

# Student Management Discipline Procedures

## *B9 – Discipline*

### Philosophy

Tweed Valley Adventist College seeks for every student to grow into the best version of all they can be — physically, socially, academically, and spiritually. In keeping with this holistic vision, the College actively promotes the development and practice of values consistent with a Christian ethos.

The purpose of discipline at Tweed Valley Adventist College is not merely to manage behaviour, but to support the positive formation of character and to provide clear guidance for students, parents, and staff regarding appropriate behaviour expectations and resulting consequences. Discipline is understood as an essential part of personal growth and development for all people. As expressed in *Hebrews 12:11*: “*For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it.*”

Accordingly, all students have the right to a discipline framework that is grounded in clarity, consistency, and procedural fairness. The College carries both a legal and moral responsibility to implement a system that is redemptive and restorative in nature, and that is clearly understood and consistently applied.

### The Discipline Level System

Tweed Valley Adventist College complies with the NSW Educational Reform Amendment Act (1995) which forbids the use of corporal punishment in schools.

The Discipline Level System that follows, is designed to be a redemptive and restorative process. Each level is designed to provide corrective actions in addressing misbehaviour.

It is recognised that;

- a) The manner in which corrective actions are implemented, are as important (if not more so), than the actions themselves;
- b) School rules apply to students, whether on the school grounds, on the bus travelling to and from school, at school organised events or excursions, or in wearing the school uniform in any public place;
- c) All discipline matters will be treated with strict confidentiality, with information shared only with those directly involved.

## Level 1 – Classroom Level Monitoring of Behaviour

Each teacher has the responsibility and authority to maintain appropriate levels of behaviour in their classroom. This will include the behaviour expectations listed below.

Classroom Behaviour Expectations	Potential Corrective Actions
<ol style="list-style-type: none"><li>1. Follow instructions and cooperate in class;</li><li>2. Work without distracting others;</li><li>3. Interact with others with kindness and respect;</li><li>4. Be respectful of other people's property;</li><li>5. Be at class on time;</li><li>6. Gain permission before moving or leaving the classroom;</li><li>7. Complete assigned work in a satisfactory manner, and in accordance with personal ability;</li><li>8. Adhere to the school's policy on uniform, including: hair, jewellery and make-up.</li></ol>	<p>The corrective actions taken by the teacher will largely be at the teacher's discretion, though in alignment with the overall philosophy of the school. Each teacher should have a series of clear and logical consequences (increasing), that are well communicated and consistently reinforced. This may include the step of a 'teacher appointment'.</p> <ol style="list-style-type: none"><li>2. Lateness will be recorded in SEQTA;</li><li>3. Uniform infringements will be addressed and recorded in SEQTA;</li><li>4. Teacher appointments will be recorded in SEQTA. These appointments will be a maximum of 15 min in duration and may include responses such as:</li></ol> <ul style="list-style-type: none"><li>• discussing the behaviour and working towards solutions with the teacher;</li><li>• cleaning and straightening the classroom;</li><li>• completing a reflection activity.</li></ul>

## Level 2 – Lunchtime Detention

A lunchtime detention will be awarded when:

- the actions of classroom teachers as listed in Point 1 do not achieve the necessary changes in behaviour; or if
- there is a disregard of other general school rules and guidelines.

The following outlines general school rules that are expected to be followed by all students;

- attend teacher appointments, detentions or other required commitments on the day and at the time specified;
- refrain from drawing on books, diaries or on their person;
- refrain from any behaviour in assembly or chapel that is distracting or disruptive;
- never use chewing gum at school;
- remain in their class/study room during class-time, unless they have permission by the classroom teacher to leave;
- avoid any physical contact that interrupts, annoys or harms others;
- treat the property of others with care and respect;
- wear the school uniform correctly;
- never bring or consume caffeinated or energy drinks at school (or their equivalent);
- always use technology appropriately (refer to Technology Usage Policy);
- always use appropriate language (this includes no swearing);
- always ride their bike with an approved fastened helmet;
- refrain from riding or bringing e-scooters, or non-legal e-bikes - to school;
- be honest;
- arrive at school and to classes on time (three times late to a class in a fortnight will result in a detention);
- never go out of bounds, including into classrooms without a teacher;
- never put other people down;
- follow directions without arguing or answering back.

Please note that;

- a student who receives four detentions within a 10 week period (school weeks), will be placed on a Yellow Level, as outlined in the next section;
- after 50 school days, a detention 'drops off' and is no longer counted for the purpose of moving to a Level 3 – Yellow Card and/or Level 4 – Red;
- all detentions are logged on the database within SEQTA;
- a staff member may choose to assign a student with a manual task around the school (e.g. sweeping) in place of a lunchtime detention. They will however still log this as a detention within SEQTA, noting that they have fulfilled the requirements of the detention;
- parents will be informed when their child receives a detention.

### Level 3 – Yellow Behaviour Level

The aim of this level is to provide structured support for changes in behaviour. As with all levels, it is to be undertaken with a restorative mindset.

Students may be placed on a Yellow Level if;

- they acquire four detentions within a 10-week (50 day) period (school days/weeks);
- engage in more serious behaviour, including (but not limited to);
  - school bullying;
  - refusal to follow a lawful instruction given by school staff (disobedience);
  - academic misconduct;\*
  - breaches of the Technology Usage Policy.

The following applies to students who are on a yellow card;

- in discussion with the student, a record will be made of;
  - the behaviour/s that need to alter;
  - the actions the student agrees to do in order to make things right; and
  - any additional support that is needed in assisting the student to change the pattern of behaviour.
- parents will be informed in writing through the school's online management system (SEQTA);
- while on the Yellow Level, students will lose privileges, including representative sports or social events & excursions;
- if the behaviour is classroom related, students will usually carry a 'behaviour notebook' to be signed off by the classroom teacher/s;
- a student will be on the Yellow Level for 7 days.

