



Policy and Procedure: Student Discipline

Policy

PLC Armidale (*the College*) is committed to providing a safe and supportive environment for all students and staff. Behaviour management and discipline of students will follow the principles of procedural fairness and the prohibition of discrimination.

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 Student Discipline Policy and its Procedures are part of the framework through which school manages student discipline.

Parents, students and staff have a right to raise concerns regarding discipline matters and have them addressed in a timely manner by an appropriate member of staff.

The College 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 College community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgment through to structured merit awards
- maintaining records with respect to student behaviour.

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 College.

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.

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Scope

This Policy and Procedure applies to all staff and students of PLC Armidale.

Procedure

Procedural Fairness

1. Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.
2. The College is committed to applying the principles of procedural fairness when disciplining a student, which 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
 - have a decision reviewed (but not to delay an immediate punishment).

College Rules and Expected Standards of Behaviour

3. The College requires all students to abide by the standards outlined in the document known as 'Respect for Others' reproduced in the Student Handbook and displayed around the College.
4. The College requires all students to comply with the College Standards regarding Conduct, Appearance and Attitude to Study reproduced in the Student Handbook.
5. Students are required to follow the directions of teachers, senior staff and other people with authority delegated by the Principal.
6. The College is committed to settling student discipline matters of any nature in a timely manner, using procedural fairness¹ and respect for all. Students will have the opportunity to describe and explain their behaviour before any disciplinary actions are determined.

Student Rights and Responsibilities

7. In accordance with the Aims of the College and the Respect for Others document as published in the Student Handbook, students have the following rights and responsibilities:

¹ Procedural fairness is a way of proceeding that is fair to persons who might suffer a detriment as a result of a decision. Procedural fairness is generally recognised as having two elements, the right to be heard and the right to an impartial decision.

Rights	Responsibilities
To be treated with respect	<ul style="list-style-type: none"> • Treat everyone with respect and discourage others from acting disrespectfully
To work and learn in a positive environment	<ul style="list-style-type: none"> • Be punctual to class • Follow all directions of the teacher, focus on studies while in the classroom and do not cause disruption to others • Treat the College environment with respect and do not litter or deface the environment
To feel safe and secure	<ul style="list-style-type: none"> • Do not bring weapons, drugs, cigarettes, vapes or alcohol on to the College premises or to College events • Do not consume or use these items on College premises or events
To be treated fairly	<ul style="list-style-type: none"> • Treat others fairly
To be free from harassment and bullying	<ul style="list-style-type: none"> • Refrain from harassing, intimidating or bullying others
To have one's property respected	<ul style="list-style-type: none"> • Do not damage, destroy, steal or interfere with the property of others or of PLC
To have one's privacy respected	<ul style="list-style-type: none"> • Respect the privacy of others • Do not disclose personal information about others • Do not gossip or make false claims about others
To seek help and appropriate support	Inform responsible and appropriate others when one needs assistance with any matters

