



Wycliffe Hope School

Forming Responsible Learners

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Growing a community of redemptive and restorative relationships, which promotes learning, and the flourishing of families, students and staff.

Rationale

Wycliffe Hope School is a *covenant community* of students, teachers and parents. “It is a *relational community* where trust and mutual service are able to flourish. It is a *learning community* which deliberately nurtures and designs an intentional learning environment [and] ... it is a *respectful community* that understands the expectations and authority limits (boundaries) of each office (student, teacher and parent)” (Hanscamp, M., 2019, *Crafting formational learning*, p. 43)

The relationships that are formed in the school community should be mutually beneficial as opportunities for growth and training in character and spirit, as well as in knowledge and skill; teaching what it means to be a respectful community member, a responsible learner and a faithful steward. Students and their families should also experience the grace and shalom of God’s kingdom community.

Our students are loved by God and made in His image but, through rebellion against His Lordship, each individual is born with the need for salvation. We must help students to see that reconciliation to God is a free gift and has nothing to do with learning to behave well. The aim of the discipline process is to demonstrate the living gospel of grace and the transformation of the heart, not to focus solely on outward behaviours through rewards and punishment.

The words ‘training’ and ‘discipline’ may be considered synonymous in the process of teaching the boundaries or expectations set by the school community and training students in relational behaviour, with the goals of nurturing community and fostering learning. The ongoing maturation of a child’s life requires the proactive teaching of living principles and their application through example, encouragement and correction. Teachers will provide systematic training and correction with the intention of guiding students to attain a mature level of self-discipline.

Where a consequence is needed, it must be seen not judicially (i.e. as an automatic penalty for designated misbehaviour) but as part of the necessary training/discipleship process. It must, therefore, be administered with the aim of producing an acknowledgement of responsibility and an awareness of the effect of the behaviour on self or others in the community, together with remorse for wrong actions or attitudes that will lead to repentance and restoration in the student’s life.

The response needs to be always related to both God’s and the teacher’s love and concern for the student. Discipline is most effective when it is undertaken within a trusting relationship and supported by the community. There is no fixed consequence for a particular action by a student. In determining a strategy for correction, the teacher will consider what will work to change this particular student’s behaviour and, more importantly, their attitude. Any disciplinary action that leads to guilt, crushing of identity, or loss of approval and acceptance is destructive not corrective.

General Principles

This section contains the principles that need to be communicated to parents, teachers and students so that we can work together as a community to train our children and young people in God's ways and introduce them to the gospel.

1. Restorative justice is at the heart of community, formative discipling and training in righteousness. It is a relational, reformatinal and responsibility-based approach to addressing the choices made by students. The focus is on repentance, redemption and restoration.
2. Teachers will structure learning experiences with a view to making the discipline/training of the students a high priority. They will make clear the expectations; purposefully train them in the 'classroom culture' required and carry out correction in a manner that will facilitate repentance and restoration and so contribute to the training process.
3. It is important that teachers display relational consistency in their expectations and avoid any suggestion of favouritism. Relational consistency builds trust, while a perception of favouritism or inconsistency may lead to frustration, confusion and resentment – which can further contribute to a breakdown of mutual respect, relationship and community.
4. Individual and whole class behaviour is dealt with relationally, recognising the relational nature of discipleship and the need for restoration.
5. Demonstrating the living gospel of grace means allowing our students to not just experience forgiveness but the opportunity of a fresh start.
6. It is entirely in keeping with this policy approach for teachers within a Stage or Section of the school to adopt a uniform set of responses or consequences for identified behaviours. Equally, it is entirely in keeping with this discipline approach for a teacher to set aside some response or consequence when an individual's circumstance requires it.
7. Students need to be taught that treating everyone the same is not the equivalent of fairness and different responses or consequences may be applied. They also need to understand that the reason for a different consequence cannot always be divulged. Parents also need to be willing to recognise that variation may be justified for reasons that are subject to privacy or that students may not be mature enough to understand.
8. Teachers recognise the effect of sin on their own motives and behaviour in the classroom and community. They will reflect honestly on their own attitude, disposition and circumstances when responding to student behaviour. They will support one another in extending grace and forgiveness.
9. Parents and students are to be informed of the Community Expectations at enrolment, in the understanding that they will support teachers and other staff members in the teaching and training of their children. They will engage in the discipline process and assist their child to comply with any restorative measures.

Statement of Community Expectations

Being a respectful community member

- Displaying respect for staff
- Displaying respect for students
- Contributing in a positive way to life within the class and community
- Contributing to a safe and welcoming environment
- Being kind and gentle in words and actions
- Being truthful in all communication
- Respecting the property of others
- Wearing correct uniform in the approved manner, with modesty and pride
- Being regular in attendance

Being a responsible learner

- Engaging positively in learning
- Demonstrating effort and application in class
- Displaying respect by remaining seated and putting up hand to speak
- Being prepared and coming equipped for class
- Completing set homework
- Exercising self-control
- Using technology in an appropriate and respectful way
- Avoiding plagiarism and respecting the work of others

Being a faithful steward

- Using technology in an appropriate and respectful way
- Taking care of equipment
- Following instructions and safety procedures relevant to equipment
- Demonstrating respect for school property as God's good gift for the community
- Caring for the school's natural and physical environment
- Caring for your own mental, physical and emotional health

Behaviour and Discipline Procedure

The Wycliffe Hope School discipline process is designed to set out the community's expectations of students, encourage a consistency of positive standards and assist students to grow in godly character, maturity and self-discipline – developing a sense of responsibility for their behaviour and respect for others. It is a guide to assist teachers in creating an orderly learning environment and in identifying and responding formatively and relationally to behaviour that disrupts community, hinders learning, involves the misuse of resources or results in property damage.

Student behaviour is described according to three levels. All students commence on Tier 1. The aim of the Discipline Process is to restore students to the Tier 1 standards of behaviour, as described by the Statement of Community Expectations. Teachers, parents and students have the opportunity to model the expected behaviour to others in the community and to recognise and celebrate those attitudes and actions. Communication with parents and carers is important to strengthening the partnership in nurturing children and training them in respectful and responsible community living, in accordance with the teaching of the Scriptures.

Tier 1:

Generally acceptable behaviour; meeting Community Expectations. Minor misdemeanours, but not obvious pattern of negative behaviour. These mistakes or failures are considered to be formative moments. Restoration and re-focusing are the goals of this and all tiers of the discipline process.