If during the 7 day period, the student demonstrates substantial improvement in the desired behaviour/s, they will move off the behaviour card system. If a student does not show substantial improvement (as specified within the individual card), they will be transferred to the Red Level (Level 4).\*\*

If a student has already moved to a Yellow Level twice within the school year, the third (and subsequent times) will take them directly to the Red Level.

*\*Academic misconduct occurs when tools (e.g. digital application tools or other assistance) are used contrary to teacher instructions, assessment conditions, or stated expectations about independent work.*

*\*\*Please note that the levels outlined may not necessarily be followed sequentially. If the misbehaviour is of a serious nature, the child may go immediately to an appropriate level. This will occur in consultation with the Classroom Teacher, Principal, and Discipline Committee.*

## Level 4 – Red Behaviour Level

The aim of this level is to provide further structured support for changes in behaviour. As with previous levels, it is to be undertaken with a restorative mindset.

Students may be placed on a Red Level if;

- student behaviour does not demonstrate significant improvement while at the Yellow Level; or if
- the student engages in serious behaviour, including (but not limited to);
  - deliberate rude, abusive or offensive behaviour;
  - serious defiance of a staff member;
  - refusal to follow a lawful instruction given by school staff (disobedience);
  - threats or public putdowns;
  - truancy from school grounds;
  - unacceptable behaviour during out-of-school activities;
  - misbehaviour at a representative event;
  - serious breaches of the acceptable IT Policy;
  - inappropriate physical contact;
  - forging signatures;
  - dangerous or irresponsible behaviour.

The following applies to students who are on a red level;

- in discussion with the student and their parents, the school will ensure that there is a record made of;
  - the behaviour/s that need to alter;
  - the actions the student agrees to do in order to make things right; and
  - any additional support that is needed in assisting the student to change the pattern of behaviour.
- students will lose privileges, including representative sports or social events & excursions for four weeks;
- students may carry a 'behaviour notebook' to be signed off by the classroom teacher/s;
- a student will be on the Red Level for 7 days.

If during the 7 day period, the student demonstrates substantial improvement in the desired behaviour/s, they will move off the behaviour card system. If a student does not show substantial improvement (as specified within the individual card), they will be referred to the Discipline Committee.\*

\*Note that in instances of serious misconduct, a single incident may result in a meeting of the Discipline Committee.

## Level 5 – Suspension

The aim of this level is to provide a degree of separation from the school environment, to signal the seriousness of the behaviour and to provide an opportunity for reflection.

Suspensions/Expulsions are dealt with in accordance with the [School Exclusion -Suspension, Expulsion and Appeals Procedures](#).

Students may be considered for a suspension if;

- student behaviour does not demonstrate significant improvement while on the Red Level; or if
- the student engages in serious misbehaviour, including (but not limited to);
  - abusive or offensive language or behaviour;
  - being in the possession of, or using, or showing the effects of alcohol or cigarettes (including vaping), while attending school or a school function or while in school uniform;
  - being in the possession of weapons, including pocketknives;
  - fighting
  - uncovering someone’s modesty, dacking, lifting skirts, etc.
  - knowingly being in the company of people in possession of or using or showing the effects of illegal drugs or the inappropriate use of prescription drugs or weapons, while attending school or a school function or while in school uniform.
  - possession or access of pornographic, obscene, occult, or other offensive material.
  - serious bullying behaviour
  - sexually inappropriate behaviour
  - deliberate acts of vandalism against the property of other students, teachers, or the school (breaking, damaging, defacing, graffitiing).
  - theft of another's property.
  - breaching the TVAC reputation Policy through public (including online) misbehaviour.
  - any significant breach as determined by Senior Leadership to warrant suspension.

The following applies to students who are suspended;

- At all times the school must ensure that a fair and transparent process has been used (see School Suspension and Expulsion Policy).
- The student upon return, may be required to perform manual labour around the school for a specified period of time. This will be performed at a time mutually agreed upon by Senior Leadership and the parents of the student;
- Students who do not demonstrate a change in behaviour will be referred to the Discipline Committee.

### **School Directed Absence**

Students who use a mobile phone or other prohibited electronic device during school hours will be either sent home that day or asked to remain home the following day.

## **Level 6 – Individual Contract**

In order to provide appropriate support, students returning from a suspension will be placed on an Individual Behaviour Contract. This contract will include;

- an identification of the behaviour/s to be monitored;
- an outline of the expectations to be met;
- an outline of the support structures/approaches to assist the student;
- an identification of the time-period that the student will remain on the Individual Behaviour Contract.

A meeting will be held to finalise the individual contract, prior to the student returning to class.

If a student does not show the improvement as specified within the contract, they will be referred to the Discipline Committee. The Discipline Committee will consider all options, including that of expulsion from the school.

## Level 7 – Expulsion

Within the discipline process, the aim is to encourage students to change their behaviour and to remain in alignment with the values and ethos of the school. Where every effort has been made to correct behaviour without success, the Discipline Committee will meet to consider the removal of the student from the school.

A student may be considered for expulsion if;

- their behaviour has not significantly improved after a suspension;
- the student engages in serious misbehaviour, including (but not limited to);
  - being in the possession of illicit drugs;
  - using a weapon;
  - they are responsible for a sexual assault;
  - there is a serious breach of the TVAC Reputation Policy;
  - any other breach determined by the Discipline Committee to warrant expulsion.

In such instances, the Discipline Committee will be guided by the [School Exclusion -Suspension, Expulsion and Appeals Procedures](#).

### Consequences

- Expulsion
- Where necessary, the police will be involved