

<b>Section of Manual:</b>	<b>7. DISCIPLINE</b>																				
Document	<b>POLICY 7.1A: STUDENT DISCIPLINE</b>																				
Date of Endorsement:	August 2022	Review Date:	August 2024																		
Review Panel	CEO/Principal, Head Teachers must be a part of the review of this Policy																				
Purpose:	To ensure the School has a disciplinary process in place for students																				
Legislation	Education Act, 1990																				
Scope:	Relates to Teaching Staff, Students, Head Teachers, Principal																				
RANGS Manual:	3.7.1 Discipline																				
Clarifications	<p><b>Clarification of Terms:</b></p> <table border="1"> <thead> <tr> <th>Term</th> <th>NESA/The Act</th> <th>The School</th> </tr> </thead> <tbody> <tr> <td>Time out / Reflection</td> <td>N/A</td> <td>A student is provided with a short period of time within the school day to reset themselves. They may seek a quiet space and reflect on the issue for concern. Once ready and/or instructed by a staff member, the student may re-enter the learning space.</td> </tr> <tr> <td>In-School Suspension</td> <td>N/A</td> <td>Is the temporary removal of students from classes though NOT from the property. Generally, no longer than 3 days.</td> </tr> <tr> <td>Suspension</td> <td>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</td> <td>Is a temporary removal of a student from all classes AND the school for a set period of time with the expectation they complete schoolwork and/or reflection pack (as appropriate – consider on an individual basis). School work may be supplied in hard copy or online (e.g. Teams, email etc).</td> </tr> <tr> <td>Exclusion</td> <td>Is the act of preventing a student's admission to a number of schools</td> <td>Is the removal of a student from the school for that year. They may re-apply for enrolment if deemed appropriate by the Principal and Head Teachers.</td> </tr> <tr> <td>Expulsion</td> <td>Is the permanent removal of a student from one particular school</td> <td>Is the permanent removal of a student from the school &amp; will preclude them from re-applying at a later date.</td> </tr> </tbody> </table>			Term	NESA/The Act	The School	Time out / Reflection	N/A	A student is provided with a short period of time within the school day to reset themselves. They may seek a quiet space and reflect on the issue for concern. Once ready and/or instructed by a staff member, the student may re-enter the learning space.	In-School Suspension	N/A	Is the temporary removal of students from classes though NOT from the property. Generally, no longer than 3 days.	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	Is a temporary removal of a student from all classes AND the school for a set period of time with the expectation they complete schoolwork and/or reflection pack (as appropriate – consider on an individual basis). School work may be supplied in hard copy or online (e.g. Teams, email etc).	Exclusion	Is the act of preventing a student's admission to a number of schools	Is the removal of a student from the school for that year. They may re-apply for enrolment if deemed appropriate by the Principal and Head Teachers.	Expulsion	Is the permanent removal of a student from one particular school	Is the permanent removal of a student from the school & will preclude them from re-applying at a later date.
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It must first be noted that the School's student discipline process ends in 'exclusion' not 'expulsion' for 2 main reasons:

'Expulsion' is not a term traditionally used within an adult learning context and as the School model is designed specifically to work within an adult learning context we have chosen to use the language of that culture.

The School believes that all students have the right to a second chance. With this in mind, it can be suggested that the term 'expulsion' carries with it a connotation of finality, that a learner is to be 'kicked out' without the opportunity to try again at a later date. While the term 'exclusion' holds a connotation of having a second chance, a learner may be 'excluded' for the time being however they may have the opportunity to be 'included' later down the track when they decide that they are ready to take up the challenge of an adult learning environment. Inclusivity is the fundamental basis of adult learning.

Any student who is believed to be in breach of the discipline policy or is displaying continual offensive behaviour may be subject to actions under the discipline policy.

**(1) IN THIS POLICY, BREACH OF DISCIPLINE MEANS:**

(a) conduct that impairs the reasonable freedom of any person (whether or not a student) to pursue his or her studies or work with the School.

**(2) A STUDENT COMMITS A BREACH OF DISCIPLINE IF THE STUDENT DOES ANY OF THE FOLLOWING:**

- (a) Assaults or threatens to assault another person,
- (b) Engages in any offensive conduct or any unlawful activity,
- (c) Removes, damages or uses any property of the School or Auspicing Body without having permission from the College/School or a member of staff,
- (e) Obstructs a member of staff in the performance of the member's duties especially where this may raise safety concerns,
- (f) Repeatedly and wilfully disobeys or disregards an order or direction of a member of staff, including a direction regarding appropriate behaviour or safety,
- (g) Repeatedly commits or engages in any dishonest or unfair act in relation to an examination or other form of academic assessment,
- (h) Repeatedly discriminates against a person on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability, or religion,
- (i) Incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of the age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability, or religion of the person or members of the group.

