

Positive Learning Framework Policy & Procedures

Policy Statement

Hunter Christian School (HCS) prioritises relationships and a safe learning environment. We view conflicts as growth opportunities and use discipline to nurture respect, responsibility, and self-control. Inspired by God's love, our approach is firm but caring, with guidance and consequences fostering growth.

The school prohibits the use of corporal punishment in disciplining students attending the school. Procedural fairness is valued especially in matters of a serious nature.

Procedures

1. Positive Learning Framework

At Hunter Christian School our Positive Learning Framework is based on a school-wide set of expectations which apply in every circumstance and setting where students are expected to display our core expectations. These are, **Respect, Inclusion, Safety and Excellence (RISE)**. From these core values, a set of expectations have been developed for each school setting including the classroom, playground, online and bus.

1.1 **Respect**

- 1.1.1 Every student has the right to be treated with respect by their peers, teachers, and staff, fostering an environment of kindness and consideration.
- 1.1.2 It is the responsibility of each student to demonstrate respect towards their fellow classmates, teachers, and staff at Hunter Christian School, embracing differences and practicing courteous communication in all interactions.

1.2 **Inclusion**

- 1.2.1 Every student has the right to feel safe, respected, and valued in a learning environment where kindness and encouragement prevail.

1.2.2 It is the students' responsibility to contribute to a positive and supportive classroom culture by using kind words, uplifting others, and building each other up.

1.3 **Safety**

1.3.1 Every student has the right to learn and grow in an environment that prioritises their safety.

1.3.2 It is the responsibility of each student at Hunter Christian School to contribute to a safe and secure environment by following safety guidelines, showing care and empathy towards one another, and reporting any concerns promptly to ensure the well-being of all.

1.4 **Excellence**

1.4.1 Every student has the right to receive a high-quality education that encourages them to strive for personal and academic excellence.

1.4.2 It is the responsibility of each student at Hunter Christian School to pursue excellence in their studies, conduct, and personal growth, demonstrating a commitment to continuous improvement and utilising their talents to the best of their abilities.

2. Suspensions

In the event of a serious breach of school expectations or repeated minor breaches, the Head of School may decide to suspend a student. Suspension is a temporary removal of a student from all the classes they would normally attend at school for a set period.

Suspension usually requires the student to be at home for the period.

The delegated authority determining the consequence may consider the suspension to be in-school rather than out of school, where this is deemed more suitable for the student, their wellbeing, or circumstances, or to enable the student to meet with other carers or the Wellbeing/ Discovery Team.

In the case of repeated inappropriate behaviour, the delegated authority will ensure that discussion has occurred with the student and parents regarding the specific misbehaviour which the school considers unacceptable and which may lead to suspension. Parents will be warned in writing (email or letter) that suspension is an outcome for repeated unacceptable behaviour.

In some circumstances it may be determined that a student should be suspended immediately. This will usually be due to, but not limited to, reasons effecting the safety of students or staff and community.

3. Returning To School Following Suspension

On return from a period of suspension, the student will meet with the delegated authority to discuss re-entry into the school and classes.

The intention of this collaborative meeting will allow stakeholders to discuss and outline the behaviours that led to the suspension and to set clear expectations and goals for their return to school. This meeting will result in a formal agreement outlining the expectations, which will be signed by the student and a parent/carer before the student returns to classes.

4. Probation

Following a suspension and prior to being considered for expulsion a student may be placed on probation for a period to be determined by the delegated authority.

During this time the student has an opportunity to justify remaining in the school by adjusting their attitude and behaviour in line with RISE Principles, in all areas.

It may require forfeiture of any position of leadership.

During probation the student is placed on a contract by the delegated authority and invited to discuss their progress with a delegate or a School Wellbeing Team member.

At the end of probation, the delegated authority may remove the student from probation or make recommendations to the Principal to further suspend or proceed to expulsion.

Any breach of the conditions of probation or the RISE Principles may lead to a student's expulsion.

