



Wycliffe Christian School and Wycliffe Hope School Forming Responsible Learners

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Version History

Version	Date	Notes
1.0	2013	Initial WCS policy document
2.0	2015	Modified by school executive
3.0	July 2018	Substantial revision replacing previous versions.
4.0	July 2020	Completely new document created to reflect whole school culture and direction
4.1	Nov 2020	Further completion of affirmations
5	Jan 2021	Final Version for Whole Community Use
5.1	Mar 2021	Updates with additional pages and information based on use of the policy during Term 1
5.2	June 2022	Updates with clarification of Sentral use and the operation of Tier 2
6.0	Feb 2023	Separation of document into policy document and supporting documentation. Clarification of Tier 2 and Tier 3 processes Clarification and correction of and the suggested level of response for some behaviours
7.0	Mar 2023	Finalisation of new sections and formatting.
7.1	Oct 2023	Minor update around pastoral care needs.
7.2	Feb 2025	Updates to reflect leadership and school database changes.
8.0	Mar 2026	Updates to reflect new framework documents and changes to leadership.

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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 Christian School and Wycliffe Hope School are 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 with 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 is viewed as part of the restorative process within ongoing training and discipleship. As a community we desire students to grow in both their ability to acknowledge responsibility, and their awareness of the effects of behaviour.

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 support a student in modifying their behaviour. 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 unified response for identified behaviours. Equally, it is consistent 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, with the understanding that the reason cannot always be divulged.
8. Likewise, we look to partner with parents knowing that variation in responses to students may be justified for reasons that are subject to privacy or that students may not be mature enough to understand.
9. 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.
10. 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 – Student Code of Conduct

Every Student Has the Right To:

- Be safe and to feel secure in school
- Learn in an interesting environment
- Develop their God-given talents, interests and ambitions positively without intimidation
- Work to the best of their ability
- Be treated with respect by other students and school staff
- Be listened to.

Therefore our students will be expected to uphold:

Being a respectful community member

- 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 Christian School and 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. The aim of the Discipline Process is to restore students to the standards of behaviour 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. For each level, examples of the Community Expectations in action are provided in the Implementation Guidelines. Affirmation of behaviour that benefits life and learning in the class and school community may be reported in Compass. 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:

Minor incidents of negative behaviour but not an obvious pattern. 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 a pattern of unacceptable behaviour; and/or significant breach of Community Expectations. Students will participate in a conversation with a Pastoral Care and Learning Coordinator, Head of Student Formation, 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:

Tier 3 responses are utilised when there has been repetition or escalation of Tier 2 behaviour that remains unresolved or unmodified;

Or

There has been a serious one-off breach of Community Expectations.

While not exhaustive, the following represent potential situations of a serious breach of Community Expectations: a serious single incident of bullying, use of illicit or illegal substances, misuse of technology, WHS risk, aggressive or other serious inappropriate behaviour, including 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 choose not 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 as well as between Pastoral Care and Learning Coordinators (PCLC), Head of Student Formation (HoSF) 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 the PCLC's, HoSF 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 students 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 Forming Responsible Learners Implementation Guidelines contain 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 Forming Responsible Learners Implementation Guidelines have been provided as a potential scaffold 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 the Head of Student Formation is often an expedient option. There are certainly times, where repeated examples of negative behaviour or significant single incidents, such as those in Appendix A, warrant such a referral or the sending of the student to Reception.

Compass, the school database, plays a crucial role in facilitating communication about students. It allows teachers and Pastoral Care teams to monitor both points of affirmation and goals for training and provides an important contextual picture of a student's words and actions over an extended period of time and across multiple subjects. It is important that teachers are aware that their professional performance is not measured by the number of entries that they make in Compass. They are, therefore, encouraged to record incidents, especially if it involves repeated negative behaviour or affects the learning of the student and others. The reporting form in Compass has been designed for easy access and quick entry of the relevant information. Drop-down menus provide sufficient information, which may be supported by comments from the teacher. Such comments only need to be brief. However, the comment box will expand to accommodate further detail, if required. Sensitive material should only be included as an attachment.

