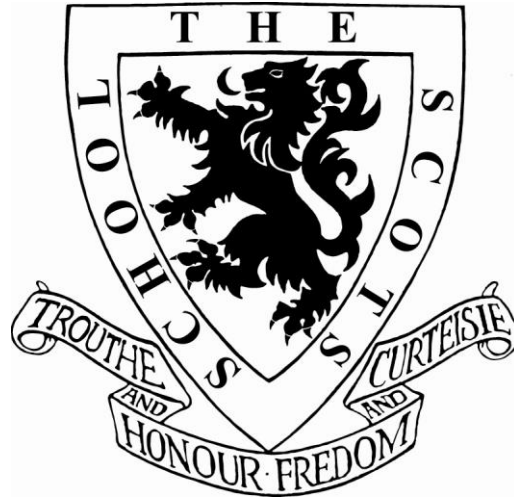


The Scots School



**STUDENT BEHAVIOUR  
AND DISCIPLINE  
POLICY**

**2016**

# STUDENT BEHAVIOUR AND DISCIPLINE POLICY

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## Introduction

At The Scots School Bathurst, our focus is on the student and learning. We believe that every student has a right to feel safe and secure in their learning environment, be encouraged to take risks in their learning and celebrate shared and individual accomplishment of goals. The Scots School promotes such an environment where building self-esteem, resilience and promoting individual dignity are valued.

We believe that this is only possible in an inclusive environment free from disruption, intimidation, harassment, discrimination and victimisation and when collaboration around these aims is encouraged between staff, parents/carers and students.

'The Scots School Behaviour and Discipline Policy' is a document which outlines the School's strategy in dealing with behavioural problems. These strategies are based on universally accepted principles from sound educational research.

## Philosophy: "Trouthe, Honour, Freedom, Curteisie"

The school motto is part of Geoffrey Chaucer's description of the knight in the General Prologue to the Canterbury Tales which was written at the end of the 14<sup>th</sup> Century. The School has preserved the Old English spelling of the words.

Chaucer's Knight was the epitome of the code of behaviour expected of the estate of knighthood in medieval times. Knights were not only to become champions of the Church but also protectors of the weak and exemplars of moral virtue.

At The Scots School, we encourage all students, both male and female, to aspire to these ideals in every part of their lives and thus to build a community which is strong and supportive and honouring of God.

**TROUTHE** – Being Truthful, being true to one's word and seeking truth in everything.

**HONOUR** – Giving honour to God and to others and living an honourable life.

**FREEDOM** – Generosity of spirit and generosity of possessions.

**CURTEISIE** – Showing courtesy and consideration for others, putting others before self.

## **Purpose**

The purpose of the policy is to establish the principles and a framework for behaviour management at The Scots School so as to enable effective teaching and learning and to maintain a safe and secure school environment for students and for staff.

## **Scope**

These procedures apply to the welfare and discipline of students at The Scots School, whilst at school, on the way to and from school, at school excursions or school endorsed activities, or where they are in a position of representing the school either by activity or uniform.

## **Responsibilities**

The Scots School Behaviour and Discipline Policy is grounded in the philosophy of community. Within any community exists certain rights and responsibilities of individuals and groups. It is the partnership of all groups within the community to uphold its obligations that ensure all parties are able to feel safe and secure in their learning environment, be encouraged to take risks in their learning and celebrate shared and individual accomplishment of goals.

### **Student Expectations:**

- Be respectful of all members of our community. Speaking politely to both adults and peers and seeking to assist whenever possible.
- Wear The Scots School uniform with pride.
- Be punctual to all Classes, Roll Calls, Assemblies and Chapel Services.
- Attend compulsory activities including Parent Weekend Chapel Services once a term and Speech Day.
- Follow the conditions of the Discipline Policy and understand that there are consequences for disregarding them.
- Adhere to the 'Anti-Bullying Policy'.
- Adhere to any behaviour contract in place.

### **Staff Expectations:**

- Promote Christian values and characteristics within the Presbyterian Traditions of the school.
- Provide for safe, encouraging and academically challenging classroom environments where students feel free to express ideas and take positive risks with their education.
- Create well defined boundaries and maintain objectivity when dealing with discipline matters, being consistent and fair with discipline in the classroom.
- Consistently follow the procedures of the Behaviour and Discipline Policy including The School Diary System (including the issuing of 'Demerit Points', 'Merit Points', 'Unsigned Preps' and the Student Behaviour Referral System.
- Listen to students; building positive relationships with students helps when managing difficult situations.

