

Prepared by	CEN Hub Compliance Officer
Date Prepared	September 2024
Date Ratified by the Board:	25 September 2024
Monitored by	Board of Directors, Principal
Review by	Board of Directors, Principal, HOS
Date for review	May 2027
Status	Approved
Policy Pertains to:	Principal, all staff, students and parents

### Version History

Version	Date	Notes
1.0	March 2016	New CEN Policy
1.1	May 2017	Amendments: minor editing only, Addition of Definitions.
2.0	November 2019	WWCC Policy modification & adoption
2.1	April 2024	Policy review and modification
2.2	September 2024	Amendments to suspension based on AISNSW feedback

## College Vision

In Christ, partnering with families in providing excellent academic and practical education, preparing students to act justly, love mercy and walk humbly before God.

**Table of Contents**

Important related documents: .....	3
Relevant Legislation:.....	3
Other References:.....	3
1. INTRODUCTION .....	4
2. CHRISTIAN RATIONALE .....	4
3. PURPOSE OF THIS DOCUMENT .....	4
4. DEFINITIONS .....	5
5. POLICY .....	6
7. POSITIVE BEHAVIOUR STRATEGIES .....	6
7.1. Communication.....	6
7.2 Student Code of Conduct.....	7
7.3 Encouraging Positive Student Behaviour .....	7
8. SUSPENSION and EXPULSION .....	8
8.1 Grounds for Suspension .....	8
8.2 Internal and External Suspension .....	8
8.3 Return to School .....	9
8.4 Grounds for Expulsion.....	9
8.5 Suspension and Expulsion Procedures.....	10
8.6 Investigation of a Significant Incident or Allegation.....	11

**Important related documents:**

Enrolment Policy  
Attendance Policy  
Child Protection Policy  
Anti-Bullying Policy  
Complaints Policy

Privacy Policy  
Staff Code of Conduct  
Student Code of Conduct  
Code of Conduct for Parents and Visitors  
Volunteer Code of Conduct

**Relevant Legislation:**

Education Act 199  
NSW Anti-Discrimination Act 1997  
Weapons Prohibition Act 1998

**Other References:**

RANGS Manual, March 2024 – latest version on the website  
DEC Suspension and Expulsion of School Students, Procedures 2011 (updated January 2024)  
Disability Standards for Education 2005  
The Holy Bible, New International Version 1984, International Bible Society, Zondervan, Korea

## 1. INTRODUCTION

Wagga Wagga Christian College Discipline Policy describes the philosophy followed by the College in restoring a student to responsible behaviour, both personally and within the community; and to train and guide them in appropriate self-discipline.

One of the College's tasks is the education and socialisation of children so that each student can achieve his or her potential. An effective learning environment is crucial for this; and every member of the College community has the responsibility to respect the rights of others to learn and work to the best of their ability.

The wellbeing of children at the College is foundational to their training in Christian attitudes and behaviour. (See Wellbeing Policy). It therefore includes nurturing, building, encouraging and supporting, but also training, direction and correction.

## 2. CHRISTIAN RATIONALE

The purpose of Wagga Wagga Christian College is to honour and glorify God by giving each child a Christ-centred education, as a complete person created by God in His image, and of infinite worth in His sight. In partnership with parents, the College seeks to equip young people who will contribute to society, and be responsible in their workplace, family and in their own lives.

While children possess great potential because they are made in God's image, they also have an inbuilt tendency to do what is wrong (sin). Children need to be nurtured to attain their potential while learning to recognise and reject sin. The system of discipline at Wagga Wagga Christian College is therefore considered integral to the welfare of the child, as it trains and encourages students to make better choices about their behaviour.

Discipline is part of their complete training, rather than a system of punishment. It provides consistent direction, controlled consequences of poor choices, and the application of restorative processes to right any wrongs done to another, or to property. It is an outworking of the College's responsibility to the student and their family.

*'Start children off on the way they should go, and even when they are old they will not turn from it.'*  
Proverbs 22:6 (NIV)

## 3. PURPOSE OF THIS DOCUMENT

This document explains the processes that the College will follow to maintain a well ordered and responsible learning environment; and which will be put into practice when a student breaches the Student Code of Conduct and College Rules.

#### 4. DEFINITIONS

**PL** – Professional Learning

**DET** – Department of Education and Training

**RANGS** – Registered and Accredited Independent Non-Government Schools

**Procedural Fairness** – the principles of procedural fairness guide fair and reasonable decision-making procedures when a decision may adversely affect the rights, interests or legitimate expectations of an individual.

There are two basic common law rules:

1. the 'hearing rule' - the right to be heard, which includes the right to:
  - Know the case against them, including specific allegations and any other information which will be taken into account
  - Know the way in which the issues will be determined
  - Respond to the allegations
  - Know how to seek a review of the decision in response to the allegations
2. the 'bias rule' - the right to an impartial decision, which includes the right to:
  - Impartiality in the investigation and decision-making phases
  - An absence of bias in the decision maker

**SLP** - School Liaison Police Officer

**Suspension** – removal of a student from a school for a period of time determined by the Wellbeing Leader / Head of School / Principal. Suspension is imposed in cases of unacceptable behaviour in the interest of the student and / or the College community. Parents are responsible for the supervision, care, and wellbeing of students while they are suspended.

