



Student Discipline Policy

Policy	2
Our Approach to Student Wellbeing and Discipline	2
Inappropriate Behaviours	3
Raising Behaviour Concerns	4
The Level System	5
Level One	5
Level Two	6
Level Three	6
Headmaster's Leave	6
Corporal punishment	7
Confidentiality	7
General	7
Associated Documents	7
Document Control	8



Policy

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.

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

The School's 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; and
- 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;
- Relational Practices: where appropriate, seeking to repair relationships and restore trust and understanding the impact of actions to promote personal growth and accountability; and
- Equity and Inclusion: Aiming to ensure every student feels respected, supported and empowered, regardless of their background, identity or circumstances

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.

Student Responsibilities and Expectations

The Student 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. It sets out the expectations of all students at the School.

All students are expected to uphold the Code of Conduct (A Community of Respect), the School's traditions, ethos and reputation, to follow the directions of teachers and others with authority delegated by the School.



All students are responsible for their learning and behaviour.

Amongst other things, each student at the School is expected to behave in a way that:

- demonstrates the behaviours set out in the Code of Conduct (A Community of Respect),
- is considerate to other people;
- is not harmful or dangerous to themselves or to others;
- brings credit to themselves, their family, and to the School; and
- is respectful of others and the property of the School.

Students are expected to:

- treat others with respect and dignity;
- refrain from harmful behaviours;
- respect the personal space of others;
- accept difference and the individuality of others;
- respect another's right to hold and express an opinion;
- contribute to a positive learning environment;
- do their best in all aspects of learning;
- participate actively in school life;
- maintain a clean, safe environment and be a responsible steward of our resources;
- be supportive of others in our community, and not disrupt the learning of others;
- be respectful in times of quiet and reflection and considerate of the need for spiritual and moral growth in others;
- listen to others, be co-operative, and work out issues in a spirit of collaboration to build a better community;
- be patient, kind and fair, respecting the privacy and property of others at all times;
- acknowledge and celebrate the efforts and achievements of others.

Inappropriate Behaviours

Students should not engage in inappropriate behaviours. Inappropriate behaviours include, but are not limited to:

- not completing homework;
- arriving late to class;
- not observing the Uniform Code;
- class disruption;
- lack of co-operation and not following instructions;
- lack of courtesy and respect;
- rudeness to staff and others;
- offensive language;
- throwing water or food or other items;
- rough behaviour in corridors or the playground;
- vandalism;
- dishonesty;



- breaches of safety rules;
- inappropriate use of technology including with or about others;
- misbehaviour that damages the reputation of the School;
- truancy from class and school;
- not observing the Code of Conduct (A Community of Respect);
- bullying, fighting, intimidation;
- engaging in violent behaviour including physical or verbal aggression or abuse or abusive language, physical damage to property or the learning environment or threats to commit violence;
- bringing weapons to School;
- not observing the Alcohol and Other Drugs Policy;
- inappropriate sexual behaviour; and
- harassment of other students or staff
- behaviours that are considered to be examples of student misbehaviour as set out in the Student Code of Conduct (A Community of Respect).

Raising Behaviour Concerns

If a student experiences or witnesses behaviour which is of concern, the student is encouraged, if the student feels comfortable doing so, in the first instance to seek to resolve the issue directly with the other student/s involved.

If directly addressing the concerns with the students involved does not achieve a resolution, or the circumstances are serious, or the student does not feel comfortable directly addressing the matter with those involved, the student should report the concern or behaviours to a teacher.

Consequences

Where a student breaches the School's expectations, disregards School rules, engages in inappropriate behaviours, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, or damage to their own reputation or the reputation of the School, staff members or other students, the student may be subject to disciplinary consequences.

The consequences imposed will vary depending on a range of considerations including the seriousness of the behaviour, the prior record of the student, the student's level of remorse and any action taken to make amends and repair damaged relationships.

Generally, when students fall short of behavioural expectations, CCGS responds through a staged system reflecting the key elements of the Character Compass. This approach aims to support responses that 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, aiming to ensure that behavioural and bullying concerns are assessed, recorded and responded to in a proportionate and timely manner. Behavioural and bullying concerns are recorded to enable monitoring of patterns, support timely intervention, and inform review of School practices.



There are a range of consequences that students may face when their conduct falls short of behavioural expectations including:

- 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;
- Suspension - Temporary removal from classes or school activities, either applied internally or externally; and
- Expulsion - Permanent removal from enrolment at CCGS.

This is not an exhaustive list, and other consequences may be appropriate depending on the circumstances of the case.

The School will make decisions around such consequences in its absolute discretion

The Level System

Generally, responses to behavioural concerns are designed to balance accountability with opportunities for personal growth, aligning with the School's commitment to character education and values-based learning. The School generally does so through the Level System.

As set out in the Character Compass, the School will generally apply the Level System when responding to behavioural concerns that extend beyond isolated concerns.

However, the Level System is a guide only and how the School responds to behavioural concerns is, at all times, at the absolute discretion of the School.

While the Level System aims to provide consistency in decision making, it will not always be appropriate for every scenario. It may be that the School determines that in the particular matter the Level System should not be applied.

The Level System 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 ongoing, serious or harmful conduct that is misaligned 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.

Headmaster's Leave

The School may use a period of Headmaster's leave to allow the School a proper opportunity to investigate and consider a situation and manage any risks arising.

During any period of Headmaster's leave, the School will arrange for work to be provided to the student.

Procedures for Suspension and Expulsion

Any decision regarding suspension or expulsion will be made by the Headmaster or their delegate.

Suspension is a temporary removal of a student from all of the classes that a student would normally attend at school for a set period of time.

Expulsion is the permanent removal of a student from the School.

The disciplinary procedures adopted and consequences imposed by the School will vary according to the seriousness of the alleged behaviour and the School will determine on a case by case basis the appropriate steps to be taken.



The School's approach will be informed by principles of procedural fairness.

Where the alleged behaviour, if proved, may result in disciplinary suspension or expulsion, the student and parents will generally be informed of the allegations and procedural steps to be followed in dealing with the matter.

In the case of disciplinary suspension or expulsion, where the Headmaster has formed a preliminary view that the appropriate penalty is disciplinary suspension or expulsion, they will generally provide the student (and parent/s) with an opportunity to respond to their preliminary view and consider any response provided before making a final decision. The Headmaster's decision is not subject to any further review or appeal.

In the case of expulsion, it is the School's policy to seek to support the student and parents in transitioning to a new school where the student can experience a new start.

Corporal punishment

It is our policy that we prohibit corporal punishment.

We do not condone the administering of corporal punishment by any student's parents, including 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.

Confidentiality

Parents and students who become aware of information regarding inappropriate behaviours and concerns are reminded of the need for strict confidentiality when dealing with such matters. This obligation for confidentiality continues even after the matter has been resolved.

General

This Policy is not intended to extend responsibilities of the School beyond the law.

The School may change or modify this policy at any time by notice on the School website and in correspondence to parents

Associated Documents

- Student Code of Conduct (A Community of Respect)
- Anti Bullying Policy
- Complaints Handling Policy
- Child Safeguarding Policy and Procedure
- Parent and Guardian Code of Conduct
- Alcohol and Other Drugs Policy



Document Control

System	Community Policy
Audience	Parents, Staff, Students
Primary Responsibility	Deputy Headmaster
Approved by	Headmaster
Approval Date	21/07/2026

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	19/11/2024	Policy Document Reviewed
5	28/01/2026	Policy Document Reviewed
6	21/07/2026	Policy Document Reviewed
7	2028	Scheduled Review