Tier 2:

Development of pattern of unacceptable behaviour; and / or significant breach of Community Expectations. Students will participate in a conversation with a Stage Leader or Community Mentor regarding the challenges that they are having with the expectations around behaviour, learning and the use of resources. There will be an acknowledgement of the breakdown of relationship caused by the student's misbehaviour or poor attitude. An accountability pathway will be designed, using strategies set out below under Practice, to assist students to take responsibility and restore relationships with other community members.

Tier 3:

Repetition or escalation of Tier 2 behaviour that remains unresolved or unmodified; or serious one-off breach of Community Expectations, e.g. a serious single incident of bullying, WHS risk, aggressive or other serious inappropriate behaviour such as those that fall under the Mandatory Reporting guidelines or Nesa requirements, endanger other students or might involve referral to the police.

Tier 1 – In Practice

This section contains guidelines to assist teachers to develop effective classroom management plans that set out and explain the expectations for appropriate behaviour together with the routines and procedures that will help students meet those expectations and the consequences that will be used for those students who do not manage to meet those expectations.

A classroom management plan should provide consistency and structure in teaching and classroom interaction. It should be designed to help the teacher prevent and prepare for behaviour problems. Its purpose is to pass accountability and responsibility to the students for their own learning and their own behaviour.

Collaboration between class teachers and between stage leaders and teachers is integral to the following practices. The class teacher has the chief role of learning leader but a non-judgemental, team approach, supported by stage leaders and senior managers, may be required, to address the needs of challenging students, restore relationships between teacher and students or to confront bullying behaviour by students, which can lead to a sense of vulnerability in the teacher.

1. Classroom rules

- These should be simple (four or five at the most).
- Avoid a negative approach in the wording.
- Avoid vague terms e.g. respectfully, quietly, appropriately. These need to be explained clearly.
- Focus on the behaviour that you want to see rather than the behaviour that you don't want to see.

2. Routines

- Routines help student to know what they have to do.
- Rather than sorting out or solving problems after they have occurred, these are a preventative measure.
- Routines need to be taught.
- Demonstrate exactly what you want and then get the students to practise.
- These can be regular routines for specific parts of a lesson (entry, introducing the lesson, using equipment, packing up).
- A teacher may use acronyms such as WALT (We Are Learning To), WILF (What Am I Looking For) and TIB (This is because) to set out the Learning Intentions and Success Criteria for the lesson.
- These routines and expectations may be set out or presented as a laminated sign, a note on board, a sheet in the student diary, a repeated statement by teacher at certain points in a class or set up in Google Classroom, so that students know what to do.

3. Responses

- It is important for the teacher to be responsive rather than reactive.
- Used effectively, responses can stop the power struggle between teacher and student.
- They do this by giving the students a choice. Forcing them to think about their choices and taking responsibility for them.

a) Warning

- Some behaviour does not get a warning: vandalism, violence, abuse.
- For low-level misbehaviour, the warning offers the student a choice.
- Introduces accountability.

b) Stepped

- •Set levels of consequence and always have somewhere else to go.
- •The appendix contains suggestions for stepped consequences.

c) Logical follow up

- If the consequence matches the misbehaviour then there is less chance that the students see it as being an unfair punishment.

d) Done with care

- Fair but firm.
- Being respectful and showing that you care for the students

4. Using praise

- Praise must be genuine and sincere – not manipulative.
- Catch them being good: be observant.
- Deliver one-to-one, rather than publicly.
- Use eye contact.
- Use the student's name.
- Praise effort rather than achievement.
- Provide encouragement along the way rather than waiting until the end of the task.
- Avoid personal judgements i.e. Avoid saying "I" think you've done well. Instead, say, "You have done well here."
- Make the praise descriptive. Describe exactly what the student has done and why it is of benefit to them.

5. Rewards

- Rewards offered in advance are a bribe.
- When we do this we train children to expect something in return for their good behaviour.
- Spontaneous rewards work. Whereas accumulating points does not (effectiveness wears off).
- These can still be planned and discussed by teachers and given publicly.

6. Random positive attention

- Teacher ignores student attention-seeking behaviours, while at the same time 'randomly' giving the student positive attention.
- The student receives regular positive teacher attention but at times unconnected to misbehaviour, breaking the link between student misbehaviour and resulting negative teacher attention.

Contextualising Tier 1

Teachers hold the God-given office to lead learning. Teachers exercise this leadership, with the authority of the office, not based on their individual merit. The student's office is a calling to serve as a learner by taking ownership of their own learning and to be the best learners they can be using the gifts that God has provided for each of them. When students fail to exercise their responsibility as community members, learners and stewards in the school context, the teacher acts as a mentor rather than a judge. They seek ways to love their students, including insisting that policies be kept and rules be followed for the good of the individual student and the class.

Essential to this process is the support and training of teachers. The strategies or responses included in the appendix have been provided as a guide for teachers. As a responsible professional, the class teacher is given the freedom to exercise wisdom in the selection of a response. However, teachers should never feel alone in addressing challenging behaviour and attitudes in the classroom or playground. They have a designated office or role within the community that deserves respect and requires wisdom and training. Teachers need to feel encouraged and comfortable to discuss behavioural issues with and seek advice from colleagues and the Leadership Team. These discussions should avoid any sense of blame. Rather, they should empower and equip teachers to re-direct and shape student behaviour and nurture an effective learning environment.

It is acknowledged that this relational approach to discipline and behaviour management is time consuming. There is a temptation to search for a quick and effective response by applying a maximum penalty. For busy teachers, who are dealing with persistent and often multiple displays of challenging and disruptive behaviour, referring a student or students to a Leadership Team member is often an expedient option. There are certainly times, as set out in the policy appendix, where repeated examples of behaviour or significant single incidents warrant such a referral.

However, the relationship with the classroom teacher is significant within the learning community and their role is integral to identifying and modifying challenging behaviour. It is essential, therefore, that teachers are involved in the evaluation of any incident as well as the design and implementation of any strategy employed to modify a student's behaviour and allow restoration to the class community. It is equally important that a teacher be open to reflection and discussion evaluating the effectiveness of their classroom practices and strategies for addressing behavioural issues. Every member of the community is involved in learning and relationship. As with all learning, character formation takes time and involves intentional and repetitive practice.

In 1 Corinthians 13:5, we learn that "Love does not keep a record of wrongs". This is God's act of forgiveness and grace but it comes with the purpose of reverent service (Psalm 130:3-4). It is important that the database be seen, not as a record of wrongs, but as a means of communication, to assist guiding and celebrating good behaviour, as well as identifying patterns of poor behaviour. It can also assist teachers to adopt effective strategies and apply them consistently. However, if the goal of the discipline process is to train students in responsibility and self-discipline, then they should be enabled to put the past behind them and not feel that past behaviour will be held against them.