**(3) CONDUCT DOES NOT CEASE TO BE A BREACH OF DISCIPLINE MERELY BECAUSE IT TAKES PLACE ELSEWHERE THAN ON THE PREMISES OF THE SCHOOL**

(4) FOR THE AVOIDANCE OF DOUBT, A BREACH OF DISCIPLINE MAY BE COMMITTED BY AN ACT THAT INVOLVES:

- (a) A communication in person or in writing or by telephone or other telephonic or electronic means which may include any and all forms of social media, or
- (b) A transaction using telephonic or electronic means which may include any and all forms of social media.

(5A) OR THE PURPOSES OF THIS CLAUSE: OFFENSIVE CONDUCT INCLUDES ANY OF THE FOLLOWING:

- (a) Spitting,
- (b) Littering,
- (c) Using offensive language,
- (d) Being under the influence of alcohol,
- (e) Being under the influence of a drug (other than medication that has been prescribed by, and taken in accordance with the instructions of, a registered medical practitioner).

(5B) UNLAWFUL ACTIVITY INCLUDES ANY OF THE FOLLOWING:

- (a) Using, possessing or supplying any prohibited drug, substance or,
- (b) Stealing the property of another person.

(6) A MEMBER OF STAFF WHO BELIEVES THAT A STUDENT HAS COMMITTED A BREACH OF DISCIPLINE:

- (a) Must, as soon as practicable, report the alleged breach to the Head Teacher/s or Principal, and
- (b) The Principal or Head Teacher/s may exclude the student from attendance at the school for the remainder of the day on which the alleged breach occurred, or until a decision can be made regarding the consequences of the breach.

(7) ENSURE THE STUDENTS RIGHT TO A PROCEDURALLY FAIR PROCESS:

Procedural fairness is a basic right of all individuals. In cases where there is a perceived incongruence between an individual's actions and the School rules and expectations, the School will aim for a fair decision, reached by an objective decision-making process.

Procedural fairness seeks to ensure that decisions affecting students are reached only after the individual student has been made aware of the allegations made against him or her. It also seeks to ensure that the student has had the opportunity to present his or her claims in relation to the issues and the proposed decisions affecting him or her. Procedural fairness also requires that the decision maker (whether the Principal, Head Teacher, or a classroom teacher) reaches a decision on the issue in an impartial manner. Care should be exercised to exclude real or perceived bias from the process. The School will follow the principles set out below in the circumstances involving disciplinary matters, including dealings with students potentially facing suspension and exclusion.

Procedural fairness is generally recognised as having two essential elements.

**1. The right to be heard** which includes:

- The right to know why the action is happening.
- The right to know the way in which the issues will be determined.
- The right to know the allegations in the matter and any other information that will be taken into account.
- The right of the person against whom the allegations have been made to respond to the allegations.

**2. The right of a person to an impartial decision**, which includes:

- The right to impartiality in the investigation and decision-making phases.
- The right to an absence of bias by the decision maker.

Therefore, the schools disciplinary process is not only based on procedural fairness but also on a strong belief in the importance of allowing students the opportunity to learn by their mistakes.

Should a student persist in breaching the guidelines of the School there are 6 levels of discipline that can be progressed through.

**ALL DISCIPLINARY INTERVENTIONS OUTLINED HERE ARE ACCOMPANIED BY FORMAL WRITTEN DOCUMENTATION OUTLINING:**

- The incident/issue to be addressed
- Relevant Dates/times & persons involved – must be based on evidential fact
- Clarification of code of conduct and expectations and how these have been breached
- Opportunity for the student to make representation
- Details of the specific intervention to be issued – i.e. development of a mutual respect contract, completion of a reflection pack etc.
- Action to be taken should incident/issue continue and in the event of Exclusion, the appeals process to be followed.
- All written documentation should be recorded in SENTRAL.

In 2020, a new document titled ‘Student Conduct and Behaviour Matrix’ was created to accompany this Discipline Policy. It was developed through consultation and collaboration with staff to cater to the needs of WRCS students consistently and comprehensively.

The matrix seeks to include the scope of behaviours from goal behaviours (positive behaviours) that are recognised and may be rewarded, through to negative behaviours that require a range of disciplinary consequences.