**Expulsion** – the permanent removal of a student from the College. It may be the result of a most serious incident; or after all previous discipline and restorative options for continuing poor behaviour were exhausted.

**Individual Plan (IP):** plan made in consultation with relevant people to support the needs of an individual in an educational setting. This may include a Safety Plan, Return to School Plan, Conduct Card or a Behaviour Improvement Plan.

**The College** – Wagga Wagga Christian College

## 5. POLICY

In the pursuit of helping students to grow in godly character, maturity and self-discipline, Wagga Wagga Christian College:

- Promotes a proactive and strategic stance on issues of student welfare and discipline.
- Seeks the building up and training of students through all aspects of school life.
- Maintains procedures of pastoral care, for students.
- Maintains centralised record keeping as an ongoing profile of a student's wellbeing, behaviour and any interventions exercised by the College.
- Regularly addresses the College's Discipline Policy and procedures with staff to ensure comprehension and compliance.
- Expressly prohibits corporal punishment from the College's discipline procedures.
- Does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.
- Partners with parents, the College community and external specialists to support student development and address issues of concern.
- Promotes opportunities and learning experiences in the College for students to develop self-awareness and to develop their skills and maturity.
- Fosters a relationship with the SLP to encourage students to build a positive relationship with Police.

## 7. POSITIVE BEHAVIOUR STRATEGIES

### 7.1. Communication

#### Parents

Discipline policies and procedures are made available to parents and students on the College website; and are reviewed in newsletters, parent information nights, and parent-teacher meetings.

#### Student

The Student Code of Conduct is made available to students prior to enrolment; and are reviewed and signed at the beginning of each year in class. Further reminders are made as needs arise.

#### Staff

New staff are made aware of the Welfare Policy, Anti-Bullying Policy and Discipline Policy and procedures at induction. Staff training takes place within sectional and whole school staff meetings; and particular issues or concerns are raised as required.

#### Counsellors

The counsellors are available for follow up pastoral support and can be engaged in discipline meetings if needed.

## Records

Are maintained on the College Student Management System. Confidential records are kept in a secure file on the College server.

## 7.2 Student Code of Conduct

The wellbeing of students is paramount in every aspect of school discipline; so that young people are trained in self-discipline and respect for others: attitudes which are important for all their lives.

The Student Code of Conduct, with other relevant policies, sets out the responsibilities and rights of every student. Attention to these guidelines for student behaviour will ensure optimal learning conditions in classes, and mature social development throughout the student's schooling. These documents outline the expectations of the College regarding student attitudes and behaviour for the awareness of teachers, students and parents.

- Students in Years 3 - 6, with their parents, and students in Years 7 - 12 are expected to sign the Student Code of Conduct upon enrolment, and at the beginning of each year, to indicate that they have read, understood and agreed with the College's requirements.
- 
- Maintaining appropriate behaviour is a condition for continuing enrolment at Wagga Wagga Christian College.
- Re-signing the Code of Conduct following return from suspension is required to assist in the maintenance of appropriate behaviour before recommencing classes.

## 7.3 Encouraging Positive Student Behaviour

To promote students' understanding and development of godly character and responsible behaviour, the College:

- Commits regular time for biblical studies and discipleship, in partnership with family and church activities, for the development of Christ-like character and attitudes.
- Sets out in the Student Code of Conduct a positive set of expectations that allow students to confidently know how to behave in the school setting.
- Provides a set of child safe policies, and regularly reinforces students' understanding of their responsibilities as positive contributors to College life.
- Develops an Individual Behaviour Improvement Plan for a student demonstrating a consistent pattern of disruptive behaviour which breaches the Student Code of Conduct, that provides direction and both positive and negative consequences for behaviour choices at the College.
- Provides an on-site counsellor for student and staff support.
- Allows leadership opportunities to develop personal skills in the school context.
- Encourages the development of an outward focus through involvement in service work, and other events designed to help others in our local or wider community.

- Provides opportunities and experiences to develop relationships; and challenges that build resilience.
- Offers a range of extra-curricular and/or Co-Curricular activities for students to: try new things; mix with students in other year groups; and to learn from invited guests who can build positively into the lives of students.
- Maintains processes to resolve issues that adversely affect children's social development and learning within the College.
- Involves parents early in the process of handling a student's behavioural infractions and maintains regular communication.
- Partners with external providers in planned programs for additional support for students within the school, as required.

## **8. SUSPENSION and EXPULSION**

### **8.1 Grounds for Suspension**

See also Student Code of Conduct.

The aim of imposing a period of suspension from school upon a student is to intervene in negative or destructive behaviour, with the goal of successfully restoring that student to the College community as soon as possible.

In doing so, the College seeks to:

- partner with parents/caregivers in taking an active role in modifying the inappropriate behaviour of their child;
- give the student time to reflect on his or her behaviour, to acknowledge and accept responsibility for that behaviour, and to make a response to change the behaviour; and
- create time for the College to plan appropriate support and strategies for the student's successful return.
- if needed, it allows time for the parents/caregivers to seek external support in assisting them in identifying and addressing any issues that are above the College's capacity to deal with (medical or mental health professionals).