Staff Procedures

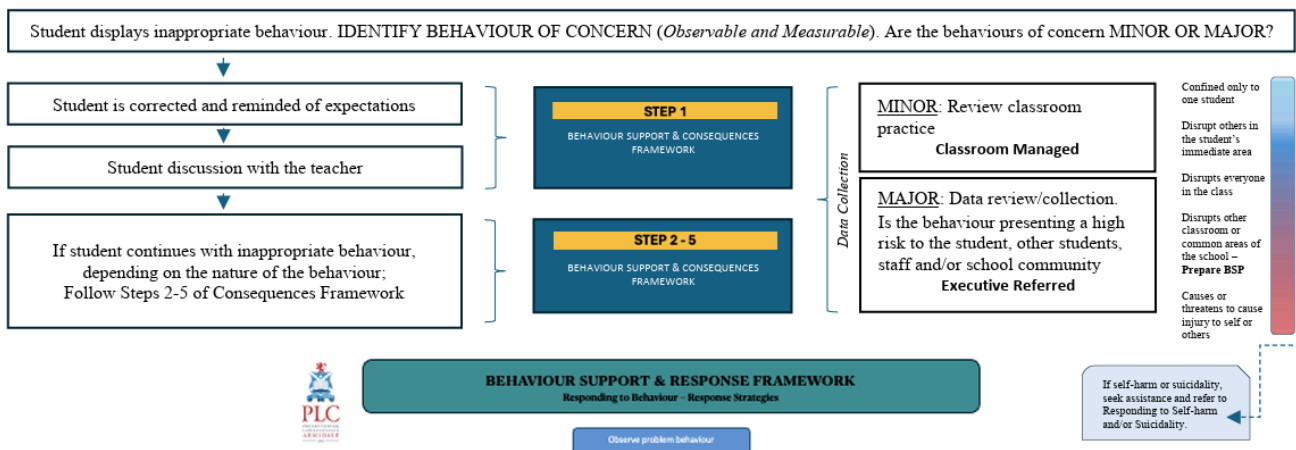
Junior School

8. Each class will develop classroom expectations in accordance with this policy and procedure.
9. Playground behaviour rules are documented in the Junior School Staff Handbook and the Junior School Parents Handbook, and are communicated to the students by the staff.
10. All students are expected to abide by the College Standards and Expectations which are published in the Student Handbook.
11. The consequences for not following any of the class, playground or College rules will be dealt with using the following procedures:

12. The consequences for not following any of the class, playground or College rules will be dealt with following *The Behaviour Support and Response Framework* aligned to the College's Student Code of Conduct. It recognises that behaviour is a form of communication and that effective support requires proactive teaching, positive reinforcement and structured intervention when required.
13. *The Behaviour Support and Response Framework* establishes a transparent and consistent Behaviour Support and Discipline Framework that promotes self-discipline, positive relationships, and personal responsibility. It applies to all students, staff, and learning environments across the Junior School and aligns with College-wide wellbeing and duty of care obligations.
14. All specialists staff working in the Junior School will manage then report misbehaviours to the student's classroom teacher whilst also following the *Behaviour Support and Response Framework procedure, when addressing behaviour*.

The contents of this graphic are underpinned by the PLC Armidale Discipline Policy, the AIS *Positive Practices for Classroom Management: Classroom Practices Handbook*, and aligned to the AIS Behaviour Support Plan and Behaviour Management Flowchart.

Behaviour Support Guidelines and Flowchart



Detentions (Junior School)

15. Detentions may be issued by teaching staff for a breach of College standards as outlined in the Student Handbook/Student Diary. Detentions are to be issued with due regard for the age, maturity and specific circumstances of the student.
16. Detentions are designed as a firm reminder to a student that her attitude, behaviour or presentation does not affirm the standards upheld by the College. Detentions are also designed to provide a clear indicator from the College that the student has not met her social responsibilities and has engaged in behaviour, or has exhibited attitudes that need immediate, serious and permanent redirection on her part.
17. Detentions are designed for student reflection to help the student reengage with positive behaviour in line with College expectations.

Lunch Detentions (Junior School)

18. Lunch detentions can be issued by any teacher and are used for minor infringements or rule violations.
19. These detentions are used to teach students about responsibility and accountability for their actions. Lunchtime detentions can be used as a time for students to reflect on their actions and consequences of their behaviour.

In School Suspensions (Junior School)

20. In-school suspension (not formal suspension) involving withdrawal from class/es (one or more days) may include isolation with different break times. The Head of Junior School or Principal will inform parents in writing.

School Suspensions (Junior School)

21. This will apply to students who have regularly failed to meet the high standards of the College by breaching the College Standards and Expectations, Code of Conduct and/or Appearance standards as outlined in the Student Diary. The Head of Junior School or Principal will inform parents in writing. During this time students will be counselled by the Head of Junior School and/or Principal and supported by the College Psychologist.
22. Students will be required to use this time to either complete outstanding work or to do community service, depending on the nature of the infraction.

