



KOROWAL SCHOOL

Innovating education with care | K - 12

Korowal School Limited

Student Discipline Policy

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1. Document Control

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2. Policy Statement

- 2.1 Korowal School aims to create a safe and supportive environment in which students, employees and families feel valued.
- 2.2 The School believes that it is essential to an individual's personal growth to flourish in connection with other people.
- 2.3 The School establishes strategies and practices to encourage appropriate behaviour according to the School's values, the Student Code of Conduct, and Student Rights and Responsibilities.
- 2.4 The School addresses inappropriate and unacceptable behaviour, including bullying, to change behaviours.

3. Purpose

The purpose of this Policy is to explicitly state the accountability we have to each other to minimize the risk of harm while promoting respect for each other and equal opportunity for all, thus supporting the physical, social, emotional, spiritual and academic development of students.

4. Scope

This Policy applies to all students and staff of Korowal School.

5. Related Policies

This policy is part of the Safe and Supportive Environment Statement and should be read in unison with that document. This policy is also related to the School's other policies including but not limited to:

- *Code of Conduct for Students and Parents*
- *Anti-bullying Policy and procedures*
- *Suspension and Expulsion Policy & Procedures*
- *Whole of School Wellbeing Policy*
- *Work Health and Safety Policy*
- *Employee Code of Conduct Policy*
- *Communication Policy*
- *Dress Code Policy*
- *IT – Computer Policy*
- *IT – Bring Your Own Device Policy*
- *Personal Electronic Device Policy*
- *Attendance Policy*

- *Anti-Racism Policy*

6. Legislation

This policy has been drafted to comply with the following legislation:

- *Education Act 1990 (NSW)*
- *Australian Education Act 2013*
- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*
- NSW Anti-Discrimination Act (1977)
- Child Safe Standards (2023)

7. Definitions

For a full list of the definitions relevant to the School's policies refer to the Definitions Register:

<https://www.korowal.nsw.edu.au/who-we-are/policies/>

8. Principles

The School adheres to the following principles:

8.1 Safe and Supportive Environments

The Student Discipline Policy supports the commitment by the School to create safe and supportive environments for students, employees and families. A safe environment is one where the risk of significant harm is minimised and students, employees and families feel safe and secure.

8.2 Respectful Relationships

The School values relationships, in which an individual's personal growth can flourish in connection with other people.

8.3 Accountability

The School is committed to holding students, parents and teachers accountable for their actions, ensuring open and honest communications are fostered.

8.4 Enhanced development for Students

A supportive environment facilitates and enhances the social, academic, physical and emotional development of students, employees and all those involved with the work of the School.

8.5 Protection of Students

The School is committed to fostering the wellbeing of students and to protecting them from any form of exploitation, abuse or neglect.

8.6 Culture of Safety

The School is committed to maintaining practices that create a culture of safety within which students and employees are supported and protected.

8.7 Procedural Fairness

Korowal School acts on procedural fairness as a basic right for all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegation related to a specific matter and any other information which will be taken into account in considering the matter.
- know the process by which the matter will be considered.
- respond to the allegation.
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision making.
- an absence of bias by a decision-maker.

8.8 Evidence-based Practice

The School's approach to student discipline is built on an evidence-based framework that is informed by current research and includes the [Method of Shared Concern](#) and [Restorative Practices](#).

8.9 Corporal Punishment

Any form of corporal punishment is strictly prohibited, nor does the School encourage or condone the use of corporal punishment by any other persons, including family members, on behalf of the School.

9. Responsibilities

The School requires all stakeholders to support the Student Discipline Policy and Procedures.

9.1 Teachers

- support the school in maintaining a safe, inclusive and supportive learning environment
- model and promote respectful relationships and appropriate behaviours
- promote a school culture where bullying is not acceptable
- teach students to identify, report and respond to bullying, at school and online
- manage reports of bullying and escalate matters to the Principal (or delegate) when necessary.

9.2 Non-teaching staff

- refer any allegation of bullying to a teacher or school executive staff.

9.3 Principal (or their delegate)

- maintain a positive school climate which includes respectful relationships
- identify patterns of inappropriate or unacceptable behaviour and initiate school action to respond
- manage complaints in accordance with the Complaints Handling Policy.

9.4 Directors, Educational Leadership

- manage complaints about how the school has responded according to the Complaints Handling Policy.

9.5 Students

Are required to abide by the School's Values and Codes of Conduct, and to follow the directions of teachers and other people with authority delegated by the School. It is important to clearly communicate the values, codes and expectations of the School, and discuss the choices students make regarding behaviour and attitudes.