- Communicate effectively and regularly with parents through the School Diary, Student Reports, Affirmative Phone Calls and Parent/Teacher Interviews.
- Communicate effectively and regularly with School Administration through school email, phone and personal communications.

**Parent Expectations:**

- Work in partnership with their children and staff when dealing with welfare and discipline matters.
- Communicate effectively and regularly with staff in a timely manner when issues arise.
- Provide and ensure that children are in correct uniform at all times.
- Support 'The Scots School Behaviour and Discipline Policy' and reinforce the elements of the policy with their children.

**Executive Expectations:**

- Manage and lead welfare and discipline processes of the school.
- Provide training and guidance to staff in adhering to Behaviour and Discipline Policy and practices
- Maintain policy documents, ensuring that policy documents are monitored and evaluated for revision at least every three years.
- Support staff in the effective management of difficult students and situations.
- Provide timely feedback to staff in relation to welfare and discipline decisions and processes for individual students, where appropriate.
- Promote a range of pastoral welfare programs throughout the school with the aim of reducing disharmony amongst the student body.
- Support students and parents through the welfare and discipline process, including support through the suspension and readmission interview process.

**Head of School Expectations:**

- Develop, implement, monitor and evaluate all policy documents. Review of policy documents must take place at least every three years.
- Ensure that staff have input into the development of all policies and their evaluation through a consultation process.
- Ensure that a copy of the policy is made available to new students and their parents/carers and to new staff. Copies of the policy must be made available to all staff, students, and parents/carers when a review results in alterations.
- Enable staff development with regard to the requirements of the policy and its implementation.

# Student Behaviour Management – Procedures

## School Diary System

The Scots School Student Diary is an integral tool for the management of students' day to day school life, as well as providing a means of regular communication between parents and class tutors. It is also an important student management tool that monitors the behaviour and academic progress of each student.

Students are required to have their Diary with them in all classes. Students may only make notes in the Homework sections of their diaries.

Students who do not have their diary (lost, at home, etc) are required to obtain a temporary diary from the Director of Student Welfare. Temporary diaries are also returned to the Director of Student Welfare, who will copy any necessary entries into the student's diary. Failing to return a temporary diary will result in the issuing of a detention.

### School Diary Merit System – Positive School Discipline

Merit points are written in a student's diary by the classroom teacher for work or behaviour that exceeds the teacher's expectations.

*e.g. 25/02/15 1 Excellent behaviour in class. tvg*

The merit system operates under the following conditions:

- Students may receive "Merit Points" for good work in class or for some other matter worthy of praise. Merit Points are recorded by the teacher in the Student Diary.
- Merit Points recorded each week in the Student Diary are tallied by the student's Tutor as part of the first Tutor Group period of the week.
- A student who in any school week received no Demerit Points or other penalties will also receive a Merit Point – this point is applied by the Director of Student Welfare as part of the weekly Diary administration procedure.
- At the end of each semester, any student who has attained an average of one Merit Point per week of the semester, with no more than half of that number of demerits/unsigned preps for the semester is acknowledged by way of a morning tea with the Headmaster.
- At the end of each year, any student who has maintained a Flawless Diary Record (i.e. only Merit Points – no demerits/unsigned preps) will receive a special Merit Award at the End of Year Assembly.

### School Diary Demerit System – Negative School Discipline

Demerit Points are written in a student's diary by the classroom teacher for minor behavioural incidents.

*e.g. 25/02/15 1 disruptive in class. tvg*

The demerit system operates under the following conditions:

- Students may receive a Demerit Point in their Student Diary if they regularly fail to meet teacher expectations of behaviour, academic work or appearance. Demerit Points are recorded by the teacher in the Student Diary.
- Demerit Points recorded each week in the Student Diary are tallied by the student's Tutor as part of the first Tutor Group period of the week.
- Students who receive 4 or more Demerit Points in any week will receive a further penalty, which usually takes the form of a detention.
- Where students receive multiple Demerit Points in the same class, the classroom teacher should refer the student to their Head of Department.
- The Head of Department may refer the student to their Stage Coordinator or Director of Student Welfare using the 'Student Behaviour Referral System'.

### **School Diary Unsigned Prep System – Homework Discipline**

If a student fails to complete set homework, classroom teachers are to document this in the student's diary.

