Discipline
(Incorporating Bullying, Discrimination, Harassment and the Duty of Care)

Policy Scope
This policy relates to ACC Marsden Park Ltd.

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Policy
All communities require standards of personal and interpersonal behaviour to be clearly stated, understood, and adhered to in order to preserve relationships and allow effective growth and development of the individuals. There are consequences to all of our actions. Good decisions should lead to positive consequences while poor decisions may bring negative consequences.

With the purpose of strengthening the community, the Discipline policy will clarify our common vision, will strengthen and test the givens (ground rules, or policies) for how we should live together, will consider the needs of each individual in our community, and will build or restore relationships to bring new levels of commitment.

The result of implementing this policy should be the discipling of young people to behave in ways that are Christ-like to others and themselves, that show maturity in their response to authority and in their respect within relationships, and that show commitment to the welfare of the community.

The Principal is responsible for the oversight of disciplinary measures used with the school, though each teacher has responsibility for discipline in his/her classroom in accordance with school policy and incorporating established school procedures and guidelines.

Our school aims to nurture positive self-esteem within students. This sense of self-worth comes from an awareness of who Christ is. Our school also aims to promote effective relationships within the context of a community.

The focus of the school is on Care Management.

Statement on Corporal Punishment
The provisions of the NSW Education Reform Amendment Act (1995) state that corporal punishment is not to be used in NSW Schools.

1. Corporal punishment is not permitted in the school.
2. 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.
Definitions
The words used by any staff member are critical to their management of students. Staff are encouraged to recognise the impact of their relationship with a student. The following terms are encouraged:

Care Management
To manage the student environment so that they are encouraged to develop positive self-esteem and positive relationships within the context of the community.

Code of Conduct
There is a simple code of conduct expected of all students. Within this framework, the older the student, the greater the expectation on any student in relation to their conduct.

Consequences
Students should expect consequences for their actions, attitudes or choices.

Student Rights and Responsibilities
1. Each student has the right to learn.
2. Each student has the right not to be bullied or treated unfairly.
3. Each student makes a choice to respect themselves and respect others.
4. Each student chooses to learn and respect others when they don’t agree.
5. Each student chooses to be safe and help others.
6. Each student has the right to be heard.

Student Code of Conduct
Essentially, all students are to respect:
1. their relationships with others
2. all boundaries or policies set by the school community
3. the learning process

Student Code of Conduct (Easy Language Version for F-6 Students)
Students are to respect:
1. how we treat others
2. the school rules
3. the opportunity for everyone to learn
**Bullying**

Our school does not tolerate bullying, discrimination, and harassment in any form.

Within the context of the Discipline Policy, the purpose of this section on bullying & harassment is to clearly identify what constitutes bullying & harassment and to link these actions into the care management plan of the school.

This section relates to students and other members of the school community. Staff should refer to the [Workplace Discrimination & Harassment Policy](#).

The school treats allegations of bullying very seriously. The school does not view the following as bullying in the first instance:

1. single episodes of social rejection or dislike
2. single episode acts of nastiness or spite
3. random acts of aggression or intimidation
4. mutual arguments, disagreements or fights

Bullying is when someone or a group of people with more power repeatedly and intentionally causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

The key features of bullying are that it, causes hurt and distress, is repeated and involves the use of power in an unfair way.

Allegations of bullying & harassment are managed through the school's care management plan as outlined in this policy.

**Physical Bullying**
Includes hitting, kicking, rude gestures, extortion, pushing and shoving, taking or damaging belongings i.e. any form of physical behaviour that hurts others or their property.

**Verbal Bullying**
Name-calling, insulting, repeated teasing, racist remarks, threatening, sexual harassment and any other form of verbal behaviour designed to hurt another.

**Social (Covert) Bullying**
Includes spreading lies, slander, rumours, playing nasty jokes, mimicking, excluding someone from the group, isolating someone and isolating others by preventing others from befriending them. Damaging a person's social reputation or social acceptance.

**Psychological Bullying**
Includes threatening, manipulative and stalking behaviours.

**Cyber-Bullying**
Cyber bullying is causing hurt via modern technologies such as the Internet and other forms of social media, and through the use of smartphones and other mobile devices.
Examples of Cyber-Bullying include but are not limited to:

1. Sending hateful or threatening comments or pictures via any form of technology including but not limited to the Internet and Social Media.
2. Using modern technologies to engage in the social exclusion of someone.
3. Posting rude, explicit or embarrassing messages or pictures about someone on the Net.
4. Stealing someone’s identity in order to harm them in some way.
5. Putting pressure on a person to send revealing or compromising pictures of themselves.
6. Covertly filming, recording or taking a picture of someone and posting the images on the Net to cause hurt.
7. ‘Outing’ and disseminating confidential information about someone.
8. ‘Flaming’ and multi-messaging to clog up a person’s electronic system and to cause them distress.
9. Using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset.
10. Engaging in cyber-stalking and the invading of privacy.

