



## Oxford Falls Grammar K-12 Discipline Policy

**No of Pages:** 6

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**Related Policies:**

Student Attendance and Exemption Policy

K-12 Anti-Bullying Policy

Staff Code of Conduct

Child Protection Policy

Student Technology Policy- Digital Citizen Agreement

Sexual Harassment Policy

Parent and Community Code of Conduct

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### **RATIONALE**

OFG is committed to the welfare and wellbeing of its students, and to providing a safe environment where positive relationships and interactions are fostered. All members of the school community are to be treated with respect and matters dealt with under the principles of procedural fairness.

It is expected that students will conduct themselves in a manner that reflects their pride in being identified with Oxford Falls. Students are part of the school community and therefore are required to be sensitive to the needs of others and willing to serve others. As a Christian School seeking to guide its students in living a successful Christ-centred life, it is an expectation their attitudes and behaviours will be framed in the core elements of Christian character as described in the “fruits of the spirit”: that students will act for the good of others, themselves and the School with love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Students’ conduct must reflect these principles. Student conduct therefore must:

- Show respect to God
- Show respect to other members of the community
- Show respect to property and the environment
- Show self-respect

**Discipline** benefits students as it guides them toward maturity and the development of character. It aims to instruct, educate, guide and train in the development of healthy attitudes, practices and behaviours. The desired goal is for students to learn, grow and take responsibility for their own behaviour. Being self-controlled and behaving appropriately is not merely a matter of obeying a set of rules but derives from a personal discernment of what is appropriate Christ-like behaviour in showing respect to both people and property.

- **Constructive discipline** measures seek to build self- discipline in students
- **Corrective discipline** measures seek to indicate to students when their behaviour is unacceptable. Any consequential actions in this regard should be purposeful, in terms of providing instruction and understanding about what is and is not appropriate and expected behaviour of Oxford Falls Grammar students.

### **Students with Special Needs**

Reasonable adjustments will be made with reference to disciplinary and behavioural management for students with special needs, where those needs impact on the disciplinary process.



### **Corporal Punishment**

Corporal punishment is not to be used or sanctioned at any time at Oxford Falls Grammar.

### **Privacy**

Disciplinary proceedings and consequences for individual students will, as much as possible, not be discussed with other families and students, and communications will only be to relevant staff as needed.

### **School involvement in “outside” issues**

It is acknowledged that students are private citizens. However, students must understand that even as private citizens in the public realm, they are frequently viewed as representatives of the School. Their behaviour and attitudes can have a positive or negative effect on the School’s reputation, and as such in some ways, students are always representatives of the School.

Generally speaking, issues and incidents that occur outside of School in the private realm, will not be considered School business nor dealt with by the School. There are some exceptions, for example:

- When the student/s are visibly identified as OFG students
- When the issue or incident begins having an impact within School life (for example, among a group of OFG students). Issues relating to cyber-bullying and misuse of social media are a good example of this potential issue.
- When the behaviour or issue are serious and have the potential to impact or threaten the safety and wellbeing of members of the School community or the reputation of the School.

### **Keeping Safe**

Every member of the Oxford Falls Grammar community has the right to feel safe. The School has high expectations on its students that they will strive to treat others with respect and dignity. It is an expectation that they will subscribe to aspects of common courtesy, obey school rules and comply with reasonable requests and instructions from staff.

The School does not tolerate/sanction/allow activities which are reasonably likely to, or intended to, hurt another or have a negative impact on them:

- breaches of the hands-off policy (pushing, shoving, hitting, throwing, tackling, tripping, etc.)
- inappropriate verbal interaction (teasing, name calling, gossiping, threatening, swearing, intimidating, harassing, yelling, rudeness to staff, etc.)
- inappropriate social interactions (deliberate exclusion, intimidation, ganging-up, social media hostilities, stealing, vandalism, defiance to staff, etc.)
- engagement with forbidden items (drugs, alcohol, cigarettes, e-cigarettes/vapes, weapons, inappropriate websites, etc.)
- sexual harassment or bullying



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## **CONDUCT MANAGEMENT PROCEDURES**

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### **Consequences**

Disciplinary consequences issued by the School will be proportionate in relation to the situation/context, the incident/behaviour under investigation, as well as the prior record of the student/s.

While parents and students have the right to disagree with or express concerns about a school decision in a disciplinary proceeding, the School retains the right as the ultimate arbiter in the issuing of consequences. School rules, decisions and determinations in relation to consequences issued to students by duly authorised officers of the School are at the end of due process not negotiable; parents and students do not have the right to refuse – either partially or in full – the disciplinary decisions of the School. Such refusal would indicate a breakdown of trust and relationship and may result in the student being withdrawn from the School.

### **Procedural Fairness**

Procedural fairness is a basic right which includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also entails the right to an unbiased decision and the right of the person against whom an allegation (possibly requiring a disciplinary response) 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 general procedure in student disciplinary matters is:

1. Allegation/incident
2. Investigation
3. Determination
4. Communication
5. Implementation of actions
6. Potential for Review
7. Closure

While the School acknowledges the right of students and parents under the principles of procedural fairness to question or disagree with disciplinary outcomes, this is a finite process. The Heads of School and Principal retain the ultimate right to, after a reasonable period, declare a matter closed, at which point no further correspondence will be entered into on that matter.

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## **ESCALATING CONSEQUENCES**

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If a student fails to meet expectations with regard to learning or behaviour, the following examples of available consequences are determined by the seriousness of the offence.

