Student Discipline Policy

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Policy Author Matthew Phillips, Global Head of Education	**Reviewed by:** Stephen Fooks and Mark McAlpin, Global Managing Directors	**Endorsed by:** OneSchool Global Board on 06/02/24
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Local Document Code (if applicable) XXXXXXX	**Associated Documents** *Formal Reflection Notice*, *Positive Behaviour Plan*, *Responsible Behaviour Report* *Serious Breaches Policy*, *Serious Breaches Policy Appendices* *Student Search Policy* *Anti-bullying Policy*	
Enquiries Contact: info@oneschoolglobal.com	*ICT Abuse – Behaviour Management Policy* *Enrolment application form* *Ethos, values and guiding principles* *Parent-Student Handbook* *Whistleblower Policy* *Awards Policy* *Zoom Policy*	

1. INTRODUCTION

1.1 OneSchool Global was founded on the principle that:

> 1.1.1 *Student obedience, respect and discipline will be of the highest standard, towards the staff, Campus Administrators and fellow students.*

> 1.1.2 *The principal responsibility for student discipline rests with the parents, and OneSchool Global will not depart from that principle.*

> The OSG Parent Persona states: 'A quality OSG Parent is committed to the school – has respect for the school and takes absolute responsibility for the enrolment and self-discipline of their child.'

1.2 High standards of student discipline are expected and continuously developed by staff. These standards are built on the foundations of strong connections, trust and respect between staff and students.

1.3 The behaviour we walk past is the behaviour we accept. It must never be the case that undesirable behaviour goes unchallenged. It's about how the conversation with the student(s) is managed, not about whether to have the conversation.

1.4 In cases of "Major Extreme" or "Severe" misbehaviours as set out in this policy, the Serious Breaches Policy is invoked.

2. PURPOSE

2.1 This policy is intended as an internal document to provide the framework for managing student discipline, to create an environment that expects and reinforces outstanding self-discipline and defines acceptable standards of behaviour.

2.2 All members of the Campus community are accountable for student discipline and positive behaviours. This policy applies to all staff members, volunteers, Campus Administrators (CA), Campus Board (CB), regional leadership, current and prospective students.

2.3 This policy applies to all students while participating in school activities, whether on school grounds or outside the school, including on school provided transport and use of school provided digital technology.

3. DEFINITIONS

RMD	Regional Managing Director
RTL	Regional Team Leader – a member of regional governance who provides guidance and advice to the CA and CB
RDE	Regional Director of Education – The most senior educationalist in the region.
RP	Regional Principal – Regional educational leader, holding Campus Principals to account for correct implementation of OSG Policy, frameworks and high performance.
DP	District Principal - Educational leader responsible for holding a group of Campus Principals to account for correct implementation of OSG policy, frameworks and high performance.
CA	Campus Administrator – Campus governance team.
CB	Campus Board Member – extended Campus governance team.
CP	Campus Principal - responsible and accountable for leadership of the Campus and for implementing all policy, framework and performance expectations correctly.
Self-discipline	The ability you have to control and motivate yourself, stay on track and do what is right.
Restorative Practice Approach	A Restorative Practice approach to managing behaviour recognises that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding a solution.

Restorative conversation	Support the repair of relationships to avoid a recurrence of wrongdoing. Between an adult and a student, or between students. Facilitated by an adult. Asks questions about who was affected, how they were affected and how a recurrence can be prevented.
Formal Restorative conference	Is a formal meeting, facilitated by a member of senior staff, in which victims, perpetrators, family and often Campus CAs/CB discuss the consequences of wrongdoing and decide how best to repair the harm.
Bullying	Bullying is a behaviour which is: Deliberate, hurtful, repeated, targeted (at an individual or small group). Bullying can take a number of forms: Physical, verbal, indirect or emotional, online and face to face.
MIS/SIS	Management Information System / School Information System – the student records database.

4. STUDENT EXPECTATIONS

4.1 1. Student expectations are based on the OSG Student Persona:

4.1.1 **Lives the Values** – Committed to displaying integrity and care & compassion, is respectful of others and takes responsibility for their actions.

4.1.2 **Is Self-Directed** – Understands the Learning to Learn Framework and is driven by personal goals, initiative and self-discipline to grow and achieve.

