



ST ANDREW'S
CATHEDRAL SCHOOL

Student Discipline *Policy*



*A Kindergarten to Year 6 school
for First Nations children within
St Andrew's Cathedral School*

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Student Discipline *Policy*

1. Introduction

At St Andrew's Cathedral School and St Andrew's Cathedral Gawura School (collectively referred to as 'the School') we believe that each child is made in the image of God and therefore, infinitely precious, gifted for a purpose, morally responsible and collectively stewarding. Students are educated to understand that they make choices and that they are individually responsible for those choices and their impact on themselves and others. The guidance of students to make choices that will have a positive impact on themselves and others is known as student discipline. This policy sets out the approach of the School relating to the discipline of students attending the School. The policy is based on the principles of procedural fairness and the prohibition of unlawful discrimination.

2. Policy

2.1 Student discipline

The School seeks to create a learning environment free from bullying and intimidation and for every student to be safe at school knowing they are valued and that they belong. We desire every student to be treated fairly and with dignity.

This Policy sets the framework through which the School manages student discipline to achieve those aims.

2.2 Strategies to promote good discipline


The School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations;
- establishing specific teaching and learning programs;
- communicating expectations with the wider School community;
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards; and
- maintaining records with respect to student behaviour.

2.3 Prohibition of corporal punishment

It is the School's policy that:

- the School prohibits corporal punishment; and
- the School does not explicitly or implicitly sanction the administering of corporal punishment by non-School persons, including parents/guardians, to enforce discipline at the School.



The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

2.4 Procedural fairness

Students will be given procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the ability for students to:

- know what the rules are and what behaviour is expected of them;
- have decisions determined by a reasonable and unbiased person;
- be informed of, and have an opportunity to respond to, any allegations against them;
- be heard before a decision is made; and
- have a decision reviewed (but not to delay an immediate punishment).

The School is committed to ensuring procedural fairness when disciplining a student.

2.5 School rules and expected standards of behaviour

Students are expected to abide by the rules of the School and the directions of staff.

Examples of written rules that students are expected to follow include:

- school rules, codes of behaviour, student rights and responsibilities and School procedures (as outlined in the Secondary School Student Diary and the Junior School and Gawura Student Diary);
- student technology acceptable usage policies, expectations and agreements;
- uniform guidelines; and
- bullying prevention and anti-bullying programs and guidelines.

2.6 Consequences

There are a range of consequences that students may face if they breach School rules or are disobedient. These include:

- warnings or reprimands (verbal or written);
- time outs;
- clean up duties;
- commitment cards;
- progress monitoring;
- cancellation of privileges;
- withdrawal or exclusion from School activities;
- detentions;
- removal of leadership role;
- gating (in-School suspension from break times);
- in-School suspension (the temporary removal of a student from classes for a period not exceeding two school days);
- short suspension (the temporary removal of a student from School for a period not exceeding four school days);
- long suspension (the temporary removal of a student from School for a period of between five to twenty days), which is only imposed for serious or sustained instances of misbehaviour;
- conditional enrolment (a student returning after suspension may be put onto an enrolment contract with certain conditions they must meet)
- expulsion (the permanent removal of a student from the School), which will usually be the result of a most serious incident; and

- expulsion of a student over 17 years of age from School for unsatisfactory participation, which will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the School and the learning of other students .

The School has developed specific procedures that must be followed when considering the suspension or expulsion of a student. These are set out in the School's Suspension and Expulsion Policy.

2.7 Individual behaviour management plans

Where the level of misbehaviour is considered by the School to be significant or where the behaviour is ongoing, individual behaviour management plans may be made.

Plans will be negotiated between School staff, students and parents/guardians, and will consider the student's age, developmental needs and behavioural context.

The desired behaviour of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The School will refer the student to other support available and review, assess, change and modify the plan as needed.

3. Implementation

This policy is implemented through:

- staff training and professional development opportunities in behaviour management strategies;
- communicating this policy to the School community;
- monitoring the effectiveness of the policy and associated procedures; and
- reviewing and evaluating the policy and associated procedures regularly.

4. Document control

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5. Approval

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