Transitioning from Tier 1 to Tier 2

The school community must address behaviour that negatively impacts a student's learning, or the learning of those around them. Students need help to understand the effects that their actions, either positive or negative, may have on others, and to be encouraged to make good choices.

Teachers will monitor patterns of behaviour. This process is used to identify poor behaviour to be addressed; and also signs of successful behaviour modification, to be encouraged. The Sentral database is an essential tool in monitoring and reporting both positive and negative behaviour. Repeated incidents in the same lesson or behaviour that requires more than a low-level response from the teacher should be recorded in Sentral.

If the class teacher or Stage Leader observes signs of student misbehaviour that appear to be forming a pattern, or where a teacher's level of concern is building, the Tier 2 monitoring process is triggered. In the first instance, the class teacher would discuss this with a member of the Leadership Team and together they will identify contributing factors and evaluate the behaviour and its effect on the student and community. They may negotiate and design strategies (an accountability pathway) to monitor and modify a student's behaviour.

The teacher (and Stage Leader, where appropriate) will discuss this with the student, also addressing any other factors that may be influencing the behaviour problem. The teacher or Stage Leader will contact the parent to advise them of the concern and the process being followed.

The Assistant Principal will be notified and copied into all correspondence regarding the child's behaviour. The class teacher will also record details on Sentral.

Tier 2 – In Practice

This section contains some strategies that may be used by Stage Leaders and teachers to develop an accountability pathway that will help to guide student behaviour, assist students to take responsibility, develop positive learning habits and restore relationships with other community members.

The Stage Leader will conduct an interview with the student. The style of interview will take into account the student and the nature of the incident. A Responsible Thinking Form will assist with framing the interview and ensuring that the student's viewpoint is heard. The Stage Leader will discuss the incident and the student's responses with the class teacher(s). An individual accountability pathway is designed to restore a student's behaviour to standards agreed to upon enrolment and affirmed each year. The development of an individual plan or pathway helps the student understand the effects of their poor behaviour, and is designed to enable restoration and re-focus or re-direction on learning for the student. Setting some measurable and realistic goals allows the student to achieve success in developing good practices for learning at school, experience satisfaction through self-discipline, participate meaningfully in the community, and foster appropriate and supportive relationships.

Interviews

- Interviews provide students with the opportunity to be heard and to reflect on the effect of their behaviour on themselves and others.
- A Responsible Thinking Form can prompt and structure student reflection as well as providing a record of any incident.

Reporting and Reflection

- It is important that Tier 2 responses include the class teacher. This emphasises the collaboration required to train students in positive community membership and is an opportunity to provide appropriate professional support for teachers.
- The class teacher will complete a report on any significant incident, either through Sentral or an Incident Report Form.
- The teacher will be invited to participate in discussion with a Stage Leader about the student and appropriate management strategies that may be employed.
- In keeping with Principle 8, the teacher may also be invited to reflect on their classroom practice using a tool such as the Collaborative Reflection Scaffold.

Shaping Behaviour Cards

- These may be effective for some students by identifying problem behaviours and enabling all of a student's teachers to assist with awareness of problem behaviour and to respond consistently.
- Shaping Behaviour Cards should only be used for a short and specified length of time.
- Teachers must follow the directions on the card closely. A grey rating should be given only when warnings have been repeatedly ignored. It is important to ensure that the student is informed of exactly where things are up to if problems arise in their behaviour. For example, the teacher might need to say "I'm now having to remind you about this goal, which probably means I can't give you a "green" award. It will be very important for you to respond correctly now so I don't have to give you a "grey" rating and send you to the office for an In School Suspension."

- It is important that teachers don't just wait until the end of the period and then hit the student with a "grey". If a grey rating is required, the teacher should write a brief description of behaviour which led to that decision. It is important to be honest in the assessment on the card so that there is an accurate tracking of how the student is really responding.

Restoration

Restoration is a key aspect of building community and forming responsible behaviour. When relationships break down, this process should provide a safe place in which everyone can share their stories, hear the impact of their actions, repair the relational harm and determine the best way forward, together. In keeping with the principles of this policy, the emphasis changes from 'exclusion and punishment to inclusion and resolution of problems'.

In Galatians chapter 6, Paul sets out principles for restoration within the Christian community designed to deal with sin for the health of the spiritual community by fulfilling the law of Christ (6:2) and helping others to become more like Jesus. Restoration, as described in Galatians 6:1, is a complete process of mending and healing. Paul instructs the "brothers and sisters" – rather than the church leaders – to conduct this process with gentleness. It grows from relationship and knowledge of the person and how they will respond to rebuke. Those engaged in restoration of another to the community need to watch themselves, lest they be tempted by self-righteousness or be drawn into the same sin as the offending community member.

Restoration involves these steps:

- The student takes responsibility for the behaviour that is being addressed.
- The student participates in identifying the behaviour and/or attitude that needs correction. This may require guidance from the teacher and Stage Leader.
- The student recognises the individual(s) with whom relationship needs to be restored. This may also require guidance from the teacher and Stage Leader.
- The student participates in a conference with other affected community members with the intention of repairing the harm they have caused. The student may be asked, 'What do you think needs to be done to make things as right as possible?' This is also an opportunity for those affected to offer forgiveness.
- The student takes steps to make amends.
- The student is monitored and receives feedback if unwanted behaviour is repeated and encouragement for acceptable behaviour.

Further Support

- The school endeavours to provide the support and encouragement necessary to assist students to meet the behavioural requirements of the community. On occasion, the school may suggest further investigation or additional services to provide more specialised support for the student. These can be of great value in identifying special circumstances influencing student behaviour, e.g. food intolerances; other medical issues.
- Parents are encouraged to consult their own health practitioners for further advice about their child's health and wellbeing, e.g. vision/ hearing tests, dietary intolerance testing.

Circle of Mentors

- This approach is based on the Case Management model used in Catholic Education Office schools.
- The student's class or subject teachers, together with Stage Leaders, support staff, Chaplain and others team up to plan, monitor and evaluate strategies to modify behaviour and establish a secure and positive approach to learning and belonging.

The **Circle of Mentors** is adapted from a Case Management model, based on the work of Sharratt & Fullan (2012), 'Putting Faces on the Data'. The principles can be applied to a variety of needs: attendance, behaviour and/or learning.

