

Extract B9.1 (a) Discipline

SCHOOL BEHAVIOUR MANAGEMENT

updated – November 2025

GOOD DISCIPLINE AND EFFECTIVE LEARNING POLICY

The school community of St Paul's International College affirms the importance of a safe, fair, supportive and encouraging environment for those who are learning, and for those who are helping others to learn.

Students learn best in a caring learning environment. If academic excellence is to be encouraged, it is important to attend to how students feel about each other.

A discipline problem is a problem to be solved as a team effort. This policy represents a move from "doing to" to "working with" students. Success depends on building strong relationships among students, teachers, mentors, boarding house staff, parents and the local community.

Students are encouraged to evaluate their behaviour according to the principles that guide their lives and the shared beliefs about the school and the community. It is important to strive to help students to become active participants in their own social and ethical development.

THREE KEY WORDS UNDERPIN THE COLLEGE'S APPROACH TO BEHAVIOUR MANAGEMENT

Discipline:	The quality of being able to behave and work in a controlled way which involves obeying particular rules or standards.
Respect:	The avoidance of doing something that others would dislike or regard as wrong.
Responsibility:	Trustworthiness to do what is appropriate and the ability to choose an appropriate response to any situation.

In this policy the College is guided by:

The Expectations of Good Discipline in St Paul's International College:

The College has the following requirements of all students:

- Sustained application to learning
- Respect for other individuals
- Courtesy to other students, all staff and to community members
- Due respect for teachers
- No violence, discrimination, harassment, bullying or intimidation
- No smoking or vaping
- No weapons
- No illegal drugs

- Peaceful resolution of conflict
- Adherence to the standards of dress determined by the school community
- Compliance with all school rules and the School Discipline Policy

While meeting these expectations, students also have the right to expect courtesy, fairness, respect and excellence in teaching.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING WITHIN THE SCHOOL:

At all times, staff should model consistent, caring and controlled behaviour.

Teachers will:

- Prepare well and provide relevant, appropriate learning material
- Accommodate different learning styles and abilities
- Apply consistent use of effective management techniques such as:
 - Giving simple directions
 - Expecting students to comply and to follow directions
 - Avoiding the use of ridicule, embarrassment or derogatory comments
 - Involving all students in the learning process
 - Having a plan for managing behaviour disruptions and follow-up
- Attend relevant training and development programs
- Discuss with (or contact in writing) parents and guardians, effective ways of managing student behaviour.

The School will:

- Implement effective routines to ensure student punctuality and regular attendance
- Establish and maintain clear channels of communication within the school and between the school, parents and outside agencies
- Ensure that all students understand the consequences of unacceptable behaviour
- Conduct assemblies for communication and articulation of the school's beliefs in terms of rights and responsibilities of staff, students and parents
- Train **all** staff and students in conflict resolution skills and mediation
- Maintain a dynamic welfare team that responds to student needs as required
- Develop, implement and maintain an effective Anti-harassment, Anti-Bullying Policy
- Maintain an effective school uniform policy
- Establish clear parameters for the conduct of homework
- Use of Homework Diary
- Implement literacy strategies across the curriculum
- Maintain a Student Leadership system

The school curriculum is designed in accordance with the NESA requirements to meet the needs of each student. Significant features of the school curriculum include:

- The dynamic development of courses of study to cater for all students
- The provision of opportunities for students to make informed decisions about subject selections and career path
- The monitoring of patterns of study to ensure that all students fulfill NESA requirements for the RoSA award and/or the Higher School Certificate.
- The effective program delivery of courses to meet the learning needs of all
- The effective management of resources, monitoring of programs and the maintenance of ongoing staff professional development both in house and externally provided to ensure student needs are addressed
- A range of strategies to promote literacy across the curriculum

PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

The school encourages recognition and celebration of student success in the following ways:

- Provision of on-going positive feedback to individual students for appropriate behaviour
- Consistent and caring behaviour by staff
- Acknowledgement of effort
- Presentations on Formal Assemblies
- Publications in the media
- Representation of the school in International Day and Student Performances festivals.
- Participation in state and national initiatives such as English, Mathematics, Economics and Science competitions, debating and public speaking, writing competitions, Arts Exhibitions
- Sporting competitions, Mock Trial competition
- Annual presentation assemblies for each Year group
- Student representation at all ceremonies where the school is to be honoured.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

At all times student behaviour becomes unacceptable when it infringes the rights of others or is in contradiction of the school's **Behaviour Code**. The following measures have been deemed as acceptable responses to such behaviour by the students, staff and parents. The school's response is to seek a solution to the problem in a caring, understanding way that will lead the student to choose a more acceptable behaviour.