10. Appropriate Behaviour

The following lists summarise our values and expectations of student conduct.

10.1 Code of Conduct for (K-6) Primary Students

Primary students are taught behaviour expectations through the School Code of Conduct:

- Look after yourself
- Look after other people
- Look after your things
- Look after other people's things
- Look after the environment,
- And above all, Be kind please.

10.2 Code of Conduct for (7 – 12) High School Students

High School students are taught behaviour expectations through the School Code of Conduct:

- Respect yourself.
- Respect other people.
- Respect your property.
- Respect other people's property.
- Respect the environment.
- Above all: Be kind please

10.3 Students' Rights and Responsibilities

Students and teachers have separately contributed to the Students' Rights and Responsibilities, which is a guide that identifies essential and interrelated rights. It reflects a spirit of good will that is essential in implementing the Student Discipline policy. A breach of student responsibility as outlined below will incur disciplinary procedures.

Student's Rights	Student's Responsibilities	Breaches of Responsibility	Further Information
You have the right to feel safe and supported at school.	You have a responsibility to treat others with kindness and respect.	Using any means or device to: • scare or threaten anyone, • cause physical or verbal harm, • behave in a mean, rude or aggressive manner, • undertake bullying behaviour.	Safe and Supportive Environment Statement. Code of conduct for Students and Parents. Anti-Bullying Policy Student Wellbeing Policy.
	You have a responsibility to report unsafe situations in order to seek help for those involved.	Witnessing unsafe, unkind or disrespectful behaviour and not seeking assistance or sharing the incident with a teacher or other staff member.	
You have the right to own, use and maintain items that are regarded as personal, educational or common property.	You have a responsibility to see that an individual's property and common property are not damaged.	• Damaging property, • hiding and/or stealing property, • using other people's property without permission.	IT – Computer Policy. IT – Bring Your Own Device Policy. Personal Electronic Device Policy.
	You have a responsibility to report unsafe, dangerous, or potentially dangerous situations (such as unsafe equipment).	Witnessing unsafe, dangerous, or potentially dangerous, situations and not seeking assistance or sharing the incident with a teacher or other staff member.	Work Health and Safety Policy
You have the right to own, use and maintain electronic items for educational purposes.	You have a responsibility to use electronic items for educational purposes during the times allocated for class work or homework, and in the areas allocated for such use.	Using mobile phones during school hours (excluding Years 11 & 12). Using electronic devices for activities other than class work or homework. Using electronic devices outside of classrooms or the library (excluding Years 11 & 12).	Communication Policy. IT – Computer Policy. IT – Bring Your Own Device Policy. Personal Electronic Device Policy.
You have the right to be an individual and enjoy School.	You have the responsibility to dress appropriately for a school setting, allowing freedom of movement, adequate cover and sun protection.	Wearing: • Short shorts • Sleeveless &/or baggy singlets • Crop tops • Visible underwear • Negative or offensive messages or images	Student Wellbeing Policy. Dress Code Policy.

		Open-toed shoes, sandals or thongs	
You have the right to express your views and contribute ideas during lessons and break times.	You have a responsibility to listen to, consider and respond to other people's point of view.	Talking over someone else. Using excessively loud or aggressive language "Shutting down" or ignoring others	Student Leadership Statement. Communication Policy. Code of Conduct for students and parents. Employee Code of Conduct Policy.
	You have a responsibility to use kind and respectful language that does not cause offense.	- Swearing - Name calling - Excessively loud or aggressive language	
You have a right to a fair share of the teacher's and class time so that you can do your work.	You have a responsibility to allow others a fair share of the teacher's and class time.	- Calling out, - constant interruptions, - deliberate noisiness during class quiet times, - distracting others from their work, or interfering with other's work.	
You have the right to learn both individually and in groups, in all lessons.	You have a responsibility in all lessons to participate in and complete individual and group tasks to the best of your ability. To seek help when needed. To be on time. To bring books and equipment.	Poor attendance, truancy, constant lack of attention, failure to complete set tasks, failure to participate in and contribute to group tasks.	Attendance Policy.
You have the right to the teacher's attention and instruction	You have a responsibility to follow teacher's instructions	Ignoring a teacher's instruction. Arguing with a teacher without a considered approach or consideration as to the appropriate time to raise concerns	Code of Conduct
You have a right to suggest changes to School policies and procedures through your Class teacher and the School Executive.	You have a responsibility to follow School policies and procedures	Breaching responsibilities as listed above.	All Korowal School Policies are available through the School website: www.korowal.nsw.edu.au

11. Inappropriate or Unacceptable Behaviour

Where a student does not abide by the School's Values as seen in the Rights and Responsibilities table, or the Student Code of Conduct, and/or does not follow the directions of teachers and other people with authority delegated by the School, the student may be subject to disciplinary action.

