

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 (Broughton)

BPr600

Broughton Anglican College

1. Introduction

- In dealing with negative behaviour exhibited by our students, it is important to understand that such behaviour commonly stems from another background concern. Many consequences deal with the immediate situation, however, this is often like Band-Aid treatment and the hard work lies in discerning, and assisting with, underlying issues. There may also be opportunity for mediation, moving toward reconciliation. While this takes time, it is vital for the child's development.

... the hard work lies in discerning, and assisting with, underlying issues.

- While clear and predictable consequences can deter negative behaviour and provide a sense of justice for others, 'mandatory consequences' are not always suitable and can result in significantly negative long-term outcomes. Accordingly, variation will occur as the most appropriate course of action is determined for the context. For example, both internal and external suspensions are equally effective (or ineffective) depending on the child's context.

... 'mandatory consequences' are not always suitable.

- Staff will not share private information about a child to other parties. This means that details regarding consequences for a perpetrator may not be shared. Our staff understand that this can cause frustration in a world where justice needs to be 'seen'.

Not all information can be shared. This may be frustrating for some people

... the Schools will seek to provide an interpreter ...

- Since CAS operates in a rich, multicultural setting, meetings with some parents may require an interpreter. While full or part time interpreters are not on staff, the Schools will seek to provide an interpreter as needed.
- This procedure is to be read in conjunction with and under the requirement of CPo600 Discipline Policy.

The content of CPo600 Discipline Policy applies to this procedure

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. (Hebrews 12:11)

3. Roles and Responsibilities

- Students - are required to comply with socially acceptable behaviours, to appropriately participate in school activities and to help promote a safe and positive learning environment for their peers and themselves.
- Parents – are required to assist and support teachers and school leaders in discipline matters as complex decisions are made for the benefit of students.
- Principals – oversee discipline processes, are briefed on specific discipline matters and follow through with the more serious cases.
- Deputy Principals, other school Leader and Teachers – see table below for roles and responsibilities.

Detailed roles and responsibilities with indicative examples

Tier	Responsible person	Examples of behaviours (indicative only)	Examples of consequences (indicative only)	Recommended parent communications
1	Classroom Teacher	Minor disruptions, off-task behaviour, low-level defiance	Lunch catch-up sessions, missing an activity, rearrange seating, simple correction. Time out	Note in school diary, email or phone call especially where the child has not responded to initial correction
2	Classroom Teacher Coordinator	Swearing, repeated defiance, low-level bullying	Detention Loss of privileges Time-out	Phone call with a parent to discuss the problem, to discern contributing factors and determine a path forward. Contact parents of other affected children.
3	Dean (BAC) Deputy Principal	Physical altercations, high-level bullying, theft, low-level vandalism	Suspension (internal or external -the Principal must be notified). Reparations (physical & personal) Restrictions around play areas, activities and excursions. Referral to the Principal for further action.	Meeting with a parent to discuss the situation, to discern contributing factors and determine a path forward. Contact parents of other affected children.
4	Principal	High-level vandalism, uncurbed bullying, possession or use of weapons or drugs	Suspension (internal or external) Conditional return to school	Meeting with a parent to discuss the situation, to discern contributing factors

Tier	Responsible person	Examples of behaviours (indicative only)	Examples of consequences (indicative only)	Recommended parent communications
			Reparations (physical & personal) Expulsion	and determine a path forward. Contact parents of other affected children.

4. Procedure – Managing negative behaviour at all levels

4.1. Assess and control risks

- Evaluate the immediate and ongoing risk to individuals and infrastructure.
- Implement controls, such as increased supervision or changes to seating arrangements.
- Provide support for individuals
- Arrange counselling or pastoral care for affected students or staff.
- Offer time out or safe spaces for recovery if needed.

4.2. Contact Parents of affected students

- While maintaining privacy and confidentiality of other students:
- Assure them of their child's safety and/or of safety measures that have been put in place
- Inform them of their child's involvement.
- Provide a brief outline of actions being taken.

4.3. Level 2-4 incidents require further investigation

- Collect statements (written or discussed) from staff and students.
- The student or students being investigated must allowed to share their story.
- Students are encouraged to have a support person with them during interviews. The support person role is not an advocacy role.
- Parents are given opportunity to contribute to the discussion.
- Review CCTV footage (if available and appropriate to do so).

4.4. Findings and Documentation

- Outline findings clearly to the student/s involved.
- Provide an opportunity for the student/s to respond to the findings.
- Provide an opportunity for the parents of the student/s to respond to the findings.
- All documentation is stored electronically on student files.

4.5. Determine outcomes

- Evaluate the evidence and decide on appropriate consequences as outlined in this policy.

4.6. Inform parents and staff

- Notify parents of the outcome and consequences via phone and/or formal letter.
- A meeting with parents and the child should be considered depending on the circumstances.
- Communicate outcomes to staff directly involved in managing the incident.

- Where the School community has been impacted, wider communication should be considered.

4.7. Implement the plan

- Carry out the plan including consequences, long term outcomes, return to school requirements etc
- Monitor ongoing behaviour, interrelationships and compliance to consequences.
- If the consequence involves suspension, the student will meet with:
 - the Deputy Principal upon their return and
 - the school counsellor before resuming normal classes.

5. Definitions

Definitions for suspension and expulsion etc are included in *CPo600 Discipline Policy*

6. Related documents

This procedure falls under and read in conjunction with *CPo600 Discipline Policy*.

7. Evaluation and Review

Approving authority	Central Services
Date reviewed	19/12/24
Version number	V1.0
Summary of changes	Totally reimagined document
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

8. Appendices

Nil