

# Student Discipline Policy

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# Student Discipline Policy

The Redlands School Discipline Policy is based upon the School Values of compassion, respect, honesty, fairness, responsibility and moral courage.

These values are reflected in ethics, standards, practices and interactions with all members of the School community and support the management of student behaviour. Our goal is to uphold high expectations of student behaviour whilst actively supporting social, emotional and behavioural learning.

## 1. Guidelines for Supporting Positive Behaviour

Redlands aims to provide an engaged learning community in which students acknowledge their responsibility to manage their behaviour whilst respecting the rights of others to teach and learn within a safe and supportive environment. The School strives to work in partnership with parent/carer(s), balancing educative and disciplinary responses to incidents of student misbehaviour.

Effective and appropriate responses by the School to behavioural and disciplinary matters support the maintenance of a positive and productive learning environment for all students.

Redlands acknowledges and applies the fundamental principles of procedural fairness and unbiased decision making when considering and applying disciplinary measures.

Redlands prohibits the use of corporal punishment in disciplining students.

The Redlands Anti-Bullying Guidelines and ICT Responsible User Guidelines are aligned with the Student Discipline Policy and supplement this policy with more specific understandings and responsibilities particular to these areas of student behaviour.

Redlands Student Code of Conduct is published annually on the parent portal (Redlands Pulse) and provides specific information about what is considered inappropriate or unacceptable behaviour.

The Student Code of Conduct is based on the following foundations:

- supportive learning environments
- respectful and considerate relationships
- responsible decision making
- general health and safety of students.

All students and parent/carer(s) must read and abide by the Student Code of Conduct and keep abreast of any changes that are made periodically. The School will inform both parent/carer(s) and students in writing of any changes.

The School may discipline students for conduct in breach of the Student Code of Conduct even if that conduct takes place outside of School hours or away from the school campus or activities.

## 2. Junior Campus (Preschool–Year 6)

### 2.1 Positive Behaviour for Learning (PBL)

All students have the right to learn and play in a supportive, safe and inclusive environment. In the Junior School, behavioural issues are dealt with in line with a positive behaviour for learning framework and the Redlands values of Honesty, Respect, Responsibility, Compassion, Fairness and Moral Courage. All staff support positive student behaviour with a wide range of preventative and strength-based strategies, cultivating classroom climates that encourage positive social relationships and are conducive to learning. These positive behaviour expectations extend to the School playground, co and extra-curricular activities, sport, excursions and all other school activities.

Support for positive classroom behaviour is outlined in each class agreement. Teachers implement these supports according to the needs of the student and the significance of the behaviour. It is understood that some students need additional support to meet behavioural expectations, and this is achieved through reflective conversation, re-direction, modelling, explicit teaching and re-teaching of those behaviours. We work in close collaboration with families to ensure the lines of communication are open and additional supports are put in place for students as needed.

Our Positive Behaviour Support Guide outlines steps taken to ensure students are given every opportunity to choose positive and pro-social behaviours that align with Redlands' expectations and values.

## 2.2 Disciplinary Sanctions (P-6)

Repeated behavioural issues or serious behavioural incidents may lead to the use of one of these sanctions by the:

- a) Classroom Teacher or Specialist Teacher
- b) Year Coordinator or Assistant Year Coordinator
- c) Deputy Heads of Junior School (K-2/3-6 Students)
- d) Director of Redlands House
- e) Head of Junior School



Please note that, as outlined in the Conditions of Enrolment, the School reserves the right to proceed directly to suspension, probation or termination of enrolment depending on the severity of the circumstances and an individual student's record, with due regard to procedural fairness as outlined in Section 5 of this Policy.

### 2.2.1 Reflection

If problematic behaviour is not resolved by a reminder or redirect, students are given the opportunity to reflect on their choices and behaviour. This may take the form of a reflective conversation with the relevant teacher, or a written reflection. If appropriate, the reflection may include a restorative component such as an apology to those affected by the student's choices, words or behaviours.

If the behaviour is repeated or more problematic, a student will be given time off the playground and will complete a reflection which will be overseen by the Year Coordinator or Deputy Head of Students. The reflection will be sent home to be signed by parents and returned to the class teacher.