The matrix identifies categories of behaviours that can commonly arise in the school environment. The structure and wording of the document seeks to show increasing

severity of behaviours and how consequences can be applied in a logical and procedurally fair manner.

The Student Conduct and Behaviour Matrix was trialled during 2021, as the Principal and Head Teachers applied the model collaboratively to behavioural issues that required consequences. The matrix was evaluated by executive staff as they used the document, and changes noted as necessary. The matrix was deemed successful and will continue to be used in the School, as it promotes consistency and fairness in the application of consequences for all students.

The full Student Conduct and Behaviour Matrix document is referenced at the end of this policy, however the basic structure of the matrix is outlined below.

The matrix is structured in a grid with the severity of behaviours listed across the top, and categories of behaviours and consequences listed down the side as follows:

**Severity of behaviours** (horizontal, left to right):

- Goal Behaviours
- Managed Behaviours
- Minor Incident
- Moderate Incident
- Major Incident
- Severe

**Categories of behaviours** (vertical, top to bottom)

- Cooperation, Respect, Responsibility
- Language, Appropriate Behaviour, Vandalism, Theft
- Classroom Conduct
- Attendance, Truancy
- Safety
- Socialising, Relationships, Harassment, Bullying, Aggression, Violence, Abuse
- Conflict Resolution

Once the type of behaviour and its severity are identified, the appropriate consequence/s can be identified in the lower section of the grid.

**Consequences** (vertical, top to bottom)

- Initial Actions, Home Contact
- Time out/ Reflection, Positive Rewards, Parent/Guardian/Caregiver Meeting
- In-school Suspension
- Suspension
- Exclusion
- Expulsion

Consequences follow a logical order and are applied via discussion and agreement by at least two parties whenever possible i.e. Principal and Head Teachers. To be procedurally fair the Principal and Head Teachers (and all staff involved) must act justly and be seen to act justly.

Regular communication with parents/guardians/caregivers is encouraged at WRCS, and especially in relation to positive incidents and achievements. There may be times when negative incidents occur with students and contact should be made as necessary to keep parents/guardians/caregivers informed of their child’s conduct. Parents/guardians/caregivers are to be notified by phone as soon as reasonably possible following a serious incident.

Serious incidents should be followed up with written advice to parents/guardians/caregivers, and all details of the incident and consequences recorded in SENTRAL by the Executive staff member responsible for finalising the incident.

When a student receives notification of the possibility of suspension from the School, one of the Head Teachers will contact the parents to offer involvement in discussing the increased support the student requires at this time. Depending on the type and severity of consequence that needs to be applied following an incident, a meeting with parents/guardians/caregivers will be scheduled to discuss the situation.

Should students conduct themselves in a manner that constitutes a serious breach of discipline they can be suspended immediately with parental notification occurring as soon as practical after the fact. All necessary duty of care obligations will be followed under these circumstances.

Without a considerable breach of acceptable behaviour, a student cannot be excluded from the school unless they have been firstly suspended.

At all times emphasis is to be placed on procedural fairness. In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should be recorded in writing.

At WRCS, we believe in finding innovative and flexible ways of assisting our students make any appropriate changes in their behaviour or attitude. Some possible strategies that could be beneficial include a ‘Commitment challenge’ or community services on our grounds, change in timetable, exclusion from certain classes or activities, a mutual respect contract, mediation etc.

Supporting Documentation	7.1B Student Conduct and Behaviour Matrix <i>(Copy on following pages for reference. Printable copy of 7.1B filed as separate document)</i>
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## Student Conduct and Behaviour Matrix

