Student Discipline Policy

Title:	Student Discipline Policy
Intended Audience:	Staff, Students, Parents/ Guardians
Updated:	202601
Manager:	Deputy Principal
Distribution:	TAS website, Portal

Source of Obligation

Registered and Accredited Individual Non-government Schools (NSW) Manual, February 2026 Section B9 requires the school to have policies relating to discipline of students attending the School that are based on principles of procedural fairness and that do not permit corporal punishment of students.

Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

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 The Armidale School manages student discipline.

Strategies to Promote Good Discipline

The School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour.

Strategies for developing this culture include:

- Clearly setting behaviour expectations
- Establishing specific teaching and learning programs
- Communicating expectations with the wider School community
- Acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- Maintaining records with respect to student behaviour

Prohibition of Corporal Punishment

It is our policy that:

- We prohibit corporal punishment
- We do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/guardians, to enforce discipline at the School.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- Know what the rules are and what behaviour is expected of them
- Have decisions determined by a reasonable and unbiased person
- Be informed of, and have an opportunity to respond to, any allegations against them
- Be heard before a decision is made
- For serious matters (long suspension, expulsion, exclusion), "a support person/observer is offered attend formal interviews.
- Have a decision reviewed (but not to delay an immediate punishment)

The Armidale School is committed to ensuring procedural fairness when disciplining a student.

School Rules and Expected Standards of Behaviour

Students are expected to abide by the rules of the School, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

- Student Code of Conduct
- School Rules and Regulations
- Bullying Prevention and Intervention
- Student Use of Illicit Drugs

Consequences

There are a range of consequences that students will face if they breach School rules or are disobedient. These include:

- Warnings or reprimands (verbal or written)
- Time outs
- Clean up duties
- Cancellation of privileges
- Withdrawal from School activities
- Detentions
- Suspension
- Expulsion
- Exclusion

A decision to suspend or expel a student may only be made by the Deputy Principal or the Principal.

Procedures for Suspension, Expulsion and Exclusion

Key Definitions

- **Suspension** is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.
- **Expulsion** is the permanent removal of a student from one particular school.
- **Exclusion** is the act of preventing a student's admission to a number of schools. 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 from other schools.

The Armidale School has developed specific procedures that must be followed when considering the suspension or expulsion of a student. Refer to our **Suspension, Expulsion and Exclusion Procedures**, and **Procedural Fairness**.

Significant Behavioural Offences

A decision to suspend or expel a student may only be made by the Deputy Principal or the Principal.

Behaviour that is identified as a Significant Offence is managed by pastoral leaders of the School in liaison with and the support of the Senior School Leadership Team.

All Significant Offences are reported to the Deputy Principal. The Deputy Principal will:

I. Ensure that an appropriate investigation has been conducted
II. Ensure that all the relevant evidence has been considered; key points of the interview/discussion should be recorded in writing
III. Confirm that the student has had an opportunity to be heard; for serious matters (long suspension, expulsion, exclusion), "a support person/observer is offered attend formal interviews
IV. Consult other relevant people if necessary

Any behaviour that is determined by the School to be a Significant Offence may result in a temporary (suspension) or permanent exclusion (expulsion). If a suspension is deemed appropriate, the Year Level Coordinator, Head of House or Head of Sub-School will inform parents in a timely manner by phone call. The Principal or Deputy Principal may choose to temporarily exclude a student while an investigation is being undertaken regarding a serious behavioural incident.

Suspension constitutes a clear warning about continued enrolment at the School and, in all instances, a re-entry meeting is required for both student and parents with the Deputy Principal or delegate before the student is able to return to classes or re-enter their boarding house.

Following a successful re-entry meeting, parents will be sent a letter from the Deputy Principal referencing the culture and policies of the School in addition to outlining the behaviour addressed, the length of suspension and consequences of further indiscretions.

Parents may appeal decisions made by the Deputy Principal through the Principal.

Individual Behaviour Management Plan

Where the level of misbehaviour breaches the School's Rules and Regulations or Code of Conduct, individual behaviour management plans may be made.

Plans will be negotiated between School staff, students and parents/guardians, and will consider the student's:

- Age
- Developmental needs
- Behavioural context
- Establish any need for parents/caregivers to be provided with interpreter services

The desired behaviour of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The School will refer the student to other support available and review, assess, change and modify the plan as needed.

Teachers' Responsibilities

To support teachers in attaining and maintaining Proficient Teacher accreditation, the School encourages teachers to take responsibility for managing challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.

To support experienced teachers in attaining and maintaining Highly Accomplished Teacher accreditation, the School encourages experienced teachers to take responsibility for developing and sharing with their colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

To support highly experienced teachers in attaining and maintaining Lead Teacher accreditation, the School encourages highly experienced teachers to take responsibility for leading and implementing behaviour management initiatives to assist their colleagues to broaden their range of strategies.

Implementation

This Policy is implemented through:

- Staff training and professional development opportunities in behaviour management
- Communicating this Policy to the School community
- Monitoring the effectiveness of the Policy
- Reviewing and evaluating the Policy annuall