General Overview

Case management is a highly individualised process, based on a collaborative team approach. Teams are tailored, based on a case by case basis and can include: classroom teacher/s, Stage Leaders, Assistant Principal, Principal, Learning Enhancement, School Chaplain, other members of staff and parents/carers

Elements of Case Management

Identify

- Core team member monitors student groups (e.g. Stage Leaders) to identify students requiring case management (e.g. attendance red flags, ongoing behaviour incidents, learning concerns)
- Referral systems for other staff to flag ongoing concerns (e.g. Sentral's Wellbeing Module)

Assess

- Gather existing information/data related to need
- Collect additional data to fill gaps, where necessary
- Hold initial case management team meeting to analyse data and prioritise factors for intervention

Plan

- Set short and long term goals
- Select appropriate strategies
- Train/inform all relevant staff of chosen strategies/plan
- Plan monitoring tools and processes
- Delegate roles and responsibilities

Act

- Implement plan

Review

- Monitor progress (using tools outlined in planning stages)
- Make adjustments to strategies as needed

Tier 3 – In Practice

Tier 3 disciplinary responses may include, but are not limited to, suspension or probationary enrolment, with benchmark behavioural requirements to be met. A conduct card may be used to monitor these requirements. All students on probation (Tier 3) are reported to the school Board. Two suspensions will result in a review of a student's enrolment. Continued disregard of the Community Expectations may jeopardise a student's enrolment at the school.

Training in being: A Respectful Community Member

Tier 1		Tier 2		Tier 3	
Challenging Behaviour	Response Strategies (Teacher / Team)	Challenging Behaviour	Response Strategies (Leadership Team)	Challenging Behaviour	Response Strategies (Principal / AP)
Disrespect (Staff) <ul style="list-style-type: none"> •Disobedience •Refusal to obey instructions •Inappropriate language when addressing teacher 	<ul style="list-style-type: none"> •Confront and challenge •Short interview •Teacher detention 	<ul style="list-style-type: none"> •Repeated incidents of disrespect in one lesson or single incident over multiple lessons in the same week 	<ul style="list-style-type: none"> •Stage Leaders conduct interview using Responsible Thinking Form •Parent contact •In school isolation 	<ul style="list-style-type: none"> •Repeated or ongoing disrespect of staff •Verbally abusing teacher or swearing at teacher •Abuse from parents (Of staff or student) 	<ul style="list-style-type: none"> •Interview •Suspension •Restorative action (Apology: verbal or written) •Behaviour contract •Monitoring of behaviour
Disrespect (Students) <ul style="list-style-type: none"> •Name calling •Arguing •Teasing •Lack of respect for the opinions of others •Unhelpful/negative comments about others 	<ul style="list-style-type: none"> •Rule reminder about community: Be kind with words and actions •Have offender apologise •Regular review for whole class of how we should speak to one another •Talk about freedom to express or debate ideas •1:1 discussion about other’s feelings •Contact parent(s) 	<ul style="list-style-type: none"> •Laughing at the mistakes of others •Teasing •Bullying (See definition above) 	<ul style="list-style-type: none"> •Stage Leaders conduct interview using Responsible Thinking Form •Parent contact •In school isolation 	<ul style="list-style-type: none"> •Bullying •Cyberbullying •Causing emotional distress •Verbal baiting 	<ul style="list-style-type: none"> •May require reporting to police
Disrupting <ul style="list-style-type: none"> •Talking at same time as teacher •Calling out •Not putting hand up •Throwing objects in the room 	<ul style="list-style-type: none"> •Consider circumstances (Attention seeking?) •Random Positive Teacher Attention •Remind student of expectations: “wait their turn” •Warning •Move place in classroom •Student to pick up, clean up •Isolate (Time out) •Discuss after class •Teacher detention if repeated •Contact parent(s) 	<ul style="list-style-type: none"> •Accumulation/ Repetition of Tier 1 behaviours •Patterns emerging regarding work or behaviour over a few weeks •Throwing item at teacher or another student 	<ul style="list-style-type: none"> •Stage Leaders conduct interview using Responsible Thinking Form •Call parent or write an email •Phone call is preferred option, in order to build community •Email only if informing parent(s) is required immediately and phone contact not possible •Conduct card or strategy of monitoring/ feedback to student •Circle of Mentors to devise strategies 	<ul style="list-style-type: none"> •Disruption at a level that constantly undermines teacher authority •Preventing others from learning •Failure to respond to other strategies 	

Tier 1		Tier 2		Tier 3	
Challenging Behaviour	Response Strategies (Teacher / Team)	Challenging Behaviour	Response Strategies (Leadership Team)	Challenging Behaviour	Response Strategies (Principal / AP)
Bad Language <ul style="list-style-type: none"> •Swearing •Blasphemy •Use of derogatory terms such as “gay” 	<ul style="list-style-type: none"> •Remove from class •Explain that bad language NOT accepted •Teacher detention •On sporting field: First offence: warning Second offence: sent off 	<ul style="list-style-type: none"> •Verbal Aggression •Repeated use of inappropriate language e.g. swearing, racial taunts or discrimination •Sexist or racist abuse of a teacher or peer 	<ul style="list-style-type: none"> •Time out of classroom until ready to speak appropriately (This may be for a short or extended period of time) •Student needs to accept responsibility •Stage Leaders conduct interview using Responsible Thinking Form •Parent contact •In school isolation •Possible Tier 3 	<ul style="list-style-type: none"> •Cyberbullying •Racial posts •Racial vilification 	
Physical Contact <ul style="list-style-type: none"> •Touching other students •Pushing •Physical aggression 	<ul style="list-style-type: none"> •Talk with both students Assess motivation and effect (Pain or injury) •Remind student of school expectations (keep hands and feet to themselves) •Separate students •Time away from others •Ask student to apologise •If physical aggression, refer to Tier 3. 	<ul style="list-style-type: none"> •Fighting •Refer to Tier 3 •Verbal aggression 	<ul style="list-style-type: none"> •Send straight for Stage Leaders •Stage Leaders conduct interview using Responsible Thinking Form •Parent contact •In school isolation •Repeated offence, refer to Tier 3 •Possible referral to Chaplain •Circle of Mentors to discuss context and causes and devise strategies. 	<ul style="list-style-type: none"> •Fighting or physical aggression 	<ul style="list-style-type: none"> •Repeated: suspension Feedback needs to be given from Tier 3 and Tier 2 back to Tier 1 as soon as decision is made
Aggressive Behaviour	<ul style="list-style-type: none"> •This is Tier 2 behaviour 	<ul style="list-style-type: none"> •Deliberately hitting/ kicking/ hurting others •Repeated low level physical aggression •Any degree of physical intimidation of staff member 	<ul style="list-style-type: none"> •Refer to Tier 3 	<ul style="list-style-type: none"> •Aggressive behaviour by parent (physical/oral/ written) 	<ul style="list-style-type: none"> •May require police involvement •Support for staff or student (Counselling) •Parent contract
Touching other people’s belongings	<ul style="list-style-type: none"> •Correct the behaviour •Respect other people’s property •Don’t touch things that don’t belong to you •Closer supervision during transitions 	<ul style="list-style-type: none"> •Stealing •Repeatedly touching items belonging to teacher or classmate 	<ul style="list-style-type: none"> •Conversation/ Interview •In school isolation 	<ul style="list-style-type: none"> •Major theft or damage 	<ul style="list-style-type: none"> •May require police involvement •Contact parent(s) •Suspension •Restitution