However, if the student continues to behave contrary to the school's behaviour code, the following measures have been deemed as acceptable responses:

- Detention – half of lunch-time or after school is a time for the teacher to attempt to resolve the problem with the student
- "Time-out" from a student's regular class supervised by the Head teacher until an appropriate time for the teacher to address the problem with the student
- In school or off-site suspension of 1 day with 24 hours' notice to parents and boarding staff. This is the school's response to more serious or continued breaches of the discipline code. During this time the student formulates a plan to resolve the problem and ensure his/her success.
- Removal from the School Grounds for dangerous behaviour.
- Parent and student interview or contact with parent by phone to discuss the issue.

UNACCEPTABLE BEHAVIOUR OF A SERIOUS NATURE

Parents/Guardians must be contacted where there are serious breaches of the School Discipline Code, e.g.

- Acts of violence:
 - Fighting
 - Assault
 - Threats of violence
 - Dangerous behaviour
 - Willfully withholding information about violence

- Contribution to or supporting an act of violence
- Serious Acts of harassment or bullying
- Continued defiance of an instruction given by a teacher
- The use of offensive language towards a member of staff
- The use of offensive language in the school grounds
- Theft
- Willful destruction of school property or the property of others
- Being involved in bringing into the school grounds, illegal substances or weapons
- Being involved with outsiders trespassing on school property or at school activities.

Serious Discipline Matters

St Paul's International College policies related to the discipline of students are based on *procedural fairness*. It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair.

Definitions:

Suspension is a temporary debarment of a student from all of the classes that a student would normally attend at school.

Expulsion is the permanent removal of a student from St Paul's International College.

Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the Director or the Principal of the College may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations 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 allegations
- 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.

Procedures

The section 'Sanctions for breaches of the discipline code' below sets out the College's decision-making processes in relation to suspension and expulsion. Final decisions regarding the suspension or expulsion of students rests with the College Director, following the advice of the Executive Team.

In relation to procedural fairness, the College makes available to students and parents or guardians, policies and procedures under which disciplinary action is taken.

It also provides details of any allegation relating to a specific matter or incident to students and parents with due regard to privacy and confidentiality. This involves providing an outline of the allegations made in witness statements collected by the Principal and in consideration of witness protection.

As part of ensuring the right to be heard, the Principal decides on any need for parents/guardians to be provided with interpreter services and, if required, makes arrangements for such services to be available. Translators are readily available on staff in Chinese and Vietnamese for overseas students.

Students have the right to know what the allegation(s) is, know the process by which it will be dealt with, given time to respond, know what the appeals process is and be assured that the decision-maker(s) will be unbiased and fair in their decision making.

While it is generally preferable that different people carry out the investigation and decision-making in the school setting this may not always be possible. If the Principal is involved in both the investigative and decision-making stages, he or she must be reasonable and objective. To be procedurally fair, the College Executive must act justly and be seen to act justly. The review mechanism which will involve consideration of such matters by the Executive team adds to the fairness of the process.

Note: Members of the Executive named in an allegation will be excluded from the investigative and decision-making processes and where necessary, other members of staff will be delegated by the College Director to undertake these roles.

In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness.

This includes the offer of having a support person/observer attend formal interviews. This person will be delegated by the College Director.

The key points of the interview/discussion are taken down in writing and properly filed for future reference.

The following responses are normally applied in addressing serious breaches of discipline:

- Letter of caution sent to student and parent
- Short suspension
- Long suspension
- Senior Review Panel
- Expulsion

STRATEGIES FOR DISCIPLINE

Teacher:

- Non-verbal signals (pause, use of eyes, hand gestures, facial expressions, body positioning).
- One-way verbal signals, voice variation, use of student's name, and reminders of acceptable behaviour. Inform student of the effects of his/her behaviour on the teacher and on the class. Outline possible consequences.
- Get the student to self-evaluate, i.e. ask student to explain what he/she should be doing. Is it helping? Is it disturbing others? What do we believe about (this sort of behaviour) in this class? Is it fair? Is it likely to make things better or worse if the behaviour continues?
- Low-level loss of privileges (Isolation from class activities pending "working-out" of problems, isolation from class for remainder of period with "working-out" of problem in student's own time).
- Referral to Year Coordinator using **Discipline Referral Sheet**

Year Coordinators

As above and:

- "Working-out" of the problem with the teacher and student and the possible use of restitution.
- After School Detention. This is a time in which the student will formulate a plan to resolve the problem and ensure his/her continued success.
- Isolation from class – documentation of incident (**Discipline Referral Sheet**) and liaison with Year Coordinator.
- Contact with Parents.
- First, second, etc. Warning Letters viz NESA requirements.
- Referral to College Director where it is a serious form of unacceptable behaviour (**Discipline Referral Sheet**).