### 2.2.2 Individual Behaviour Plan

If a student's behaviour becomes concerning or does not respond positively to classroom support steps and/or the loss of privileges, teachers will request a meeting with the parent/carer(s). The Dean of Students will be consulted, and additional individualised adjustments, such as an Individual Behaviour Plan will be developed in consultation with families, staff and possibly also in conjunction with an external therapist, to document behavioural issues, goals, adjustments and supportive actions. School counsellors may provide additional support, in collaboration with the parent/carer(s), to guide positive social and behavioural development.

### 2.2.3 Internal and External Suspensions

Suspensions, both internal and external, are designed as a circuit breaker.

A schedule of misbehaviour and typical consequences can be found in the Student Code of Conduct. Some breaches of the Student Code of Conduct will typically lead to an internal suspension. A student who is internally suspended will be required to complete learning tasks under staff supervision during school hours.

More significant breaches of the Student Code of Conduct, serious misconduct and/or repeated misdemeanours may result in an external suspension from School. Students will be provided with guidance and materials required for their learning during this period.

Students do not participate in class, extracurricular or cocurricular activities whilst suspended.

Such disciplinary responses are at the discretion of the Head of Preparatory School or the Head of Junior School, in accordance with the School's procedurally fair processes, and a meeting or phone call will be held with the student and parent/carer(s). A written confirmation of the reason for, and details of, the consequence (internal or external suspension) is shared with the student's parent/carer(s). The Principal and Deputy Principal are informed of all suspensions.

Following such consequences, upon the student's return to school and prior to returning to class, there will be a re-entry meeting with the student, parent/carer(s) and relevant staff, usually including the Head of Section, Dean of Students and/or Classroom Teacher.

#### 2.2.4 Probation and Termination of Enrolment

Information about the School's processes around Probation and Termination of Enrolment are outlined in detail in Section 4.

### 3. Secondary School (Year 7–12)

Individual teachers are the primary managers of positive student behaviour, which is designed to achieve respectful relationships and effective learning environments for all students. Accordingly, all teachers (in conjunction with Subject Coordinators and Year Advisors) endeavour to reinforce positive student behaviour. They may establish systems that involve rewards as well as sanctions for students in their classes or in other school activities.

Effective communication between the School, student and home plays an important part in both the recognition and encouragement of positive student behaviour and in the administering of consequences for unacceptable behaviour.

Teachers, Tutors, Coaches, Year Advisors, Subject Coordinators, the Dean of Students, the Head of Secondary School and other staff welcome the opportunity to give commendations and awards to deserving students, whether for academic achievement, improvement or particular actions.

#### 3.1 Disciplinary Sanctions

A schedule of misbehaviour and typical consequences can be found in the Student Code of Conduct. Repeated behavioural issues or serious behavioural incidents such as those outlined in the Student Code of Conduct may lead to the use of one of these sanctions by the:

- a) Tutor
- b) Classroom Teacher
- c) Subject Coordinator
- d) Year Advisor or Assistant Year Advisor
- e) Dean of Students or Assistant Dean of Students
- f) Head of Secondary School



Please note that, as outlined in the Conditions of Enrolment, the School reserves the absolute right to proceed directly to suspension, probation or termination of enrolment depending on the severity of the circumstances and an individual student's record, with due regard to procedural fairness as outlined in Section 5 of this Policy.

### 3.1.1 Formal Conversation

If problematic behaviour is not resolved in the classroom, the staff member (Classroom Teacher, Tutor, Sports Coach, etc.) will conduct a Formal Conversation with the student. The conversation may take the form of a verbal warning, a meeting after class or during recess/lunch. The Subject Coordinator or Year Advisors may also join the conversation.

A Formal Conversation is a student-centred approach to student management, providing developmentally appropriate opportunities for students to learn, problem-solve, and take ownership of their behaviours.

Guided by the staff member, students will be encouraged to identify the impact their behaviours are having on them personally and on others, building empathy. The student and staff member will negotiate expectations and collaboratively set goals to prioritise keeping the student in the learning environment, engaged with peers and support systems.