Minor vs Major Behaviour Definitions (relating to Behaviour Support Framework)

23. Behaviours are categorised to determine the appropriate response and level of intervention.

Minor (Classroom Managed)	Major (Executive Managed)
Calling out, off-task talk, low-level disruption, lateness, uniform breach, minor rudeness, or misuse of property.	Physical aggression, sustained disruption, defiance, bullying/harassment, theft, property damage, or unsafe behaviour.
Handled through redirection, reteaching, reflection sheet, and restorative conversation.	Requires HOJS referral, family meeting, Behaviour Support Plan, and formal follow-up with Principal.

Restorative Practice (Junior School)

Restorative practice is central to PLC Armidale's Christian approach to behaviour. It focuses on repairing relationships, fostering empathy, and promoting accountability. Students are guided through structured reflection using the following relational questions:

- What happened?
- What were you thinking at the time?
- Who has been affected and how?
- What needs to happen to make things right?
- What will you do differently next time?

Roles and Responsibilities (Junior School)

Maintaining a positive and respectful learning environment is a shared responsibility among students, staff, and families.

Teachers: Model expectations, reinforce positive behaviour, and apply consistent responses.

Head of Junior School / Executive: Provide guidance, manage major behaviours, and ensure documentation and family communication.

Parents/Carers: Support school expectations, reinforce values at home, and engage in collaborative problem-solving when required.

Students: Strive to demonstrate the PLC values of Respect, Integrity, Humility, and Self-Discipline in all actions.

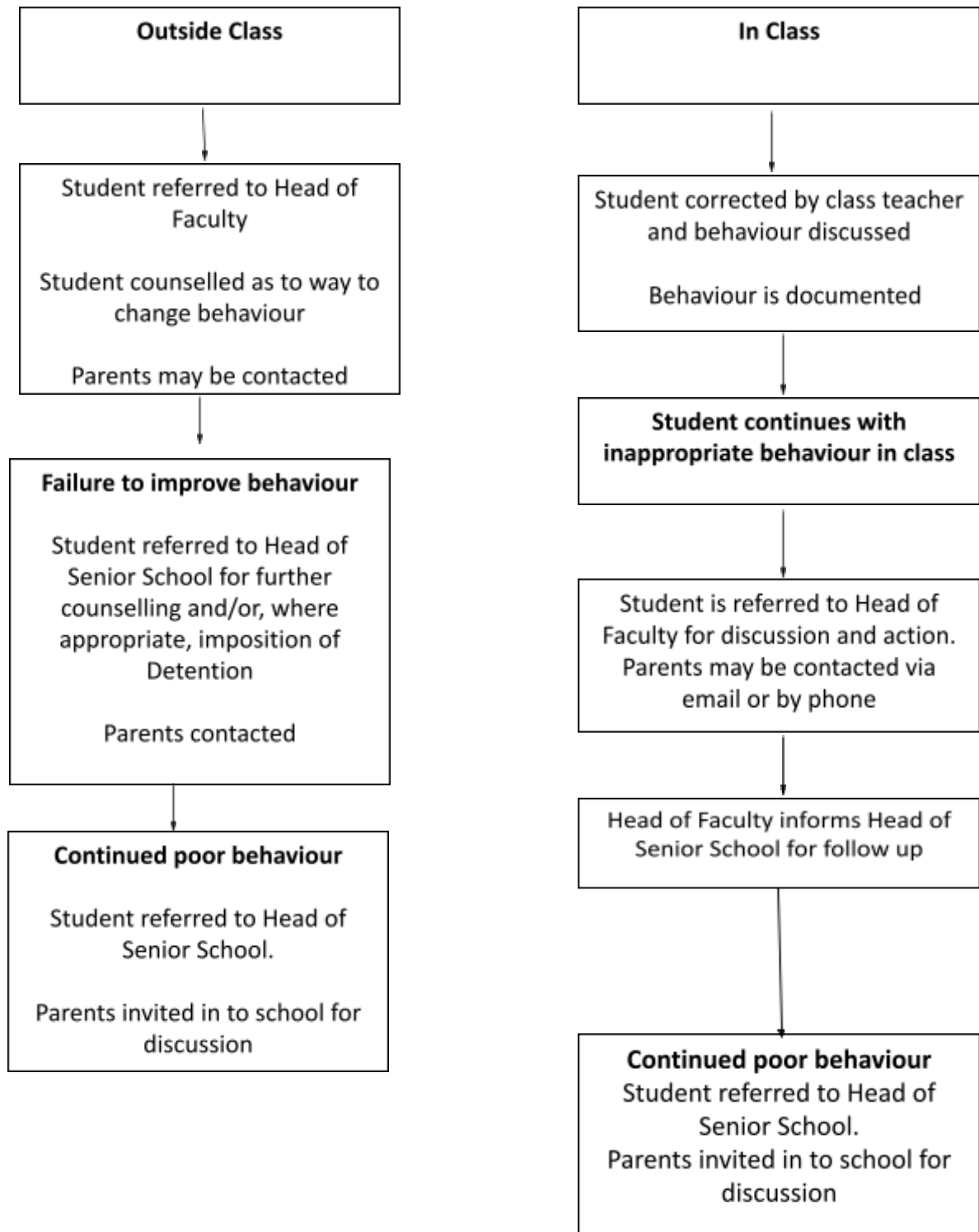
Data and Record Keeping (Junior School)