Year Coordinators -Senior School and Junior School

- Assistance in negotiating a solution to the problem between teacher and student.
- Contact with parents.
- Monitoring the student progress via regular progress reports (daily reports).
- Referral to Executive Team
- All of the above
- Parental interview
- Referral to outside Counsellor
- Notification to College Director.
- First warning, second warning, Final warning letters viz NESA requirements.
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College Director or Principal

All of the above and:

- Suspension from school
- First warning, second warning, final warning letters viz NESA requirements.
- Expulsion from the school.

THE DISCIPLINE CODE

Students will:

- Respect the rights of others and behave in a responsible manner towards their peers, members of the school and members of the community:
 - In the classroom
 - In the playground
 - While travelling to and from school
 - While on school excursions and participating in or attending all other school activities.
- Respect school property, the property of others and respect the environment.
- Wear the school uniform as determined by the school community.
- Be punctual and regular in attendance
- Obey the reasonable requests of staff and all others in a position of authority
- Complete all required work carefully and to the best of their ability.
- Behave in a manner that keeps themselves and others safe

Sanctions for Breaches of the Discipline Code

MINOR BREACHES (See special procedures below for smoking infringements) (Step 1) Attempt by the relevant teacher to resolve the problem If there is no improvement ↓ (Step 2) Referral to the relevant Year Coordinator If there is no improvement ↓ (Step 3) Upon receipt of information of continued minor breaches, referral to Principal. If there is no improvement ↓ (Step 4) Additional referral to Discipline Committee (Executive Team) for consideration of further strategies which may include interview with Principal or Director	MAJOR BREACHES (e.g. physical violence; consumption of alcohol or illicit drugs; lack of sustained and diligent effort) Referral to the Principal and the College Director. The relevant Year Coordinator, will be informed. For serious breaches, a short suspension may be imposed. For very serious breaches, or where the safety or well-being of others has been jeopardised, immediate expulsion may be imposed.
Smoking/Vaping Infringements Note: Elimination of smoking and vaping in the buildings is the top priority. 1. Referral slip/email to Principal, mentor 2. Interview with Principal, mentor: 3. Interview with Director of College a. If student has expressed a wish to stop smoking, assistance is provided b. If not, detention or suspension is imposed and advice given as to further possible sanctions.	

Corporal Punishment Prohibition Policy

As a Christian school whose philosophy recognises the unique value of each student, St Paul's International does not use any form of corporal punishment as a corrective to behaviour. **The use of corporal punishment is thus prohibited in all circumstances** and must not be encouraged by any member of the College staff as a means for non-school persons, including parents, to enforce discipline at school. Discipline is reinforced by detentions or daily reports. This policy is consistent with the education reform Amendment (Corporal Punishment Act 1995).

Behaviour Code – Students

The following rules are about self, others and property. They are based on the principles lived and taught by Jesus Christ. Each individual has value in the eyes of God. Every person is important because God loves them and therefore we are all worthy of respect and others are worthy of our respect. These rules are a set of minimum guidelines and are **not** a list of negatives. However, they DO apply to all students, and will be enforced by staff.

Rule	Rationale	Consequence
Attendance All students must attend all lessons. Students must be punctual. Students may not leave the College premises or return to the boarding house from 8.30am to 3.45pm, except when accompanied by a Boarding Supervisor or with prior permission from the Director. The students must sign out before leaving the school grounds Attendance at all lessons, including private study periods and college functions are an essential and important condition required of every student. Students with 15% or more absences (partial absences included) will risk having their enrolment terminated and for overseas students (20%), the student visa being cancelled. A parent or guardian is requested to notify the College of the	Attendance at lessons is essential for success and is a legal requirement. Attendance is also a visa regulation. Late arrivals infringe upon the rights of others to learn.	Disciplinary action. Parents notified. Parents and authorities notified if students truant.

