



# SATHYA SAI COLLEGE

"Character Development with Academic Excellence"

## DISCIPLINE POLICY

---

### Table of Contents

|  |          |
|--|----------|
| <b>PREFACE</b> .....   | <b>1</b> |
| <b>STUDENT CODE OF CONDUCT</b> .....                                 | <b>1</b> |
| <b>DEFINITIONS AND TERMS</b> .....                                   | <b>3</b> |
| <b>DISCIPLINE ROAD MAP</b> .....                                     | <b>4</b> |
| <b>DISCIPLINE ROADMAP - STEPS INVOLVED:</b> .....                    | <b>4</b> |
| 1 (A) - INAPPROPRIATE CLASS OR PLAYGROUND BEHAVIOUR .....            | 4        |
| 1 (B) - EXTREME UNACCEPTABLE BEHAVIOUR .....                         | 4        |
| 2. TIME-IN.....  | 4        |
| 3. (A) REFLECTION TIME .....   | 5        |
| 3. (B) TWO REFLECTIONS IN A TERM. ....                               | 5        |
| 4. STUDENT HAS NOT RESPONDED TO THE BSP AND BEHAVIOUR CONTINUES..... | 6        |
| 5 (A) SHORT SUSPENSION - UP TO AND INCLUDING FIVE SCHOOL DAYS. ....  | 6        |
| 5 (B) STUDENTS WITH ADJUSTMENTS .....                                | 7        |
| 6. BEHAVIOUR CONTINUES – LONG TERM SUSPENSION .....                  | 7        |
| 6. TERMINATION OF ENROLMENT.....                                     | 8        |
| <b>APPEAL PROCEDURE</b> .....  | <b>9</b> |
| <b>POLICY ON CORPORAL PUNISHMENT</b> .....                           | <b>9</b> |
| <b>POLICY ADMINISTRATION</b> .....                                   | <b>9</b> |

### Preface

Sathya Sai College, Ltd. is hereby referred to as the 'School'. In this Policy 'Principal' refers to the Principal and/or Deputy Principal and/or Business Manager.

The School's policies are made in accordance with NESAs requirements as per 'Registered and Accredited Individual Non-government Schools (NSW) Manual: November 2022'.

### Student code of conduct

All students shall be treated with dignity, respect and fairness by other students and staff. They shall be provided with a learning environment that is positive, safe, and encourages wholistic learning.

Students at Sathya Sai College are encouraged to be disciplined and display the five human values through the following actions:

#### LOVE

- Show respect for authority, parents, elders, others and their property, values, and ethnic backgrounds.

- Be friendly and cooperative by forming positive relationships with peers and adults.

#### PEACE

- Be disciplined and apply the five Human Values in daily life.
- Follow good study and work habits such as concentration and time management.

#### TRUTH

- Strive for academic excellence.
- Show initiative and a willingness to accept responsibility.

#### NON-VIOLENCE

- Report any incidents including those in the nature of bullying, to the attention of staff immediately.
- Develop an attitude of selfless service to the community.

#### RIGHT CONDUCT

- Take responsibility increasingly for their own choices, through their own conscience.
- Be punctual and follow school attendance, uniform and other policies.
- Abide by the College rules and to follow the directions of teachers and other people with authority delegated by the College.

**In the event that a student's conduct does not come up to expectations, the school and the parents will work together to help the student grow and learn from the experience.**

Breaches of the Student Code of Conduct will be dealt with in accordance with the school's Discipline Policy.

## Definitions and Terms

### **Suspension**

Suspension is temporary removal of a student from a school or class for a period of time determined by the principal. Suspensions are imposed in cases of unacceptable behaviour in the interest of the student and/or the College community.

### ***Short Suspension***

Short suspension is temporary removal of a student from a school or class following a decision by the college principal or relieving principal for a period not exceeding 5 school days. The location of a short suspension may be in-school or out-of-school. This decision will be made at the principal's discretion.