4.1.3 **Is a Team Player** – Builds strong connections with educators, on foundations of trust and respect. Is collaborative and supportive of others in achieving common goals.

4.1.4 **Is Diligent** – Committed to excellence, hard work and timeliness in all responsibilities and tasks.

4.1.5 **Is a Problem Solver** – Seeking innovative, creative and effective solutions to challenges and obstacles.

4.1.6 **Takes Ownership** – Wears school uniform with respect, manages distractions maturely, and makes good decisions about behaviour and attitude.

4.1.7 **Has a Positive Attitude** – Applies constructive thinking and has a positive approach to school.

5. APPLICATION OF REWARDS AND CONSEQUENCES

5.1 Rewards and consequences are part of real life. They are both effective tools in managing student behaviour.

5.2 Our Campus culture must be rich with praise. For praise to sanction ratios to be healthy they should exceed 5:1. Praise takes numerous effective forms which include:

5.2.1 Verbal praise

5.2.2 Positive feedback on assignment submissions

5.2.3 Specific positives reinforced in discussions when House Points are awarded

5.2.4 Special mention in class or in assembly: sharing achievements

5.2.5 Regular written and oral communication with parents, about positive behaviour and valuable contributions to the life of the Campus

5.2.6 Exhibiting good work

5.2.7 Referral to the Campus Principal or Lead CA for commendation

5.2.8 Using stars/smiley faces on charts, books etc. (as age appropriate)

5.3 The 'OneSchool Awards' Policy guides use of Awards.

6. RESTORATIVE PRACTICE APPROACH

6.1 At OneSchool Global, staff will not shout at students as part of administering discipline.

6.2 Students are expected to show respect for the instructions and expectations of adults in school at all times.

6.3 A Restorative Practice approach to managing behaviour recognises that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding a solution.

6.4 A Restorative Practice approach does not mean there is no consequence. Consequences are given at OneSchool Global in line with the Restorative Consequences in section 7.15.

6.5 **Fair Process**

6.5.1 When dealing with a conflict situation, adults in school will deal with it in a fair way. This means:

Engagement	An un-prejudiced review of all facts including all affected parties must take place before any conclusions are made.
Explanation	Everyone involved and affected will understand why final decisions are made as they are.
Expectation	Once decisions are made new behaviours/expectations are clearly stated so that individuals understand consequences for the future.

7. RESTORATIVE CONSEQUENCES

7.1 It is important that where unacceptable behaviour occurs, we know what is not tolerable, and what steps we will take.

7.2 We use consistent framework of restorative consequences to instil student discipline. The same framework is applied to Primary and Secondary students.

7.3 The framework applies to two main areas:

7.3.1 **Disruption of learning** - generally behaviour that disrupts the learning of themselves or others.

7.3.2 **Behaviour Incidents** - where a student is involved in a single or on-going series of behaviours such as bullying, aggression, breaking school rules or non-cooperation with staff.

7.4 The framework will be displayed in all student areas and shared with parents, along with an explanation of restorative behaviour management.

7.5 Restorative consequences escalate depending upon the seriousness of a student's behaviour, ranging from 'Minor' to 'Severe'.

7.6 Certain Restorative Consequences are specifically stated, such as an after-school detention or Restorative Meeting. Where not specifically stated, restorative consequences will be agreed between teacher or Campus Principal and students and must be related to correcting the undesirable behaviour.

7.7 The duration of time for restorative consequences is provided. This time must be taken as agreed between teacher and student.

7.7.1 A Restorative Consequence may be completed in students' own time, during social times of the school day or in an after-school detention, where stated in the framework.

7.7.2 Examples of Restorative Consequences are:

7.7.2.1 Preparing a school assembly on a topic connected to the matter.

7.7.2.2 Supporting with repair to damaged property / Campus improvements (only ever where safe to do so).

7.7.2.3 Leading an initiative in school such as an 'awareness display'

7.7.2.4 Completing a reflective task, to consider the implications and lessons learned from the behaviour.

7.7.2.5 Completing subject assignments to the standard required / Catching up on Assignment work / Completing additional assignment work.