5. Expulsions

- 5.1 Where a disciplinary issue arises which may result in expulsion the school will investigate the circumstances surrounding the issue. The Head of School may direct the student not to attend school while the investigation takes place. An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond.
- 5.2 If after receiving the results of the investigation and hearing representations from the student, the Heads of School forms the view that

the student should be expelled, the Heads of School will make a recommendation to that effect to the Principal and advise the student and parents/carer that this recommendation has been made.

- 5.3 The parents/carer or student may appeal against that recommendation to the Principal, setting out the reasons why the Principal should not act on the recommendation. Any appeal must be provided to the Principal no later than 48 hours after the parents/carer have been advised of the recommendation.
- 5.4 If no appeal is made within the time specified, the Principal will decide whether to accept the recommendation and advise the student and parents/carer of the decision.
- 5.5 If the student or parents/carer have lodged an appeal, the Principal will consider the recommendations and the reasons provided by the student or parents/carer for not following the recommendation and will decide whether to accept the recommendation of the Head of School. The Principal will then advise the student and parents/carer of the decision.
- 5.6 The decision made by the Principal will be final.

6. Procedural Fairness

Disciplinary procedures must adhere to principles of procedural fairness.

The school is responsible for identifying incidents warranting disciplinary action and determining appropriate penalties. Any process leading to suspension and expulsion, must be conducted fairly. Procedural fairness is a fundamental right in interactions with authority. This encompasses the rights to be heard and to an unbiased decision-making process. Procedural fairness refers to what are sometimes described as the 'hearing rule'. The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- 6.1 Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter.
- 6.2 Know the process by which the matter will be considered.
- 6.3 Respond to the allegations.
- 6.4 Know how to seek a review of the decision made in response to the allegations.

7. Definitions of key concepts

- 7.1 Suspension is a temporary removal of a student from all of the classes that a student would normally attend at school for a set period of time.
- 7.2 Expulsion is the permanent removal of a student from the school.
- 7.3 Procedural Fairness is where the school's response to misbehaviour requires, either as a result of severity or repetition, a formal process of investigation possibly leading to suspension or expulsion, the principles of Procedural Fairness should be applied.
- 7.4 Probation is a period of time when a student is given the opportunity to justify remaining in the school by adjusting their attitude and behaviour in line with RISE Principles, in all areas.

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Reference documents / legislation	

Positive learning Framework: K-1

Level	Behaviour (May include, but not exhaustive)	Responsibility	Communication	Possible Actions
1	<ul style="list-style-type: none"> • Uncooperative behaviour (Fixed when prompted) • Taking other people's property • Unkind words or behaviour towards others • Excluding others from play • Out of bounds • Misuse of equipment • Disruptive behaviour / Calling out • Reluctance to complete a task • Minor uniform discrepancies (fixed the next day) 	<ul style="list-style-type: none"> • Classroom Teacher 	<ul style="list-style-type: none"> • Teacher who witnessed the behaviour 	<ul style="list-style-type: none"> • Teacher lead: • Verbal warning • Short time off play (if in the playground) • Change to seating plan • Personalised reward system • Contact parents
2	<ul style="list-style-type: none"> • Defiance • Consistent level 1 behaviours • Damage to property • Hitting peers (open hand) – without causing injury • Disrespecting/disobeying a teacher • Minor swearing (at self or in calm conversation) • Intimidating behaviour – verbal threats, • Put downs, verbal abuse • Inappropriate behaviour on bus (e.g. Repeatedly out of seat, throwing objects) • Consistently or dangerously out of bounds • Continued disruptive behaviour • Absent from class without permission • Exclusive language 	<ul style="list-style-type: none"> • Classroom Teacher • Relevant Assistant Head / delegate notified. • Discovery (if on IP) 	<ul style="list-style-type: none"> • Teacher who witnessed the behaviour to notify classroom teachers • Log on TASS as minor student behaviour • Notify appropriate Head of School / delegate 	<ul style="list-style-type: none"> • Teacher witness to put immediate measures in place (Off play - way from others) and manage risk. • Logical Consequence (May include loss of privileges (including bus travel), off play (facilitated by relevant teaching staff). Or a consequence directly related to the behaviour (i.e. cleaning up mess during lunch) • Parent Contacted by classroom Teacher (After 3 minor incidents, or as advised by Relevant Assistant Head / delegate.)
3	<ul style="list-style-type: none"> • Swearing at a classmate in anger or intimidation • Swearing at a staff member or parent (instant 2-day suspension) • Consistent wilful damage of property 	<ul style="list-style-type: none"> • Teacher who witnessed the behaviour. • Notify appropriate 	<ul style="list-style-type: none"> • Student apology • Parent Notified • RISE Goals Monitoring Card with Relevant Assistant Head / delegate. 	<p>For level 3 behaviours, a clear workflow for managing Tier 3 behaviours must be followed. Teachers can use the decision</p>

