



Student Discipline Policy

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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	Nov 2019	WWCC Policy modification & adoption
2.1	April 2024	Policy review and modification
2.2	Sept 2024	Amendments to suspension based on AISNSW feedback
3.0	March 2026	Policy review and modification renamed to Student Discipline Policy

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

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1. Introduction

The College's main tasks are 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 school community has the responsibility to respect the rights of others to learn and work to the best of their ability.

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

The Student Discipline Policy describes the philosophy and principles 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.

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 precious 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 people 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. Any discipline that is undertaken also recognises the dignity and value of each child as made in God's image. Practices that shame, humiliate, degrade or cause pain are expressly against the College's policy.

Discipline is explained in the Bible as part of the complete training of children, 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. Discipline of a child is first the responsibility of their parents, but in enrolling in the College, parents delegate and agree to support the discipline policy and procedures of the College. Therefore, this policy is an outworking of the College's responsibility to the student and their family.

The Bible describes the importance of discipline for the upbringing of children, ensuring wisdom, maturity and self-control develop. Hebrews 12 describes discipline as a response in love for the child's good, which "produces a harvest of righteousness and peace for those who have been trained by it". Ephesians 6 also emphasises not to 'exasperate' children through our methods and so we seek to care for children even through discipline, ensuring that they've been heard through the process, and that appropriate consequences are applied and understood.

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

3. Policy

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

- a) Promote positive behaviour and safety of students, including the building up and training of students through all aspects of school life.
- b) Maintain, teach and encourage College rules and expectations
- c) Respond to behaviour incidents, including by providing a range of consequences, pastoral care, and behaviour support for students.
- d) Promote and follow principles of procedural fairness, noting requirements vary depending on the circumstances.
- e) Provide a greater emphasis on procedural fairness for serious disciplinary matters such as suspension and expulsion.
- f) Partner with parents, the College community and external specialists to support student development and address issues of concern.
- g) Maintain centralised record keeping as an ongoing profile of a student's welfare, behaviour and any interventions exercised by the College.
- h) Expressly prohibits corporal punishment from the College's discipline procedures.
- i) Does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.
- j) Implementation is maintained through a variety of methods to ensure the College community is aware of the policy requirements.

4. Promoting Positive Behaviour

The College maintains a positive culture by setting and communicating clear expectations of students and encouraging positive behaviour.

Expectations of students include behaviour during both the school day, outside school hours, and where students are representing the College offsite. This can include, but is not limited to, completing College related tasks or engaging with other College community members, travelling to or from the College, and/or when wearing their College uniform.

The College frames its positive behaviour approach around our four values:

- Kindness
- Integrity
- Respect
- Diligence.

These values are described and reinforced with students through a variety of examples of what these values look like in different scenarios and locations and are regularly discussed through College activities.

Students' positive behaviour is encouraged and acknowledged through a variety of positive feedback approaches, including verbal or written commendations, communication with parents/carers, merits or awards and recognition at College assemblies.

5. Rules and Expected Standard of Behaviour

Students are expected to abide by the rules of the College, and the directions of staff. These rules are in place to maintain the positive values and culture of the College and provide safe and productive learning environments for students and staff.

Examples of rules that students are expected to follow are outlined in (but not limited to):

- Student Code of Conduct
- Anti-bullying policy
- IT Acceptable Use Agreement
- Uniform Policy
- Mobile Phone Policy.

6. Response to Behaviour Incidents

The College's response to incidents, when student behaviour falls short of expectations, seeks to balance accountability with an understanding of the context and possible causes of student behaviour. Responses are to incorporate the features of procedural fairness and restorative practices.

All teaching staff are expected to support and promote positive student behaviour and appropriately address incidents where student behaviour does not meet school expectations.

While classroom teachers are foundational to promoting and maintaining positive student behaviour, the response to more serious or persistent incidents can require referral to and involvement by:

- Leadership staff (Learning Leaders, Stage Coordinators, Wellbeing Leaders etc).
- Learning support staff
- Counselling staff
- College Executive (e.g., Head of Primary School, Head of Secondary School) and/or
- Principal.

The responses may include:

- Investigation of incidents
- Student interviews
- Engaging with the Student Code of Conduct and reflection on College Values
- Communication with parents/carers
- Engaging with support staff to develop plans of support or mentor arrangements
- Tracking of behaviour incidents using school records
- A risk assessment.

A range of consequences may be applied if student behaviour does not meet College expectations.

These include:

- Reminders, warnings or reprimand
- Directions to move, e.g. seats in classrooms or location on playground

- Confiscation of banned/unsafe item
- Referral to leadership or support staff
- Behaviour reflection forms and conversations
- Conduct monitoring forms or contracts
- Detentions at break times (recess, lunch) (or after school for Secondary School only)
- Restriction of privileges, e.g., access to canteen, College spaces, attendance to excursions or representing the College in sport or other activities
- Withdrawal from school activities, e.g., attendance plan
- Suspension
- Expulsion.