Behaviour incidents are recorded through the Junior School Behaviour Monitoring Matrix. Referrals, reflection sheets, and follow-up actions are scanned to the student's profile within the School Management System. Data is used to inform behaviour support planning and to monitor student wellbeing trends.

Senior School

24. All students are expected to abide by the College Standards published on student intranet, and in Student Diary.
25. All specialist teachers working in the Senior School will report inappropriate student behaviour to the relevant Head of Faculty. Any co-curricular staff will report poor behaviour to the Head of Senior School.
26. The consequences for a breach of College Standards and expectations for Senior students will be dealt with using the following procedures:

STUDENT DISPLAYS INAPPROPRIATE BEHAVIOUR



Detentions (Senior School)

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28. Detentions are designed as a firm reminder to a student that her attitude, behaviour or presentation does not affirm the standards upheld by the College. Detentions are also designed to provide a clear indicator from the College that the student has not met her social responsibilities and has engaged in behaviour, or has exhibited attitudes that need immediate, serious and permanent redirection on her part.
29. Detentions are designed for student reflection to help the student re engage with positive behaviour in line with College expectations.

Lunch Detentions (Senior School)

30. Lunch detentions can be issued by any teacher and are used for minor infringements or rule violations.
31. These detentions are used to teach students about responsibility and accountability for their actions. Lunchtime detentions can also be used as a time for students to reflect on their actions and consequences of their behaviour.

After School Detentions (Senior School)

32. After school detentions are a method to address behaviour which is a breach of school expectations.

For example:

- fractional truancy - refer student to Head of Senior School
- repeated disruptive behaviour in classroom - refer student to Head of Faculty
- abusive behaviour in class or in the playground - refer student to Head of Senior School
- misbehaviour on public transport - refer student to Head of Senior School
- public behaviour which brings the school into disrepute - refer student to Head of Senior School

33. After School Detentions will be issued by the Head of Senior School and supervised by the Head of Senior School or delegate, who will use the detention session to counsel individual students about behaviour. Students may also be required to make some contribution to the school community during the detention time by completing an assigned task.

34. Detention forms / emails must explain the reasons for the detention and outline exactly when the detention is to be served.

Saturday Detentions

35. Saturday Detentions are used to address behaviour which is a serious breach of school expectations.

For example:

- truancy

36. In all cases of Saturday Detentions parents will be notified by the Head of Senior School.

37. Any further misdemeanour may result in suspension.

In School Suspension (informal) (Senior School)

In-school suspension (not formal suspension) involving withdrawal from class/es. (one or more days)

38. May include isolation with different break times and later finish to the day

All devices (including phone) are handed in for the day

Head of Senior School or Principal will inform parents in writing.