Sexting
Another expression of cyber bullying is sexting. Sexting is taking sexually explicit photos and making them available for others to see via a carriage service such as mobile phone or computer. Sending explicit images of anyone, including yourself, is a crime if you are under the age of 18 years. If the person in the picture is under 16 years, it can be a very serious crime resulting in charges of paedophilia.

Discrimination

Direct discrimination
Occurs when a person or group of people are treated in an unfair or less favourable way because of an attribute such as age, gender, race, religion, sexual orientation, disability, pregnancy, or marital status.

Indirect discrimination
Occurs when a person or organisation imposes a requirement (a rule, policy, practice or procedure) that has an unequal or disproportionate effect on a particular group or groups. If the requirement is not reasonable in all the circumstances, it is likely to be indirect discrimination.

Harassment
Harassment is any form of behaviour that is unwelcome, unsolicited, unreciprocated and usually (but not always) repeated. It is behaviour that is likely to offend, humiliate or intimidate. It can make it difficult for effective work to be done by the individual or groups targeted or affected by this behaviour. Sexual harassment is any unwanted, unwelcome or uninvited behaviour of a sexual nature that is likely to offend, humiliate or intimidate.

The NSW Police Youth Liaison Officer
Where appropriate, the school will work with the NSW Police Youth Liaison Officer at the Quakers Hill LAC. The phone number is (02) 9678-8911.
The Duty of Care

Teaching staff have a responsibility to take reasonable care for the safety and welfare of students whilst students are involved in college activities. The duty is to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen. This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken.

In discharging their duty of care responsibilities, teaching staff must exercise their professional judgement to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students’ independence and maximising learning opportunities.

When non-teaching staff, volunteers and external providers agree to perform tasks that require them personally to care for students (in the absence of a member of the teaching staff), they will also be responsible to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen.

<table>
<thead>
<tr>
<th>Duty of Care Area</th>
<th>Relevant Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Behaviour</td>
<td>Discipline Policy</td>
</tr>
<tr>
<td>Child Protection Matters</td>
<td>Child Protection Policy</td>
</tr>
<tr>
<td>Emergencies</td>
<td>Emergency Management &amp; Security</td>
</tr>
<tr>
<td>School Activities</td>
<td>Onsite Supervision Policy</td>
</tr>
<tr>
<td>Excursions and other offsite school activities</td>
<td>Risk Management &amp; Offsite Activities Policy</td>
</tr>
</tbody>
</table>

Duty of Care Outside of School
Parents & Guardians have the duty of care for their students outside of the school including duty of care enroute to school and after they have left school.
Professional Expectations for Staff in Relation to Care Management

Definition
All pastoral work within the school occurs within the framework of a Biblical ethos of care and a desire to restore broken or fractured relationships. Care Management is not confined to a list of responses chosen to address certain behaviours. It embodies counsel, follow-up and on-going encouragement. Staff need to be leading students to understand the importance of community and relationships and that what they do has an impact on the people and environment around them.

The bottom line behind any consequence for a student’s negative action or poor choice is to respond within the context of constructive pastoral relationships. This notion should provide the boundary for any action taken by staff.

Guidelines
Staff need to:
1. encourage positive relationships between themselves, students, and among the students
2. be consistent in how they treat students.
3. confront issues of unacceptable behaviour and apply appropriate consequences.
4. consider not just what students do, but why they do it.
5. be fair, firm, flexible and understanding.
6. giving students a sense of acceptance, to build and maintain their self-esteem.
7. be prepared to acknowledge failure or mistakes.

In any given school context, staff need to encourage students to:
1. respect the rights of the teacher to teach
2. respect the right of each student to learn
3. be courteous, self-controlled and thoughtful towards others

Procedures
Teachers should:
1. keep an on-going record of any incidents relating to unacceptable student behaviours that require specific management strategies.
2. seek the support of a member of the Senior Leadership Team when experiencing difficulty.
3. submit an Incident Report Form on Quickschools for any matter that is referred to the Senior Leadership Team.
4. seek to use encouragement and praise with integrity for building and modelling positive relationships
5. give notification to the Senior Leadership Team of incidents that:
   a. have been the subject of previous consequence
   b. are significant, deliberate or negative actions
   c. are unresolved at the class level
   d. are of a complex, serious or extreme nature
   e. value procedural fairness and natural justice when dealing with incidents or complaints.

