



POLICY: Discipline

System: Student Wellbeing	Audience: School Community
Primary Responsibility	Deputy Headmaster
Approved by	Headmaster
Superseded Document	1/1/2009, 4/3/2014, 6/11/2018, 19/11/2020
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1. OVERVIEW

A Community of Respect

The Discipline and the Student Wellbeing systems strongly influence the way Central Coast Grammar School (CCGS) works towards achieving its aims as they relate to students' development as stated in the School's Mission Statement:

Striving for excellence in all endeavours in a happy, caring and supportive environment

The Mission Statement encapsulates the following School Aims to:

- follow and promote the Christian Ethos
- meet the individual needs of students and draw from their best efforts according to their abilities
- promote the sound character development of each individual and to insist on discipline in school work, study and general behaviour

Student wellbeing is the primary responsibility of all staff and its system is promoted through the House System.

Parents, students and staff have a right to raise concerns regarding discipline matters and have them addressed in a timely manner by an appropriate member of staff. Issues will be handled objectively and with sensitivity.

2. OBJECTIVE

The objective of our discipline system is for each student to learn self-discipline and learns to distinguish right from wrong, between what is acceptable and what is not. It is also a means of students learning there are consequences for their actions.

The School has developed its Code of Conduct in order to emphasise positive outcomes that result from good discipline. The Code is referred to as **A Community of Respect**. This is in the Junior and Senior School Student Diary.

The most essential standard of behaviour is that all members of the community will treat one another with kindness, honour, and respect in all situations – that is all school community members are to demonstrate a community of respect.

Students are required to respect the traditions and ethos of the School and its continued good name. A student's ongoing enrolment in the School may be placed at risk for serious breaches of student responsibilities. Examples of serious issues include bullying, use of alcohol or illegal drugs, theft, smoking and vaping, inappropriate use of social media, the accessing of illegal, including pornographic websites and sexual contact.

CCGS does not sanction the administering of **corporal punishment**:

- by staff or non-school persons, including parents, to enforce discipline at the school
- as a suitable means for parents or caregivers to deal with discipline issues at home

3. CONTEXT

A Community of Respect is demonstrated by:

SELF RESPECT

- 3.1 striving to reach our potential in all areas, including academic and co-curricular activities, and citizenship
- 3.2 taking pride in our behaviour and appearance
- 3.3 focusing on our health and safety

RESPECT FOR OTHERS:

- 3.4 helping to create an environment of encouragement and support within our K-12 school community
- 3.5 listening with consideration to the opinions and ideas of others in the community even when they are different from our own
- 3.6 respecting the privacy and property of others in the community

RESPECT FOR THE SCHOOL:

- 3.7 adhering to the rules of the School at all times
- 3.8 maintaining the grounds and facilities by cleaning up after ourselves and others when necessary
- 3.9 being a positive, honourable representative for the School in all endeavours and at all times

4. GENERAL PRINCIPLES

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

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 student may be subject to disciplinary action.

The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence and its context within the sub-schools (Junior School K to 6, Middle School Years 7 to 9, Senior College Years 10 to 12). The referral approach will usually follow the format below, with personnel listed in priority order so the staff member mentioned first would be approached first:

Junior School	Middle School	Senior College
For disciplinary issues: Class Teacher Year Coordinator Director of Infants/Prep Deputy Head of Junior School Head of Junior School	For disciplinary issues: Class Teacher Head of Department Deputy Head of Middle School Head of Middle School	For disciplinary issues: Class Teacher Head of Department Deputy Head of Senior College Head of Senior College

Deputy Headmaster/Headmaster

- In cases of a serious nature staff may be omitted or combined
- Review of the incident/s with the relevant staff
- Discussion with students and parents. This may include discussions relating to a student's continued enrolment at Central Coast Grammar School
- Behaviour contract
- Headmaster's leave

When advised of a serious allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. The penalties imposed will 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. CCGS would not prevent a student from enrolling at another school.

Definitions:

- **Headmaster's leave:** absence from school for a short period is provided by the Headmaster to assist in undertaking the investigation and in support of the student's needs
- **Suspension** is the temporary removal of a student from all classes a student would normally attend for a set time. This may be served internally or externally (at home) at the discretion of the school
- **Expulsion** is the permanent removal of a student from Central Coast Grammar School
- **Exclusion** is preventing a student's enrolment at another school

5. PROCEDURAL FAIRNESS IN MATTERS RELATING TO SUSPENSION AND EXPULSION

Procedural fairness in the investigation of such discipline matters relating to suspension and expulsion ensures the person against whom an allegation has been made:

- knows the allegations related to the specific matter and any other information which will be considered
- knows the procedures to be followed which will include the opportunity to have a parent or caregiver present when responding to the allegations
- has an opportunity to respond to the allegations
- knows the process for review
- parents or caregiver have access to relevant policy and procedure documents via the website, MyCCGS, or upon request to a member of staff

Procedural fairness should also ensure the right to an unbiased decision through:

- impartiality in the investigation and decision making
- absence of any bias by a decision maker

6. REVIEW PROCESS IN THE CASE OF SUSPENSION

The student (and parent/s, caregiver) would be advised that if they wish the decision to be reviewed they may make application for a review to the appropriate Head of School and submit any information they want to be considered during the review process. The request for a review must be made within two (2) weeks from the date of notification or decision. The Head of School will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided. Any review will be dealt with in a timely manner.

7. REVIEW PROCESS IN THE CASE OF EXPULSION

The student (and parent/s, caregiver) would be advised that if they wish the decision to be reviewed they may make application for a review to the Deputy Headmaster/Headmaster and submit any information they want to be considered during the review process. The request for a review must be made within two (2) weeks from the date of notification or decision. The Headmaster will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided. During this process of considering an appeal, the Headmaster will:

- deal with the appeal in a timely manner
- ensure that communication lines are maintained with the appellant
- review all relevant material
- ensure all appropriate information is available to the student and parent or caregiver
- discuss relevant issues with the person(s) making the appeal and other parties as appropriate
- advise all parties of the decision and the specific reasons for reaching that decision.

Following serious breaches a review/assessment process should be undertaken involving the following staff as appropriate:

- Senior Executive responsible for final action (Head of School, Deputy Headmaster, Headmaster)
- School Psychologist(s) as appropriate
- any member of staff who reported the incident, was affected by the actions of the student, or otherwise would need to be involved in a debriefing.

7. ASSOCIATED DOCUMENTS AND PROCEDURES

The Christian Ethos – Student Diary

House System

Junior and Senior Student Diaries

Governance Policy

Prefect/Student Leadership System

Central Coast Grammar School Community of Respect (Rights and Responsibilities) Student Diary

Anti-Bullying Policy – Student Diary

Prohibited Substance Statement – Student Diary

Academic Honesty Policy – Student Diary

ICT Student Acceptable Use Policy- Student Diary

ISA Code of Conduct- Student Diary

Student Pledge - Student Diary

Homework Policy - Student Diary

Values & Habits of Minds - Student Diary (Junior School)

