



St Philip's Christian College, Newcastle

Managing Student Behaviour (Discipline) Policy

POLICY DOCUMENT INFORMATION

COMPLIANCE	
NESA	Compliance – NESA (current Manual headings) • B8 Safe and supportive environment (includes child protection, anti-bullying, complaints) [nsw.gov.au] • B9 Discipline (prohibition on corporal punishment; procedural fairness) [nsw.gov.au] • B7 Enrolment and attendance (registers, monitoring, interventions) [nsw.gov.au] • B2.7 Annual reporting (policy publication & reporting expectations) [nsw.gov.au]
Legislative Requirements	Legislative Requirements (key instruments) • Education Act 1990 (NSW) (registration framework; attendance; Part 5A risk & information-sharing) [legislation.nsw.gov.au], [classic.austlii.edu.au] • Education Regulation 2017 (NSW) (non-government school & not-for-profit provisions) [legislation.nsw.gov.au] • Education Standards Authority Act 2013 (NSW) (NESA) [nsw.gov.au] • Children's Guardian Act 2019 (NSW) (Reportable Conduct Scheme; NSW Child Safe Scheme) [legislation.nsw.gov.au] • Child Protection (Working with Children) Act 2012 (NSW) (WWCC) [compliance.xis.com.au] • Children and Young Persons (Care and Protection) Act 1998 (NSW) (information sharing Ch.16A) [compliance.xis.com.au] • Work Health and Safety Act 2011 (NSW) [compliance.xis.com.au] • Privacy Act 1988 (Cth) (APPs) and Australian Privacy Principles (for independent schools) [compliance.xis.com.au] • Disability Discrimination Act 1992 (Cth) and Disability Standards for Education 2005 (reasonable adjustments; participation on the same basis) [education.gov.au], [files.eric.ed.gov]
Other Policy Relationships	• Allegations against Employees in the Area of Child Protection Policy • Child Protection Policy • Supervision Guidelines • WHS Policy • Managing Student Behaviour (Discipline) Procedures • Managing Student Behaviour (Discipline) Guidelines • Excursion Policy



	• Privacy Policy • Managing Student Behaviour (Commendation) Policy • Managing Student Behaviour (Anti-Bullying and Harassment) Policy • Record Keeping Policy • Parent Code of Conduct • Enrolment Policy
KEY DATES	
Date of ratification	March 2026
Date for review	March 2029 (or earlier in response to /NESA changes) [nsw.gov.au]
Policy Review	At least every 3 years, or sooner if required by NESA updates/Official Notices. [nsw.gov.au]

The College's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the *Education Act* and of the NESA for registration of the school.

1. General Statement

Education at St Philip's Christian College is grounded in relationships marked by reconciliation, restoration and growth. Consistent with our Christian ethos, discipline is understood as **teaching and formation** that promotes respect, self-control and responsibility so that learning occurs in a safe environment for all. Our approach integrates student wellbeing, pastoral care, classroom climate and effective pedagogy.

Prohibition on corporal punishment

The College **prohibits** corporal punishment and **does not explicitly or implicitly sanction** the administering of corporal punishment by any non-school person, including parents, to enforce discipline at the College. This complies with NESA's registration requirement for discipline. [\[nsw.gov.au\]](https://nsw.gov.au)

2. Aim

To create and maintain a **safe, secure, inclusive and productive** learning environment that nurtures the spiritual, emotional, academic, social and physical development of every student.

3. Objectives – Policy Statement

3.1 Christian Ethos

Our approach to Managing Student Behaviour is grounded in Biblical truth and motivated by Christian love. Relationships marked by compassion, dignity and hope underpin all behavioural expectations and responses. Jesus Christ provides our model for conduct, empathy and care.

3.2 Promoting a Safe, Supportive and Inclusive Environment

The College will:



- Apply a **whole-school, evidence-informed approach** to behaviour that is predictable, transparent and developmentally appropriate.
- Implement practices consistent with the **NSW Education Standards Authority's (NESA) Safe and Supportive Environment** requirements.
- Provide clear and accessible standards of behaviour for all members of the College community.
- Protect students' rights to learn in an environment free from bullying, harassment, discrimination, intimidation or victimisation.
- Recognise and reinforce positive behaviour, effort and character growth.
- Respond to concerning behaviour through supportive, educative and proportionate strategies that take into account student age, developmental stage and individual needs.

3.3 Self-Discipline

Managing Student Behaviour aims to teach and promote **self-regulation, responsibility and moral reasoning**. We seek to develop young people who act with integrity, demonstrate self-control and make wise, values-aligned choices.

Students are encouraged to reflect on their behaviour, understand its impact, and grow in self-discipline within a supportive and caring environment.

3.4 Respect

All members of the College community are expected to show respect through words and actions. This includes:

- valuing the dignity of each person
- listening with courtesy
- engaging with staff directions appropriately
- recognising authority as part of God-ordained order and College governance
- contributing to a culture of kindness, safety and responsibility.

3.5 Principles of Procedural Fairness and Natural Justice

The College is committed to ensuring that all behavioural decisions reflect **procedural fairness**, including:

- the **hearing rule** (students know the allegation, understand the process and have the opportunity to respond)
- the **unbiased decision rule** (decisions made impartially, based on available evidence)
- transparent communication with students and parents/carers
- clear reasons for significant decisions
- a pathway for internal review where appropriate.