Teachers are called upon to draw from a wide range of consequences or sanctions as part of the Care Management process. Such responses should always be exercised in the context of the school’s commitment to the pastoral care of students. These options should be used both consistently and in a manner appropriate to the misdemeanor.
Recognition Strategies
All staff should seek opportunities to promote and recognise positive student behaviour. The school implements a number of different strategies as listed below:

Informal Strategies
1. Verbal recognition from the teacher in the classroom or in the playground
2. Recognition through the student diary system (F-6) and the school’s learning management system (7-12)
3. Other strategies as determined by the teacher

Formal Strategies
1. Teachers are able to submit student names for formal awards during school assembly
2. Primary teachers decide on a “class of the week” award with Marsden the ACC Koala
3. Teachers consult on awards presented at the end of year awards ceremony
4. Teachers consult with external bodies such as Western Sydney University for the conferring of special awards
5. Teachers consult on the annual Student Honour Roll

Leadership Opportunities
1. Students have the opportunity to lead during school assembly / chapel
2. Students have the opportunity to represent the school in a wide variety of events
3. Students have the opportunity to participate in the NSW Student Leaders Forum
4. Students have the opportunity to work in an indigenous community in the Northern Territory
5. Students have the opportunity to travel to a developing country and work in special projects
**Procedural Fairness**

**Definition**

The rules or principles of natural justice, also known as procedural fairness, have developed to ensure that decision making is fair and reasonable. Put simply, natural justice involves decision-makers informing people of the case against them or their interests, giving them a right to be heard (the ‘hearing’ rule), not having a personal interest in the outcome (the rule against ‘bias’), and acting only on the basis of logically probative evidence (the ‘no evidence’ rule).

**Guidelines**

Any person who decides any matter without hearing both sides, though that person may have rightly decided, has not done justice. Any person whose rights, interests or legitimate expectations will be affected by a decision or finding is entitled to an adequate opportunity of being heard. In order to properly present their case, the person is entitled to know the grounds on which that decision or finding is to be taken.

Depending on the circumstances which apply, natural justice may require a decision-maker to:

inform any person:

1. whose interests are or are likely to be adversely affected by a decision, about the decision that is to be made and any case they need to make, answer or address
2. who is the subject of an investigation (at an appropriate time) of the substance of any allegations against them or the grounds for any proposed adverse comment in respect of them

Provide such persons with a reasonable opportunity to put their case, or to show cause, whether in writing, at a hearing or otherwise, why contemplated action should not be taken or a particular decision should or should not be made. And, in addition:

1. consider those submissions
2. make reasonable inquiries or investigations and ensure that a decision is based upon findings of fact that are in turn based upon sound reasoning and relevant evidence
3. act fairly and without bias in making decisions, including ensuring that no person decides a case in which they have direct interest
4. conduct an investigation or address an issue without undue delay

While a person the subject of an investigation should be informed of the substance of the allegations against them and proposed adverse comment, this does not require all the information in the investigator’s possession supporting those allegations to be disclosed to that person. Indeed it may damage the effectiveness of the investigation to show the investigator’s hand completely by offering too much information too early to the person the subject of complaint.
Procedural Fairness in Our School

Care Management
The school’s Care Management plan is built on the principles of procedural fairness by:
1. Identifying exactly what is expected of the students through the Code of Conduct and the Student Rights & Responsibilities
2. Implementing four levels of causes and consequences
3. Clearly outlining what happens when a student evidences negative behaviour
4. Allowing for the hearing rule and an appeals process

Suspensions & Expulsions
Suspensions and Expulsions (outlined in this policy) are very serious events in the school. To that end, procedural fairness is demonstrated through:
1. A parent/guardian to be present during the formal meeting
2. An opportunity for all parties to be heard
3. An opportunity for parties to respond to the findings before the outcome is decided
4. An opportunity to appeal

Complaints Policy
The principles of procedural fairness are evident in the Complaints Policy where a student or a member of the school community can initiate an informal complaint or a formal complaint.

The Complaints Policy includes:
5. An opportunity for all parties to be heard
6. An opportunity for parties to respond to the findings before the outcome is decided
7. An opportunity to appeal

Students & members of the school community can access the Complaints Policy on the school website or here.
Care Management for Students in Years F-6

With relationships always at the centre, the school is required to support behaviour choices in such a way that students and teachers benefit from a safe and supportive environment and where school values are respected.

We use a four level behaviour support structure that aims to enhance the agreed values of the school community by making expectations transparent. It is intended that this management system will ensure a clear path of action, expected positive behaviour is reinforced and that parents are made aware of any behavioural difficulties.

Class teachers have the important role of pastoral care for their class. Where possible, it is always best for issues to be handled by them. However, when required, support is provided by the Deputy Principal and Principal. The following table is provided as a guide only.