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 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 or systemic challenges. 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.

There are four conditions or events which initiate a transition to Tier 2. They are:

- Repeated Tier 1 events for one teacher (who has been using suggested strategies to respond)
- Repeated Tier 1 events for different teachers grouped by a common time frame, including playground behaviour (normally within a term)
- Stand-alone events.
- Misbehaviour while on a Shaping Behaviour card.

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. As previously stated, the Compass 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 or teachers, including the playground, should be recorded in Compass. The Referral system in Compass will automatically notify the relevant Pastoral Care and Learning Coordinator and the Head of Student Formation.

If the class teacher or PCLC 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 indicate their concern via a Compass entry. This may be followed up with an email or face-to-face discussion with the Pastoral Care and Learning Coordinator or The Head of Student Formation. Together they will identify contributing factors and evaluate the behaviour and its effect on the student and community. They may negotiate and design strategies to check in with students, to understand contributing factors, to monitor and modify a student's behaviour.

The teacher (and PCLC or HoSF where appropriate) will discuss this with the student, also addressing any other factors that may be influencing the behaviour problem. To ensure a unified approach and to avoid several phone calls to one parent, in most cases the Pastoral Care and Learning Coordinator or HoSF will contact the parent to advise them of the concern and the process being followed. PCLC's, HoSF and counsellor will also undertake a weekly review of names and incidents that have appeared as Chronicle entries in Compass or any other students of concern and identify students requiring follow-up.

The class teacher will also record details on Compass. The Pastoral Care and Learning Coordinators and HoSF will complete a comment in Compass regarding any action taken or follow-up required. The Head of Student Formation will be consulted by the PCLC regarding incidents as required.

Tier 2 is also triggered when a significant incident occurs in the classroom or playground. Examples of the types of incidents are set out in Appendix A. In this instance, the teacher will send the student immediately to Reception. If the teacher deems it necessary, they may arrange for the student to be accompanied to Reception. The teacher should send a 'red' ticket, indicating the time and the teacher. When the student arrives at reception, the HoSF will be contacted to ensure the HoSF whereabouts, then the student will be sent to the HoSF's office. At their earliest convenience, the teacher should complete a Compass entry, this automatically sends a notification to both the PCLC and HoSF, this can then be added to after meeting with the HoSF and/or PCLC.

Tier 2 Response

- The student will be excluded from class for an unprescribed time, this may be just a recalibration, or it may require more time to work through.
- The student may receive a Responsible Student Thinking Form, which is provided by Reception.
- The student will be sent to the HoSF.
- The referring teacher makes a Compass entry outlining the incident.
- The HoSF will have a conversation with the student to ascertain what has taken place and work out an appropriate course of action. The emphasis will always be on how we move forward, what needs repair and what will be best for students, staff and the community - in other words a restorative approach will be pursued. The Pastoral Care and Learning Co-ordinator and teacher involved will be informed and consulted. In some cases, the counsellor will also be consulted along with the Learning Enhancement Leader.
- If required, the PCLC or HoSF will provide the student(s) with a Shaping Behaviour Card. See a further description of this card below.
- The PCLC or HoSF will contact the parents regarding the incident or pattern of behaviour where appropriate.
- Appropriate accountability will be set up in the restorative process to ensure that any actions are followed through.

Role of Pastoral Care and Learning Coordinators

- Proactive teacher support within Tier 1.
- Triage of Tier 1 incident(s) to determine if a pattern of poor student choices is forming.
- Monitoring of Shaping Responsible Learners card.
- Supporting restoration of right relationship after resolution of Tier 2.
- Promote proactive positive community engagement.

Tier 2 – In Practice

This section contains some strategies that may be used by the Pastoral Care and Learning Coordinator and teachers to develop responses that will help to guide student behaviour, assist students to take responsibility, develop positive learning habits and restore relationships with other community members.