### 3.1.2 Detentions

Teachers (including Tutors) may issue a lunchtime detention for particular transgressions or unacceptable patterns of behaviour as outlined in the Student Code of Conduct. Lunchtime detentions are issued for behavioural or compliance issues, including uniform or punctuality, and students are notified by email if they are required to attend. Non-attendance at a lunchtime detention, without good reason and advance notification from a parent/carer(s), in writing, to the relevant Year Advisor may lead to an After School Detention.

After School Detentions are issued for repeated transgressions, and/or significant breaches of the Student Code of Conduct, academic malpractice, repeated failure to complete an assessment task. Afternoon Detentions may be given for a period of time between 30 minutes and two hours depending on the severity of misdemeanour or transgression and will be determined by the Dean of Students, on the recommendation of the Subject Coordinator or Year Advisor (both of whom will also be informed).

Non-attendance at an After School Detention, without good reason and advance notification in writing to the Dean of Students, may result in an internal suspension. If a student is placed in an After School Detention on two or more occasions during a term, this may result in a formal meeting with the student, their parent/carer(s) and the Dean of Students or Head of Secondary School to determine the appropriate escalation of consequences. These may include an internal or external suspension.

### 3.1.3 Internal and External Suspensions

Some breaches of the Student Code of Conduct will typically lead to an internal suspension. Internal suspensions will be at the discretion of the Head of Secondary School in accordance with the School's procedurally fair processes, and a meeting will be held with the student and parent/carer(s), as well as written confirmation of the reason for, and details of, the suspension. A student will not be permitted to participate in class, extracurricular or cocurricular activities during an internal suspension, but will be required to complete learning tasks under staff supervision during school hours.

More significant breaches of the Student Code of Conduct, serious misconduct and/or repeated misdemeanours may result in an external suspension from School. External suspensions will be at the discretion of the Head of Secondary School and a meeting will be held with the student and the parent/carer(s), as well as written confirmation of the reason for, and details of, the suspension. Students will have access to materials required for their learning during this period.

When serving a suspension, students will complete a Suspension Reflection Task.

Following such consequences, upon the student's return to school and prior to returning to class, there will be a re-entry meeting with the student, parent/carer(s) and relevant staff, usually including the Head of Section, Dean of Students and/or Year Advisor. The Principal and Deputy Principal are informed of all suspensions.

### 3.1.4 Probation

Information about the School's processes around Probation and Termination of Enrolment are outlined in detail in Section 4.

## 4. Probationary Enrolment and Termination of Enrolment

### 4.1 Probationary Enrolment

For students with repeated significant breaches of the Student Code of Conduct, probation may be a penultimate step taken before enrolment is terminated. Probationary enrolment is determined after careful consideration by the relevant Head of Section, in consultation with the Deputy Principal.

Probationary enrolment refers to a temporary period during which a student is placed under specific conditions or restrictions. It is typically implemented as part of a disciplinary process to closely monitor and support a student's progress and improvement. Examples of behaviour which could lead to being placed under probationary enrolment are outlined in the Student Code of Conduct.

A Behaviour Management Plan will be developed to support the student for the probation period in consultation with the student and his or her parent/carer(s). Students on probation will be monitored regularly by both the student's parent/carer(s), Classroom Teacher and Year Coordinator (Junior Campus) or Tutor and the Year Advisor (Senior Campus). Support will be provided to the student by an appropriate member of the Pastoral Team. Counselling may be offered by the School in such circumstances, and ongoing counselling may be required as a condition of Probation.

At the end of the probationary enrolment period, the student and their parent/carer(s) will meet with the Deputy Principal and relevant Head of Section for an enrolment review meeting. This meeting will determine the success of the probationary enrolment period in supporting the student to address the concerns outlined to the family. Possible outcomes of this meeting are a return to normal enrolment without additional conditions, an extension of the probationary period or recommendation for termination of enrolment to the Principal.

### 4.2 Termination of Enrolment

The School may move directly to termination of enrolment in the event of a major breach of discipline or when previous sanctions have been exhausted.