7.7.3 Restorative Consequences to correct undesirable behaviour must pass the following test:

7.7.3.1 Is it reasonable, fair and logical?

7.7.3.2 Is the consequence related to the behaviour?

7.7.3.3 Does it keep dignity and respect intact?

7.7.3.4 Does the student learn from it?

7.8 Every situation must be looked at on its own merits and there is a certain latitude in terms of how a situation is regarded - no two cases are the same. Things to consider must include:

7.8.1 Premeditated/non-meditated

7.8.2 Nature and extent of the offending

7.8.3 Background circumstances – both of the individuals and the incident

7.8.4 Whether the student has additional needs that are known to the Campus

7.9 The Campus Principal and Campus Administrator will use their discretion if they deem that restorative consequences must fall outside of the recommended steps. In such cases, advice must be taken from the Regional Principal.

7.10 Any consequence requiring suspension, or permanent exclusion, is at the discretion of the CP, CA, CB and RP and the Serious Breaches Policy will be followed.

7.11 Failure of a student to adhere to the framework of restorative consequences will trigger an escalation in the level of severity of disciplinary action and may invoke the Serious Breaches Policy.

7.12 Travel distance is not a reason to excuse a student from an after-school detention. Parents will need to make arrangements for collecting students who are issued with an after-school detention.

7.13 In some cases, particularly those involving Major or Extreme offending, it may be necessary to suspend the student while investigations are undertaken.

7.14 Misuse of IT equipment or platforms must always be dealt with via the Student ICT Misuse Behaviour Management Policy, and recorded on the MIS.

7.15 **Table of Restorative Consequences:**

Category	Example Behaviours (not a definitive list)	Consequence/ Possible Intervention	Responsibility
Minor	- Off task. - Screens off. - Misuse of study. - Not productive. - Distracting others. - Repeatedly out of seat. - Late to class. - Disrupting learning first time. - Disrupting recreational time.	**Step 1 - Alerting the student.** **Verbal or non-verbal reminder of desired behaviour** e.g. ○ Re-direction to on-task behaviour ○ A 'look' from teacher to student ○ Cue by name, gentle tap on the table. ○ Last chance and 2 minutes take up time for student. ○ Quick catch up with student, restorative conversation to address the underlying cause. ○ Positive language "well done students who are looking this way." **Learning to be caught up if late to class/or learning time has been missed.** Not recorded in the MIS	Teacher
Moderate	- Repeat of minor behaviours - Minor misuse of equipment. - Littering. - Transport policy breach: Misbehaviour on school bus - Uniform policy breach: incorrect uniform, shirts not tucked in, no hat. - Excluding peers – first time. - Disrespectful language - low level inappropriate talk - Abusing Enrichment Day privilege**	**Step 2 - Restatement and rule reminder** ○ Verbal or non-verbal reminder of desired behaviour- offer take up time for student. ○ Reminder that consequences will escalate if there is a repeat of the behaviour. ○ Move student to a re-focus seat within the Learning Centre or transport if disrupting and; (driver to report behaviour to CP). *Teacher will escalate quickly from Step 2 to Step 3.* **Step 3 - Individual reinforcement strategies** ○ Restorative conversation with teacher and student(s) in the moment, during break/lunch: Behaviour goals agreed and regular check-ins to 'catch them being good' and;	Teacher

		o 30-minute consequence*; (consequence that will change the behaviour) and; o Parent informed; and o Negative incident recorded in MIS **3-week loss of privilege (for abuse of enrichment day first offence)	
Major	• Repeat of moderate behaviours • Disrespect for authority/ persistent refusal to follow instructions. • Persistent disruption of learning. • Bullying including persistent mean on purpose behaviour or excluding behaviour – online and in person. • Negligent behaviour- damage to property • Bad language/ swearing. • Missing Zoom lesson / lesson without approved absence. • Not upholding the student interaction policy • Prohibited digital items in school or on transport (phone, smart-watch, USB, Digital cameras or any home IT device etc).**	**Step 4 - Reflection period** o Removal from the situation and; o Restorative conference with Campus Principal/Senior Teacher where student completes a *Formal Reflection Notice* before student returns to class/LC/yard - aims to restore relationships/values and behaviours. Teacher or peers join as needed and; o 60 minute restorative consequence* agreed, linked to behaviours and; o Conversation with parent. o Student placed on a **Responsible Behaviour Report** for 5 days. o Student placed on Level 1 and Formal Reflection Notice is uploaded to MIS. **Consequence examples- lunchtime detention, service to mend damage property, family to pay for damage of property, leading an assembly or Campus display,* ***2-week confiscation of prohibited items (no exceptions), parent to collect from Campus Principal*	Campus Principal Senior Teacher