The HoSF or in some cases PCLC 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 HoSF or PCLC will discuss the incident and the student's responses with the class teacher(s). The planned response is designed to restore a student's behaviour to standards agreed to upon enrolment and affirmed each year. The development of an individual response 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. In many cases this may not be immediately, it is most likely to come after the HoSF or PCLC has had an initial conversation. 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, through Compass. This will include a referral to the appropriate Pastoral Care and Learning Coordinator or Head of Student Formation.
- The PCLC will send an email to the teacher acknowledging receipt of any referral made via the Compass.
- The teacher will be invited to participate in discussion with a Pastoral Care and Learning Coordinator or HoSF 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.
- The Pastoral Care and Learning Coordinator or HoSF will advise the referring teacher of the response or, if appropriate, consequence and subsequent plan for shaping or monitoring the student's behaviour.

Shaping Behaviour Cards

- Students are placed on a Shaping Behaviour Card for repeated misbehaviour or a significant incident.
- 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.
- It is important that teachers don't just wait until the end of the period and then hand the student a "grey" rating. 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.
- Students for whom the Shaping Behaviour Card does not prove an effective tool, will be moved to a Tier 3 status and referred to the Head of Student Formation or Principal, who will conduct an interview with the student and their parents and a conference with the student's teachers to identify cognitive, behavioural, social or environmental triggers or causes and determine alternative responses and strategies that may be implemented. This will include a face-to-face interview with parents or carers.

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 Pastoral Care and Learning Coordinator or HoSF.
- The student recognises the individual(s) with whom relationship needs to be restored. This may also require guidance from the teacher and Pastoral Care and Learning Coordinator.
- 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 Pastoral Care and Learning Coordinators, Head of Student Formation, School Counsellor, 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, Pastoral Care team, Head of Student Formation, Principal, Learning Enhancement, School Counsellor, School Chaplain other members of staff and parents/carers.

Elements of Case Management

Identify

- Core team members (e.g., PCLC or HoSF, School Counsellor) monitor student groups 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., Compass'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)
- Adjust strategies as needed

Tier 3 – In Practice

A significant incident, see Appendix B, or continued disregard of the Community Expectations may jeopardise a student's enrolment at the school.

A student's decision to continue behaviour for which a Shaping Behaviour Card or other Tier 2 response has been initiated, which ends in a return to Tier 2 will result in a Tier 3 response of a period of in-school isolation and/or an out-of-school suspension for up to a week.

A parent/carer interview, with the student in attendance, will be conducted (See Appendix D). A formal letter will be provided, setting out the expectations of the student upon return and a plan for restoration. Upon return to school there will be clear behavioural requirements to be met. A Shaping Behaviour card may be used to monitor these requirements.

If a student moves back to Tier 2, for a third time, then a further two-week suspension event will be imposed which will be followed by an interview to review the student's enrolment. The suspension may be extended, or a probationary enrolment may be agreed to with the family.

Two suspension events within a calendar year will lead to a review of enrolment and the potential for expulsion from the school. If the principal deems appropriate, a significant individual event may also, at the school's discretion, lead to the student's expulsion. The Board, through the Chair, will be advised of any termination of enrolment.

Appendix A – Significant Tier 2 Incidents

These are examples of the type of incidents that may raise an immediate Tier 2 response. (This is not exhaustive list).

Disrespect	•Repeated incidents of disrespect over multiple lessons in the same week •A single incident of deliberate bullying, confrontation, intimidation, abuse, racial or sexual vilification •Throwing an item at a teacher or another student
Disruption	•Refusal to work or follow instructions in a manner that prevents the teacher from teaching or severely impacts the learning of others
Sexual Harassment	•Staring or leering in a sexual manner; unnecessary familiarity •Inappropriate differential treatment of people based on gender •Displaying or circulating sexual material, for example on a noticeboard or electronically •Intrusive questions about sexual activity
Aggressive Behaviour	•Verbal aggression •Deliberately hitting/ kicking/ hurting others •Any degree of physical intimidation of staff member or student
Touching other people's belongings	•Stealing
Vandalism	•Deliberately breaking equipment or damaging the property of others •Deliberate vandalism •Defacing school property
Misuse of device	•Violation of ICT Code of Conduct •Using device or phone when not supposed to •Photographing or filming others without permission
Academic Misconduct	•Misconduct by Year 12 student •Plagiarism •Cheating in assessment tasks •Submitting work done by others

Appendix B – Significant Tier 3 Incidents

These are examples of the type of incidents that may raise an immediate Tier 3 response (this is not exhaustive list).