Tier 1		Tier 2		Tier 3	
Challenging Behaviour	Response Strategies (Teacher / Team)	Challenging Behaviour	Response Strategies (Leadership Team)	Challenging Behaviour	Response Strategies (Principal / AP)
Lying (but admits error)	<ul style="list-style-type: none"> •Conversation/ Interview •Teacher Detention 	<ul style="list-style-type: none"> •Pattern of lying •Failure to accept responsibility 	<ul style="list-style-type: none"> •Stage Leaders conduct interview using Responsible Thinking Form •Parent contact •In school isolation 	<ul style="list-style-type: none"> •Misrepresenting the words or actions of others •Slander or defamation 	<ul style="list-style-type: none"> •Interview •Contact parent(s)
Uniform	<ul style="list-style-type: none"> •Ask student for reason and note •Ask student to fix immediately, if possible •Diary signature •Record on Sentral 	<ul style="list-style-type: none"> •Repeatedly not wearing uniform 	<ul style="list-style-type: none"> •Refer to Stage Leaders •Contact parent •If offensive or other item not complying with published standard, remove (where possible) and replace with acceptable alternative. 	<ul style="list-style-type: none"> •Continued defiance 	<ul style="list-style-type: none"> •Exclusion from class until rectified •Phone call to parent(s)
Truancy	<ul style="list-style-type: none"> •One off: Late to class–Teacher talk •Record on Sentral •Teacher detention 	<ul style="list-style-type: none"> •Misses single class, partial day or day or pattern of lateness 	<ul style="list-style-type: none"> •Interview with Stage Leader •Contact parents •Afternoon in school isolation 	<ul style="list-style-type: none"> •Repeated truancy after Tier 2 intervention 	<ul style="list-style-type: none"> •"Executive" to give consequence •Discussion with student and parents regarding Nesa requirements

Training in being: A Responsible Learner

Tier 1		Tier 2		Tier 3	
Challenging Behaviour	Response Strategies (Teacher / Team)	Challenging Behaviour	Response Strategies (Leadership Team)	Challenging Behaviour	Response Strategies (Principal / AP)
<p>Lack of effort or engagement in class</p>	<ul style="list-style-type: none"> •Speak to students; ask why? •Encourage, re-direct to class task •Help if required •Monitor work and behaviour •Check IPL for strategies •Set work targets •Move in the classroom •Complete recess/lunch if needed •Teacher detention 	<ul style="list-style-type: none"> •Repeated pattern of poor effort or lack of engagement 	<ul style="list-style-type: none"> •Stage Leader interview •Identify possible causes or factors •Stage Leader and teacher assess and address learning needs •Refer to IPL •Stage Leader to observe class and discuss strategies with class teacher(s) •Have student sit in another teacher's class for a set time •Parent contact •Work in school isolation •Warning letter 	<ul style="list-style-type: none"> •Failure to respond to Tier 2 strategies •Possible failure to meet Nesa requirements 	<ul style="list-style-type: none"> •Warning Letter •Parent interview
<p>Lack of preparation</p> <ul style="list-style-type: none"> •Homework not completed •Not bringing correct equipment 	<ul style="list-style-type: none"> •Diary signature •Check IPL for strategies to assist with organisation •Emails home to parents, discussing strategies to get work done •Additional work time e.g. recess and lunch 	<ul style="list-style-type: none"> •Repeated or pattern of this behaviour 	<ul style="list-style-type: none"> •Stage Leader interview •Identify possible causes or factors •Organise support for organisational skills with parents or Learning Enhancement •Home issues referral to Chaplain •Work contract •In school isolation to do work 	<ul style="list-style-type: none"> •Issues of neglect or disrupted home routine 	<ul style="list-style-type: none"> •Possible MRG

Tier 1		Tier 2		Tier 3	
Challenging Behaviour	Response Strategies (Teacher / Team)	Challenging Behaviour	Response Strategies (Leadership Team)	Challenging Behaviour	Response Strategies (Principal / AP)
<p>Poor behaviour/ Lack of self control</p> <ul style="list-style-type: none"> •Talking or distracting others •Leaving seat without permission •Eating in class 	<ul style="list-style-type: none"> •Warning •Visual cue •Reminder of rule •Teacher asks: What are you doing? What should you be doing? What are you going to do now? •Reminder that we don't have the right to interfere with other's learning •Move student to a different part of the room •Teacher detention if repeated •Name or initials on board •Use * or x to indicate repeat offences •Teacher detention 	<ul style="list-style-type: none"> •Consistently distracting others or disrupting lesson 	<ul style="list-style-type: none"> •Stage Leaders conduct interview using Responsible Thinking Form •Identify possible causes or factors •Stage Leader to observe class and discuss strategies with class teacher(s) •Assess and address learning needs •Refer to IPL •Random Positive Teacher Attention •Assessment •Work contract •Conduct card •Circle of Mentors discuss strategies 	<ul style="list-style-type: none"> •Pattern of poor behaviour that is not responding to strategies •Sabotaging of learning for others •Deliberate targeting of teachers •Assessment of learning needs or possibly psychological or mental health issue 	<ul style="list-style-type: none"> •Assessment •Parent interview •Possible MRG •Suspension
<p>Correcting other children</p>	<ul style="list-style-type: none"> •Smile and thank the child for wanting to help. •Remind them that this is the teacher's role and encourage them to focus on their job, which is to learn. 				
<p>Misuse of device</p> <ul style="list-style-type: none"> •Playing games on devices •Looking at sites or doing activities not related to class •Sending messages 	<ul style="list-style-type: none"> •Monitor (Hapara) and remove privileges 	<ul style="list-style-type: none"> •Repeated misuse •Violation of ICT Code of Conduct 	<ul style="list-style-type: none"> •Stage Leaders conduct interview using Responsible Thinking Form •Parent contact •Time without device 	<ul style="list-style-type: none"> •Cyberbullying (See also Faithful Steward) •Violation of ICT Code of Conduct involving other students or staff 	<ul style="list-style-type: none"> •Possible reporting to police
<p>Academic Misconduct</p> <ul style="list-style-type: none"> •Plagiarism •Cheating •Submitting work done by others 	<ul style="list-style-type: none"> •Feedback from teacher •Explanation of rules, standards and expectations •Penalty as per Academic Guidelines •Re-do work 	<ul style="list-style-type: none"> •Repeated misconduct •Poor attitude or lack of willingness to change 	<ul style="list-style-type: none"> •Stage Leaders conduct interview using Responsible Thinking Form •Parent contact •Re-do work 	<ul style="list-style-type: none"> Misconduct by Year 12 student •Plagiarism •Cheating •Submitting work done by others 	<ul style="list-style-type: none"> •Report to Nesa