Major repeated	• Repeat of major behaviours	**Step 5 - Positive Behaviour Agreements** o Internal stand-down (suspension) from class, lunch, and social time for at least 1 day and; o Student continues on **Responsible Behaviour Report** for 10 days in subject/s of concern and; o Restorative conference: Meeting with 'offenders' and 'victims' (if required) and; o Parent informed and invited to a meeting with Campus Principal and; o 60 minute after-school detention plus a 60-minute restorative consequence* (linked to behaviour) starting in the detention and; o *Positive Behaviour Plan* may be started o Student moves to Level 2 in MIS Follow-up meeting with parents within a 1–2-week period (which may be on Zoom).	Campus Principal
Major extreme	• Aggression to peers; including serious incidents of verbal or physical abuse. • Bringing the school into disrepute. • Setting a dangerous or harmful example • Dangerous behaviour. • Serious and persistent victimisation/bullying causing harm. • Dishonesty/theft • Disrespect for authority- persistent refusal to follow instructions, repeat	**Step 6 - Suspension** o Internal or External suspension period with duration depending on severity of infringement. Final decision is at the discretion of the CP, CA, CB and RP. Permanently on school record and; o The 'Serious Breaches Policy' is invoked and; o Restorative conference with 'offenders' and 'victims', led by the Campus Principal and; o Restorative conference, with Campus Principal, Campus Administrator, Campus Board, Regional Principal***, student	CP, CA, CB, RP. RDE/RTL/RMD advice taken.

	non-compliance, defiance, back chatting, racism. • Swearing/offensive language • Verbal abuse to staff • Damage to school property/ vandalism • Persistence in breaching the ethos, values, and guiding principles of the school.	and parents. Follow-up meeting within 1-2 weeks and; o Family to pay all costs for any property damage/vandalism and; o Student moves to Level 3 in MIS *** *Regional Principal may join on Zoom*	
Severe	- Repeat of the Major and major extreme behaviour - Consistently and deliberately failing to comply with reasonable directions. - Behaviour which is offensive or dangerous to others - Bringing prohibited items into school e.g., weapons, alcohol, tobacco, vapes or any form of drug. - Extreme cases of major extreme behaviour Consistently interferes with the educational opportunities of others.	**Step 7 - Major Disciplinary Action** **Serious Breaches Policy is invoked.** RTL, RMD and RP kept informed of any serious breach of behaviour. Final decision is at the discretion of the CP, CA, CB and RP. Action may include: o Formal out of school suspension with CP/CB/RP/Regional Management Team review of re-entry. o Negotiated transfer to another Campus. o Parents asked immediately to come and pick student up. o ~~Expulsion of student.~~ Student moves to Level 4 in MIS	CP, CA and CB RP, RTL and RMD advice taken.

A Restorative Consequence is linked to the type of misbehaviour, e.g., Campus tidying and may be completed in students' own time, or during social times of the school day.

**Refer to IT Misuse Behaviour Management Policy

8. RECORD KEEPING AND ANALYSIS

8.1 Where required, the teacher issuing the consequence will record details on Sentral:

8.1.1 Category of behaviour (Moderate, Major, Major Repeated, Major Extreme or Severe)

8.1.2 Precise description of undesirable behaviour, and details of the incident.

8.1.3 Description of all consequences.

8.2 The Campus Principal is responsible for elevating the 'Level' of student behaviour on the MIS through levels 1, 2 and 3 when a student's behaviour escalates from 'Major' through each stage to 'Severe'.

8.3 The Campus is legally required to maintain a register of serious misbehaviour incidents and sanctions even if it has no entries. This must include every incident in the categories Major to Severe.