### ***Long Suspension***

Long suspension is temporary removal of a student from a school following a decision by the college principal or relieving principal for a period between 6-20 school days. Long suspensions are only imposed for serious or sustained instances of misbehaviour or misconduct.

### **Expulsion**

Expulsion is the permanent removal of a student from one particular school.

### **Exclusion**

Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the principal of a school 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**

Procedural fairness is a basic right of all when dealing with authorities.

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

### **Principal**

The Principal is the acting authority in charge of making the final decision regarding disciplinary action. An acting authority may be the Principal, Deputy Principal or other delegated authority.

## Discipline Road map

The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps will be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, a “time in” or “reflection” may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

Sathya Sai College runs across two campuses with a nominated Wellbeing Coordinator on both campuses.

## DISCIPLINE ROADMAP - STEPS INVOLVED:

### 1 (a) - INAPPROPRIATE CLASS OR PLAYGROUND BEHAVIOUR

Behaviour that is not consistent with the 5 human values, playground, or classroom expectations, e.g., being off task, late to class, being very loud, disturbing others, rudeness, not following teacher instructions, etc.

- I. Teacher has quiet chat with students regarding behaviour and uses low key management strategies as a preventative approach.
- II. A Reminder is given from the teacher in the classroom or on the playground.
  - At the primary campus, **three** reminders will lead to a **Time-in** and a **fourth** reminder is a reflection (depending on behaviour)
  - At the secondary campus, **two** reminders will lead to a **Time-in** and a **third** reminder is a reflection
- III. Teacher records the behaviour on Sentral and notifies the Wellbeing Coordinator.

### 1 (b) - EXTREME UNACCEPTABLE BEHAVIOUR

*Extreme unacceptable behaviour is dangerous or hurtful. It results in others feeling scared, hurt, uncomfortable or unsafe, e.g., punching, swearing directed at a teacher, drugs, weapons, tantrums, throwing/pushing furniture, etc.*

- I. Straight to Principal.
- II. Principal to determine whether the student’s misbehaviour is serious enough to warrant suspension. The principal will consider the safety, care and welfare of the student, staff and other students when making their decision.

## 2. TIME-IN

- I. Several reminders will lead to a ‘Time-in’:
  - At the primary campus, **three** reminders in a session are a ‘Time-in’
  - At the secondary Campus, **two** reminders will lead to a ‘Time-in’

- II. Student is to see the teacher or Wellbeing Coordinator (at the discretion of the teacher issuing the time-in) for 10 minutes during the next break to discuss their behaviour.

### 3. (a) REFLECTION TIME

- I. Reflections are issued after several 'Time-ins'
  - a. At the Primary Campus, a Reflection is issued if a student receives:
    - 4 reminders in a session, or
    - 4 Time-ins in a Term, or
    - 2 Time-ins in a day
  - b. At the Secondary Campus, 3 Time-ins during a term will result in a Reflection.
- II. Teacher records the behaviours on Sentral.
- III. Student is sent to the nominated well-being coordinator at their respective campus during the lunch break.
- IV. Lunchtime is spent in the Reflection/ Wellbeing Room.
- V. Behaviour is discussed and a Reflection Form is completed.
- VI. Wellbeing coordinator completes documentation in Sentral.
- VII. Letter is emailed home to notify the student's parent/s of inappropriate behaviour. **(Appendix 2)**
- VIII. A copy of the letter is saved to the student's personal file by the wellbeing coordinator