11.1 Age appropriate response

The disciplinary procedures undertaken by our K-12 School will vary according to the developmental age and individual circumstances for students, and are considered in conjunction with the Whole School Wellbeing Policy.

11.2 First response

When an incident or concern is raised with a teacher, the teacher will ask questions to clarify the circumstances and people involved. These have been created to provide consistency with the information collected, and to provide a fair hearing for all, while also attempting to diminish shame.

Where there is an individual causing disruption: these questions are referred to as the 5w's and include:

- What happened?
- What were the effects of my actions on others?
- What rule did I break?
- What could I have done instead?
- What can I do to fix the situation?

These questions may be found in Appendix 1

Where there is an event involving more than one student, questions will include:

- Who was involved?
- When did it occur?
- Where did it occur?
- What happened?
- Any other relevant information?

These questions may be found in appendix 1.

11.3 A one off incident

A consequence for a one-off incident of inappropriate or unacceptable behaviour, is one based on goodwill. Through acknowledgement of wrongdoing the consequence is to provide reflection and hopefully allow for a reduction of shame.

A consequence may be directed by a teacher or decided collaboratively with the student, within the following categories:

- loss of privileges;
- loss of play/free time- gating;
- community service.

11.4 The teacher receives an inference or an allegation of or Bullying

- If the behaviour is perceived to be bullying in nature, action must be taken in accordance with the Anti-Bullying Policy. *See appendix 2 (Allegation of Bullying Procedural Flowchart)*
- If the allegation of bullying is not upheld, and there is no evidence of mean, rude, or harassing behaviour, no further action is needed.
- If the allegation of bullying is not upheld and there is evidence that there was rude, mean or harassing

behaviour, then that finding must be noted on the student's records.

- Consequences may be applied as for a *One-off Incident* for a first offence, or for *Repeat transgressor* if previous disciplinary action has been required within a twelve month period.
- Recording the incident and actions is critical to future allegations, if they are made, within the previous or following 12 months.

12. Repeat Transgressor (for Misbehaviour other than Bullying)

Where a student continues to behave in an inappropriate or unacceptable manner, this will need to be discussed with the appropriate adviser. The following procedures will be followed:

12.1 Recess and lunch gating

The appropriate adviser takes over proceedings from the Class Teacher whose role is now to represent the student.

- The student is gated at recess and lunchtime, allowing 10 minutes for eating.
- An adviser contacts parents, the wellbeing co-ordinator is consulted and the Principal informed.
- Future consequences for any further misdemeanors are outlined to the student.

12.2 Behaviour agreement

Parents are consulted and an agreement is drawn up by the School, outlining expectations going forward. The agreement is discussed with the student and parent/carer and sent to families by email if communications with parents has been via phone. The student will be required to sign the agreement outlining expectations for future behaviour and abide by the agreement. For High School students a lesson report/feedback card may be used.

If inappropriate behaviour continues the next step is an in-school suspension. See 12.3.

12.3 In-school suspension

The adviser arranges an In-School suspension. This means isolation from class/classes and break times for up to four days. The adviser sends an email to parents. Future consequences are clearly outlined to student and parents. Counselling and support of student continues if appropriate.

If inappropriate behaviour continues...see *Suspension and Expulsion Policy and Procedure*

13. Restorative Practice

In order to restore relationships and reduce shame, the School's response to inappropriate or unacceptable behaviour is based on the model of Restorative Practices. Here, students participate in conversation in order to build understanding, restore relationships and hear the impact of their behaviour on others. They move towards a common understanding and acceptance of the impact of their behaviour, as separate from the shame they may be experiencing as a person. The teacher/adviser will determine the appropriate time to introduce this Practice in consultation with the student and/or parent.

Restorative Practice begins as early as Kindergarten with questions such as "What happened?", designed to begin discussion and reflection. Time and space are provided for open communication based on the reflective questions, as seen in Appendix 3.

13. Records

It is essential that records are kept of these conversations/contracts so that appropriate tracking can take place. These will be recorded in the School's administration system.

The School maintains records of disciplinary actions taken in its administration system for a period of 7 years after enrolment ceases.