	Goal Behaviours	Managed Behaviours	Minor Incident	Moderate Incident	Major incident	Severe
<b>Cooperation Respect Responsibility</b>	<ul style="list-style-type: none"> <li>• <b>Cooperative, respectful and responsible behaviour</b> towards staff, fellow students, or public/private property.</li> <li>• <b>Willing to abide</b> by the expectations and guidelines of the school</li> <li>• Role model for fellow students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>One-off mild uncooperative, disrespectful, or irresponsible behaviour</b> towards staff, fellow students, or public/private property.</li> <li>• <b>One-off refusal</b> to follow instructions but student quickly becomes cooperative</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued uncooperative, disrespectful, irresponsible or defiant behaviour</b> towards staff, fellow students, or public/private property.</li> <li>• <b>Continued refusal</b> to follow instructions within a lesson (<u>low-risk consequences</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persistent uncooperative, disrespectful, irresponsible or defiant behaviour</b> towards staff, fellow students, or public/private property.</li> <li>• <b>Persistent refusal</b> to follow instructions over several lessons (<u>same or different days; moderate risk consequences</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Major uncooperative, disrespectful, irresponsible or defiant behaviour</b> towards staff, fellow students, or public/private property (may be one major incident or repeated behaviours causing significant distress to staff, students or member of the public)</li> <li>• <b>Major refusal</b> to follow instructions over several lessons (<u>same or different days; moderate-high risk consequences</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Severe incident/s</b> or repeated major incidents regarding non-compliance, disrespect or defiance; causing or likely to cause significant distress, physical and/or psychological harm to staff, students or member of the public.</li> <li>• <b>Student poses significant safety risk</b> due to ongoing refusal to follow instructions (<u>high risk consequences</u>)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Proactively</b> hands in mobile phone or another device when requested</li> <li>• <b>Liases</b> with staff to retain mobile phone or other device for specific important reason e.g. expecting a call from an official agency; critically ill family member</li> </ul>	<ul style="list-style-type: none"> <li>• <b>One-off refusal</b> to hand in mobile phone or another device. Rectifies conduct of own accord or when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued refusal</b> to hand in mobile phone or another device (without discussion), <u>occurring across a single day</u>, without prior approval or permission</li> <li>• <b>Deceptive behaviour</b> concerning a phone or another device, <u>usually an isolated incident</u> e.g. lying, accessing phone from phone box without prior approval or permission.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persistent refusal</b> to hand in mobile phone or another device (without discussion), <u>occurring across several days</u>, without prior approval or permission</li> <li>• <b>Persistent deceptive behaviour</b> concerning a mobile phone or another device e.g. repeated lying, repeatedly accessing phone from phone box without prior approval or permission</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student accesses and/or deceptively uses</b> mobile phone or another device at an inappropriate time or for an inappropriate purpose, particularly following previous or repeated refusals to follow guidelines for devices; <b>behaviour may cause or may be likely to cause distress or harm to staff, students or members of the public</b></li> <li>• <b>Other major misuse</b> of mobile phone or another device e.g. filming of staff or students without permission; phone calls during class time; inappropriate access to or use of the Internet or social media</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student accesses and deceptively uses</b> mobile phone or another device at an inappropriate time or for an inappropriate purpose, particularly following previous or repeated refusals to follow guidelines for devices; <b>behaviour causes or is likely to cause significant distress, physical and/or psychological harm to staff, students or members of the public.</b></li> <li>• <b>Other severe misuse</b> of mobile phone or another device e.g. filming of staff or students without permission; phone calls during class time to incite conflict or confrontation; inappropriate access to or use of the Internet or social media; using a recording device inappropriately; illegal conduct.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• <b>Appropriate</b> language</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mild, infrequent</b> inappropriate language (situational)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued</b> inappropriate language (situational)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persistent</b> inappropriate language (situational)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Offensive/abusive language and/or behaviour</b> directed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repeated offensive/abusive language and/or</b></li> </ul>



<b>Appropriate Behaviour</b> <b>Vandalism</b> <b>Theft</b>	<ul style="list-style-type: none"> <li>• <b>Appropriate</b> behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mild</b> inappropriate or offensive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued</b> inappropriate or offensive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Significant</b> and/or <b>persistent</b> inappropriate or offensive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>at or in response to a student, staff member or member of the public</li> </ul>	<ul style="list-style-type: none"> <li>• <b>behaviour</b> directed at or in response to a staff member or member</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Maintains</b> clean and tidy environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Occasional</b> minor littering</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued</b> minor littering</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Deliberate, serious</b> littering; student responds to staff appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Deliberate, serious</b> littering; student <u>does not respond</u> to staff appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuation or severe escalation</b> of any aforementioned behaviours despite interventions</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Respectful</b> of property</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Minor</b> damage to property, cleanable/fixable by student</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Damage</b> to school property and/or private/public property, may or may not be able to be cleaned/fixable by student, may be accidental or deliberate e.g. graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Significant damage</b> to school property and/or private/public property, may or may not be able to be cleaned/fixable by student, may be accidental or deliberate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vandalism</b> – Significant, intentional damage to school and/or private/public property</li> <li>• <b>Theft</b> – Possession of, or responsible for, removing someone else’s property without that person’s knowledge or permission</li> </ul>	