FOUR LEVEL BEHAVIOUR SUPPORT  Foundation – Year 2

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviour</strong></td>
<td><strong>Level 1</strong></td>
<td><strong>Level 2</strong></td>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td>● No hat - withdrawn from playground</td>
<td>● Repeated level 1 (3-times)</td>
<td>● Repeated level 2 (Discretion)</td>
<td>● Repeated Level 3 issues that show no movement towards socially appropriate behaviour</td>
</tr>
<tr>
<td>● Incorrect uniform</td>
<td>● Minor vandalism</td>
<td>● Major vandalism</td>
<td>● Physical violence</td>
</tr>
<tr>
<td>● Disruptive talking</td>
<td>● Rudeness to adults</td>
<td>● Bullying, Stealing, Racism</td>
<td>● Harassment</td>
</tr>
<tr>
<td>● Pushing</td>
<td>● Lying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Hurting a school mate</td>
<td>● Poor bus behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Lateness to class</td>
<td>● Not honouring commitments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Homework not done (no note)</td>
<td>● Swearing, Hitting, Teasing, Spitting, Biting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Lack of common sense</td>
<td>● Repeated disobedience</td>
<td></td>
<td></td>
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<tr>
<td>● Not caring for property</td>
<td></td>
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<td></td>
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<tr>
<td>● Littering</td>
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<td></td>
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<tr>
<td>● Out of bounds</td>
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<td></td>
<td></td>
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<tr>
<td>● Disobedience</td>
<td></td>
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</tbody>
</table>

| Personnel responsible | | | |
| ● Teacher | | | |
| ● Refer to Senior Teacher where needed | | | |
| ● Where Senior Teacher is unavailable, refer to Deputy Principal | | | |
| ● Level 2 Poor bus behavior (refer to Deputy Principal) | | | |
| ● Teacher manages appropriate communication with parents | | | |
| ● Possible record in diary and Quick Schools as relevant | | | |

| Communication | | | |
| ● Diary record by teacher or Deputy Principal | | | |
| ● Parent and teacher to sign | | | |
| ● Deputy Principal to inform parents as required | | | |
| ● Teacher record | | | |
| ● Quickschools record | | | |
| ● Repeat offence referred to DP | | | |

| Guidelines for Action | | | |
| ● Counselling with teacher involved | | | |
| ● 5 minute related reflection supervised by teacher | | | |
| ● Restorative practice as needed | | | |
| ● Counselling by teacher or Deputy Principal | | | |
| ● Deputy Principal related reflection | | | |
| ● Reflection sheet | | | |
| ● Restorative practice as needed | | | |
| ● Counselling | | | |
| ● Deputy Principal related reflection | | | |
| ● Reflection sheet | | | |
| ● Interview or phone conversation with parents | | | |
| ● Possible Student Monitoring Card | | | |
| ● Restorative practice as needed | | | |
| ● In-school suspension | | | |
| ● Suspension | | | |
| ● Request to withdraw ACCMP (last resort) | | | |
## FOUR LEVEL BEHAVIOUR SUPPORT Year 3 – Year 6

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No hat-withdrawn from playground</td>
<td>• Repeated level 1 (3-time)</td>
<td>• Repeated level 2 (Discretion)</td>
<td>• Repeated Level 3 issues that show no movement towards socially appropriate behaviour</td>
<td></td>
</tr>
<tr>
<td>• Incorrect uniform</td>
<td>• Vandalism (Minor)</td>
<td>• Vandalism m</td>
<td>• Physical violence</td>
<td></td>
</tr>
<tr>
<td>• Running in building</td>
<td>• Rudeness to adults</td>
<td>• (Major) Bullying</td>
<td>• Harassment</td>
<td></td>
</tr>
<tr>
<td>• Disruptive talking</td>
<td>• Lying</td>
<td>• Stealing</td>
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<tr>
<td>• Lateness to class</td>
<td>• Poor bus behaviour</td>
<td>• Racism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Homework not done (no note)</td>
<td>• Not honouring commitments</td>
<td>• Truancy</td>
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<tr>
<td>• Littering</td>
<td>• Swearing</td>
<td></td>
<td></td>
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<tr>
<td>• Not caring for property</td>
<td>• Teasing</td>
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<tr>
<td>• Inappropriate possessions</td>
<td>• Hitting</td>
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<tr>
<td>• Out of bounds</td>
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<tr>
<td>• Disobedience</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Repeated level 1 (3rd time)</td>
<td>• Repeated level 2 (Discretion)</td>
<td>• Repeated Level 3 issues that show no movement towards socially appropriate behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Vandalism (Minor)</td>
<td>• (Major) Bullying</td>
<td>• Physical violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lying</td>
<td>• Stealing</td>
<td>• Harassment</td>
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<tr>
<td>• Poor bus behaviour</td>
<td>• Racism</td>
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<td></td>
<td></td>
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<tr>
<td>• Not honouring commitments</td>
<td>• Truancy</td>
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<tr>
<td>• Swearing</td>
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<tr>
<td>• Teasing</td>
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<tr>
<td>• Hitting</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Repeated disobedience</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Personnel responsible
- Teacher
  - Teacher
  - Refer to Senior Teacher where needed
  - Where Senior Teacher is unavailable refer to Deputy Principal
  - Level 2 Poor bus behavior (refer to Deputy Principal)
  - Referred to Deputy Principal
  - School Counsellor informed by Deputy Principal if required Principal informed
  - Deputy Principal informed if fighting /harassment as required (Years 5 and 6)
- Deputy Principal
- Principal