*e.g. 25/02/15 Maths prep Ex 12.04 q1 p178*

The unsigned prep system operates under the following conditions:

- The student must complete the set homework and present this to their teacher.
- A student who does not complete assigned homework ("prep") will have this noted in their Student Diary by the class teacher. This constitutes an 'Unsigned Prep'.
- The student has the opportunity to complete the work and have the omission "signed off" by the class teacher prior to the first Tutor Group period of each week.
- Prep notes remaining unsigned each week in the Student Diary are tallied by the student's Tutor as part of the Tutor Group.
- Any student who has one or more Unsigned Preps recorded during the Tutor Group is to report to the designated lunchtime detention room at 1.20pm each lunchtime until the omitted work is completed and signed off by the classroom teacher. Students who fail to attend a lunchtime detention (without a valid reason) may be referred for further consequences, including a Friday afternoon detention.
- If any work is not signed off by the end of Friday lunchtime, the student will complete a Friday afternoon detention that day.
- A master list of unsigned prep detentions will be maintained digitally by the Director of Student Welfare.

### **The School Diary System – Administration**

The system of rewards and penalties recorded in Student Diaries is administered through the first Tutor Group period of the week and is co-ordinated by the Director of Student Welfare.

- Tutors will receive a 'pink' copy of their tutor roll for recording the number of merits, demerits and homework ("prep") – as written in each Student Diary for the preceding week.
- Tutors should return their pink tutor sheet to The Director of Student Welfare after the Tutor Group period.

- The Director of Student Welfare is responsible for maintaining an accumulated tally of Merit Points, Demerit Points and Unsigned Preps for each student during the semester. The Director of Student Welfare is also responsible for assigning penalties, as set out in the preceding sections.
- Students must be present and punctual to Tutor Groups to allow for the checking of diaries.
- If a tutor is absent from school the Tutor Group day he/she should include this as an R1 so that a substitute Tutor can be allocated to check the diaries.
- Students absent from school will have their diaries checked by The Director of Student Welfare upon their return to school.



## **Student Behaviour Referral System**

Classroom teachers have a responsibility to manage student behaviour, initially by providing a challenging, engaging classroom environment and subsequently, where necessary, by employing a range of strategies that they have gained in their experience as professional educators.

The preferred means of dealing with classroom misbehaviour is within the classroom by the classroom teacher. Therefore Classroom teachers may wish to detain students in order to complete tasks or deal with misbehaviour.

Similarly, the preferred means of dealing with out of classroom misbehaviour (for example – playground misbehaviour, misbehaviour at sport training or matches, misbehaviour while waiting for buses) is at the time of the misbehaviour by the supervising teacher.

However, in some instances of student misbehaviour, it is appropriate for the matter to be referred to other staff members who have special responsibilities for student welfare and behaviour. Once a referral is made, the responsibilities for the management of the behaviour, as well as any consequences for the behaviour, pass from the teacher to the relevant member(s) of the welfare team.

The 'Student Behaviour Referral' pro forma is a hard copy instrument that provides a consistent manner for managing and referring student misbehaviour. The pro forma is double sided – one side is used for referring incidents that take place in the classroom; the other side is used for referring incidents that take place out of class.

The pro forma becomes the primary documentary record for the referred incident. Subsequent documents (statements, interview notes, reports, etc) are attached to the referral pro forma for record keeping.

Classroom incident referrals are first passed on to the relevant Head of Department for action, and subsequently to the relevant Stage Co-ordinator. Out of class incidents are passed on directly to the relevant Stage Co-ordinator(s).

Categories of student misbehaviour that may result in referral include:

### **Minor Breaches**

A 'minor breach' is an isolated incident with short term low level consequences.

- Within the classroom, minor breaches could be managed by repositioning the student within the classroom, or by the use of an initial warning followed by a Demerit Point in the student diary.
- Outside the classroom, for example on playground duty, minor breaches could be managed by imposing a minor sanction on the student – for example, asking the student to pick up papers, to clean up a specified area or by confining the student to a particular area for a short, specified period.
- If the misbehaviour continues, a referral using the 'Student Behaviour Referral' pro forma would be appropriate.

### **More Serious Breaches**

A 'more serious breach' is either a repeated incident or isolated incident having the potential for harmful and /or long term consequences

- The preferred means of dealing with classroom behaviour is within the classroom by the classroom teacher. Therefore classroom teachers may wish to detain students in order to complete tasks or deal with misbehaviour.
- These breaches could be dealt with through the student diary as well as liaising with the Head of Department. A referral using the 'Student Behaviour Referral' pro forma may also be appropriate.

