

Discipline Policy



CENTRAL COAST
GRAMMAR SCHOOL





Overview

A Community of Respect

At Central Coast Grammar School (CCGS), we believe that a respectful and inclusive community is the foundation of excellence in education. Our Discipline Policy and Student Wellbeing approaches are integral to nurturing students' development and fostering a positive school culture. These approaches align with the School's Mission Statement:

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

This mission is achieved through the following School Aims:

- **Promoting the Christian Ethos:** Emphasising kindness, compassion and forgiveness as central to personal growth
- **Recognising and Celebrating Individuality:** Acknowledging the unique strengths and abilities of every student while providing opportunities for individual development and achievement
- **Fostering Character Development:** Supporting self-discipline, accountability and ethical decision-making in all areas of life

Our Approach to Student Wellbeing and Discipline

Our approach integrates student wellbeing, character education, and discipline as complementary parts of the same process — helping every student to learn, to care, and to act wisely.

We strive to promote positive behaviour through:

- **Recognition and Reinforcement:** Celebrating acts of kindness, inclusivity and resilience to encourage students to embody the School's values
- **Restorative Practices:** Repairing relationships, restoring trust and understanding the impact of actions to promote personal growth and accountability
- **Equity and Inclusion:** Ensuring every student feels respected, supported and empowered, regardless of their background, identity or circumstances

Responding with Empathy and Fairness

At CCGS, we recognise that mistakes and challenges are part of learning and growing. The School is committed to:

- **Growth:** Offering students the opportunity to learn from their mistakes and move forward in a supportive environment
- **Fair Processes:** Ensuring all issues are handled transparently, equitably and respectfully
- **Collaboration:** Working with families and students to achieve outcomes that uphold the principles of fairness, care and inclusion



A Community of Respect and Discipline Objectives

CCGS is committed to fostering self-discipline, moral judgement and personal responsibility in all students. Through our Character Compass framework, students learn to regulate their behaviour, reflect on their choices, take responsibility for their actions and understand that actions carry consequences.

The **Code of Conduct**, (*A Community of Respect*), underpins our approach to behaviour management. This code emphasises the values of kindness, honour and respect in all interactions.

All students are expected to uphold the School's traditions, ethos and reputation.

Corporal Punishment

Central Coast Grammar School does not sanction the administering of corporal punishment by staff or non-school persons, including parents or caregivers to enforce discipline at the School or at home.

Determining Behavioural Responses

In addressing disciplinary matters, the School follows the principle of **balance of probabilities** - that is, determining whether it is more likely than not that the behaviour in question occurred. This standard ensures that decisions are made following due consideration of the information available to the School at that point in time, while maintaining a focus on fairness and the wellbeing of all students.

This approach aligns with the School's responsibility to maintain a safe, supportive, and equitable learning environment, where all members of the community feel valued, safe and respected.

Responding to Behavioural Concerns

When students fall short of behavioural expectations, CCGS responds through a staged system reflecting the key elements of the on the *Character Compass*. This approach ensures responses are consistent, proportionate and informed by the behaviour's context and the student's developmental needs. At each stage, the goal is not only accountability, but growth in character and personal responsibility.

The School's *Character Compass* operates as a structured triage and response framework, ensuring that behavioural and bullying concerns are assessed, recorded and responded to in a proportionate and timely manner. Behavioural and bullying incidents are recorded to enable monitoring of patterns, support timely intervention, and inform review of School practices.

Consequences and Definitions

Some circumstances exist where more intensive and persistent behaviour management interventions are necessary to respond to, manage and address behaviour or behaviours of concern. CCGS ensures that consequences for issues of concerns are fair, proportionate and focused on restorative learning.

- Detention/Reflection – Structured activities to include reflection activities and goal-setting tasks
- Community Service – Students contribute to school upkeep through litter collection, classroom assistance, or gardening
- Behaviour Monitoring Plan – Students placed on a structured check-in system to track behavioural improvement
- Order Marks - Used to acknowledge issues of concern. An Order Mark is a formal disciplinary action and communication from the School
- Headmaster’s Leave - A period of absence that may be instituted in support of the wellbeing of participants within investigation
- Suspension - Temporary removal from classes or school activities, either applied internally or externally
- Expulsion - Permanent removal from enrolment at CCGS

All responses are designed to balance accountability with opportunities for personal growth, aligning with the School’s commitment to character education and values-based learning.

Bullying

In determining whether behaviour constitutes bullying, the School applies the definition outlined in the NSW Anti-Bullying Framework.

Bullying behaviour is typically:

- *ongoing and deliberate*
- *a misuse of power in relationships*
- *repeated covert/overt verbal, physical and/or social*
- *online and/or offline*
- *individual or group-based*
- *intended to cause physical, social and/or psychological harm*
- *difficult for the target to stop it from happening to them*
- *a violation of the right to dignity, safety, and education.*

The Level System

The Level System at CCGS provides a clear and consistent response to behavioural concerns that extend beyond isolated incidents. Aligned with the Character Compass, it supports students to reflect on their behaviour, take



responsibility for their actions and rebuild trust. Each Level increases in structure and support, depending on the frequency or seriousness of the behaviour.

The School can assess the behaviour to be:

Level One; repeated and/or patterned misalignment with the School's stated expectations in its policies outlining expected student behaviour.