### Communication
- Teacher manages appropriate communication
- Possible record in diary
- Quickschools record as needed
- Daily record by teacher or Deputy Principal
- Parent and teacher to sign
- Deputy Principal to inform parents as required
- Teacher record
- Deputy Principal record
- Quickschools record
- Repeat offence referred to Deputy Principal
- Teacher record
- Recorded in diary
- Deputy Principal record
- Quickschools record
- Deputy Principal to inform parents
- Principal Informed
- Deputy Principal
- Principal
- Quickschools record
- Parent discussion/interview

### Guidelines for Action
- 10 minute related reflection supervised by class teacher
- Counselling with teacher involved
- Restorative practice as needed
- Counselling by teacher or senior teacher
- Deputy Principal - related reflection
- Social service or reflection sheet
- Restorative practice as needed
- Diary to be signed by supervisor
- Counselling
- Deputy Principal - related reflection
- Social service or reflection sheet
- Possible withdrawal from off-site activities
- Interview or phone conversation with parents
- Possible daily report card
- Restorative practice as needed
- (A note should be taken home to be signed in the event of a withdrawal from off-site activities such as sport)
- Counselling
- Deputy Principal - related reflection
- Social service or reflection sheet
- Possible withdrawal from off-site activities
- Interview or phone conversation with parents
- Possible daily report card
- Restorative practice as needed
- (A note should be taken home to be signed in the event of a withdrawal from off-site activities such as sport)
- Having checked if procedural fairness steps have been followed, the Principal will determine:
  - if an interview with the parent or parents delegate is required,
  - the most appropriate outcome given the student’s age and the context of the misdemeanor
  - In-school suspension
  - Suspension
  - Request to withdraw from ACCMP (last resort)
# Care Management for Students in Years 7-12

Maintaining a classroom environment that is conducive to good learning and teaching is paramount. After Duty of Care, this is the most important task of the teacher. No excellence in education can occur until there exists an environment in the classroom that facilitates this.

The Y7-12 school consequences system has 4 Levels. The Senior Leadership Team will determine progression or placement on this system, with a student’s level being reviewed every three weeks.

Information related to allocating a ‘Level of Concern’ (see Section 14 below) for a particular student is completely confidential. Whilst the actual structure of the management level system is made available to students and parents, no staff member should disclose any relevant student names to any person other than current employees.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviour</strong></td>
<td><strong>Repeated level 1 (3rd time)</strong></td>
<td><strong>Repeated level 2 (Discretion)</strong></td>
<td><strong>Repeated Level 3 issues that show no movement towards socially appropriate behaviour</strong></td>
</tr>
<tr>
<td>Incorrect uniform</td>
<td>Vandalism (Minor)</td>
<td>Vandalism</td>
<td>Principal (or Acting Principal)</td>
</tr>
<tr>
<td>Disruptive talking</td>
<td>Rudeness to adults</td>
<td>(Major) Bullying</td>
<td></td>
</tr>
<tr>
<td>Lateness to class</td>
<td>Lying</td>
<td>Stealing</td>
<td></td>
</tr>
<tr>
<td>Homework not done (no note)</td>
<td>Poor bus behaviour</td>
<td>Racism</td>
<td></td>
</tr>
<tr>
<td>Littering</td>
<td>Not honouring commitments</td>
<td>Truancy</td>
<td></td>
</tr>
<tr>
<td>Not caring for property</td>
<td>Swearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate possessions</td>
<td>Repeated disobedience</td>
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<td>Out of bounds</td>
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<tr>
<td>Disobedience</td>
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<tr>
<th><strong>Personnel responsible</strong></th>
<th><strong>Deputy Principal</strong></th>
<th><strong>Deputy Principal</strong></th>
<th><strong>Deputy Principal</strong></th>
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<tr>
<td></td>
<td>Principal</td>
<td>Principal</td>
<td>Principal</td>
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<tr>
<td></td>
<td>Senior Leadership Team (where necessary)</td>
<td>Senior Leadership Team (where necessary)</td>
<td></td>
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<tr>
<th><strong>Communication</strong></th>
<th><strong>Deputy Principal update Quickschools and communicate with family</strong></th>
<th><strong>Deputy Principal update Quickschools and communicate with family</strong></th>
<th><strong>Deputy Principal update Quickschools.</strong></th>
</tr>
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<td></td>
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<td>Principal communicates with family</td>
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</table>