School Suspension (Senior School)

39. This can be applied during the school term or in school holidays at the discretion of the Principal.

40. This will apply to students who have regularly failed to meet the high standards of the College by breaching the College Standards and Expectations, Code of Conduct and/or Appearance standards as outlined in the Student Handbook/Student Diary. It can also be used if a student brings the school into disrepute. Examples include:

- smoking
- vaping
- issues relating to drugs and alcohol
- theft.

41. It can involve being withdrawn from class or being scheduled in school holidays. Parents will be notified and arrangements made for the student as they will be required to attend school between 9.00 am and 2.00 pm on a designated number of days during the school holidays. During this time students will be counselled by the Head of Senior School and/or the Principal.

42. Students will be required to use this time to either complete outstanding work or to do

community service, depending on the nature of the infraction.

Procedural Fairness In Matters Relating To Suspension, Expulsion And Exclusion²

43. The Principal will delegate the investigation of discipline matters that could involve suspension, expulsion or exclusion. The delegated staff member will report their findings to the Principal for his decision. The delegated staff member should be a member of the Executive Staff who has not been directly involved with the matter being investigated.
44. Procedural fairness in the investigation of such discipline matters ensures that the person against whom an allegation has been made:
 - knows the details of allegations related to the specific matter and any other information which will be taken into account
 - knows the policies and procedures under which disciplinary action is being taken
 - knows the process by which the matter will be considered
 - has an opportunity to respond to the allegations
 - has an opportunity to have a support person present at formal interviews and provide an interpreter where necessary
 - knows the process for review.
45. Procedural fairness will also ensure the right to an unbiased decision through:
 - impartiality in the investigation and decision making
 - absence of any bias by the Principal as the decision maker.

Review Process for Suspension, Expulsion and Exclusion

46. The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed, and advise the student (and parent/s) of the view.
47. The student (and parent/s) will be advised that if they wish this preliminary decision to be reviewed they must make a written application for review to the Principal and submit any additional information they want to be considered during the review process.
48. The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

² Suspension occurs when a student is prohibited from attending the school for a limited number of days.
Expulsion occurs when a student is prohibited from attending the school.
Exclusion occurs when a student is expelled and prohibited from attending related schools.

Restorative Practice

38. Discipline matters which have involved or affected other people may be subject to facilitated conversations between the parties to build understanding and empathy with a view to restoring the relationship between parties or at a minimum facilitate a fresh start wherever possible. The facilitated conversations will be conducted by a member of the Executive, College Psychologist, Chaplain or designated staff member and may include the person or persons wronged as well as the person, persons who have wronged them.

Confidentiality

39. Confidentiality and privacy require that all parties must ensure that information is restricted to those who genuinely need to know. Furthermore, those people should only be told as much as they need to know and no more. For example, some people may need to know of the issue so they can provide advice or information, but not the identities of the persons involved.

Record Keeping and Records Management

40. Records will be kept, in an appropriate confidential manner, of discipline matters by the staff member dealing with the matter. The record will include details of allegations, interviews, the process followed and the consequences applied. Records will also contain the detail of decisions, appeals and suspensions.

41. This information will be retained in accordance with accepted retention periods as outlined in the Australian Society of Archivists - Records Retention and Disposal Schedule for Non-Government Schools.

Communicating the Policy

42. This Policy is available on the College intranet and in printed form from the Principal, Head of Senior School and the Head of Junior School, Copies may be obtained from these offices.

Training and Development

43. This Policy and Procedure will be included in the induction process for all new staff. Ongoing training will occur at regular intervals as part of professional development to ensure staff are familiar with the requirements for positive student welfare.

Related Documents

Respect for Others Document
Student Handbook
Anti Bullying Guidelines
Dispute Resolution Policy and Procedure