7. Procedural Fairness

The College aspires to promote procedural fairness and will give particular emphasis to procedural fairness where significant consequences, such as suspension and expulsion, are being considered.

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 key aspects:

- 1) the 'hearing rule' - the right to be heard, which includes the right to:
 - Be informed of the allegations that have been made and any other information that will be taken into account in considering the matter
 - Be informed of the process by which the issues will be considered
 - Be able to be heard and respond to the allegations before a decision is made
 - Be informed of 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 relation to an investigation and decision-making
 - an absence of bias by a decision-maker.

In matters where significant consequences, such as a long suspension or expulsion, are being considered, students will be offered to have a support person/observer attend a formal interview.

8. Suspension

Suspension is the temporary removal of a student from the College for a period of time determined by the College. The Student Code of Conduct outlines principles used to determine whether a matter may result in the suspension of a student. After an initial information gathering process determines the details of allegations and that they may result in a suspension decision, the matter will be referred to a member of the College Executive to investigate and review. An interpreter will be provided if required.

While investigating a matter that may result in a suspension decision, a student may be withdrawn from College activities or directed not to attend the College, parents may be called to pick up the student to take them home. This direction is not a suspension and is not recorded as such by the College.

A preliminary decision to suspend a student is made by a member of the College Executive (e.g., Head of Primary School or Head of Secondary School) after reviewing all available information, including the

student's response to allegations. Parents will receive communication in writing, outlining the details of the suspension, including the opportunity to respond to the preliminary decision either in writing or in person.

Suspensions may be directed to be completed internally (at the College) or externally (at home) at the discretion of the College Executive. An internal suspension entails the temporary removal from class, co-curricular activities and the general experience of school life, in a supervised environment of the College. An external suspension entails the temporary exclusion from the school premises and from all aspects of College life. During external suspension, parents are responsible for the supervision, care and wellbeing of students.

The duration of a suspension is not directly related to the nature or severity of the behaviour that has been identified. A suspension will typically not be lifted until a meeting with parents has been completed to ensure the issues are understood, the matter is resolved, and plans or expectations are in place to sustain the ongoing enrolment of the student. At this meeting parents or the student may provide additional information or a response to the preliminary decision to suspend. The Executive member will consider any additional information or response and provide a confirmation of suspension outcome letter to parents, indicating next steps as the student returns to College activities and the process to appeal to the Principal.

A suspension decision made by a member of the College Executive may be appealed by the student or parents in writing or in person to the Principal within seven days of the written decision. The Principal will review the suspension decision and consider any information provided in the appeal before making a final decision regarding the outcome. The Principal's decision is final and not subject to review or appeal.

In some circumstances, a member of the College Executive may recommend to the Principal an extended suspension of longer duration. The Executive member will inform the parents of this recommendation in writing and inform them that they may appeal the recommendation either in writing or in person to the Principal within seven days. The Principal will consider the recommendation and any appeal before making a decision regarding the outcome. The Principal's decision is final and not subject to review or appeal.

9. Expulsion

Expulsion is the permanent removal of a student from the College. Where a disciplinary issue arises that may result in expulsion, the College Executive member will undertake a procedurally fair investigation into the circumstances surrounding the issue. On the basis of this investigation, expulsion may be recommended by a member of the Executive to the Principal.

The Principal will inform the parents of this recommendation in writing and inform them that they may appeal the recommendation either in writing or in person to the Principal within seven days. The Principal will consider the recommendation and any appeal before making a decision regarding the outcome. The Principal's decision is final and not subject to review or appeal.

10. Partnership with Parents and others

College discipline intends to always includes a focus on restoration, growth and maturity of the student. The College seeks to partner with parents by discussing behaviour concerns early, discussing methods that parents can help their child and methods the College can help. This may include exploring options for other professional services to provide advice or support.

Parents are also aware of their commitments under the Enrolment Terms and Conditions and Parent Code of Conduct, including to work with College staff respectfully.

11. Maintaining Records

The College maintains records of behaviour incidents, investigations, consequences, support plans, parent communications and other related notes. Records are maintained securely in the College student management system database, Compass. Copies of letters and other documents are stored in student physical files in the College Office. The Principal maintains a register of suspension and expulsions, including any related recommendations, reviews/appeals in a digital form on the College network. Access to sensitive records is restricted to ensure privacy is maintained.

12. Prohibition of Corporal Punishment

It is the College's policy that:

- Corporal punishment of students is expressly prohibited.
- The College staff will not explicitly or implicitly sanction the administering corporal punishment by non-school persons, including parents/carers, to enforce discipline at the College.

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.

13. Implementation

This policy is implemented by:

- Communicating the policy on the College's website, ensuring it is accessible to parents and the public
- Training students in school expectations and positive behaviours
- Staff professional learning opportunities, including as part of induction of new staff and through an annual staff handbook review
- Monitoring the effectiveness of the policy and related procedures
- Reviewing and evaluating the policy routinely.