### **Serious Breaches**

A 'serious breach' is either a repeated incident or isolated incident with the potential of having consequences for the safety of others, school reputation or learning environment with harmful or long term effects.

- This level of offence should be dealt with in a timely manner through (i) referral using the 'Student Behaviour Referral' pro forma **and**, (ii) direct liaison with the Stage Coordinator, Director of Student Welfare or Deputy Head, **and** (iii) referral to the Headmaster for a decision regarding consequences.

### **Extreme Breaches**

An 'extreme breach' is either a repeated incident or isolated incident with definite consequences for the safety of others, school reputation or learning environment with harmful and/or long term consequences.

- These offences should be immediately reported directly to the Director of Student Welfare and/or the Deputy Head.
- These incidents must also be documented using the 'Student Behaviour Referral' pro forma.
- These offences would normally be referred to the Headmaster for a decision regarding suspension or to consider the student's placement at the School.

### **Bullying**

- Any incident which may be part of the bullying of other students should be immediately brought to the attention of the relevant Stage Co-ordinator, the Director of Student Welfare and/or the Deputy Head.
- These incidents must also be documented using the 'Student Behaviour Referral' pro forma.

Please refer to 'The Scots School Anti-Bullying Policy' for a more detailed description of the Policies and Procedures in relation to bullying.

## **Steps in the Management of Inappropriate or Challenging Behaviour**

Once a student referral for inappropriate or challenging behaviour has been reported to a Stage Co-ordinator, the Director of Student Welfare and/or Deputy Head there is a series of processes or phases. It is through these processes that the school hopes to manage the situation to ensure that there are positive outcomes for all parties involved; including the student who is subject to the allegations, other students of the school, parents and staff. The Scots School disciplinary procedures are based on principles of procedural fairness (see 'Statement of Procedural Fairness' p.16)

### **Referral Phase (including investigation if necessary)**

The first responsibility for staff is to ensure that the incident is accurately and timely referred through the 'Student Behaviour Referral System'. For minor and more serious breaches, the referral process includes the teacher ensuring that the student being referred has signed the referral. This is an important procedure, as it ensures that the student is aware that the referral has been made. A sequence of interviews relating to the incident can then occur. In cases of classroom incidents, this firstly involves the relevant Head of Department, and then the Stage Co-ordinator where necessary. In cases of out of class incidents, interviews are conducted directly by the relevant Stage Co-ordinator(s).

Staff investigating incidents have a responsibility and reserve a right to search bags and lockers and access laptops/other storage devices if they suspect that inappropriate material may be stored there.

Depending on the type of behaviour breach, the Stage Co-ordinator, Director of Student Welfare and/or Deputy Head may then interview the student(s) subject of the incident as well as any witnesses. It is during this phase that facts are collected. A more detailed report may be constructed.

### **Management Phase**

Once the referral/investigation phase is completed the Stage Co-ordinator, Director of Student Welfare or Deputy Head may (i) refer the matter to the Health Centre to enable professional counselling to be offered as an option for parents/carers; (ii) refer the matter to outside agencies if appropriate; (iii) liaise with the student's parents/ carers to inform them of the incident; (iv) offer an alternative dispute resolution process; and/or (v) refer the matter for discussion at the Welfare Committee Meeting.

Behaviour management of boarding students for Day School matters needs to be considered in conjunction with possible Boarding House behaviour issues. Liaison between Director of Student Welfare, Director of Boarding, Deputy Head and Headmaster is very important to allow this aggregation. One of the functions of the weekly Welfare Committee Meeting is as a forum to discuss students of concern.

In the case of repeated incidents or more extreme incidents, suspension will be considered by the Headmaster and communicated to the student involved in the incident as well as his/her parents/carers.

## **Decision Phase**

Final outcomes for the student involved in the incident are decided upon during a weekly Student Behaviour Referral Meeting (SBR) Meeting. This meeting takes place each Wednesday, and involves the Director of Student Welfare and at least one other Stage Co-ordinator.

Any referrals from since the previous meeting are passed on to the Director of Student Welfare by Stage Co-ordinators. Each case is considered, and consequences applied. While consistency in consequences is obviously important, each referral must be considered individually, taking into account circumstances surrounding the referral, past student history and individual student circumstances (for example, family circumstances that may be impacting on student behaviour).