	<ul style="list-style-type: none"> • Theft • Deliberate/ premeditated harassment • Fighting/ physical assault causing injury • Possession of banned or illegal materials • Sexual intimidation or harassment • Absconding from class • Consistent and ongoing disregard for school expectations (3 or more level 2 behaviours) 	Head of School / delegate	<ul style="list-style-type: none"> • Log on TASS as an escalated student behaviour 	<p>making tree to help guide the process.</p> <p>Workflow.</p> <ol style="list-style-type: none"> 1. Reflection meeting with AHOP and reflection meeting. (When NCCD - Process managed in collaborative with Discovery). Logical consequences issued. 2. If a similar incident occurs: Issue infants behaviour monitoring card (reviewed at the end of each week, with potential for extension). 3. If monitoring card does not lead to improvement: Collaborative Planning with parents, Teacher and Executive (discovery when on NCCD) 4. Creation of behaviour support plan
Suspension/ Expulsion	<ul style="list-style-type: none"> • Ongoing Bullying • When the safety of staff and community is compromised 	AHOP HOP HOS	<ul style="list-style-type: none"> • Meeting with Parents • Suspension Warning for ongoing behaviours resulting in suspension • Logged on TASS • Return to school meeting 	Long suspension, Probation or Expulsion, will be considered if interventions, goals and expectations outlined in Behaviour Support Plan do not lead to improved behaviour.

Positive Learning Framework: 2-6

Level	Behaviour (May include, but not exhaustive)	Responsibility	Communication	Possible Action
1	<ul style="list-style-type: none"> • Uncooperative behaviour (Fixed when prompted) • Taking other people's property • Unkind words or behaviour towards others • Excluding others from play • Out of bounds • Misuse of equipment • Disruptive behaviour / Calling out • Reluctance to complete a task • Minor uniform discrepancies (fixed the next day) 	<ul style="list-style-type: none"> • Classroom Teacher 	<ul style="list-style-type: none"> • Support given to student by teacher who witnessed the behaviour 	<ul style="list-style-type: none"> • Teacher led: • Verbal warning • Short time off play (if in the playground) • Change to seating plan • Personalised reward system
2	<ul style="list-style-type: none"> • Disrespecting/disobeying a teacher • Minor swearing (at self or in calm conversation) • Refusal to complete a task • Intimidating behaviour – verbal threats, • Put downs, verbal abuse • Inappropriate behaviour on bus (e.g. Repeatedly out of seat, throwing objects) • Inappropriate use of devices (e.g. playing games during learning activities, using photos without permission, chatting on Teams) • Use of mobile phone while at school • Consistently out of bounds • Continued disruptive behaviour • Absent from class without permission • Consistent uniform infringements • Consistently late to Class 	<ul style="list-style-type: none"> • Classroom Teacher • AHOP 	<ul style="list-style-type: none"> • Apology from student • Notify classroom teachers • Log on TASS as a minor student behaviour and inform AHOP 	<ul style="list-style-type: none"> • Teacher witness to put immediate measures in place (Off play - way from others) and manage risk. • Logical Consequence (May include loss of privileges (including bus travel), device confiscated, off play (facilitated by relevant teaching staff). • Parent Contacted by classroom Teacher (After 3 minor incidents, or as advised by AHOP) • RISE Goals Agreement Card Issued after 3 incidents (Delivered by AHOP, but monitored by parents and classroom teachers. • In school or out of school suspension.