### **8.2 Internal and External Suspension**

#### **Internal School Suspension**

- An Internal School Suspension is applied by the Head of School and/or the Wellbeing Leader.
- Internal suspensions are given to students who have made a significant breach of school policy.



- The student will be removed from classes for the day, taking their breaks and eating at times when other students are in class.
- The student will be supervised for the day.
- The student will be provided with a reflection form to complete during the internal suspension.
- An internal suspension would always include a conference between the parents and Head of School or Wellbeing Leader, either on the phone or in person.

### External School Suspension

- An External School Suspension is applied by the Head of School and/or Wellbeing Leader
- Parents will be contacted and requested to collect their child from school.
- An external suspension is issued due to concerns for the wellbeing of the individual student, other students, staff or members of the community.
- The student will not be permitted to return to the school until such a time as they and their parents have met with the Head of School or Wellbeing Leader and negotiated a suitable return to school plan, including timeframes.

### 8.3 Return to School

The student and his or her parents/caregivers shall attend a re-entry meeting with the Primary or Secondary Wellbeing Leader or a member of the Executive team, to discuss the way forward for the student, and any restorative actions required. Both the student and his or her parents will need to re-sign the Student Code of Conduct before the student may return to school. Students will not return from suspension until after a satisfactory re-entry interview.

A risk assessment may be indicated if the student's behaviour included violence, potential harm to children, damage to property, or posed any risk to the welfare of others.

### 8.4 Grounds for Expulsion

See also Student Code of Conduct.

The College may assert its right to expel a student for:

- Repeated failure to respond appropriately to the authority of the College.
- Any behaviour that puts the safety of other students significantly at risk that significantly undermines the reputation and good standing of the College or that is identified as being unlawful.
- Exhibits behaviour of such magnitude that, having regard to the need of the student to receive an education, compared to the welfare and safety of other students at the College, and the need to maintain order and discipline within the College, a suspension is inadequate to deal with that behaviour.

## 8.5 Suspension and Expulsion Procedures

- Where a disciplinary issue arises which may result in a suspension or expulsion the College will investigate the circumstances surrounding the issue.
- The Wellbeing Leader/Head of School may direct the student not to attend school while the investigation takes place.
- An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond.

### Suspension

- If after receiving the results of the investigation and hearing representations from the student, the Wellbeing Leader / Head of School forms the view that the student should be suspended the Wellbeing Leader / Head of School will make a decision to that effect and notify the Principal and advise the student and parents/carer that this decision has been made.
- 
- The parents/carer or student may appeal against that decision to the Principal, setting out substantive reasons why the suspension should not proceed. Any appeal must be provided to the Principal no later than 7 days after the parents/carer have been advised of the decision of suspension.
- If the student or parents/carer have lodged an appeal, the Principal will consider the recommendations and the reasons provided by the student or parents/carer for not following the recommendation and will decide whether the decision will stand. The Principal will then advise the student and parents/carer of the decision.

### Expulsion

- If after receiving the results of the investigation and hearing representations from the student, the Wellbeing Leader / Head of School forms the view that the student should be expelled, the Head of School will make a recommendation to that effect to the Principal and advise the student and parents/carer that this recommendation has been made.
- The parents/carer or student may appeal against that recommendation to the Principal, setting out substantive reasons why the Principal should not act on the recommendation. Any appeal must be provided to the Principal no later than 7 days after the parents/carer have been advised of the recommendation for expulsion.
- If no appeal is made within the time specified, the Principal will advise the student and parents/carer of the decision.
- If the student or parents/carer have lodged an appeal, the Principal will consider the recommendations and the reasons provided by the student or parents/carer for not following the recommendation and will decide whether the decision will stand. The Principal will then advise the student and parents/carer of the decision.
- In both Suspension and Expulsion appeals, the decision made by the Principal will be final.

## 8.6 Investigation of a Significant Incident or Allegation

In all our dealings with parents and students in our community we aim to cover our moral, spiritual and legal responsibilities. The investigation of disciplinary issues will be conducted along principles of procedural fairness. (NSW Education Act 1990)

- Students shall be informed of the process by which the matter will be considered.
- Students and their parents shall be informed of the allegation against the student, whilst protecting the identity of witnesses providing evidence, as far as possible.
- Students and their parents shall be informed of the likely consequences of the student's misconduct; or of continuing, or escalating, behaviour.
- Students and parents shall be given opportunity to provide an explanation.
- Interpreter services will be provided if required.
- All relevant evidence will be considered, with a view to making a finding on the balance of probabilities, as to what happened.
- As far as possible, the investigation shall be impartial and without bias.
- Where an interview concerns a serious matter, a long suspension or possible expulsion, a support person may attend formal interviews.
- A brief summary is made in writing and stored in the secure server files and the Student Management System.
- The College ensures the right of review or appeal in respect of suspension and expulsions.

See also: Complaints Framework: Investigation Procedure