Disrespect	•Verbally abusing teacher or swearing at teacher •Verbal baiting • Aggressive behaviour or physical/oral/written abuse by parents (of staff or student) •Racial vilification, including online posts •Bullying •Cyberbullying •Slander or defamation •Causing significant emotional distress
Disruption	•Disruption at a level that deliberately or constantly undermines teacher authority
Sexual Harassment	•Direct propositioning or subtle pressure for sexual favours •Sexual or physical contact, such as slapping, kissing touching, hugging or massaging •Jokes, intrusive questioning, comments, message or telephone call of a sexual nature •Repeated sexual invitations when the person has refused similar invitations before •Initiation ceremonies involving sexually related behaviour. •Sexual assault (also a crime under the Crimes Act)
Aggressive Behaviour	•Fighting or physical aggression resulting in injury or involving multiple participants •Victimisation of person who: ·Has made, or intends to make, a complaint ·Acts as, or intends to act as, a witness ·Supports, or intends to support, a victim
Touching other people's belongings	•Major theft or damage of school or student property •Theft of staff property
Vandalism	•Major damage to or destruction of school or student property •Breakage or damage that incurs significant cost or disrupts learning •Vandalising of staff property •Graffiti referring to another community member (staff, student or parent)
Misuse of device	•Violation of ICT Code of Conduct involving other students or staff •Sexting •Evidence of addiction •Inappropriate use of technology (e.g. Photoshopping images of students or staff) •Unauthorised recording of others •Interfering with school network
Health-related issues	•Substance abuse or distribution of illicit substances: vaping, alcohol or drugs

Appendix C – Context, Definitions & Legislation

Context:

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

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

Definitions:

- **PCLC – Pastoral Care and Learning Coordinators**

The following members of the Leadership Team are assigned the role of PCLC for the following learning cohorts.

- | | |
|-----------------|------------------|
| ○ Early Stage 1 | Bethany Chapman |
| ○ Stage 1 | Kelly Bamford |
| ○ Stage 2 | Samantha Dawkins |
| ○ Stage 3 | Judith Dillen |
| ○ Stage 4 | Melinda Chambers |
| ○ Stage 5 | Poppy Gee |
| ○ Stage 6 | Joshua McPhee |
| ○ Hope School | Fiona Toulmin |

- **Bullying** – The following 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.*

- **Bullying – NSW Anti-Bullying Framework**

- This is implemented through this policy document.
- Refer to Appendix E for a summary of the NSW government framework.

- **In-School Isolation** – the student is required to attend school but is to spend a period of isolated time, as arranged by the Principal, Head of Student Formation and the student's parents, completing all of their work while removed from class and the playground. The staff member implementing the isolation confirms their attendance on the school database.

- **In-School Suspension** – the student is required to attend school but is to spend a period of time, as arranged by the Principal, Head of Student Formation and the student's parents, completing all of their work while removed from class and the playground. The staff member implementing the suspension confirms their attendance on the school database. An in-school suspension is the equivalent of an out of school suspension but is completed at school where a parent or carer is unable to supervise the student at home.

- **Out of School Suspension** – the student is required to stay at home for a period of time as arranged by the Principal, Head of Student Formation or their delegate. Schoolwork will be supplied for an Out of School Suspension. Details connected to the suspension are recorded on the school database. Unlike an in-school isolation, a suspension, whether completed at home or at school, is considered a preliminary step to the possibility of a student's expulsion.
- **Withdrawn-Expulsion** - the student is instructed by the Principal to no longer attend Wycliffe Christian School or 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 Christian School and Wycliffe Hope School do not act to exclude students.*

