CAMPBELLTOWN
ANGLICAN SCHOOLS

BROUGHTON
ANGLICAN COLLEGE
Life Through Christ

ST PETER'S
Heart
Life Through Christ

ST PETER'S
ANGLICAN GRAMMAR
Life Through Christ

Discipline Policy

CPo600

Broughton Anglican College
St Peter's Anglican Grammar
St Peter's Heart

1. Introduction

Campbelltown Anglican Schools' Council develops and reviews policies necessary for the proper functioning, governing and operation of the Council and The Schools to manage risk, provide strategic guidance, monitor strategic progress and operational performance and to satisfy its legal obligations (see s*ection* 47, NSW Education Act and the NESA Registration & Accreditation manual).

2. Policy Statement

Students are encouraged and expected to be responsible for their own conduct and behaviour. Each student at a Campbelltown Anglican School is expected to behave in a way that:

- is considerate of other people.
- brings credit to themselves, their family and to CAS.
- is respectful of others and the property of The Schools.
- is not harmful or dangerous to themselves or others.

Discipline is necessary to ensure the safety and welfare of all our students, teachers, and staff and to provide a conducive learning environment.

This policy sets the framework through which Campbelltown Anglican Schools establish procedures for discipline. **See *CPr600 Discipline Procedure*.**

3. Biblical Basis

Campbelltown Anglican Schools (CAS) seek to offer families an education deeply shaped by the Christian faith. The policies and procedures all, therefore, will be an affirmation of many significant Christian truths, including:

3.1. *Discipline is not just punishment.* At the heart of the CAS approach to discipline is the notion of restoration which allows for the recognition of wrongdoing, repentance, material restitution and reconciliation (Galatians 6:1). These principles of restoration are demonstrated on the cross, where the death and resurrection of Jesus Christ made the restoration of our broken relationship with God possible (Isaiah 53:5).

3.2. *Discipline is motivated by love*. Discipline should not stem from a desire to control or coerce students to behave in prescriptive ways for the ease of staff. Instead, it stems from the knowledge that certain behaviours are harmful to others as well as to the student and that those behaviours require correction. CAS seek the best for all students because God's love for them is fundamental to the CAS approach to discipline (Proverbs 3:11-12).

3.3. *Discipline is beneficial.* While there may be short-term negative consequences associated with discipline, in the longer term, its goal is to bring about a positive change in behaviour. (Hebrews 12:11)

4. **Expanded Policy**

4.1. The aims of this policy are to:

4.1.1. provide a caring educational environment that promotes Christian values.

4.1.2. create a safe educational environment where the rights and responsibilities of the members are recognised and respected.

4.1.3. establish clear levels of intervention for individuals who do not accept their responsibilities.

4.1.4. ensure that individuals and groups understand that all behaviour has a consequence (positive and negative).

4.1.5. establish procedures so that conflict is resolved positively, respecting the rights and responsibilities of all involved.

4.1.6. have a restoration approach to behaviour that allows correction of behaviour and support for all students and staff.

4.1.7. assist individuals in understanding that their choice of behaviour contributes to the whole CAS community.

4.2. This Policy applies whenever a student is:

4.2.1. On CAS property

4.2.2. Participating in CAS activities (including, but not limited to, cocurricular activities, excursions, and camps) within or outside the school grounds

4.2.3. Taking part in a study tour, student exchange, or school trip

4.2.4. Travelling to and from CAS or a CAS-related event or activity

4.2.5. Wearing a CAS uniform

4.2.6. Representing CAS or is identified through CAS branding as being a student of CAS

4.2.7. Communicating with members of the CAS community at school either face to face or via communication technology (see the ICT Acceptable Use Policy for further information regarding communication technology)

While the School cannot monitor, oversee, or control communications between members of the CAS community outside the CAS, it may nevertheless take action under this policy concerning any inappropriate conduct or communication (either face-to-face or via communication technology) of which it becomes aware.

5. Procedural Fairness

Procedural fairness is a fundamental right of all when dealing with authorities. Procedural fairness includes making available to students and parents/carers the

protocols and processes under which disciplinary action is taken. It also includes providing details of allegations relating to a specific matter or incident.

When discipline is applied, the following procedural fairness principles must be followed.

5.1. The right to be heard, which includes the:

5.1.1. right to know why an investigation into an allegation is happening.

5.1.2. right to know how the issues will be investigated.

5.1.3. right to know the allegations made and any other information that may be considered.

5.1.4. right to respond to the allegation by the student in writing or verbally, using their own words, without collusion with or coercion by other students or staff and without fear of penalty for its content.

5.2. It also assumes the right to an impartial decision, which includes:

5.2.1. Impartiality in the investigation and decision-making processes.

5.2.2. An absence of bias by the decision maker who, being objectively considered to be impartial, has also applied no pre-judged a decision.