3.6 Trauma-Informed and Developmentally Responsive Approaches

The College recognises that behaviour is shaped by students' development, emotions and experiences. Staff respond using a trauma-informed approach that:

- Maintains **calm, predictable and safe** environments.
- Interprets behaviour as **communication**, especially during distress.
- Uses **brief, steady co-regulation** to help students regain control.
- Addresses incidents in ways that are **supportive, proportional and educative**.
- Builds **trusting relationships** that promote positive behavioural growth.

These practices help students develop the skills to manage emotions, act responsibly and engage positively in learning.

4. Audience and Applicability

The College community including Executive Staff, Teaching and Non-teaching Staff, Students, Parent/Carers.

5. Context

5.1 We provide environments that are **inclusive; safe; free from bullying, harassment, intimidation and victimisation**.

5.2 All students and staff have the right to be treated fairly and with dignity; high standards of behaviour are expected.

5.3 On enrolment, parents/carers enter a partnership with the College to reinforce positive behaviour and support interventions.

5.4 We develop socially responsible, self-controlled young people through a responsive curriculum and targeted support.

5.5 **No student will be harassed, victimised or discriminated against**, consistent with applicable NSW and Commonwealth anti-discrimination and disability laws.

5.6 Implementation is consistent with College WHS duties to ensure a safe learning/work environment.

5.7 The College maintains strategies for identifying, reporting and addressing bullying, including cyberbullying and online conduct connected to the school.

5.8 This policy may apply **off campus/out of hours** where there is a clear and close connection between the College and student conduct (e.g., excursions, travel to/from school, online conduct involving the school community).



5.9 The Education Act requires that discipline of students be based on procedural fairness. In matters where suspension or expulsion is contemplated, the Principal must ensure that the process has been procedurally fair and that they have acted justly. (*See the College's "Managing Student Behaviour (Discipline) Procedures" document, section 5.2 and 5.3 for the processes relating to suspension and expulsion*). Please note: that no exclusion will occur. A student expelled from St. Philip's Christian College, Waratah will not be excluded from applying for enrolment at another St Philip's Christian Education Foundation Ltd (SPCEF) entity.

5.10 **Child Protection and Reportable Conduct:** the College complies with the **Children's Guardian Act 2019** and **OCG Reportable Conduct Scheme** (including investigation, notification within statutory timeframes, record-keeping and risk management).

5.11 **Attendance:** The College maintains enrolment and attendance registers and implements interventions in line with the **Education Act 1990** and **NESA B7 Enrolment and attendance**.

6. Responsibilities and Delegations

6.1 Principal

- The Principal is accountable to the Executive Principal and the Board of Governors for ensuring a safe, secure and harmonious work environment for students and staff.
- The Principal, in conjunction with the Executive Leadership Team is responsible for the development, implementation and monitoring of the Managing Student Behaviour (Discipline) Policy.
- The Principal is responsible for ensuring that the College's policy is evaluated and reviewed by the school community at least every three years.
- The Principal will endeavour to engage in collaboration in the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- The Principal will make available a copy of the Managing Student Behaviour (Discipline) Policy to the College community.
- The Principal will ensure parents and students are informed whenever College rules are reviewed.
- The Principal will ensure that all disciplinary actions involving suspension or expulsion from the College are managed consistently with College Suspension and Expulsion procedures.
- The Principal will ensure the school maintains appropriate records relating to suspension and expulsion.
- The Principal will ensure that staff are able to work in an environment that is safe, supportive and free from psychosocial harm. This includes meeting obligations under NSW Work Health and Safety laws to identify and manage psychosocial hazards, such as aggression or conflict, consistent with the SafeWork NSW Code of Practice and strengthened requirements under the WHS Regulation.

6.2 Assistant Principal/Heads of Schools

- Heads of Schools are expected to participate in the development of the Managing Student Behaviour (Discipline) Policy and to support its effective implementation and monitor its effectiveness.



- Respond to concerning behaviour through supportive, educative and proportionate strategies that take into account student age, developmental stage and individual needs.
- Implement practices that ensure a safe and supportive environment for all students and staff.
- Ensure that procedural fairness is applied.
- Liaise with, and coordinate as necessary meetings between key stakeholders (staff, parents, students) regarding individual student behaviour.
- Maintain appropriate records relating to discipline matters

6.3 Teachers

- Teachers are able to contribute the development of the Managing Student Behaviour (Discipline) Policy and are expected to support its effective implementation.
- Communicate with Head of School and parent behavioural matters
- Use a variety of strategies to help manage behaviour
- Where necessary, develop with student/parent and Head of School, individual behaviour plans or goal settings.

6.4 Parent/Carers

- Parent/carers are expected to support the College in the implementation of the Managing Student Behaviour (Discipline) Policy and Procedures.
- Parent/carers are expected to attend all meetings regarding student behaviour and where necessary to help establish Behaviour Support Plans or goal setting.
- Parents/carers are expected to support strategies agreed upon in an Behaviour Support Plan.
- Parents/carers are expected to communicate any matters that may be relevant to the managing of an individual's behaviour.

6.5 Students

- Students are expected to follow the College rules and to comply with staff directions regarding discipline and appropriate behaviour.
- Students are expected to show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, targeting or intimidation.

7. Monitoring, Evaluation and Reporting Requirements

This policy in line with Managing Student Behaviour (Discipline) Guidelines and Procedures will be evaluated and reviewed every three years or as needed in line with legislative changes.

8. Document Details and History

Reviewed and modified: March 2026 (J Fahey & A Anschau-Roach)