### 3. (b) REFLECTIONS in a term.

- I. Both campuses have differing pathways regarding reflections within one term:
  - a) *Primary* – Three Reflections in a term
    - i. Teacher and Wellbeing Coordinator to develop initial Behaviour Support Plan (BSP) or update existing BSP.
    - ii. Teacher, Wellbeing Coordinator and parents (student may be included if appropriate) to discuss BSP. This may include modifications of special privileges e.g., excursions, camps, representing the College for sports events.
    - iii. Student and parents informed that a fourth reflection within the term will result in a short suspension.
    - iv. Parents to sign BSP and teacher to file and action.
    - v. Once an initial BSP has been signed the student is informed of the modifications that apply.
    - vi. If the student responds favourably to BSP they can be taken off the plan with the expectation that they will continue to follow positive behaviour route. If after the agreed upon time, the non-optimum behaviours have continued, the individual BSP will be reviewed.
    - vii. A 'Reset' of a student's reflection count may take place at the end of term at the Principal's discretion.

b) Secondary – Two Reflections withing a term

- i. Wellbeing Coordinator, in conjunction with the student, to develop initial BSP or update existing BSP. This will usually incorporate placing the student on a Behaviour Support Card (BSC) for one to two weeks (at the discretion of the Wellbeing Coordinator).
- ii. Wellbeing Coordinator and student to discuss BSC. This may include modifications of special privileges e.g., excursions, camps, representing the College for sports events.
- iii. The student and parents will be informed that another reflection within the term will result in a short suspension.
- iv. Parents to sign BSP and Wellbeing Coordinator to file and share with other teaching staff.
- v. If the student responds favourably to BSP they will be taken off the plan with the expectation that they will continue to follow positive behaviour route. If after the agreed upon time, the non-optimum behaviours have continued, the individual BSP will be reviewed.
- vi. A 'Reset' of a student's reflection count may take place at the end of term at the Principal's discretion.

#### 4. STUDENT HAS NOT RESPONDED TO THE BSP AND BEHAVIOUR CONTINUES

- I. Both campuses have differing pathways for subsequent Reflections:
  - a. Primary - If the student receives a **fourth** Reflection within the term, they will be given a **Short Suspension**.
  - b. Secondary – If a student receives a **third** reflection during a term, they will be given a **Short Suspension**.

#### 5 (a) SHORT SUSPENSION - Up to and including five school days.

- I. A formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension.
- II. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s).
- III. Before a suspension is imposed the principal will ensure that:
  - appropriate personalised learning and support strategies and discipline options have been applied and documented.
  - appropriate support personnel available within the school system and externally have been involved and.
  - discussion has occurred with the student and parents regarding specific misbehaviour which the College considers unacceptable.

- IV. The student will be offered a support person or observer to attend if required.
- V. All key points will be recorded in writing (on Sentral).
- VI. Notification of the suspension will be made to the parents in writing within 24 hours following immediate verbal notification.
- VII. A suspension resolution meeting will be scheduled by the principal at the earliest opportunity that will include parents, teachers, wellbeing coordinator, and any support person or observer the student may require. The principal in conjunction with the parents will utilise the College and other available resources in seeking a means of assisting the student to modify their behaviour. Adjustments to their BSP will be made.

## 5 (b) STUDENTS WITH ADJUSTMENTS

- I. If behaviour continues for students with adjustments after these adjustments have been implemented, **5 (a)** will apply.

## 6. BEHAVIOUR CONTINUES – LONG TERM SUSPENSION

- I. If a short suspension has not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension (threats or acts of violence, possession of an illicit substance, illegal acts, etc), the principal may impose a long suspension of up to and including 20 school days (minimum 6 days).
- II. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:
  - The safety of students and staff
  - The merit and circumstances of the case
  - Factors such as age, individual needs, any disability, and developmental level of students.
  - The behavioural history of the student
- III. Before a long suspension is imposed the principal will ensure that:
  - appropriate personalised learning and support strategies and discipline options have been applied and documented.
  - that appropriate support personnel available within the College system and externally have been involved.
  - that discussion has occurred with the student and parents regarding specific misbehaviour which the College considers unacceptable.
- IV. The principal and well-being coordinator of the appropriate campus will convene a meeting in which the student is informed of the precise grounds on which suspension is being considered.
- V. The student must be given the opportunity to consider and respond before a decision to suspend is made.
- VI. The student will be offered a support person or observer to attend if required.
- VII. All key points will be recorded in writing (on Sentral). Notification of the suspension will be made to the

parents in writing within 24 hours following immediate verbal notification.