Training in being: A Faithful Steward

Tier 1		Tier 2		Tier 3	
Challenging Behaviour	Response Strategies (Teacher / Team)	Challenging Behaviour	Response Strategies (Leadership Team)	Challenging Behaviour	Response Strategies (Principal / AP)
Misusing devices <ul style="list-style-type: none"> •Playing games on devices •Looking at sites or doing activities not related to class •Sending messages 	<ul style="list-style-type: none"> •Monitor (Hapara) and remove privileges •Remove technology for a time •Review expectations 	<ul style="list-style-type: none"> •Repeated misuse of device (wrong websites, games etc.) despite Hapara intervention •Violation of ICT Code of Conduct 	<ul style="list-style-type: none"> •Tech free period •Conduct card •Restricted access •Discuss reasons why (addiction, disobedience, distraction) •Contact parents 	<ul style="list-style-type: none"> •Cyberbullying •Evidence of addiction •Inappropriate use of technology (Photoshop images) •Unauthorised recording of others •Interfering with school network 	<ul style="list-style-type: none"> •Possible reporting to police •Parent contact / Parent interview •Suspension
Misusing equipment <ul style="list-style-type: none"> •Accidental damaging or breaking school property •Kicking football in the courtyard 	<ul style="list-style-type: none"> •Explain why we take care of property •Pay replacement cost for broken or lost equipment, books etc. •Reminder of rules and reason •Confiscate football 	<ul style="list-style-type: none"> •Deliberately breaking equipment •Wilful damage of other's property •Deliberate vandalism •Theft of items such as fan controls, chair feet etc. 	<ul style="list-style-type: none"> •Replacement or recompense •Contact parents •If pattern is emerging, then possibly Tier 3 	<ul style="list-style-type: none"> •Vandalising or theft of staff property •Damage to school property •Breakage or damage that incurs cost or disrupts learning 	<ul style="list-style-type: none"> •Possible reporting to police •Parent contact / Parent interview •Suspension
Graffiti <ul style="list-style-type: none"> •Graffiti on desk •Graffiti in books •Drawing on worksheets 	<ul style="list-style-type: none"> •Student stands or sits away from the desk for part of the lesson •Student must clean desk after class •Student is asked to do the work again 	<ul style="list-style-type: none"> •Defacing school property 	<ul style="list-style-type: none"> •Stage Leaders conduct interview using Responsible Thinking Form •Contact parent •Student to clean or fix, if possible 	<ul style="list-style-type: none"> •Graffiti referring to another community member (staff, student or parent) •Costly repairs 	<ul style="list-style-type: none"> •Parent contact / Parent interview •Suspension
Diaries <ul style="list-style-type: none"> •Defacing/Misuse of diary 	<ul style="list-style-type: none"> •Clean off, if possible •Buy replacement if diary no longer fit for purpose 				
Defacing personal property <ul style="list-style-type: none"> •Stationery items •Drawing on their body 	<ul style="list-style-type: none"> •Reminder about caring for property •Get them to erase unwanted material •Confiscate scissors •Wash off unwanted material 	<ul style="list-style-type: none"> •Repeated offences 	<ul style="list-style-type: none"> •Stage Leader interview •In school isolation •Referral to Chaplain if required 	<ul style="list-style-type: none"> •Actions involve destruction of property, bullying or vilification 	<ul style="list-style-type: none"> •Parent contact / Parent interview •Suspension
Mobile Phone Usage	<ul style="list-style-type: none"> •Warning •If repeated or student refuses to put it away, confiscate phone and hand in at reception 	<ul style="list-style-type: none"> •Using device or phone when not supposed to •Photos or filming of others without permission 	<ul style="list-style-type: none"> •Stage Leaders conduct interview using Responsible Thinking Form •Parent contact •In school isolation •Repeated offence, refer to Tier 3 	<ul style="list-style-type: none"> •Sexting 	<ul style="list-style-type: none"> •Possible Mandatory reporting •Parent contact / Parent interview •Suspension

Tier 1		Tier 2		Tier 3	
Challenging Behaviour	Response Strategies (Teacher / Team)	Challenging Behaviour	Response Strategies (Leadership Team)	Challenging Behaviour	Response Strategies (Principal / AP)
Health-related issues		<ul style="list-style-type: none"> •Substance abuse •Vaping •Alcohol •Drugs 	One-off incident: <ul style="list-style-type: none"> •Stage Leaders interview •Contact parent • In School isolation 	<ul style="list-style-type: none"> •Attempts at self harm •Talk of suicide •Suicide attempts 	<ul style="list-style-type: none"> •Contact parents •Contact ambulance •Refer for medical assistance and/or counselling