8.4 A Campus Behaviour Report will be provided to CAs and CB on a monthly basis and shared to the District Principal and Regional Principal (RP). The report will show:

8.4.1 Number of behaviour incidents by year group - for categories Moderate through to Severe. Most recent three months.

8.4.2 Top 10 students by number of behaviour incidents – showing number in each category. Most recent three months.

8.4.3 Students at Level 1, 2 and 3.

8.4.4 Previous interventions to improve students' behaviour, and the impact upon number of incidents over time.

8.4.5 New actions and interventions.

9. SUSPENSION AND PERMANENT EXCLUSION

9.1 Suspension and permanent exclusion must follow the Serious Breaches Policy.

10. CHILD PROTECTION

10.1 Where behaviour gives cause to suspect that a child is suffering, or likely to suffer significant harm, the Child Protection Policy for the specific state will be followed. (see below policy names for reference)

10.1.1 NSW: POL_NSW_OP_Child Protection Policy & Procedure

10.1.2 QLD: POL_QLD_ADM_Child Protection Policy

10.1.3 SA: POL_SA_ADM_Child Safe Environment Policy

10.1.4 TAS: POL_TAS_ADM_Child Safe Policy

10.1.5 VIC: POL_VIC_HSW_ChildProtection

10.1.6 WA: POL_WA_OP_Child Protection Policy

10.2 Where a consequence is deemed inappropriate due to factors known to the Child Protection team, an alternative consequence will be agreed by the Campus panel.

11. RESPONSIBLE BEHAVIOUR REPORT AND POSITIVE BEHAVIOUR PLAN

11.1 A **Responsible Behaviour Report** (appendix 2) enables behaviour and self-discipline to be closely monitored and improvements recognised. Goals are set for the week and each teacher reports back on those goals at the end of a lesson or study period. Parents and the Campus Principal see the report daily and sign it. The duration of the report will be extended at the discretion of the Campus Principal.

11.2 A **Positive Behaviour Plan** (appendix 3) sets out goals, strategies that staff will use with the students to support improvement in their behaviour, and actions required of the student, all across a period of 1-4 weeks. Reviewed no longer than every 4 weeks. It will be written by the team around the student, led by the Campus Principal or designated senior staff member/teacher, signed by the student and parents and shared to all teachers of the student.

12. PARENT COMMUNICATION

12.1 It is very important that parents have the information needed to support their child's learning and co-operate with the school. At the Campus we are very conscious of the importance of having strong links with parents and good communication between home and school. Regular telephone calls or e-mails are extremely useful. Parents highly appreciate being 'kept in the loop'.

12.2 The Campus will inform parents at the earliest opportunity if there are any concerns about their child's behaviour or welfare, and certainly on the same day as the concern arises. If parents have concerns, they must make these known to the form tutor or the CP.

12.3 Parents must always be informed about escalation of behaviour from 'Moderate' onwards, and detentions of any kind, even if they take place during the school day.

12.4 If a student receives a consequence at 'Major Repeated' or above, parents will be invited into school to discuss and agree the way forward.

12.5 The Campus will ensure that parents receive a copy of the Student Discipline Policy on an annual basis. Parents will be informed of any modification to the policy due to changes in legislation or guidance outside of the review cycle. A copy of this Policy will be placed on the website.

12.6 In cases where parents are aggrieved by actions taken by the Campus, the sub-regional Complaints Policy must be invoked (see below policy names for reference). Management of such complaints, whether informal or formal, will be undertaken by a group not associated with the initial decision.

12.6.1 NSW: POL_NSW_HR_Complaint Handling for Staff Misconduct and Reportable Conduct Policy & Procedure

12.6.2 QLD: POL_QLD_ADM_Complaint Handling Policy

12.6.3 SA: POL_SA_ADM_Complaints and Disputes

12.6.4 TAS: POL_TAS_ADM_Complaints Management Policy

12.6.5 VIC: POL_VIC_OP_Complaints and Grievances

12.6.6 WA: POL_WA_OP_Complaints and Disputes

13. VERSION CONTROL

Document Code	Date	Version No.	Nature of Change
POL_OSG_ED_Student Discipline Policy_v1.0	1/02/2024	1.0	Policy Created