<p><b>Classroom conduct</b></p>	<ul style="list-style-type: none"> <li>• <b>On-task, positive and productive</b> conduct</li> <li>• <b>Concentrates</b> to the best of ability</li> <li>• <b>Consistent</b> effort and application to learning</li> <li>• <b>Appropriate</b> use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Off-task, mildly</b> disruptive behaviour</li> <li>• <b>Lack</b> of concentration, effort and/or application</li> <li>• <b>Inappropriate</b> use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued</b> disruptive behaviour beginning to impact others</li> <li>• <b>Continued</b> lack of concentration, effort and /or application</li> <li>• <b>Continued</b> misuse of technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persistent</b> disruptive behaviour that impacts significantly on the learning environment.</li> <li>• <b>Persistent</b> lack of engagement and/or refusal to engage in class activities or assessment tasks</li> <li>• <b>Persistent</b> misuse of technology potentially causing issues in the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prolonged and/or major</b> disruptive behaviour that has a major impact on the learning environment. Behaviour continues despite individualised support and intervention strategies</li> <li>• <b>Prolonged, repeated</b> lack of engagement and/or refusal to engage in class activities or assessment tasks despite individualised support and intervention strategies</li> <li>• <b>Prolonged or deliberate</b> misuse of technology causing significant issues in the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuation or severe escalation</b> of any aforementioned behaviours despite interventions</li> </ul>
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<p style="text-align: center;"><b>Attendance</b> <b>Truancy</b></p>	<ul style="list-style-type: none"> <li>• <b>Punctual</b> to class</li> <li>• <b>Seeks permission</b> to leave classroom</li> <li>• <b>Attends</b> school all or most days; strives to maximise attendance rate and adheres to attendance plan if required</li> <li>• <b>Signs in and out</b> of school as required</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Occasional lateness</b> to class</li> <li>• <b>Leaving classroom</b> for very <u>short time</u> without notifying teacher</li> <li>• <b>Intermittent</b> unexplained absences</li> <li>• <b>Occasional</b> neglect to sign in/sign out</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued lateness</b> to class without reasonable and accepted explanation</li> <li>• <b>Leaving class</b> for a <u>significant time</u> without permission (<u>returning</u>)</li> <li>• <b>Leaving school grounds</b> without permission (<u>returning</u>)</li> <li>• <b>Continued neglect</b> to follow sign in/sign out procedures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persistent lateness</b> to class without reasonable and accepted explanation <b>Leaving class</b> without permission (<u>not returning</u>)</li> <li>• <b>Leaving school grounds</b> without permission (<u>not returning</u>)</li> <li>• <b>Persistent neglect</b> to follow sign in/sign out procedures</li> <li>• <b>Lack of effort</b> to engage in Attendance Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuation or escalation</b> of any aforementioned behaviours despite interventions</li> <li>• <b>Frequent absence</b> without appropriate and/or accepted explanation</li> <li>• <b>Student and/or parent/caregiver</b> unable to be contacted</li> <li>• <b>Persistent truancy</b></li> <li>• <b>Persistent non-adherence</b> to Attendance Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Severe escalation</b> of any aforementioned behaviours despite interventions</li> <li>• <b>Extended absence</b> without appropriate and/or accepted explanation</li> <li>• <b>Student and/or parent/caregiver</b> persistently unable to be contacted</li> <li>• <b>Neglect</b> - Educational</li> </ul>
<p style="text-align: center;"><b>Safety</b></p>	<ul style="list-style-type: none"> <li>• <b>Behaves safely and responsibly</b> at all times</li> <li>• <b>Proactively avoids unsafe or irresponsible</b> behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Low-risk unsafe behaviour</b> e.g. swinging on chair, feet on table/chair</li> <li>• <b>Indirect throwing of objects</b> e.g. paper balls into bin</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Moderate-risk unsafe behaviour</b> e.g. not following teacher instructions to cross road safely; no harm</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Moderately high-risk unsafe behaviour</b> e.g. not following teacher instructions to cross road safely; chance of accident unlikely but not impossible</li> </ul>	<ul style="list-style-type: none"> <li>• <b>High-risk unsafe behaviour</b> e.g. not following teacher instructions to cross road safely; chance of accident likely or closely avoided</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Extreme-risk unsafe behaviour</b> – deliberately defying safety instructions to put self and/or others at risk</li> <li>• <b>Self-harm</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Maintains</b> appropriate physical and personal space</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Low-risk physical interactions</b> between friends e.g. playing, mucking around, forgetting about appropriate physical boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Accidental physical interaction</b> that causes <u>no harm or injury</u> e.g. bump and fall.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Accidental physical interaction</b> that causes <u>minimal harm or injury</u> e.g. accidentally knocking someone over in game</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Deliberate or suspected deliberate physical interaction that causes or is likely to cause harm or injury</b> e.g. fighting, barging or direct forceful throwing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuation or severe escalation</b> of any aforementioned behaviours despite interventions</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Respects</b> school rules regarding banned items</li> </ul>	<ul style="list-style-type: none"> <li>• <b>One-off possession and/or use of banned items</b> e.g. energy drinks, aerosols; <u>responds</u> to staff directions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued possession and/or use of banned items</b> e.g. energy drinks, aerosols; <u>responds</u> to staff directions and consequences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Possession and/or use of banned items</b> e.g. energy drinks, aerosols; <u>does not respond</u> appropriately to staff directions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Behaviour that indicates suspected possession/use of illegal or prohibited items</b> e.g. weapons, illegal drugs, alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Possession/use of illegal or prohibited items</b> e.g. weapons, illegal drugs, alcohol</li> <li>• <b>Disclosure by students of illegal items in the home</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Appropriate</b> use of school equipment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mildly inappropriate or disrespectful use of school or public equipment</b> (<u>not causing damage or harm</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inappropriate or disrespectful use of school or public equipment</b> (<u>causing minimal damage or harm</u>) e.g. throwing balls inside or at windows</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inappropriate or disrespectful use of school or public equipment</b> (<u>causing or likely to cause significant damage or harm</u>) e.g. broken equipment, deliberate dropping of laptop</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Significant damage</b> caused to school or public equipment or property e.g. broken computer screen, hole punched in wall.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuation or severe escalation</b> of any aforementioned behaviours despite interventions at each level</li> </ul>

