



Penrith Christian School

Strive for the Highest

Student Behaviour Policy

Policy and Procedure Management

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Monitored by	Senior Leadership Team
Review by	Head of Secondary Years
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Status	Active
Audience	Staff, Students, Volunteers, Contractors
Related Policies, Procedures, Work Instructions, Forms or Manuals	Restrictive Practices Policy Suspension and Expulsion Policy

Table of Contents

- 1. Rationale.....3
- 2. Audience.....3
- 3. Definitions.....3
- 4. Policy 4
 - 4.1. Policy Statement.....4
 - 4.2. Behaviour Support.....4
 - 4.3. Prohibition of Corporal Punishment.....4
 - 4.4. Positive Behaviour Framework 5
 - 4.5. Procedural Fairness 5
 - 4.6. Consequences 5
- 5. Implementation.....6

1. Rationale

Penrith Christian School is committed to providing a safe, nurturing, and Christ-centred environment in which all students can flourish academically, socially, emotionally, and spiritually. Our Behaviour Response Policy is grounded in our core values of **Truth, Excellence, Integrity, and Service**, and seeks to uphold these principles in every interaction within our school community.

This policy exists to promote a culture of respect, responsibility, and restoration. It recognises that students are on a journey of growth and character formation, and that behaviour is an opportunity to disciple. As a Christian school, we are inspired by the teachings of Jesus to approach discipline with grace and truth, aiming not only to correct, but to restore relationships and promote reconciliation within a framework of clear community expectations that supports students in developing personal accountability, empathy, and resilience.

2. Audience

Student behaviour includes behaviour that occurs at school, when travelling to and from school, at school sponsored events that are on or off campus, and where online or in-person interactions or conduct, whether on or off campus, impact the community.

3. Definitions

Restorative Practices	Restorative Practice is a process that actively encourages students to speak about their actions, consider their effects on others and help decide the best way of repairing any harm done to relationships.
Corporal Punishment	Any punishment in which physical force is used and intended to cause some degree of harm or discomfort
Positive Behaviour	Behaviour that is consistent with Biblical principles of the Fruits of the Spirit and the service and protection of others.
Suspension	The temporary removal of a student from the school environment as a disciplinary measure in response to a significant breach of the school's behaviour expectations, policies, or values. It is intended to provide an opportunity for reflection, restoration, and re-

engagement with the school community in a positive and respectful manner. It may be an interim measure used during the investigation phase of a serious incident. It is generally out-of-school but may be in-school at the discretion of the principal.

Expulsion

The permanent removal of a student from the school as a consequence of serious and/or repeated breaches of the school's behaviour expectations, policies, or values.

4. Policy

4.1. Policy Statement

Penrith Christian School seeks to develop a culture of positive community participation through its educative and response processes by setting clear expectations of students and encouraging positive behaviour through the:

- i. clear communication of behavioural expectations
- ii. effective maintenance of behaviour records
- iii. promotion and recognition of behaviour that demonstrates care for others

4.2. Behaviour Support

Some behaviours require intensive support interventions, for example, a behaviour plan, to respond to and manage behaviour. Considerations for intensive support may include, but are not limited to, students with:

- i. known disabilities that may contribute to behaviour
- ii. a history of non-conforming community behaviours
- iii. social and/or emotional support or regulation needs
- iv. recent engagement in a significant behavioural incident
- v. demonstrating behaviours considered to place themselves or others at risk
- vi. as determined by the principal or delegate

At all times, the safety and security of the community will be prioritised in the decision-making processes of the School.

4.3. Prohibition of Corporal Punishment

- 4.3.1.** The School strictly prohibits the use of corporal punishment. Any breaches of this directive by a staff member will lead to disciplinary proceeding which may include dismissal.

- 4.3.2.** The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/guardians, to enforce discipline at the School.

4.4. Positive Behaviour Framework

Students are expected to adhere to the School's Positive Behaviour Framework, and the directions of teachers and staff. Examples of explicit and positive standards of behaviour that students are expected to follow are communicated in the:

- i. Student Code of Conduct
- ii. Uniform Policy
- iii. Bullying Prevention and Intervention Policy
- iv. Harassment Policy
- v. Student Use of Illicit Drugs Policy

4.5. Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes when making disciplinary decisions.

The principles of procedural fairness include the right of students to:

- i. know what the rules are and what behaviour is expected of them
- ii. have decisions determined by a reasonable and unbiased person
- iii. be informed of, and have an opportunity to respond to, any allegations against them
- iv. be heard before a decision is made
- v. have a decision reviewed (but not to delay an immediate consequence).

4.6. Consequences

- 4.6.1.** There are a range of consequences that are available to the School to reinforce positive behaviour and discourage negative behaviour. These include:

- i. student conferences (direct instruction)
- ii. warnings (verbal or written)
- iii. counselling
- iv. time outs
- v. restorative actions (e.g. clean up duties, formal apology)
- vi. confiscation of items
- vii. removal of privileges
- viii. withdrawal from School activities, including excursions, camps and representative opportunities
- ix. lunchtime and/or after-school reflections
- x. suspension
- xi. expulsion

- 4.6.2.** A decision to suspend or expel a student may only be made by the Principal or delegate.

5. Implementation

This Policy is implemented through:

- i. staff training and professional development opportunities in behaviour management
- ii. communicating this Policy to the School community
- iii. monitoring the effectiveness of the Policy
- iv. reviewing and evaluating the Policy annually.