class agreement • Lying to a member of staff	Staff may employ the following strategies: • Verbal reminder of acceptable behaviour • Cooling off time • Withdrawal of privileges • Verbal or written apology • Removal from activity for a period of time • Interview with class teacher • Notification of parent / carer through diary note or phone call • *Enter onto the School's database

Serious Unacceptable Behaviour • Continued Unacceptable Behaviour mentioned above • Violence of any nature, whether it causes harm or not. • Bullying * (See note below) • Physically threatening types of behaviour. • Unacceptable treatment of another e.g. spitting, throwing object with hurtful intent. • Abusive, threatening or foul language. • Failure to obey staff instructions, bells or whistles. • Deliberately creating a situation which causes others to break the playground/ school rules. • Leaving the classroom without permission • Causing bodily harm or intent to cause bodily harm. • Insolence or abusive language to staff and other helpers. • Graffiti and property damage. • Stealing or deliberate destruction of another's property.	Staff may employ the following strategies: • Cooling off time • Withdrawal of privileges • Verbal or written apology • Removal from activity I playground for a substantial period of time • Notification of parent I carer through phone call • In school suspension • Must be entered onto the School's database For serious unacceptable behaviour or continual disobedience, involvement of one or more of the following should occur. • Parents I Guardian • Principal

Behaviour warranting suspension and/or expulsion
 	
• Continued Serious Unacceptable Behaviour mentioned above
• Closed fist punch to the head or neck region
• Biting
• Choking
• Violence toward a staff member
• Severe violence causing bodily harm
• Bringing a weapon on school property
• Vandalism
• Ongoing bullying following intervention
• Insolence or abusive language to staff and other helpers.
	Immediate notification must be made to the Principal
	
	• Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student and their parent I guardian will be:
	  ○ Informed of the alleged infringement
	  ○ Given an opportunity to respond to the allegation
	  ○ Informed that the Principal will make the final decision regarding suspension or expulsion
	  ○ Afforded a right of review of appeal (See Appendix 1)
	• In the first instance, a request for review should be directed to the Principal.
	• If dissatisfied with the outcome of the appeal, parents / guardians should refer to the Grievance Policy.

5.7.5. Managing Students with violent or high risk behaviour

Where situations occur that involve ongoing serious unacceptable behaviour or incidents of violence towards another student or staff member, the following should occur:

- Removal of student from situation - classroom, playground and time given to calm down prior to discussion taking place. If necessary, remove other students from the situation.
- No physical contact should be made with the student unless there is a risk of harm to the student, other students or staff. Any physical contact should be kept to the minimum required to achieve the removal of the risk.
- Prompt referral to the Principal.
- Investigation into situation as soon as is possible.
- Pastoral care of other students / staff involved.
- Contact made with parents to inform them of incident and follow up, maintaining privacy of those involved.
- Risk Assessment conducted before student re-enters situation.
- School behaviour support plan created.
- Monitoring of the student on reentry to the school.

5.7.6. Managing Students displaying sexualised behaviour

- Prompt referral to the Principal
- Determination by relevant Head of School / Principal as to Mandatory Reporting obligations (See also Child Protection Policy)
- Where appropriate, investigation into situation as soon as is possible
- Contact made with parents to inform them of incident and follow up, maintaining privacy of those involved
- Referral of student to School counsellor / outside agencies where appropriate
- Pastoral care of other students / staff involved
- Monitoring of student by class teacher or Principal

5.7.7. Students with additional needs - Differentiated Behaviour Response & Guidelines

- It is recognised that students with additional needs may find complete adherence to the behaviour guidelines at all time more difficult. They will require additional adjustments, support, planning and consideration in the implementation of behaviour support plan.
- Behaviour management plans are developed on an individualised basis in consultation with the Classroom Teacher and the Principal. These plans need to integrate into the behaviour management framework of the School.
- In some incidents, a student may be referred to the School Counsellor. This is done through a referral process that requires the parents to be informed of the referral. Additional assistance from AIS behavioural consultants may also be beneficial.

5.7.8. Advice to parents and students

- The goal of the Behaviour Modification Program is to restore a student to full participation in the life of the School which will maximise his/ her learning, and allow the development of satisfying relationships.
- The partnership of the School and family is essential for the well-being and educational success of each student.
    - **Home Support:** Should your child require the assistance of a Behaviour Modification programme; family support will ensure he/ she gets the most benefit from this intervention. Consider actions or sanctions at home that may uphold the School's requirements.
    - **Suggestions:** The School may suggest Homework Help. Parents may also request this supervision for their child. Parents may assist at home by monitoring that homework has been completed, and assignments handed in on time.
- Other possibilities include:
    - Support from the School's Counsellor, Dean of Biblical studies or Chaplain, or your local church/ minister External educational assessment or testing; additional tutoring
    - Health and well-being examination: e.g. general health, diet, emotional/ mental health
    - Assess home practices to ensure student's maximum focus and energy for school: e.g. bedtime, time management, exercise, hobbies, social events, family/ relational issues
- Personal Behaviour Evaluation:
    - Depending on the age of the student, assist your child to comply with school behavioural expectations by seeking feedback/ advice from teachers and others; encouraging a positive support network.
    - Encourage the investigation of cause and effect, such as by keeping a diary
- Communication:
    - Maintaining contact with the School is very important. Please let the School know of any significant issues or changes that may affect your child e.g. welfare or social issues outside school; or any changes in the child's behaviour at home, either positive or negative.
    - Parents/carers are welcome to make an appointment to talk to your child's teacher/s or with another member of the School staff at any time.

6. Definitions

- Definitions for suspension and expulsion etc are included in CPo600 Discipline Policy
- Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It may also involve cyber bullying which is carried out through information and communication technologies.
- Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment that is based on gender, race or disability. Conflicts or fights between equals or single incidents are not defined as bullying.
- Also see CPo602 Anti-Bullying policy

7. Related documents

- *CPo600 Discipline Policy*.
- *CPo606 Student Welfare and Pastoral Care Policy*

8. Evaluation and Review

Approving authority	Central Services
Date reviewed	19/12/24
Version number	V1.0
Summary of changes	Reformatted and aligned with other CAS policies
Next review (Date)	19/11/25
Document Advisor (Name and title)	Peter Lee – Risk, Compliance and quality Assurance Manager Tim Hewitt – Principal BAC Tim Johnson - Deputy Principal Pastoral Care BAC

9. Appendices

9.1. Appendix 1

Student Planning Process

- This **Individual Plan** is a school developed plan in response to <student name>'s needs and documentation received by the School.
- **The aim** of this plan is to effectively identify and support <student name>'s needs at school in order to maximise academic engaged time and improve learning outcomes.
- **Reviews:** This Plan will be reviewed at each case meeting with all stakeholders or whenever new information is forwarded to the School.

Item	Comment	Action
Background Information		
External Professionals		
In School Team		
Student Strengths & Interests		
Observation Notes		
Priority Issues		
Relevant links and Resources		
Academic Impact		
Social Impact		
Behavioural Impact		

Outcome				Comment
environment	communication	curriculum	personnel	Fidelity check
Outcome				Comment
environment	communication	curriculum	personnel	Fidelity check

Further Planning

Item	Action	Comment