<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Open defiance or blatant disrespect • Swearing at a classmate in anger or intimidation • Wilful damage of property • Theft • Ongoing intimidation (Bullying) • Deliberate/ premeditated harassment • Blatant Racism • Fighting/ physical assault • Truancy • Consistent and ongoing disregard for school expectations (3 level 2 behaviours) • Ongoing intimidation (Bullying) 	<ul style="list-style-type: none"> • Teacher who witnessed the behaviour. • Assistant Head of Primary • Head of Primary 	<ul style="list-style-type: none"> • Student apology • Parent Notified • Goals agreement card with AHOP • Log on TASS as an escalated student behaviour • Discovery when listed as NCCD 	<p>For level 3 behaviours, a clear workflow for managing Tier 3 behaviours must be followed. Teachers can use the decision making tree to help guide the process.</p> <p>Workflow.</p> <ol style="list-style-type: none"> 5. Reflection meeting with AHOP and reflection meeting. (When NCCD - Process managed in collaborative with Discovery) . Logical consequences issued. 6. If a similar incident occurs: Issue infants behaviour monitoring card (reviewed at the end of each week, with potential for extension. 7. If monitoring card does not lead to improvement: Collaborative Planning with parents, Teacher and Executive (discovery when on NCCD) 8. Creation of behaviour support plan <ul style="list-style-type: none"> • Suspension – short (2 days) or long (up to 2 weeks) can be considered for all tier 3 behaviours depending on the severity and consistency of the behaviour. • For behaviours considered an immediate risk to the safety and security of others; see below.
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<p>Instant Suspension</p>	<ul style="list-style-type: none"> • Accessing inappropriate materials online (e.g. pornographic or violent) • Sexual intimidation or harassment • Swearing at a staff member or parent • Fighting/ physical assault causing injury • Possession of banned or illegal materials 	<ul style="list-style-type: none"> • Teacher who witnessed the behaviour. • Assistant Head of Primary • Head of Primary 	<ul style="list-style-type: none"> • Student apology • Parent Notified • Goals agreement card with AHOP • Log on TASS as an escalated student behaviour • Suspension notification sent to parents. 	<ul style="list-style-type: none"> • Immediate removal from class or playground • Parents contacted • AHOP and HOP to consider length of suspension depending on the ongoing safety concerns of peers and community. • Long suspension, Probation or Expulsion, will be considered if interventions, goals and expectations outlined in Behaviour Support Plan do not lead to improved behaviour
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Positive learning Framework: Year 7 – Year 12

Level	Behaviour (May include, but not exhaustive)	Responsibility	Communication	Action
1	<ul style="list-style-type: none"> ○ Attitude or behaviours that go against the RISE principle ○ Disobedient or uncooperative behaviour ○ Failing to cooperate with classroom expectations (off task, gaming, YouTube, late to class, homework) ○ Inappropriate attention seeking behaviour (constant talking, minor swearing) ○ Late to class or absent from class without permission ○ Minor uniform discrepancies ○ Inappropriate use of technology ○ Inappropriate touching (low level) ○ Chewing gum ○ Mobile phone usage at school 	<p>Classroom teacher</p> <p>Playground supervisor</p>	<p>Classroom teacher</p> <ul style="list-style-type: none"> ○ Record all incidences in Tass ○ May contact parents/guardian ○ May communicate with Pastoral care team and/or Wellbeing coordinator. 	<p>Possible Consequence imposed by classroom teacher (not an exhaustive list):</p> <ul style="list-style-type: none"> ○ Lunchtime reflections ○ Classroom seating plan ○ Department specific consequences ○ Extra work set ○ Meeting with the Pastoral Care Team <p>Repeated (3 or more Tass entries) level 1 behaviours will result in level 2</p> <p>Repeated mobile phone usage (3 or more Tass entries) students will incur a 10 week ban at school.</p>
2	<ul style="list-style-type: none"> ○ Instances of continue disruption and/or inappropriate behaviour (against the RISE principle) where consequences outlined in Level 1 exceed more than 3 Tass entries. ○ Aggressive/intimidating behaviour, verbal, physical or emotional ○ Swearing directly to staff or student ○ Bullying behaviour 	<p>Pastoral Care teacher</p> <p>Wellbeing coordinator</p> <p>AHOS</p>	<p>Pastoral Care team and/or Wellbeing coordinator.</p> <ul style="list-style-type: none"> ○ Record all incidences in Tass ○ Parents/guardian will be contacted 	<p>Consequence and strategies available:</p> <ul style="list-style-type: none"> ○ Lunchtime reflections ○ Department specific consequences ○ Meeting with the Pastoral Care Team and/or Wellbeing coordinator.