Affirming being: A Respectful Community Member

Tier 1		Tier 2		Tier 3	
Positive Behaviour	Affirming Response (Teacher / Team)	Positive Behaviour	Affirming Response (Leadership Team)	Positive Behaviour	Affirming Response (Principal / AP)
<ul style="list-style-type: none"> •Respectful and co-operative •Following directions consistently 	<ul style="list-style-type: none"> •Teacher warmly expresses appreciation 	<ul style="list-style-type: none"> •Consistently good behaviour 	<ul style="list-style-type: none"> •Recognition award presented at assembly 	<ul style="list-style-type: none"> •Modelling or encouraging positive behaviour in peer group or wider school community 	<ul style="list-style-type: none"> •Recognition through school publications or media (where permitted) •Selection for extra responsibilities
<ul style="list-style-type: none"> •Helping others who may be struggling •Helping others without prompting •Peer instruction •Contributing to learning space 	<ul style="list-style-type: none"> •Verbal praise •Telling parents •Emails home •Note in diary •Selection for extra responsibilities •Sharing with other staffs •Class Dojo 	<ul style="list-style-type: none"> •Exemplary service to others •Volunteering •Helping beyond the classroom 	<ul style="list-style-type: none"> •Recognition award presented at assembly •Record in digital student CV/ leadership profile •Celebration through school media 	<ul style="list-style-type: none"> Exceptional community spirit •helping •serving •praying •leadership 	<ul style="list-style-type: none"> •Significant external awards •Recognition through school publications or media (where permitted)
<ul style="list-style-type: none"> •Taking initiative •Help pack up / clean up •Serving others •Caring for others 	<ul style="list-style-type: none"> •Earns a table point (Jnr) •Verbal praise •Telling parents •Sharing with other staff 	<ul style="list-style-type: none"> •Self initiative in helping in class 	<ul style="list-style-type: none"> •Personal letter for student on school letterhead •Selection for extra responsibilities 	<ul style="list-style-type: none"> Exceptional community spirit •helping •serving •praying •leadership 	<ul style="list-style-type: none"> •Certificate •Record in digital student CV/ leadership profile •Significant external awards •Recognition through school publications or media (where permitted)
<ul style="list-style-type: none"> •Demonstrates leadership in the classroom 	<ul style="list-style-type: none"> •Comment and conversation •Contact parents 	<ul style="list-style-type: none"> •Consistently displays leadership •Leadership in groups and activities outside the classroom 	<ul style="list-style-type: none"> •Selection for extra responsibilities 	<ul style="list-style-type: none"> Exceptional community spirit •helping •serving •praying •leadership 	<ul style="list-style-type: none"> •Certificate •Significant external awards •Recognition through school publications or media (where permitted)
<ul style="list-style-type: none"> •Praying in class or Growth Group 	<ul style="list-style-type: none"> •Comment and conversation •Contact parents 	<ul style="list-style-type: none"> •Praying or leading at school assemblies or other functions 	<ul style="list-style-type: none"> •Personal letter for student on school letterhead •Record in digital student CV/ leadership profile 	<ul style="list-style-type: none"> Exceptional community spirit •helping •serving •praying •leadership 	<ul style="list-style-type: none"> •Certificate •Record in digital student CV/ leadership profile •Significant external awards •Recognition through school publications or media (where permitted)
<ul style="list-style-type: none"> •Exhibiting self control 	<ul style="list-style-type: none"> •Comment and conversation •Contact parents 	<ul style="list-style-type: none"> •Displaying leadership or modelling responsible behaviour 	<ul style="list-style-type: none"> •Personal letter for student on school letterhead 	<ul style="list-style-type: none"> •Significant improvement in class behaviour and attitude 	<ul style="list-style-type: none"> •Principal or Assistant Principal to contact parents

Tier 1		Tier 2		Tier 3	
Positive Behaviour	Affirming Response (Teacher / Team)	Positive Behaviour	Affirming Response (Leadership Team)	Positive Behaviour	Affirming Response (Principal / AP)
•A thankful manner	<ul style="list-style-type: none"> •Teacher warmly expresses appreciation •Contact parents 				
•Use of correct or encouraging language	<ul style="list-style-type: none"> •Comment and conversation •Contact parents 				
•Displaying Digital Citizenship through good Netiquette	<ul style="list-style-type: none"> •Comment and conversation •Record in Digital Journey 	<ul style="list-style-type: none"> •Displaying Digital Citizenship through being an Upstander or reporting unhelpful incidents or material 	<ul style="list-style-type: none"> •Personal letter for student on school letterhead •Record in digital student CV/ leadership profile •Contact parents 	<ul style="list-style-type: none"> •Reporting cyberbullying or inappropriate use of technology 	<ul style="list-style-type: none"> •Principal or Assistant Principal to contact parents
•Wearing uniform with pride	<ul style="list-style-type: none"> •Comment and conversation •Contact parents 				

Affirming being: A Responsible Learner

Tier 1		Tier 2		Tier 3	
Positive Behaviour	Affirming Response (Teacher / Team)	Positive Behaviour	Affirming Response (Leadership Team)	Positive Behaviour	Affirming Response (Principal / AP)
<ul style="list-style-type: none"> Shows initiative Begin tasks when asked Seeking help when uncertain 	<ul style="list-style-type: none"> Comment and conversation Intentional contact with parents (Phone call, email, note) 	<ul style="list-style-type: none"> Willingness to help others *Consistent contribution to positive learning environment 	<ul style="list-style-type: none"> Personal letter for student on school letterhead Affirmation certificate Selection for extra responsibilities 	<ul style="list-style-type: none"> Demonstrates responsibility for the learning of others Leads in group work Strong collaborator 	<ul style="list-style-type: none"> Recognition Certificate Record in digital student CV/ leadership profile Recognition through school publications or media (where permitted)
<ul style="list-style-type: none"> Being on task Diligence in the classroom 	<ul style="list-style-type: none"> Verbal commendation Intentional contact with parents (Phone call, email, note) Recognition through class Dojo 	<ul style="list-style-type: none"> *Consistent contribution to positive learning environment 	<ul style="list-style-type: none"> Personal letter for student on school letterhead Affirmation certificate Selection for extra responsibilities 	<ul style="list-style-type: none"> Demonstrates responsibility for the learning of others Displays leadership in group work 	<ul style="list-style-type: none"> Recognition Certificate Record in digital student CV/ leadership profile Recognition through school publications or media (where permitted)
<ul style="list-style-type: none"> Participating enthusiastically in class discussion Appropriate and constructive contributions to class discussions and activity 	<ul style="list-style-type: none"> Verbal commendation Intentional contact with parents (Phone call, email, note) 	<ul style="list-style-type: none"> Displays skill in public speaking or debating 	<ul style="list-style-type: none"> Personal letter for student on school letterhead Affirmation certificate Affirmation certificate 	<ul style="list-style-type: none"> Participates in inter-school events such as debating or mock parliament 	<ul style="list-style-type: none"> Recognition Certificate Recognition through school publications or media (where permitted)
<ul style="list-style-type: none"> Engage in learning and challenge own understanding 	<ul style="list-style-type: none"> Comment and conversation Intentional contact with parents (Phone call, email, note) 	<ul style="list-style-type: none"> Works collaboratively on extended projects 	<ul style="list-style-type: none"> Affirmation certificate Presentation of work at assembly 	<ul style="list-style-type: none"> Participates in external project, challenge or competition 	<ul style="list-style-type: none"> Recognition Certificate Record in digital student CV/ leadership profile External award Recognition through school publications or media (where permitted)
<ul style="list-style-type: none"> Working to ability Hard work and achievement Scoring well in tests 	<ul style="list-style-type: none"> A game, a choice of tasks A small reward Words of praise Intentional contact with parents (Phone call, email, note) 	<ul style="list-style-type: none"> High achievement or effort in an assessment task 	<ul style="list-style-type: none"> Affirmation certificate 	<ul style="list-style-type: none"> Exceptional achievement in an assessment or external competition 	<ul style="list-style-type: none"> Recognition Certificate
<ul style="list-style-type: none"> Completing tasks and homework diligently and effectively Finishing work in class neatly 	<ul style="list-style-type: none"> Selection for extra responsibilities Sticker (Jnr) Earns a table point Written feedback 	<ul style="list-style-type: none"> High standard of academic work maintained over a long period 	<ul style="list-style-type: none"> Affirmation certificate Record in digital student CV/ leadership profile 	<ul style="list-style-type: none"> Outstanding achievement in external competition or academic event 	<ul style="list-style-type: none"> Recognition Certificate