### **JUNIOR SCHOOL**

In the Junior School there are a range of measures that include:

- Level 1 – Warning and reminder of expected behaviour
- Level 2 – Second warning and redirection  
Conversation with teacher to redirect behaviour



- Level 3 – Timeout and Reflection  
Classroom or playground timeout/natural consequence, and conversation with teacher/HOS. Reflection sent home and communication with parents actioned.
- Level 4 – Dean of Students intervention  
Meeting with the Dean of Students to determine restorative actions and consequences required to address behaviour.  
This may involve issuing a Behaviour Card, limiting play spaces and privileges, rectifying any damage to property and communication with parents.
- Level 5 – Head of Junior School  
Suspension with re-entry interview  
Other actions may include but are not limited to:  
Issuing a behaviour card.  
Interview with School Principal or Head of Junior School, and parents.  
Expulsion – Enrolment terminated.

### **SENIOR SCHOOL**

- Verbal reminder to correct behaviour
- Paper pickup during break times
- 3x strike classroom rules process within the classroom
- Communication between classroom teachers, Year Advisors and parents
- Contact with the school counsellor
- Conduct detention- Wednesday lunchtime (students notified via email)
- Uniform detention- Thursday lunchtime (students notified via email)
- Friday morning detention (parents notified via email)
- The accrual of 3 lunchtime detentions (within a term) will result in any further detentions (in a term) being served as a Friday morning detention
- The accrual of 3 Friday morning detentions (within a semester) will result in any further detentions being served as a suspension
- Student and/or parent meetings with relevant staff including Year Advisors, Deans of Students, Dean of Academic Studies, Head of Senior School, Principal
- Mediation
- Suspension
- Expulsion -enrolment terminated

If a student fails to attend a lunchtime detention and does not provide a note from home with a valid reason for their non-attendance, the consequence will be escalated to a Friday morning detention. Friday morning detentions are held at 7.45am-8.45am in G1. A letter outlining the issue will be sent home. Detention attendance takes precedence over other activities including sports trials and co-curricular rehearsals.

Co-curricular and school representative activities:

- Students are expected to maintain optimal standards of behaviour within and outside the classroom. Co-curricular and representative positions are regarded as a privilege and will only be extended to students who exemplify the values of an Oxford Falls Grammar student.
- Students who accrue 2 Friday morning detentions (within a term) will forfeit the right to participate in co-curricular or representative activities for the rest of the term. Prepaid charges for these activities are non-refundable.



## **Suspension**

Suspension is the temporary removal of students from the life of the School community. Suspension may be *internal* or *external*. Internal suspension entails removal from class, co-curricular activities and the general experience of school life, usually for a short time, in a supervised environment on the school premises. External suspension entails exclusion from the school premises and from all aspects of school life. Students are required to complete schoolwork during any periods of suspension.

Suspension from school may only be initiated by the Principal, the Head of Senior School or the Head of Junior School.

Suspension of a student may be initiated for a number of reasons, including but not limited to:

- As an interim measure whilst a serious incident is investigated
- As a means of temporarily ensuring the safety of the student or other members of the school community
- As a consequence for serious misbehaviour or repeated misbehaviour
- As a penultimate disciplinary step prior to expulsion from school

In the event of an incident or behaviour resulting in an external suspension from school, Oxford Falls Grammar aims to ensure that there is clear communication between home and school regarding the behaviour and its consequences. This will usually include phone or face-to-face contact with parents and the issuing of a formal letter from the Principal or Head of School regarding the suspension.

In the normal course of events, an external suspension from school will be followed by a re-entry interview involving the Principal or Head of School, student, parents and other relevant senior staff members as relevant.

## **Expulsion**

A student may have their enrolment at the School terminated by the authority of the Principal. This consequence would only be employed in extremely serious situations after full investigation of the situation, discussion with parents and consultation with relevant staff.

In any proceedings leading to expulsion, students will:

- 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
- have an opportunity to respond to the allegations
- know how to seek a review of the decision made in response to the allegations

In the normal process, the Principal will reach a preliminary decision in relation to the allegation and any proposed penalty and advise the student and parent/s of the preliminary decision. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may submit any additional/new information they want to be considered for a review. The Principal will then either confirm the preliminary decision as the final decision or amend the preliminary decision based on the additional /new information provided. Parents may elect to withdraw their child/ren from the School during this process and before a final decision is confirmed.

If the final decision of the Principal in a matter of expulsion is considered unfair, the family has recourse to record their concerns via a letter to the Chair of the School Board (the governing body of the School).



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## **ROLES AND STRUCTURES**

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It is an expectation that should a student have a complaint or grievance, or has been mistreated (i.e. victimised, bullied, harassed, assaulted, etc.) in some way, that they will make an immediate report to a relevant staff member.

The School has structures and various specialist roles for staff who are authorised to manage wellbeing and disciplinary matters in the School.

Generally speaking, the Head of (Junior/Senior) School has the final say and is the ultimate arbiter in student disciplinary proceedings within their relative domains. The Principal will generally only become involved in a student management issue in the rare case of a significant grievance or serious incident, or when student suspension or expulsion are being considered.

At times students and parents will identify matters of concern. Students raising matters of concern can do so through the following avenues, as appropriate for the issue or situation: Class teachers, Year Advisors, Head of Stages, Deans of Students, Dean of Academic Studies, School Counsellor, Head of School and of course, their own parent.

Parents with a complaint or grievance may bring that to the attention of the relevant class teacher, Head of Department, Year Advisor, Head of Stages, Deans of Students, Dean of Academic Studies or Head of School, as appropriate for the issue or situation.

Parents seeking further pastoral support or advice may contact the Community Chaplain or the School Counsellors.