Legislation

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

Appendix D – 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

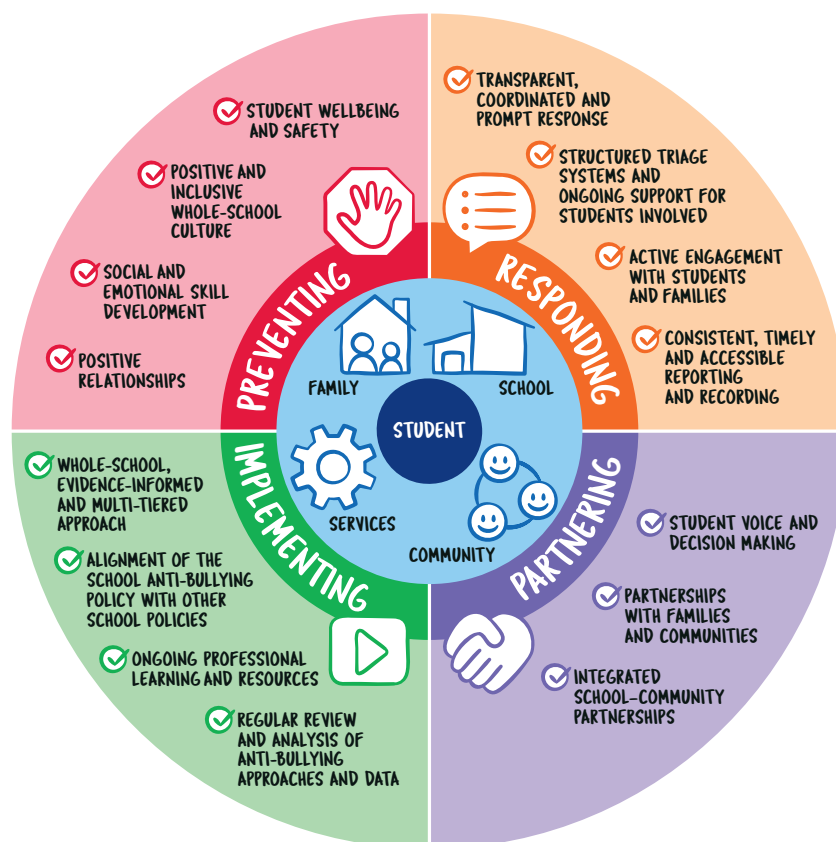
The student and parents / caregivers / independent student may request a review of a decision to impose a long suspension or the expulsion of a student if they consider that correct procedures have not been followed or that an unjust decision has been made.

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.

Appendix E – NSW Anti-Bullying Framework

NSW Anti-Bullying Framework



Preventing

Building a whole-school culture promoting positive relationships, inclusion, safety and kindness, creates school environments where every student feels valued, connected, and supported. When these values and social and emotional skills are consistently modelled and reinforced across the school, the school community is more likely to treat each other with respect, resolve conflicts peacefully, and contribute to an environment where bullying is less likely to occur or persist.



Responding

Responding effectively and reducing harm from bullying demands a whole-school approach where every incident is consistently reported, recorded and responded to with urgency and care. When school staff effectively manage bullying incidents and support students who experience bullying in a coordinated and timely way, it builds trust, ensures accountability, and helps prevent further harm.



Partnering

Active partnerships with the school sector, within the school and with families and community services that build a strong network of support around students, are essential to reducing the harm caused by bullying. When the education sector and whole-school community work together in a coordinated and caring way, students feel safer, more connected, and confident that bullying will be taken seriously and addressed effectively.



Implementing

Effective implementation of whole-school, evidence-informed multi-tiered systems of support provides a coordinated, consistent approach to preventing and responding to bullying across all levels of the school community. When supported by aligned policies, ongoing teacher professional learning, and regular monitoring, these systems create safer environments where student wellbeing is actively protected, and harm is significantly reduced.

Bullying behaviour is typically:

- ongoing and deliberate
- a misuse of power in relationships
- repeated covert/overt verbal, physical and/or social
- online and/or offline
- individual or group-based
- intended to cause physical, social and/or psychological harm
- difficult for the target to stop it from happening to them
- a violation of the right to dignity, safety, and education.