Where a disciplinary issue arises which may result in termination of enrolment, the School will investigate the circumstances surrounding the issue. The Head of Section or Deputy Principal may direct the student not to attend school while the investigation is underway. An investigation will be conducted in accordance with the principles of procedural fairness outlined in Section 5.

If the finding of the investigation is that, on the balance of probabilities, the student did behave in the way alleged, and if the Deputy Principal forms the view that the student is to be terminated, the Deputy Principal will make a recommendation to that effect to the Principal and advise the student and parent/carer(s) that this recommendation has been made.

The parent/carer(s) or student may appeal against that recommendation to the Principal, setting out the reasons why the Principal should not act on the recommendation. Any appeal must be provided to the Principal no later than five days after the parent/carer(s) have been advised of the recommendation.

If no appeal is made within the time specified, the Principal may accept the recommendation and advise the student and parent/carer(s) of the decision.

If the student or parent/carer(s) have lodged an appeal, the Principal will consider the recommendations and the reasons provided by the student and/or parent/carer(s) for not following the recommendation and will decide whether to terminate the student's enrolment. The Principal will then advise the student and parent/carer(s) of the decision by telephone and a letter will be sent to the parent(s) or carer(s) no later than the close of business the following working day after the decision by the Principal.

In that letter, a written summary will clearly outline:

- the procedures undertaken by the School, how the allegations were heard and the determination that was made
- the specific reason/s for termination of enrolment
- the School policies relevant to the decision to terminate the student's enrolment.

The decision made by the Principal will be final.

A student whose enrolment is terminated will not be permitted thereafter to enter the School grounds or to participate in any future School functions or events.

## 5. Procedural Fairness and Grievances

Procedural fairness refers to principles that provide fairness to students who are being investigated for alleged misconduct which could lead to disciplinary action. The underlying principle is that the School will be fair to a student in all the circumstances. This may mean less formality when applying procedural fairness where the alleged misconduct is minor and more formality when it is serious.

Normally, where there are serious allegations of misconduct, the principles of procedural fairness will require the School to:

- consider all relevant evidence by speaking to all the people involved, looking at all relevant documents and make all relevant inquiries
- fully inform the student and the parent/carer(s) of the allegations against the student
- fully inform the student and the parent/carer(s) of the likely consequences if the student is found to have acted as alleged
- give the student and the parent/carer(s) an opportunity to provide an explanation of or response to the allegations
- consider that explanation or response
- ensure that the decision-maker acts fairly and without bias
- allow the student to have a support person during any interviews/meetings.

The School may speak with students about behaviour concerns without their parent/carer(s) present, so that matters may be resolved during school hours and as efficiently as possible. Dependent on the circumstances, the School may decide it is appropriate for the parent/carer(s) to attend as additional support for the student.

Where it is appropriate to suspend a student immediately because the student may be a threat to the safety of others, the School should call a parent/carer to collect the student. At that point, the parent/carer will be told why the student is being suspended and that the parent/carer(s) will be invited to a meeting about the matter as soon as possible. In cases where termination of enrolment is

being considered, the parent/carer(s) will be invited to a meeting at which the student and the parent/carer(s) can respond to the allegations against the student.

After completing inquiries and considering the available information, the School is responsible for determining when conduct of a student falls short of the School's standards and warrants consequences. Where inconsistent accounts are received, the School is to resolve these on the balance of probabilities.

The School's Complaints Handling Policy provides further specific details about ways in which complaints are managed by the School.

Related Documents:

- Conditions of Enrolment
- Redlands ICT Use Policy for Students
- Redlands Student Anti-Bullying and Harassment Policy
- Student Code of Conduct
- Complaints Handling Policy

## 6. Policy Review and Evaluation

This policy will be reviewed as part of the School's three-year review cycle or earlier if legislative, regulatory or operational circumstances render it appropriate. This review should evaluate the effectiveness of the policy and ensure that it that it supports organisational performance, meets current legislative and regulatory compliance, operational currency and provides opportunity for continuous improvement and risk identification and mitigation. Procedures and guidelines may be updated more frequently if required in order to meet current operational needs or practices. Emails will be issued to all stakeholders to inform and update them on any changes to the policy and/or related procedures.

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Policy Authoriser:	Principal
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### Version history

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