Results of Student Diary check tallies are also processed at each SBR Meeting.

The 'Delta Link Administration System' is a database tool for School Behaviour and Discipline. It provides a means of filing information relating to student behaviour referrals for summary and future reference. Details of each referral are entered into the database during the meeting, including an SBR Meeting reference number, outline of the incident and consequences applied. For example,

*SBRM 17/2.3 Truancy from Science class 13/2 period 3 Level 2 + Friday Detention*

Reports from the 'Delta Link Administration System' are automatically produced and sent via email on a daily basis to the Stage Coordinators, Director of Student Welfare, the Deputy Head and the Headmaster. The report provides a summary of the referrals considered by the meeting.

After each meeting the Director of Student Welfare distributes this summary list by email to teachers.

After each meeting the Director of Student Welfare scans all referrals and supplementary documents. These scans, along with the meeting summary list, are stored digitally by the Director of Student Welfare, in a designated SBR Folder. Digital copies of the meeting summary list and the scanned referrals and supplementary documents are distributed by the Director of Student Welfare to Stage Co-ordinators, the Director of Boarding, the Deputy Head and the Headmaster. Hard copies of all referrals and supplementary documents are securely stored in the office of the Director of Student Welfare.

## **Consequence Phase**

The Scots School does not use corporal punishment nor does it allow outside agencies or people to use it on behalf of the school.

Consequences may include but are not limited to:

- **Lunchtime Detention:** during the second half of lunchtime from 1.20pm to 1.40pm, supervised by the Director of Student Welfare (or other member of the School Welfare Committee). Detentions served are appropriately stamped into the Student Diary. Students who fail to attend a lunchtime detention (without a valid reason) may be given a Friday afternoon detention.

- **Friday Afternoon Detention:** after school from 3.30pm to 4.45pm, supervised by the Director of Student Welfare (or other member of the School Welfare Committee). Detentions served are appropriately stamped into the Student Diary. Students who fail to attend a Friday afternoon detention (without a valid reason) may be given an additional Friday afternoon detention, an extended Friday afternoon detention or a Saturday morning detention. Parents are informed via email prior to the detention.
- **Extended Friday Afternoon Detention:** after school from 3.30pm to 5.30pm, supervised by the Director of Student Welfare (or other member of the School Welfare Committee). Detentions served are appropriately stamped into the Student Diary. Parents are informed via email prior to the detention.
- **Saturday Morning Detention:** from 8.30am to 11.30am, supervised by the Director of Student Welfare (or other member of the School Welfare Committee). Detentions served are appropriately stamped into the Student Diary. Parents are informed via email prior to the detention.
- **In-School Suspension:** The student is withdrawn from classes for a period of time and will complete a program of work under supervision within the school grounds.
- **Student Contract:** The student enters a binding contract with the school for a specified period of time. The contract outlines a standard of behaviour that must be maintained during the contract period.
- **External Suspension:** The student is withdrawn from classes and sent home for a period of time. The student and (where possible) his/her parents will then be required to attend a readmission interview with the Headmaster or his nominated Senior Staff Member (Deputy Head, Director of Student Welfare or Stage Coordinator).
- **Suspension Pending Expulsion:** The student is suspended for an indefinite period of time to enable the Headmaster to consider their enrolment at the School.
- **Expulsion:** The permanent removal of a person's place in the school.

A master list of consequences applied will be maintained digitally by the Director of Student Welfare.

A behaviour referral may also result in a change in the student's behaviour level (see next section).

### **Reflection Phase**

It is during this phase that any student(s) who was subject to a suspension will undertake a readmission interview. Present at the interview will be the Headmaster and/or other Senior Staff or the Headmaster's representative from the Senior Staff as well as the student(s) concerned and their parents/carers.

The aim of the interview will be to provide an opportunity to discuss the behaviour management process with the parties concerned as well as an opportunity to assess the readiness for the student(s) to return from the period of suspension.

## **Student Behaviour Level System**

The Student Behaviour Level System serves a range of functions. It is used to monitor and manage student behaviour in a consistent manner. It provides a basis and frame work for communication between the school, the student and the student's family. It also provides a record of student behaviour, including positive and negative changes in behaviour.

There are six levels: Level 0, 1, 2, 3, 4 and 5. All students commence on Level 0 when they come to the School. Most students will stay on Level 0 during their time at the School, because they will co-operate with their teachers and other students.