Discipline - 13
| Guidelines for Action | An in-school management plan will be put in place and monitored by a member of the Senior Leadership Team. | A revised in-school management plan will be put in place and monitored by the Senior Leadership Team. | Students on Level 3 management plan will be monitored and managed by the Deputy Principal. Level 3 may also include use of an alternate learning/supervision strategy. Evaluative discussions on plan outcomes between student and Senior Leadership member. | Having checked that procedural fairness steps have been followed, the Principal determines:  
• if an interview with the parent or parents delegate is required,  
• the most appropriate outcome given the student's age and the context of the misdemeanor |

|  | Evaluative discussions on plan outcomes between student and Senior Leadership member. | Senior Leadership Team review each 3 weeks | If the management plan at Level 1 fails to bring a desired change or if there is a more significant issue, the Senior Leadership Team will make a recommendation to the Deputy Principal for level progression. | Students on Level 3 are not permitted to attend any offsite activities or to represent the school unless successful specific appeal to the Principal. Level 3 will usually include the involvement of the school counsellor. |

|  | Senior Leadership Team review each 3 weeks | If adjusted (Level 2) management plan is not showing effectiveness, and the Senior Leadership Team agree they will recommend to the Principal that Level 3 be put in place. |  | |

There may be exceptional circumstances when a different pathway needs to occur to protect the offending child. In collaboration with parents a mutual decision may be taken to remove temporarily the child from the immediate context to diffuse tensions.

The key issues raised in any related interviews will be recorded in writing.
**Care Management Intervention Strategies**

**Classroom teachers** who experience difficulties with students that go beyond the general classroom management strategies of the teacher, should:

1. Discuss strategies with the Deputy Principal and/or Principal
2. communicate with parents and
3. in the first instance, promptly records the communication in Quickschools.

<table>
<thead>
<tr>
<th>Focus Staff and Action</th>
<th>Records incident in Quickschools</th>
<th>Contacts Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Member of Senior Leadership</strong> actually removes student/s from the classroom and escorts to the Front Office to allocate supervision.</td>
<td>Senior Leadership Team Member</td>
<td>Classroom teacher</td>
</tr>
<tr>
<td>Student’s poor behaviour remains unaltered, and the <strong>Deputy Principal</strong> involved, deciding to suspend the student from course class attendance.</td>
<td>Deputy Principal</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Supervision of the course suspended student/s during specific sessions will be allocated to a member of the <strong>Senior Leadership</strong>.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Negotiated return to class and any parental interviews that may be required. Classroom teacher and <strong>Member of Senior Leadership</strong> should be involved in the interview.</td>
<td>Senior Leadership Team Member</td>
<td>Senior Leadership Team Member</td>
</tr>
</tbody>
</table>

Students displaying actions, behaviours, attitudes or choices that would seem to be placing them at risk of not completing their education at Australian Christian College, need to be identified and included in an intervention program. This management strategy may involve alternate learning arrangements/supervision.

Students designated to be at risk will become part of this alternate learning/supervision strategy. It involves:

1. a behaviour contract for the duration of time in the alternates situation and re-integration into regular classes
2. compulsory counselling (school based and/or external)
3. careers counselling for senior students

Teachers should be aware that:

1. acting quickly in a situation by arranging early contact with parents over continuing and/or serious matters may be arranged as needed after consultation with, as appropriate, the Deputy Principal or Principal.
2. Parents must be contacted quickly and communication logged in the event that any of the following interventions are used as a consequence of behaviour:
   a. alternative learning arrangements/supervision (in-school removal from class)
b. Lunchtime supervision. Students may be placed on a supervision at lunchtime; any such supervisions should be fully supervised.

c. Afternoon supervision. Afternoon supervisions are available options for students in Years 7 – 12 when deemed an appropriate consequence by the Principal.

3. It is imperative to maintain procedural fairness, that staff sensing they are unable to deal effectively with a matter or administer consequences because of feelings of anger, fear, conflict of interest or other reasons they should refer the matter to a member of the Senior Leadership Team. This will further ensure impartiality in attention to the matter.

All teachers on playground duty should make sure that they have paper/pen or digital device on them at all times. If an incident occurs in the playground the teacher should make every attempt to deal with the matter himself or herself. Minor infractions can be immediately followed up by keeping students under close supervision or requiring the student to do 5-10 minutes of rubbish cleanup.