student's absence as soon as possible and to send a written notice to the Director. A doctor's certificate is also required for absence due to sickness. Students must bring the necessary books and equipment and wear the appropriate attire to each class. Behaviour Classroom Behaviour Students must not interfere with the learning of others, e.g. constant talking, disruptive behaviour. Sleeping in class Maintain classroom in neat and tidy condition. Behaviour Harassment Students must not behave towards others in any way that interferes with their happiness or safety. Harassment and bullying will be dealt with promptly.	All students have a right to learn without interference. Rationale Student unable to fully participate in the lesson, disrespect shown to teacher Student unable to fully participate in the lesson, disrespect shown to teacher Makes for a healthier working environment. Rationale Bullying and harassment, whether physical, verbal or of any other type, are not acceptable behaviour in this school. All students and adults have rights and responsibilities in the ways in which they behave towards each other and the ways in which they make each other feel.	Consequence For repeated offence: Disciplinary Action Disciplinary Action. Make good any damage. Consequence Interview with Principal and College Director. Suspension, students and parents interviewed.
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Rule School Uniforms As per Uniform Policy. (See Student Diary) Jewellery is not to be worn (except that girls may wear a single, plain stud or sleeper in the lobe of each ear). Grooming (hair, etc. – see Uniform Policy) Students are not permitted to wear make-up.	Rationale The wearing of school uniform shows respect for the College and contributes towards personal safety.	Consequence Students asked to remove earrings. Repeated request - confiscation for the term. Students asked to change hair colour Students asked to remove makeup
Rule Students and Property Students must leave valuable, non-essential property at home or in the Boarding House. Explosives, lasers and all weapons including replicas and any blades not required for legitimate school purposes are forbidden. Property must not be damaged or removed from school. Mobile phones and other devices with connectivity such as iwatches, laptops etc are banned in school. Students are not to have them on their person, in bags or hidden elsewhere.	Rationale Easily broken or stolen. Investigations demand excessive time. Possession of these is against the law and unsafe. Theft and vandalism are against the law. They are anti-social and distract students from work.	Consequence Items confiscated. Items confiscated, parents notified. Possible suspension. Repair or replacement of property, suspension. Items will be confiscated.
Rule Only local Year 12 students are permitted to drive vehicles to school. Relevant Driving Permission Forms must be filled out and approval obtained from the College. Other students may not travel with student drivers without permission from parents of both driver and passenger.	Rationale Safety, parents must know travel arrangements of students. Safety, Boarding House staff and parents must know travel arrangements of students.	Consequence Parents notified. Parents notified. Parents notified. Parents notified.

Boarders are not permitted to travel in private vehicles. Students are to park their cars outside school grounds. Substance Abuse The following are forbidden in our school: Possession or smoking of tobacco. Possession or use of vaping products Possession or smoking of marijuana. Possession of implements used for consuming banned substances. Possession or drinking of alcohol. Possession or use of any other drug other than that for prescribed medical reasons. Unsafe/Unacceptable Activities Climbing on College buildings and trees. Throwing dangerous objects, e.g. stones, fruit, “water bombs”, water fights, firecrackers. Inappropriate behaviour, for example, spitting, fighting, swearing or other inappropriate physical conduct. “Hands Off” – inappropriate displays of affection. Mobile Phones and other devices with connectivity Must be handed in. Students should not have mobile phones or other devices with connectivity on their person, in bags or hidden elsewhere during the school day.	Smoking tobacco, vaping, consumption of alcohol and use of other drugs are serious and unnecessary offences within the College. These activities are against our health education program and are illegal. Illegal, unsafe. Unhealthy, unsafe and anti-social. Compromises reputation of student and school. Mobiles and other devices with connectivity interfere with students’ attention to lessons and other school activities.	Smoking: fines \$50 per offence, parent interview for local students, “Quit” program, suspension, and isolation. Vaping: parent interview, suspension Marijuana: suspension, expulsion. Use of other drugs: suspension, expulsion. Supply: expulsion. Disciplinary action. Disciplinary action, suspension. Disciplinary action, suspension (see Harassment Policy) Parents notified, suspension. Confiscation of mobile phone and other devices with connectivity. Disciplinary action.
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Safety Respect individual teacher and faculty rules.	Each subject area and teacher has different teaching strategies and expectations.	Disciplinary action Internal suspension
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