<p style="text-align: center;"><b>Socialising Relationships Harassment Bullying Aggression Violence Abuse</b></p>	<ul style="list-style-type: none"> <li>• <b>Engages</b> positively with other students</li> <li>• <b>Responds</b> to conflict with staff or other students responsibly and/or seeks assistance from staff to mediate</li> <li>• <b>Proactively</b> reports incidents of harassment, bullying, aggression, violence and/or abuse of self or others to staff</li> <li>• <b>Respects</b> personal and physical space of staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>One-off banter</b> between students, perceived as minor conflict, quickly resolves itself</li> <li>• <b>Minor incident</b> resulting in disagreement or low-level conflict, resolved by students themselves or with minimal staff intervention</li> <li>• <b>Occasional</b> lapse of personal and/or physical space between students and/or staff e.g. may be friendly or mildly aggressive (banter, clear mucking around)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuation</b> of low-level conflict resulting in ongoing tension between students. Students may respond to staff intervention, but may not be committed to resolving core conflict</li> <li>• <b>Unwanted or inappropriate</b> physical contact/interaction between students</li> <li>• <b>Harassment</b> – unwanted pressure, yelling, put downs, looks/staring, laughing pointedly, name calling, personal attacks, cyber, social isolation or non-verbal pestering, inappropriate use of social media.</li> <li>• <b>Generalised verbal aggression or inappropriate language</b> directed at staff or students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persistent</b> conflict resulting in ongoing tension between students. Students tend not to respond to staff intervention, and are not committed to resolving core conflict</li> <li>• <b>Persistent unwanted or inappropriate</b> physical contact/interaction between students</li> <li>• <b>Persistent Harassment</b> – harassment continuing as outlined in “Minor Incident” and despite disciplinary actions. Further harassment will be treated as “Bullying”</li> <li>• <b>Targeted, aggressive/ abusive inappropriate language</b> – language intended to cause someone to feel humiliated, intimidated or threatened. May be directed at staff or students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bullying</b> – Persistent harassment despite “Moderate Incident” actions</li> <li>• <b>Abuse</b> – A threat or act of intimidation (physical, verbal, cyber)</li> <li>• <b>Fighting</b> – Serious physical contact where injury may occur.</li> <li>• <b>Threats of harm or to harm</b> by use of social media or other communication device</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuation or severe escalation</b> of any aforementioned behaviours despite interventions at each level</li> <li>• <b>Neglect</b> – Medical, Social, Physical</li> <li>• <b>Physical Abuse</b> e.g. observed, disclosed, reported</li> <li>• <b>Sexual Abuse</b> e.g. disclosed, observed behaviours, reported</li> <li>• <b>Incitement to suicide</b></li> </ul>
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<p><b>Conflict Resolution</b></p>	<ul style="list-style-type: none"> <li>• <b>Willing</b> to engage in discussion and/or mediation to resolve conflict with students or staff</li> <li>• <b>Responds</b> positively to strategies employed to rebuild relationships</li> <li>• <b>Utilises</b> self-control to maintain distance from someone with whom conflict cannot be resolved at a point in time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Requires encouragement and support</b> to engage in discussion and/or mediation to resolve conflict with students or staff</li> <li>• <b>Responds gradually</b> to strategies employed to rebuild relationships</li> <li>• <b>Attempts