Blatant defiance, out-of-bounds, dangerous behaviour, bullying, fighting, etc, needs to be reported to the Deputy Principal via email, immediately after the duty (or ASAP). Please ensure that the emailed incident clearly states the Who/What/When/Where of the incident. In such incidents, students should be immediately sent to the Deputy Principal. If the Deputy Principal is not available, the help of any member of the Senior Leadership Team should be sought immediately.

Students who refuse to help in the management of rubbish in the playground (after the safety of students this is your major priority) should be reported to the Deputy Principal. Students who refuse to give their name to staff, give a false name to staff, publicly argue with staff, etc, should also be reported to the Deputy Principal or Principal for follow up.
Suspension

Definition
Suspension is a major consequence in the Discipline Policy resulting in the temporary removal of a student from all school activities for a set period of time.

A suspension is considered after:
1. A student does not respond to remediation strategies put in place in the Care Management system for the purpose of resolving behavioural issues as defined in the 4 Levels of Care.
2. OR - A single Level 3 or Level 4 act where, after investigation and procedural fairness, it is found that a student has brought danger or adverse affects to themselves and/or to others.

Types of Suspension
1. The school prefers in-school suspension where a student is withdrawn from class but continues to learn under the supervision of a member of the Senior Leadership Team.
2. An out of school suspension is where a student is not permitted to be on campus for set amount of time. In these cases, the parent/guardian of the student must ensure that the student is under supervision while away from the school.

Process for issuing a suspension where a student has a documented history of not responding to remediation strategies
1. This process occurs after the first interview with the parent/guardian as outlined in the 4 Levels of Care.
2. The Principal or the Deputy Principal notifies the student and their parent/guardian that their pattern of behaviour will result in a suspension if further issues arise within the context of the 4 Levels of Care.
3. In the event that a student continues their pattern of behaviour after notification:
   a. The Principal or the Deputy Principal will conduct an investigation and advise the student who is under investigation and the parent/guardian of the investigation.
   b. At this time, the student has the opportunity to provide additional evidence prior to the actual decision being made.
   c. The Principal or the Deputy Principal will advise the student of the outcome of the investigation including:
      i. Whether or not it has been determined to issue a suspension
      ii. The type of suspension
      iii. The duration of the suspension
      iv. The process for returning to school after the suspension has been served
   d. The student and the parent/guardian will be informed of their opportunity to request an appeal to the suspension via the Complaints Policy.
   e. The suspension will be documented:
      i. In the student’s file on Quickschools
      ii. In the Attendance Roll as per the Common Code
Process for issuing a suspension where it is alleged that a student has committed a single Level 3 or Level 4 act that has brought danger to themselves and/or to others

1. The Principal or the Deputy Principal will investigate the alleged issue ensuring that:
   a. All parties are heard
   b. The student who is under investigation has the opportunity to provide their view of the story
   c. The parent/guardian of the student who is under investigation has met with the Principal or the Deputy Principal

2. The Principal or the Deputy Principal will advise the student and parent/guardian of the outcome of the investigation including:
   a. Whether or not it has been determined to issue a suspension
   b. The type of suspension
   c. The duration of the suspension
   d. The process for returning to school after the suspension has been served

3. The student and the parent/guardian will be informed of their opportunity to request an appeal to the suspension via the Complaints Policy.

4. The suspension will be documented:
   a. In the student’s file on Quickschools
   b. In the Attendance Roll as per the Common Code

Returning to School
The student will meet with a member of the Senior Leadership Team prior to returning to school activities.

Withdrawal
Definition: A parent/guardian chooses to voluntarily terminate a student’s enrolment.

In a ‘consequences’ scenario this may occur when discussions with the Principal have occurred after patterns of repeated unacceptable behaviour. (Level 4) It allows a student to locate in an alternate school for a fresh start without a sense of ‘expulsion’ in their background.

Our school will seek to assist parents to relocate their child if this situation occurs. This process has also allowed for the Principal to offer the opportunity for the withdrawn student to return to our school if a 12 month good record can be earned at another school.

In matters where withdrawal is contemplated, the seriousness of the circumstances requires a special emphasis be given to procedural fairness. This may mean the offer of a support person to attend the formal interviews.
Expulsion

Definition
Expulsion is a major consequence in the Discipline Policy resulting in the permanent removal of a student from the school.

An expulsion is considered after:
1. A student has been previously suspended and they continue their pattern of behaviour.
2. A single Level 4 act where, after investigation and procedural fairness, it is found that a student has brought danger to themselves and/or to others and/or could be in breach of the law.