Tier 1		Tier 2		Tier 3	
Positive Behaviour	Affirming Response (Teacher / Team)	Positive Behaviour	Affirming Response (Leadership Team)	Positive Behaviour	Affirming Response (Principal / AP)
<ul style="list-style-type: none"> •Displaying Digital Citizenship by acknowledging sources and keeping passwords secure. 	<ul style="list-style-type: none"> •Teacher completes entry in Digital Journey. •Formal feedback in assignment marking. 	<ul style="list-style-type: none"> •Displaying Digital Citizenship by correct use of Creative Commons 	<ul style="list-style-type: none"> •Recognition through Affirmation Certificate or extended digital privileges. 	<ul style="list-style-type: none"> •Completion of Digital Journey. 	<ul style="list-style-type: none"> •Recognition Certificate or extended digital privileges and responsibilities.

Affirming being: A Faithful Steward

Tier 1		Tier 2		Tier 3	
Positive Behaviour	Affirming Response (Teacher / Team)	Positive Behaviour	Affirming Response (Leadership Team)	Positive Behaviour	Affirming Response (Principal / AP)
•Picking up rubbish	•Commendation •Intentional contact with parents (Phone call, email, note)	•Participation in school service program such as White Knights	•Recognition through school publications and social media •Record in digital student CV/ leadership profile •Selection for extra responsibilities	•Initiates service opportunities	•Significant external award •Record in digital student CV/ leadership profile
•Help pack up / clean up	•Earns a table point (Jnr) •A small reward •Words of praise	•Member of Tech team or similar service group	•Personal letter of commendation on school letterhead •Record in digital student CV/ leadership profile	•Initiates service opportunities	•Significant external award •Record in digital student CV/ leadership profile
•Help pack and away and maintain class sets of Chromebooks or iPads	•Commendation •Intentional contact with parents (Phone call, email, note)				
		•Team or ensemble success at local or regional event	•Certificate, ribbon or trophy	•Team or ensemble success at a state or higher level	•School Blue •Special Award
		•High individual performance at Rep. sporting events	•Certificate, ribbon or trophy	•Individual success at a state or higher level	•School Blue •Special Award

Appendix A – Context, Definitions & Legislation

Context:

The Wycliffe Hope School Forming Responsible Learners Policy is an integral part of pastoral care. This policy should be interpreted in relation to the full complement of Wycliffe Hope School policies. Particular attention should be given to the following:

- Safe Schools (Anti-Harassment and Discrimination; Anti-Violence; Anti-Drug; Anti-Bullying)
- Child Protection
- Staff Code of Conduct
- Student Code of Conduct

Definitions:

- **Bullying**

The following definition is the National Definition of Bullying for Australian Schools.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

- **In-School Isolation** – the student is required to attend school but is to spend a period of isolated time, as arranged by the Principal, Assistant Principal and the student’s parents, completing all of their work while removed from class and the playground. The staff member undertaking the isolation confirms their attendance on the school database.
- **Out of School Suspension** – the student is required to stay at home for a period of time as arranged by the Principal or their delegate. Schoolwork will be supplied for an Out of School Suspension. Details connected to the suspension are recorded on the school database.
- **Withdrawn-Expulsion** - the student is instructed by the Principal to no longer attend Wycliffe Hope School and that they are no longer enrolled at the school. A date of departure will be entered in the school register.
- **Exclusion** – is the act of preventing a student’s admission to another school. 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 is connected with, or from any other school. *Wycliffe Hope School does not act to exclude students.*

Legislation

1. In confirming with the requirements of the NSW Legislation, corporal punishment is not used at Wycliffe Hope School. Neither does Wycliffe Hope School authorise or endorse the implementation of corporal punishment on its behalf.

Appendix B – Process to ensure Procedural Fairness

At all points in the behaviour and discipline process the principles of procedural fairness, including the right to be heard and the right to a fair and unbiased decision will be applicable.

In order to ensure procedural fairness at the suspension and expulsion level of consequences the following procedures will be followed:

- Information will be collected, where appropriate, from other students, teachers and relevant witnesses, using non-leading questions, and with no assumption of guilt expressed on the part of the accused student;
- There will be an initial formal interview, in which all relevant information will be supplied. The student will be provided with the specific allegation/s and any other information that will be taken into account in considering the matter;
- Parents / caregivers may be invited to attend this interview, depending on the perceived gravity of the allegation. Parents may invite a support person/observer to this interview. If the student is an independent student, any processes involving 'parents' can include an appropriate support person nominated by the independent student;
- The student will be given the opportunity to respond to the allegation;
- The student will be told the process that will be followed;
- In cases where a long suspension or expulsion may be contemplated there will be a second formal interview, to which parents and/or other appropriate support personnel will be invited, to provide the opportunity for a complete and considered response to the allegations;
- The student will be told how to seek a review of any decision made in response to the allegations;
- Whenever possible the investigation will be carried out by a senior member of staff.
- If the decision is made to suspend the student, a program of home study will normally be organised for the student;
- The outcomes of formal interviews and action to be taken will be recorded in the form of written notes and placed on the student file;
- A formal letter detailing the inappropriate behaviours and what will be expected of the student in the future will be provided to the parents / caregivers and students/ independent students;
- The Principal will arrange for a resolution meeting as soon as possible in order to determine the basis of which the suspension will be resolved, including any behaviour management plan that may be considered necessary. The parent / caregiver / independent student may invite a support person or observer if desired;
- The parents / caregivers / independent students will be notified in writing of the suspension / expulsion and the reasons;
- Conduct that is extreme and results in other authorities becoming the case manager – e.g. the Police, Community Services – and may see these normal procedures become adjusted or replaced by those agencies procedural protocols.

Appeals

The student and parents / caregivers / independent student may request a review of a decision to impose a long suspension or the expulsion of a student if they consider that correct procedures have not been followed or that an unjust decision has been made.

Appeals must be made in writing stating the ground on which the appeal is being made.

The appeal must be lodged with the Principal. The outcome of the review and the reasons for the decision will be given in writing to the parents / caregivers / independent students.