to utilise</b> self-control to maintain distance from someone with whom conflict cannot be resolved at a point in time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Requires significant encouragement and support</b> to engage in discussion and/or mediation to resolve conflict with students or staff</li> <li>• <b>Requires significant support</b> to commit to strategies employed to rebuild relationships to a workable state, <u>indicates willingness</u></li> <li>• <b>Unable</b> to consistently maintain distance from someone with whom conflict cannot be resolved at a point in time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued reluctance to engage</b> in mediation or other conflict resolution strategies, <u>despite encouragement and support</u></li> <li>• <b>Limited</b> commitment to resolving conflict and rebuilding relationships to a workable state, despite support</li> <li>• <b>Continues</b> to engage in conflict; resists resolution strategies or interventions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Persistent reluctance</b> to engage in mediation or other conflict resolution strategies, <u>despite encouragement and support</u></li> <li>• <b>Refuses</b> to commit to resolving conflict, <u>despite support</u></li> <li>• <b>Continues</b> to engage in conflict. <b>Refuses</b> to acknowledge/implement resolution strategies or interventions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Refuses</b> to engage in mediation or other conflict resolution strategies simultaneously continuing to incite or aggravate conflict in the school environment</li> </ul>
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CONSEQUENCES	Goal Behaviours	Managed Behaviours	Minor Incident	Moderate Incident	Major incident	Severe
	<i>All incidents and consequences should be considered on an individual basis, and the principles of procedural fairness applied at each stage of this process</i>					
<p><b>Initial Actions</b></p> <p><b>Home Contact</b></p>	<ul style="list-style-type: none"> <li>Contact home regularly to acknowledge positive conduct</li> </ul>	<ul style="list-style-type: none"> <li>Contact home if deemed necessary after consultation with Head Teacher/s</li> </ul>	<ul style="list-style-type: none"> <li>Contact home if deemed necessary after consultation with Head Teacher/s</li> </ul>	<ul style="list-style-type: none"> <li>Contact home and notify of incident</li> <li>Seek and/or offer supportive strategies for managing incident</li> <li>For attendance issues, commence letters home, allow 2-week interval between letters.</li> <li>Report incident to relevant agencies or authorities as necessary e.g. Police, Mandatory Report, CAMHS, if deemed necessary</li> </ul>	<ul style="list-style-type: none"> <li>Contact home and notify of incident</li> <li>Seek and/or offer supportive strategies for managing incident</li> <li>Notify Parent/Carer that consequences and a meeting will be required</li> <li>For persistent attendance issues and no improvement as a result of letters sent home, request parent/carer meeting via further letter and phone call. Follow advice of AISNSW.</li> <li>Report incident to relevant agencies or authorities as necessary e.g. Police, Mandatory Report, CAMHS if deemed necessary</li> </ul>	<ul style="list-style-type: none"> <li>Contact home and notify of incident</li> <li>Seek and/or offer supportive strategies for managing incident</li> <li>Notify Parent/Carer that consequences and a meeting will be required</li> <li>Attendance: No improvement or contact from parent/carer in response to phone calls or letters, follow advice of AISNSW. Proceed to Secretary's Conference or withdrawal or enrolment</li> <li>Report incident to relevant agencies or authorities as necessary e.g. Police, Mandatory Report, CAMHS if necessary</li> </ul>