6. General Principles Underlying Discipline Procedures

In addition to points 1-5, the following general principles apply to the outworking of *CPr600 Discipline Procedure*:

6.1. CAS prohibit the use of corporal punishment in disciplining students attending the schools.

6.2. CAS do not explicitly or implicitly sanction administering corporal punishment by non-school persons, including parents, coaches, and volunteers, to enforce discipline either at the school or off site.

6.3. Each student at CAS has the right to be heard and treated equally, fairly, and justly.

6.4. Clear directions encourage responsibility. The expectations of all members of the CAS community are balanced in part by these responsibilities.

6.5. Staff, students, and parents/carers are made aware of the logical consequences of breaching expected behaviours.

6.6. Behaviour management procedures seek to teach and support students through the process, respecting their freedom and individuality whilst respecting the needs of others.

6.7. The CAS approach to behaviour management is to be affirmative in word and tone and applied consistently to facilitate the development of self-discipline.

6.8. The development and review of behaviour procedures should be in consultation with staff within the relevant School and should consider feedback from students and parents.

6.9. CAS staff seek to develop supportive relationships in partnership with parents and carers for the mutual good of their child/ren and the community. Continued

enrolment of the child is dependent on the child's response to correction and the support of the parents and carers to behaviour management.

7. Strategies to Promote Good Discipline

CAS seek to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

7.1. Equipping and encouraging students to increasingly manage their own conduct.

7.2. Clearly setting behaviour expectations

7.3. Establishing specific teaching and learning routines

7.4. Communicating expectations with the wider CAS community

7.5. Acknowledging positive behaviours in various ways, from informal verbal acknowledgement to structured merit awards, and maintaining records concerning student behaviour.

8. Measures of Discipline

A wide range of disciplinary measures will be used within the school as appropriate for the student concerned and the particular circumstances. These may include encouragement, counsel, correction, reprimand, deprivation of privileges, detention or family conference. For more serious situations the school may use loss of privileges (student is removed from a task, lesson or event), suspension (student is removed from all lessons and activities for a period of time), or expulsion (student is asked to leave the school permanently). Different measures are used to encourage and discourage specific behaviours. The measures used within the CAS discipline protocols and procedures are outlined below:

8.1. **Preventative Measures** An atmosphere exists which demonstrates respect for students and teachers. Positive and appropriate behaviour is taught and modelled, and there is a close working relationship with parents.

8.2. **Supportive Measures** A plan is put in place to monitor and support those students who are showing signs that they cannot sustain self-discipline.

8.3. **Corrective Measures** Consequences are implemented for unacceptable behaviour. There is a consistent enforcement of directions and high levels of extrinsic motivation.

8.4. **Adaptive Measures** A planned set of strategies involving agreements, conditions, and restrictions are implemented.

9. Stakeholders

Key stakeholders include:

- Campbelltown Anglican Schools Council (CASC)
- All staff employed by CASC

- Students
- Parents and Carers

10. Communication Plan and Visibility

This policy is available on CASC Central and on the Schools' website/s.

11. Ownership and approval of policy

This policy is owned by CASC and approved by the CEO.

12. Evaluation and Review

The policy will be reviewed biannually by the CEO.

Approving authority	CEO
Date reviewed	16/10/2025
Version number	V1.2
Summary of changes	Title changes
Next review (Date)	19/11/26
Document Advisor (Name and title)	Andrew Middleton – CEO Peter Lee – Risk, Compliance & QA Manager

13. Definitions

Refer to *CPo111 Definitions Policy* for CAS wide definitions.

In this Policy:

CAS community:	All students, families, and staff associated with any activity or operation of CAS
Corporal Punishment:	Physical punishment inflicted on the body (for example, caning).
Discipline:	The practice of training for correction and redirection to reverse acts of disobedience and disharmony and is achieved through instruction, modelling and applying both positive and negative consequences.
Expulsion:	When a student is asked to leave the school permanently.
Procedural Fairness:	Sometimes known as 'natural justice', this refers to processes that enable an individual to be reasonably heard and make a decision without bias.
Restoration:	Restoration brings those affected by the misbehaviour and those responsible for the misbehaviour into communication to enable reconciliation and a positive way forward.
Suspension:	When a student is removed from all lessons and activities for a period of time, usually exceeding half a day. Suspension can be carried out within the school (in-school) or away from the

	school (external) depending on the severity of the misdemeanor.

14. Related documents

14.1. CPo106 Student Code of Conduct
14.2. BPr600 Discipline Procedure (Broughton)
14.3. PPr600 Discipline Procedure (St Perer's schools)
14.4. CPo200 Complaints and Grievances Policy and Procedure
14.5. CPo606 Pastoral Care and Welfare
14.6. CPo602 Anti Bullying Policy

15. Appendices

Nil.