- VIII. A suspension resolution meeting will be scheduled by the principal that will include parents, teachers, well-being coordinator of the appropriate campus and any support person, observer, or interpreter the student or parent may require.
- IX. If a conflict-of-interest arises from any staff member involved the wellbeing coordinator from the opposing campus will replace them.
- X. To be procedurally fair, the principal must act justly and be seen to act justly. If it is perceived that the principal is acting in a biased manner or has a conflict-of-interest appeals are to be made to the School's Governing Board.

## 6. TERMINATION OF ENROLMENT

- I. If a long-term suspension has still not resolved the issue, termination of enrolment would be considered in context of previous behaviour and the seriousness of the event.
- II. Termination of enrolment may also be considered for 'one-off' incidents or for a student with no or minimal prior history of misbehaviour, where the event or incident is deemed serious enough.
- III. Whilst Termination of Enrolment is considered, a student will be placed on a long-term suspension.
- IV. When considering expelling a student for misbehaviour, the principal must ensure, except as a result of a most serious incident, that all appropriate learning and support strategies have been implemented and documented and convene a formal disciplinary interview with the student.
- V. In serious circumstances of misbehaviour, the principal may expel a student of any age from their school.
- VI. The principal may also expel a student who is over 17 years of age for prolonged unsatisfactory participation in learning.
- VII. Principals must ensure that the student is given explicit information about the nature of the allegation and given the opportunity to consider and respond.
- VIII. The student must also be able to have an appropriate observer of their choosing present at the interview.
- IX. In all cases where expulsion is being considered the principal must:
  - Notify the student and the parents, in writing, that expulsion from the College is being considered, giving reasons for the possible action.
  - Organise an interpreter or cultural assistance and/or translated documents to allow parents to participate fully in the process.
  - Obtain and consider a report from the learning support team or school counsellor, that may include recommendations for further action.
  - Provide the parents with a copy of all documentation on which the consideration of expulsion is based.
  - Allow seven school days for the student and parents to respond.



- Consider any response from the student and parents before proceeding further.
- Discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal.

## APPEAL PROCEDURE

Students and parents may appeal if they consider that the correct procedures have not been followed, and/or that an unfair decision has been reached. At the time of the suspension or expulsion, parents are provided with the College Discipline Policy and information about appeal rights.

All appeals are to be made in writing to the principal within ten school days of the initial decision to suspend or expel with any information that they want to be considered during the review process. If it is perceived that the principal is acting in a biased manner, appeals are to be made to the School Governing Board. The principal may seek further advice from the AIS or other regulatory bodies regarding this issue. It is the principal's duty to:

- ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal.
- review all current material and ensure that appropriate material has been made available to the student and his or her parents.

The principal will then either confirm the preliminary decision as the final decision or amend the preliminary decision based on the additional information provided.

## POLICY ON CORPORAL PUNISHMENT

Sathya Sai College's approach to discipline is beyond behaviour modification. It is concerned with reaching deeply into the child's higher levels of consciousness and bringing out the values that are inherent there. It is a progression from outer measures to inner strength. The College's Discipline Policy is based on the **five human values**.

The College expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

## POLICY ADMINISTRATION

The policy will be reviewed periodically, or in the event of any information or incident that indicates the need for review, or following any legislative or organisational change.

| Discipline Policy          |               |
|----------------------------|---------------|
| <b>Policy Version</b>      | Version 2     |
| <b>Date of Formulation</b> | 2018          |
| <b>Date of last review</b> | February 2023 |

|                            |          |
|----------------------------|----------|
| <b>Date of next review</b> | May 2024 |
| <b>Owner</b>               |          |