<p><b>Time Out / Reflection</b></p> <p><b>Positive Rewards</b></p> <p><b>Parent/ Carer Meeting</b></p>	<ul style="list-style-type: none"> <li>Follow WRCS Reward System</li> </ul>	<ul style="list-style-type: none"> <li>Follow WRCS Reward System (Green, Orange, Red Sticker Chart)</li> <li>Short-term time out/reflection in safe space to re-focus, de-escalate and provide opportunity for student to discuss the issues</li> </ul>	<ul style="list-style-type: none"> <li>Follow WRCS Reward System (Green, Orange, Red Sticker Chart)</li> <li>Short-term time out/reflection in safe space to re-focus, de-escalate and provide opportunity for student to discuss the issues</li> <li>Restriction of individual privileges</li> <li>Apply logical consequences if possible/appropriate</li> <li>Executive involvement to assist behaviour management if necessary</li> <li>Parent/carer, staff, and student meeting to devise strategies</li> </ul>	<ul style="list-style-type: none"> <li>Follow WRCS Reward System (Green, Orange, Red Sticker Chart)</li> <li>Short-term time out/reflection in safe space to re-focus, de-escalate and provide opportunity for student to discuss the issues</li> <li>Withdrawal of student/s from classroom learning environment for de-escalation if deemed necessary</li> <li>Restriction of individual privileges</li> <li>Apply logical consequences if possible/appropriate</li> <li>Executive involvement to assist behaviour management if necessary</li> <li>Parent/carer, staff, and student meeting may be required to devise strategies</li> </ul>	<ul style="list-style-type: none"> <li>Follow WRCS Reward System (Green, Orange, Red Sticker Chart)</li> <li>Short-term time out/reflection in safe space to re-focus, de-escalate and provide opportunity for student to discuss the issues</li> <li>Withdrawal of student/s from classroom learning environment for de-escalation if deemed necessary</li> <li>Restriction of individual privileges</li> <li>Apply logical consequences if possible/appropriate</li> <li>Executive involvement to assist behaviour management</li> <li>Parent/carer, staff, and student meeting may be required to devise strategies</li> </ul>	<ul style="list-style-type: none"> <li>Follow WRCS Reward System (Green, Orange, Red Sticker Chart)</li> <li>Short-term time out/reflection in safe space to re-focus, de-escalate and provide opportunity for student to discuss the issues</li> <li>Withdrawal of student/s from classroom learning environment for de-escalation if deemed necessary</li> <li>Restriction of individual privileges</li> <li>Apply logical consequences if possible/appropriate</li> <li>Executive involvement to assist behaviour management</li> <li>Parent/carer, staff, and student meeting may be required to devise strategies</li> </ul>
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<p style="text-align: center;"><b>In-School Suspension</b></p>			<ul style="list-style-type: none"> <li>Depending on the severity, continuation, or escalation of behaviours, an in-school suspension may be applied.</li> <li>Duration flexible, up to 3 school days</li> <li>Resolution/reflection should occur at end of in-school suspension</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the severity, continuation, or escalation of behaviours, an in-school suspension may be applied.</li> <li>Duration flexible, up to 5 school days</li> <li>In-school suspension may be used in conjunction with an out-of-school suspension.</li> <li>Resolution/reflection should occur at end of in-school suspension with parent/carer, staff, and student involvement</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the severity, continuation, or escalation of behaviours, an in-school suspension may be applied.</li> <li>Duration flexible: An in-school suspension may or may not be used in conjunction with an out-of-school suspension.</li> </ul> <p><i>In the event of major incident/s, an in-school suspension may not be appropriate, and an out-of-school suspension should be applied.</i></p>	<ul style="list-style-type: none"> <li>Depending on the severity, continuation, or escalation of behaviours, an in-school suspension may be applied.</li> <li>Duration flexible: An in-school suspension may or may not be used in conjunction with an out-of-school suspension.</li> </ul> <p><i>In the event of severe incident/s, an in-school suspension may not be appropriate, and an out-of-school suspension should be applied.</i></p>
<p style="text-align: center;"><b>Suspension</b></p>				<ul style="list-style-type: none"> <li>Depending on the severity, continuation, or escalation of behaviours, an out-of-school suspension may be applied.</li> <li>Duration flexible, up to 5 school days</li> <li>Resolution/reflection should occur at end of an out-of-school suspension with parent/carer, staff, and student involvement</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the severity, continuation, or escalation of behaviours, an out-of-school suspension may be applied.</li> <li>Duration flexible, up to 10 school days</li> <li>Resolution/reflection should occur at end of an out-of-school suspension with parent/carer, staff, and student involvement</li> <li>If resolution is not successful, proceed</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the severity, continuation, or escalation of behaviours, an out-of-school suspension may be applied.</li> <li>Duration flexible, up to 20 school days</li> <li>Resolution/reflection should occur at end of in-school suspension with parent/carer, staff, and student involvement. If resolution is not successful, proceed to exclusion</li> </ul>

					to further suspension or exclusion	
<b>Exclusion</b>					<ul style="list-style-type: none"> <li>Principal and Head Teachers Discretion</li> </ul>	<ul style="list-style-type: none"> <li>Principal and Head Teachers Discretion</li> </ul>
<b>Expulsion</b>						<ul style="list-style-type: none"> <li>Principal and Head Teachers Discretion</li> </ul>