Those returning students who have finished the previous year on Level 3 or above, return on the same Level. All other returning students will be placed on Level 0 at the beginning of the school year.

The SBR Meeting (in consultation with other Executive Staff if appropriate) will decide which students should be placed on higher Levels. Changes in student behaviour Levels are appropriately stamped into the Student Diary.

A master list of changes in Levels will be maintained digitally by the Director of Student Welfare.

### **Student Diary Checks and Changes in Behaviour Levels**

Students on Levels 0, 1 or 2 will have their behaviour Level increased by one for the following:

- 6 or more Demerit Points in one week;
- consecutive weeks with 4 or more Demerit Points;
- three weeks during a single term (or similar period across terms) with 4 or more Demerit Points and/or Unsigned Preps.

Students on Levels 3, 4 or 5 with any of the above will remain on that level for an additional week before any consideration of a Level decrease can occur.

Students will have their behaviour Level decreased by one for the following:

- two consecutive weeks with no Demerit Points;
- four consecutive weeks without any detention;
- other points of merit as determined by the Student Welfare Committee.

### **Student Diary Checks, Levels and Detentions**

Students on Levels 0 or 1 who receive 4 or 5 Demerit Points in one week will serve a lunchtime detention

Students on Levels 2, 3, 4 or 5 who receive 4 or 5 Demerits Points in one week will serve a Friday afternoon detention.

# Statement of Procedural Fairness

## Introduction

We recognise that the strength of independent schools is the ability to maintain discipline and to deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

The NSW Government has accepted the recommendations of Part 1 of the Review of Non-Government Schools (Grimshaw Review) which include requiring schools to develop policies relating to discipline that includes suspension, expulsion and alternatives to corporal punishment (which must be precluded). This must include procedural fairness in all disciplinary actions. The Board of Studies in its Registered and Accredited Individual Non-Government Schools (NSW) Manual ('the Manual') interprets the definition of "procedural fairness" within three policies to include a right of review of the decision made in response to the allegations.

To be registered, it is a requirement of The Scots School to have disciplinary procedures that are based on principles of procedural fairness.

The following is an extract from the Manual:

*"Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.*

*The 'hearing rule' includes the right of the person against whom an allegation has been made to:*

- *know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;*
- *know the process by which the matter will be considered;*
- *respond to the allegations; and*
- *know how to seek a review of the decision made in response to the allegations.*

*The 'right to an unbiased decision' includes the right to:*

- *impartiality in an investigation and decision making; and*
- *an absence of bias by a decision-maker.*

*The review mechanism adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest."*

For further details, see the Manual.

The Scots School subscribes to this outline of procedural fairness. We hold the view that the right of review or appeal depends on the circumstances of each individual case, but in general we would wish to limit this to situations where suspension or expulsion could be the outcome and determine the way the appeal process is conducted.

## General Policies

1. Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.
5. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:
  - informed of the alleged infringement;
  - informed as to who will make the decision on the penalty;
  - informed of the procedures to be followed which will include an opportunity to have a member of staff present as a support person when responding to the allegations;
  - informed that their parents/guardians will be told of the allegation by the Headmaster or their Senior Staff representative (Deputy Head, Director of Student Welfare or Stage Coordinator);
  - afforded a right of review or appeal.
6. The review process in place in The Scots School to satisfy the legal requirements is as follows:

The Headmaster will reach a decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view.

The student (and parent/s) will be advised that if they wish to appeal this decision they may make application for a review to the Headmaster and submit any information they want to be considered during the review process:

- For decisions resulting in short term suspensions, appeal submissions must be made within 24 hours;
- For decisions resulting in loss of office (e.g. loss of position as a School Prefect), appeal submissions must be made within 72 hours;
- For decisions resulting in long term suspensions or suspensions pending expulsion, appeal submissions must be made within 5 days.

If an appeal submission is made, the Headmaster will either confirm the original decision or amend the original decision based on the additional information provided.



# Appendices

## Appendix I - Related Policies

The Scots School Anti-Bullying Policy 2016  
The Scots School Attendance Policy 2016

## Appendix II - Definitions

**Bullying:** Bullying is defined as “repeated intimidation, over time, of a physical, verbal or psychological (including indirect and relational bullying) nature of a less powerful person by a more powerful person or group of persons”<sup>1</sup>

**Cyberbullying:** Cyberbullying is bullying carried out with the aid of recent technologies such as the internet or mobile phone

**In-School Suspension:** The student is withdrawn from classes for a period of time and will complete a program of work under supervision within the school grounds.

