



Discipline policy

This policy should be read in conjunction with the student anti-bullying policy. Both policies can also be found in the student diary and the school website. Parents and guardians should familiarise themselves and their children with these policies.

Rationale

The purpose of the policy is to ensure that approaches to discipline are consistent with the values and responsibilities of Lakes Grammar – An Anglican School (school), and the Newcastle Anglican Corporation towards its students and within current legislation.

Scope

This policy applies to all students and staff.

Definitions

Staff includes casual, temporary and permanent staff of the school.

Policy

Lakes Grammar students are expected to behave in a way that reflects well upon themselves, their family and the school and always be considerate of others. Underpinning discipline at the school is a commitment to guiding students in their development of values that will underpin their decisions and behaviour. Central to disciplinary procedures is a view of the child, which recognises their ability to change and develop as a responsible member of the community.

This discipline policy is used when student behaviour contravenes the expectations of the school as laid out in the student school diary. Parents and guardians are expected to support the goals, values and activities of the school as laid out in their enrolment contracts.

Corporal punishment is not permitted at Lakes Grammar. Parents/guardians must not carry out corporal punishment on behalf of the school.

Guidelines and procedures

The role of the school is to provide appropriate preventative programs and practices that aim to develop community and individual responsibility.

The school has a range of procedures as noted below that reflect and support the school's responsibilities in establishing and monitoring the behaviour of students.

1. The guidelines for appropriate behaviour and procedures to manage inappropriate behaviour are printed in the school diary. These guidelines reflect and reinforce staff responsibilities for the welfare and care of students.
2. The welfare and discipline of individual students and groups of students is managed by relevant staff. Although classroom management strategies vary, teacher interventions are designed to reinforce the school expectations of student behaviour particularly with regard to safety and wellbeing.
3. The level of intervention is determined by the severity of the incident and takes into consideration the student's developmental level. Every opportunity will be taken to address the incident and use it as an opportunity to teach appropriate and acceptable behaviour.
4. Intervention is necessary when a student or group of students break a school rule or act in a way that contravenes the school procedures and expectations. The school exercises a range of interventions, according to the severity of the misdemeanour. Interventions include (but are not limited to):

- a) guidance interviews
 - b) formal and informal detentions
 - c) community service
 - d) loss of privileges
 - e) counselling
 - f) removal from class for a period of time
 - g) suspension
 - h) expulsion
5. Where incidents of theft, rudeness, or extreme cases of inappropriate behaviour occur, the incident will be investigated and parents/guardians contacted. Students will be removed from any situation where they are likely to cause harm to themselves or others.
6. Expulsion is usually considered as a last step in a series of disciplinary issues and interventions.

Role of parents/guardians

Parents/guardians are integral to the school's discipline policy and procedures. In most cases and where time permits parents/guardians will be contacted should inappropriate behaviour occur and they may be involved in interviews if required. When parents/guardians sign their enrolment contract they agree to accept the rules and authority of the school, and this includes the right of the principal to suspend or expel a student.

Role of student leadership

Student leaders, such as junior and senior school prefects and SRC leaders, support the school by acting as positive role models, promoting quality behaviours, and mentoring other students.

Student leaders do not have the authority to issue disciplinary consequences.

Procedural fairness

Procedural fairness helps ensure that disciplinary measures are fair and appropriate. To ensure procedural fairness students are given the opportunity to present their case concerning their involvement in any instances of alleged inappropriate behaviour.

In cases considered serious or where suspension or expulsion of a student may be an outcome the parents/guardians will be asked to meet the principal or her/his delegate and the member of staff investigating the incident. During this meeting the details of the incident will be discussed and the principal (or her/his delegate) will give a preliminary view with regards to the proposed disciplinary measure. The parents/guardian will then be given the right of reply. Following this, the principal (or his/her delegate) will give a final view with regards to the disciplinary measure.

The student will then be asked to join the meeting and the principal (or his/her delegate) will give her final view to the parents and student. The student is then given the opportunity to give their response.

The principal (or his/her delegate) will confirm the disciplinary measure in writing to the parents/guardians.

Disputing disciplinary measures

Should parent/s or student/s wish to dispute the school's findings or consequences of a disciplinary measure, the parents may request a review meeting with the principal.

The school is committed to transparency and consistency in the implementation of its discipline policy. Therefore, irrespective of the right of reply, if there is no further information that comes to light and the student's behaviour is counter to the school's expectations as detailed in the school diary and enrolment documentation, the suspension or other consequence stands.

Misdemeanors include, but are not limited to:

1. rudeness or the use of obscene language
2. misuse of others' belongings
3. defacing property including the writing of graffiti
4. absence from school or lessons without permission
6. disrupting the learning environment or interfering with another student's right to learn
7. misuse of mobile phones.

Serious misdemeanors include, but are not limited to:

1. teasing or bullying in any form, including cyber-bullying
2. theft
3. inappropriate use of the school's electronic communication system and network
4. bringing the school's reputation into disrepute through inappropriate language or conduct, including through e-communication systems including social network sites
5. smoking or the possession of cigarettes on the school premises, on school excursions or travelling to or from school excursions, at school functions or anywhere in school uniform.
6. the possession or consumption of alcohol on the school premises, on school excursions or travelling to or from school excursions, at school functions or anywhere in school uniform
7. the possession, use or misuse of illegal drugs at any time, under any circumstances. This includes the use of vapes
8. the misuse of legal drugs or substances at any time, under any circumstances
9. plagiarism or cheating
10. any other very serious breach of the school rules.

Bullying

Bullying is a form of harassment and victimisation and is not tolerated at school. Every individual has the right to feel safe from bullying, harassment and victimisation in all its forms. The school will take prompt action to address any incident of alleged bullying, harassment or victimisation.

Audience	Communicated by	Communication Pathway
Teachers	Deputy Principal Head of Junior School	Staff portal/Professional development day
Students	Stage leaders/Year Advisors	Class-based programs/school diary
Parents/guardians	Principal	e-communication / school portal

Responsibilities

It is expected that all staff working for the school administer this policy at all times.

References

Education Reform Amendment (School Discipline) Act 1995

Children and Young Persons (Care and Protection) Act 1998

Commission for Children and Young People Act 1998


NSW Ombudsman

Related policies

Anti-bullying policy

School diary

Authorisation


Signature of principal

5/01/2022
Date

Scheduled review: March 2023

Authorised by: 

Version control

Version number	Date	Head of Entity	Amendments/comments
V1	January 2022	D Clancy	Approved by school council. Replaces previous wellbeing policy