	<ul style="list-style-type: none"> ○ Disrespecting/disobeying a member of staff. ○ Wilful damage of property, vandalism ○ Theft ○ Inappropriate behaviour on bus or playground ○ Inappropriate use of technology ○ Inappropriate touching (Medium level) ○ Truancy ○ Mobile phone usage at school 		<ul style="list-style-type: none"> ○ May include interview with the parent/guardian 	<ul style="list-style-type: none"> ○ Goal setting agreement ○ Meeting with AHOS ○ Meeting with school and/or external psychologist ○ In school suspension ○ Out of school suspension ○ Device and/or software restriction ○ Phone bans ○ Probation <p>Repeated (6 or more Tass entries) level 2 behaviours will result in level 3</p>
3	Students continue to breach school discipline in spite of interventions by classroom teacher, pastoral care teacher, wellbeing coordinator and AHOS or a serious one-off level 3 incident.			
In school suspension	<ul style="list-style-type: none"> ○ In stances of continue disruption and/or inappropriate behaviour (against the RISE principle) where consequences outlined in Level 2. ○ Damage to school property ○ Blatant disregard for the rights of others ○ Blatant disregard for the safety of others ○ Consistent and ongoing disregard for school expectations (as evident on Teacher Kiosk) ○ Mobile phone usage at school 	<p>AHOS</p> <p>HOS</p> <p>Principal</p>	<p>Will involve:</p> <ul style="list-style-type: none"> ○ Parent interview with AHOS and/or HOS ○ Parent interview with HOS and/or Principal ○ School psychologist ○ External professionals 	<p>Consequence and strategies available (not an exhaustive list):</p> <ul style="list-style-type: none"> ○ On going goal setting agreement ○ In school suspension ○ Out of school suspension ○ Meeting with school and/or external psychologist ○ Probation

				<ul style="list-style-type: none"> ○ Phone bans ○ Expulsion <p>Repeated level 3 will result in meeting with Principal to review student contract.</p>
Out of school suspension short 1-4 days	<ul style="list-style-type: none"> ○ Fighting/ physical assault ○ Inappropriate touching (High level) ○ Continued bullying ○ Ongoing intimidation ○ Deliberate/ premeditated harassment ○ Repeated truancy ○ Open defiance, blatant disrespect, swearing at a student or teacher 	<p>AHOS</p> <p>HOS</p> <p>Principal</p>	<p>Will involve:</p> <ul style="list-style-type: none"> ○ Parent interview with AHOS and/or HOS ○ Parent interview with HOS and/or Principal ○ School psychologist ○ External professionals 	<p>Consequence and strategies available (not an exhaustive list):</p> <ul style="list-style-type: none"> ○ On going goal setting agreement ○ Out of school suspension ○ Meeting with school and/or external psychologist ○ Probation ○ Phone bans ○ Expulsion <p>Repeated level 3 will result in meeting with Principal to review student contract.</p>
Out of school suspension long 5+ days	<ul style="list-style-type: none"> ○ Bringing a weapon to school ○ Sexual intimidation or harassment ○ Bringing illegal substances to school and/or using illegal substances at school ○ Accessing inappropriate materials on devices ○ Possession of banned or illegal materials 	<p>HOS</p> <p>Principal</p>	<p>Will involve:</p> <ul style="list-style-type: none"> ○ Parent interview with HOS and/or Principal ○ School psychologist ○ External professionals 	<p>Consequence and strategies available (not an exhaustive list):</p> <ul style="list-style-type: none"> ○ On going goal setting agreement ○ Out of school suspension ○ Meeting with school and/or external psychologist ○ Probation

				<ul style="list-style-type: none">○ Phone bans○ Expulsion <p>Repeated level 3 will result in meeting with Principal to review student contract.</p>
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