**External Suspension:** The student is withdrawn from classes and sent home for a period of time. The student and (where possible) his/her parents will then be required to attend a readmission interview with the Headmaster or his nominated Senior Staff Member (Deputy Head, Director of Student Welfare or Stage Coordinator).

**Expulsion:** Expulsion is the permanent removal of a student from a school.

**Demerit:** A Demerit is a note in a student’s diary for behaviour which is deemed unacceptable by a member of staff.

**Merit:** A Merit is a note in a student’s diary for behaviour that is deemed to have exceeded a staff member’s expectations.

**Unsigned Prep:** An Unsigned Prep is a note in a student’s diary stating that the student has failed to complete a set homework task. At the completion of the homework task the staff member will “sign off” the unsigned prep.

**Restricted Substance:** Any substance specified in Schedule Four of the Poisons List. These are substances which in the public interest should be supplied only upon the written prescription of a medical practitioner, nurse practitioner, dentist or veterinary Surgeon.

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<sup>1</sup> This definition was used by Professor Philip Slee and David Ford almost 10 years ago. Slee, PT and Ford DC, “Bullying is a Serious Issue – It is a Crime!” (1999) 4(1) *Australia and New Zealand Journal of Law & Education* 23 at 28

## Appendix III - School Rules

| Your Role       | Your Responsibility  |
|-----------------|--|
| You the learner | Value learning   |
|                 | Respect other learners   |
|                 | Respect teachers   |
|                 | Respect for the learning environment   |
|                 | Be on time for and involved in all classroom activities  |
|                 | Be equipped for each lesson and activity   |
|                 | Record and complete homework and assessment tasks  |
| You as a person | Behave in a manner that brings credit to yourself and your school  |
|                 | Attend all classes, sport and co-curricular activities   |
|                 | Inform the school before 9.15am if you will be absent (day students)   |
|                 | Inform the house master/ mistress if you will be late returning to school (boarders)   |
|                 | Alcohol, cigarettes, drugs, weapons and other dangerous objects have no place in school  |
|                 | Stay within school grounds for the entire school day unless you have prior permission  |
|                 | Observe good health practices, including wearing hats outside  |
|                 | Wear your uniform as a representative of your school   |
|                 | For school activities, wear complete and appropriate school uniform in good order  |
|                 | Change out of uniform for non-school activities  |
|                 | For girls, royal blue or black hair ribbons may be worn. Hair longer than shoulder length should be tied back. One plain earring (sleeper or stud) may be worn in each ear. No other jewelry may be worn. No makeup is necessary |
|                 | For boys, hair should be its natural colour and consistency, neatly combed and just above collar and ear length. No jewelry should be worn   |
|                 | Label and look after all your property   |

|   |  |
|---|--|
| You the leader                          | Stand for what is right and support others   |
|   | Contribute to and support your school  |
|   | Speak well about your school   |
|   | Model good behaviour at all times  |
|   | Take opportunities to improve the social and educational environment of the school   |
|   | Support other students in their sport and co-curricular activities   |
|   | Volunteer for all the co-curricular activities you can   |
|   | Attend all compulsory school activities; they are listed in your diary and the small calendar. Plan your year so you can do this.  |
| You and others                          | Attend all required sporting and co-curricular activities. Other people depend on you  |
|   | Take responsibility for the welfare of others  |
|   | Bullying and harassment are not acceptable   |
|   | Never say or do anything to make another person unhappy. Do not stand by and watch other people doing this                         |
|   | Leave other people's property alone  |
|   | Accept that staff have a responsibility to search for and confiscate inappropriate items   |
| You and your School                     | Accept that you cannot use your mobile phone and other electronic devices in the course of the academic day                        |
|   | Act to safeguard and enhance the reputation of your school   |
|   | Welcome visitors to the school and assist them in any way you can.   |
|   | Show responsibility to your school when in town, on excursion or sporting visits. Wear the full appropriate uniform in good order. |
|   | Demonstrate excellent manners  |
| You and your safety                     | Look after school property and equipment   |
|   | Value the safety of yourself and others  |
|   | Observe all safety regulations   |
|   | Report any unsafe or potentially dangerous situations to a staff member  |
|   | Report any damage to school property and equipment to the Site Manager   |
| Follow instructions for the use of cars |  |