



PURPOSE

The purpose of this policy is to provide students, parents and staff with information regarding discipline matters that ensure a positive and productive learning environment is maintained for all students using disciplinary procedures that are based on principles of procedural fairness.

This document should be read in conjunction with:

- Student Anti-bullying Policy
- Procedural Fairness Statement

DEFINITIONS

Suspension	is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.
Expulsion	is the permanent removal of a student from one particular school.
Exclusion	is the act of preventing a student's admission to a number of schools.

1. GENERAL POLICY

1.1 The School prohibits the use of corporal punishment in disciplining students attending the school.

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

When matters of discipline are concerned, the procedures outlined in the School's *Procedural fairness statement*, must be followed. These procedures include:

- The right to be heard, which includes the right to:
 - Know why an investigation into an allegation is happening
 - Know how the issues will be investigated
 - Know the allegations made and any other information that may be taken into account
 - The right to respond to the allegation by completing an Incident Report form, completed in a student's own words, without collusion with or coercion by other students or staff and without fear of penalty for its content.
- It also assumes the right to an impartial decision, which includes:
 - Impartiality in the investigation and decision making processes
 - An absence of bias by the decision maker.

1.2 Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.

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

1.4 The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

- 1.5 The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Discipline actions do not include exclusion.
- 1.6 Where the offending behaviour is of such a nature that it may result in suspension or expulsion, parents are involved in the process of procedural fairness for suspension and expulsion. The student will be:
- Informed of the alleged infringement
 - Informed as to who will make the decision on the penalty
 - Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations
 - Afforded a right of review of appeal.
- 1.7 The review process:
- 1.7.1 The **Principal** will reach a preliminary decision in relation to the allegation and any proposed penalty and advise the student (and parent/s) of the review.
- 1.7.2 The student (and parent/s) will be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process.
- 1.7.3 The **Principal** will then either confirm the preliminary decision as final decision or amend the preliminary decision based on the additional information provided.

2. ACCEPTABLE BEHAVIOUR

The rules of Arden have been laid down to ensure harmony, good tone and efficient work.

The behaviour expected of students is based on respect for the good name of the School, respect for the wellbeing of others and respect for the public and private property.

Good manners are expected at all times. Students are expected to speak politely and show due respect to adults. Students are expected to observe a proper standard of conduct, whether inside or outside the School.

3. UNACCEPTABLE BEHAVIOUR

The following behaviours are unacceptable and will usually result in disciplinary action that is age appropriate, fairly applied and consistent with the Christian ethos of the School.

In acknowledgment that each student has different social, emotional and behavioural abilities, parents, teachers and students work in partnership to achieve an intervention or consequence that seeks to appropriately modify a student's behaviour or approach.

Each student's rights are respected and their responsibilities as a citizen of the Arden School community are highlighted.

Minor Misdemeanours

- Breach of class rules
- Rough play
- Disobedience
- Anti-social behaviour
- Talking / pushing / shoving in lines
- Misbehaviour in public or on public transport
- Bullying * (see Anti- bullying policy)

Major Misdemeanours

- Repeated minor misdemeanours
- Creating a dangerous situation
- Swearing
- Lying
- Lack of respect for adults
- Fighting

Serious Misdemeanours

- Bullying or harassment
- Repeated major misdemeanours
- Writing obscene messages
- Stealing
- Damaging school or others' property
- Rudeness / insolence towards a teacher
- Possession of illegal objects or substances

4. POSITIVE BEHAVIOUR- THE AWARDS SYSTEM

4.1 The Awards System:

- Focuses on positive behaviour and acknowledges good behaviour through praise, encouragement, approval and the presentation of awards
- Acknowledges and rewards those students whose behaviour is consistently good
- Intends to keep students motivated towards displaying continually good behaviour
- Reduces inappropriate student behaviour inside and outside the classroom
- Develops a positive school tone.

4.2 Awards System details

4.2.1 Junior School

- Merit Certificates
Awarded to both encourage and reward. This can be in any sphere of endeavour
- House points
Students are awarded House Points to reward a variety of positive behaviours. Each week a winning House is announced
- All House Points count towards the Inter-House Competition and the Gibson Shield, prepared by the Heads of School.

4.2.2 Secondary School

- Commendations
Awarded to students in their diary to reinforce a variety of positive behaviours.
- Merit Certificates
There are three levels of Merit Certificates:
 - Bronze Award after the accumulation of 20 Commendations
 - Silver Award after the accumulation of 40 Commendations
 - Gold Award after the accumulation of 80 Commendations.
- All House Points count towards the Inter-House Competition and the Gibson Shield, prepared by the Heads of School.