The focus at this stage is early intervention, with short-term support applied to help students reflect and reset. Students may complete a reflection task, set personal goals with a staff member, participate in restorative practices, and parents are notified. Staff monitor progress over a defined period of time. If student behaviour improves, the student is removed from the Level. Should the student continue to contravene the expected standards of behaviour, the concern may escalate to Level Two. At this Level, the response is managed by the Deputy Head of School and other relevant staff to develop an appropriate course of action.

Level Two; significant misalignment with the School's expectations and expressed standards, policies and codes for student behaviour.

A formal meeting with parents is held and appropriate sanctions are applied. Following the period of review, should the student display behaviour aligning with the expectations for students at the School in an ongoing manner, the student is removed from the Level of monitoring. Further issues may result in progression to Level Three. At this Level, the response is managed by the Head of School and other relevant staff to develop an appropriate course of action.

Level Three; is reserved for on-going, serious or harmful conduct that is mis-aligned with the expectations the School holds for students.

It represents a final opportunity to meet the School's expectations and continue enrolment. Members of the School Executive team are engaged at this Level, and a meeting is held with the student and their family. Conditions for continued enrolment are clearly outlined, and consequences may include suspension or a modified attendance plan. If a student demonstrates the behaviours set out by the School, following a period of review, the student may be removed from this Level. Should behaviours continue to be in conflict with the expectations for students at the School, a review of the student's ongoing enrolment may occur.

At this Level, the Deputy Headmaster, in partnership with representatives from the relevant sub school will institute the student behavioural management plan.

Suspension and Expulsion

Suspension can be a critical safeguard that School leaders may implement as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. The purpose of suspension is to allow the School to implement appropriate supports to address the



student's complex and challenging behaviour or behaviours, mitigate any unacceptable risks to students and staff and enable the student's return as soon as is appropriate.

In the most serious of circumstances, where behaviour management interventions including suspension and other risk management strategies have not been successful in managing serious behaviour or behaviours of concern, expulsion is an available option to the School. Serious breaches placing a student's enrolment at risk may include:

- Bullying or harassment, including online behaviour
- Use of alcohol, illegal drugs or vaping products
- Theft or dishonesty
- Inappropriate online behaviour
- Possession of weapons
- Problematic sexualised behaviour or sexual misconduct

Procedural Fairness in Matters Relating to Suspension and Expulsion

Procedural Fairness in Disciplinary Decisions

CCGS follows a structured investigative and procedural fairness process when addressing serious disciplinary matters.

Investigation & Risk Assessment

- Initial risk assessment conducted to ensure safety of those involved
- Incident investigation process involves interviewing relevant parties and gathering evidence (witness statements, CCTV, digital records)
- Risk mitigation strategies are considered before any formal consequences are applied

In the most serious of circumstances, where behaviour management interventions including suspension and other risk management strategies have not been successful in managing serious behaviour or behaviours of concern, expulsion is an option available to schools. The gravity of the circumstances requires that particular emphasis be given to procedural fairness.

Suspension & Expulsion Procedures

- Parents and students invited to attend a Student Discipline Meeting
- Suspension decisions will be made by the Head of School or Deputy Headmaster
- Expulsion decisions will be made by the Headmaster
- Parents and students must receive a formal written notification of suspension or expulsion.
- Return-to-School planning meetings are required for all suspensions
- For long suspensions, a study program must be provided



- The School will provide written details of the Right to Appeal

Right to Appeal Suspension

- Students and parents may request a formal review of suspension
- A written request for review must be submitted to the Headmaster or Deputy Headmaster within two (2) weeks from the date of the suspension notification. The request should include any additional information the student or their family wishes to be considered
- The Headmaster or Deputy Headmaster will oversee appeals and communicate the final decision

Review Process in the Case of Expulsion

In cases involving expulsion, the student and their parents or caregivers are entitled to a review of the decision. The review process is designed to uphold procedural fairness and provide a thorough examination of all circumstances.

The review process includes:

1. **Notification of the Right to Review:** The student and their parents or caregivers will receive formal notification of the expulsion decision and the procedures for requesting a review
2. **Written Request for Review:** A written request for review must be submitted to the Headmaster or Deputy Headmaster within two (2) weeks from the date of the expulsion notification. The request should include any additional information the student or their family wishes to be considered
3. **Comprehensive Review:** The Headmaster or Deputy Headmaster will review all relevant material, including school reports, behavioural records, and any additional information submitted. They may consult with relevant staff or other parties as needed
4. **Communication of the Outcome:** The student and their parents or caregivers will be informed in writing of the review's outcome, including the specific reasons for the decision. If the decision is upheld, the communication will outline any relevant recommendations or next steps to support the student
5. **Continuous Improvement:** Any upheld appeals or reviews may result in adjustments to the School's processes to ensure clarity, consistency, and fairness in future cases



Associated Documents

[Anti Bullying Policy](#)

[Complaints Handling Policy](#)

[Child Safeguarding Policy and Procedure](#)

[Parent and Guardian Code of Conduct](#)



Document Control

System Student Safety & Wellbeing

Audience School Community

Primary Responsibility Deputy Headmaster

Approved by Headmaster

Approval Date 28 January 2026

Document History

No.	Year	Review History
1	01/01/2009	Policy Document Reviewed
2	04/03/2014	Policy Document Reviewed
3	06/11/2018	Policy Document Reviewed
4	19/11/2020	Policy Document Reviewed
5	22/02/2024	Policy Document Reviewed
6	28/01/2026	Policy Reviewed and Approved
7	2027	Scheduled Review