Process for issuing an expulsion where a student has a documented history of not responding to remediation strategies
1. The Principal or the Deputy Principal notifies the student that their pattern of behaviour will result in an expulsion if further issues arise within the context of the 4 Levels of Care.
2. The Principal or the Deputy Principal notifies the student and their parent/guardian that their pattern of behaviour will result in an expulsion if further issues arise within the context of the 4 Levels of Care.
3. In the event that a student continues their pattern of behaviour after notification:
   a. The Principal or the Deputy Principal will conduct an investigation and advise the student who is under investigation and the parent/guardian of the investigation.
   b. At this time, the student has the opportunity to provide additional evidence prior to the actual decision being made.
   c. The Principal or the Deputy Principal will advise the student of the outcome of the investigation including:
      i. Whether or not it has been determined to issue an expulsion from the school
   d. The student and the parent/guardian will be informed of their opportunity to request an appeal to the suspension via the Complaints Policy.
4. The expulsion will be documented:
   a. In the student’s file on Quickschools

Process for issuing a expulsion where it is alleged that a student has committed a single Level 4 act that has brought danger to themselves and/or to others and/or could be in breach of the law.
1. The Principal or the Deputy Principal will investigate the alleged issue ensuring that:
   a. All parties are heard
   b. The student who is under investigation has the opportunity to provide their view of the story
   c. The parent/guardian of the student who is under investigation has met with the Principal or the Deputy Principal
2. The Principal or the Deputy Principal will advise the student and parent/guardian of the outcome of the investigation including:
   a. Whether or not it has been determined to issue an expulsion
3. The student and the parent/guardian will be informed of their opportunity to request an appeal to the expulsion via the Complaints Policy.
4. The expulsion will be documented:
   a. In the student's file on Quickschools
5. If the incident could involve a breach of the law, the Principal will refer the matter to the NSW Police Youth Liaison Officer.
The Student Diary
Students have access to summarised information relating to this policy including detailed lists on issues relating to uniform, banned items, etc available via the school’s Learning Management System.

Appendix A: Notice of Suspension - Home

NOTICE OF SUSPENSION - HOME
< Date>

Dear <Mr and Mrs>,

This letter is to confirm the notification, that has already been shared personally with you by <........> of this school, that I have today suspended your child, <..........>, from this school, consistent with the procedures of the School’s Discipline Policy.

Suspension allows time for the issues that have led to this action to be explored and resolved. It also provides time for the school to plan appropriate support for your child to assist with a successful and safe return to school.

<...........> has been suspended for the following reasons: <……………………………>.

The total number of school days your child will be suspended for <..........>.

The inclusive dates for the suspension are shown below:

<...................> to <...................>

As a result of your child’s suspension, both you and I are required to do certain things.

I will:
● seek your assistance and work with you in an attempt to resolve the matter
● hold a meeting with you at the earliest possible time to discuss how the matter might be resolved
● arrange an interpreter for you if necessary
● provide you with a copy of the school discipline policy

You are expected to:
● assist me in resolving the matter
● contact the school as soon as possible to arrange a time to discuss how the matter might be resolved
● let me know if you require an interpreter
● arrange a support person to accompany you to the meeting if you wish
● be responsible for the supervision, care and safety of your child while on suspension
● ensure that your child does not enter onto school grounds without my permission, except to attend the resolution meeting.
The school expects that your child will continue to study while suspended.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may appeal in accordance with the procedures.

Yours sincerely,

Paulle Kwok
Principal

Appendix B - Notice of Suspension - In School

NOTICE OF SUSPENSION – IN SCHOOL
< Date>

Dear <Mr and Mrs>,

This letter is to confirm the notification, that has already been shared personally with you by <………> of this school, that I have today suspended your child, <………>, from school classes and activities, consistent with the procedures of the School’s Discipline Policy.

In School Suspension allows time for the issues that have led to this action to be explored and resolved. It also provides time for the school to plan appropriate support for your child to assist with a successful and safe return to regular attendance.

<………> has been suspended for the following reasons: <………………………………>.

The total number of school days your child will be suspended for <………>.

The inclusive dates for the suspension are shown below:

<………………> to <……………>

As a result of your child’s suspension, both you and I are required to do certain things.

I will:
● seek your assistance and work with you in an attempt to resolve the matter
● hold a meeting with you at the earliest possible time to discuss how the matter might be resolved
● arrange an interpreter for you if necessary
● provide appropriate supervision and facilities whilst your child is on suspension at school
● provide you with a copy of the school discipline policy

You are expected to:
● assist me in resolving the matter
● contact the school as soon as possible to arrange a time to discuss how the matter might be resolved

● let me know if you require an interpreter
● arrange a support person to accompany you to the meeting if you wish
The school will provide appropriate school work whist your child is suspended.

If you consider that correct procedures have not been followed in this case or that an unfair decision has been made, you may appeal in accordance with the procedures.

Yours sincerely,

Paulle Kwok
Principal

Policy Review

On change of legislation or at the discretion of the School Board of ACC Marsden Park Ltd.

Policy Version

4.0