



SJC Discipline Policy

Missional Values	<p>St Johns College is a community that promotes the values of:</p> <ul style="list-style-type: none">• Respect- for self, others and community• Encourage-pride in ourselves, in others and in our community• Belonging-to the SJC community
Rationale	<p>The aim of our SJC Discipline policy is to ensure that our community is a safe environment for all members, where all are treated with respect and learning is at the core of our focus. Incidents of challenging behaviour represent an opportunity for learning, growth and the building of positive relationships between students, parents and teachers as we work together using a restorative model.</p> <ul style="list-style-type: none">• Our Discipline policy is an extension of our Wellbeing approach at SJC which is founded on the conviction that all members of the College community are worthy human beings and have a right to be dealt with in a respectful manner.• The College strives to be a community that promotes care, respect, cooperation and values diversity.• The College affirms the right of all members of the school community to feel physically and emotionally safe, secure and valued.• The College acknowledges its legal responsibility to support the care and protection of all members of our community at school, during school organised activities or when interacting with other members of the College community.• The College promotes models of behaviour between school staff, students and families based on mutual respect and consideration.
Policy Statement	<p>St Johns College is a school that endorses and engages in Restorative practice as our overarching approach to Discipline matters at the College. At its core, restorative practices focus on encouraging appropriate behaviour in our community by building and repairing relationships through open communication, empathy, and accountability. By shifting the traditional disciplinary mindset to one that promotes dialogue and understanding, restorative practices offer numerous benefits to our students, enabling them to thrive emotionally, academically, and socially.</p> <p>Creating a Safe and Supportive Environment:</p> <ol style="list-style-type: none">1. Restorative practices foster a sense of safety and belonging within the school community. Students are encouraged to express their feelings, concerns, and perspectives, knowing that their voices will be heard and

	<p>valued. By creating a safe space for open dialogue, we cultivate an inclusive environment where students feel respected and supported.</p> <p>Resolving Conflicts Constructively:</p> <p>2. Conflict is an inevitable part of life, but restorative practices equip students with the necessary skills to navigate conflicts constructively. Through facilitated discussions, affected parties are encouraged to actively listen, empathise, and seek resolution collaboratively. By focusing on understanding the impact of their actions, students learn to take responsibility, make amends, and restore damaged relationships.</p> <p>Strengthening Emotional Intelligence:</p> <p>3. Developing emotional intelligence is crucial for students' social and emotional growth. Restorative practices provide opportunities for students to recognize and manage their emotions effectively. By engaging in meaningful conversations and reflection, students gain self-awareness, empathy, and self-regulation skills, which are vital for building healthy relationships and making positive choices.</p> <p>Empowering Student Voice and Leadership:</p> <p>4. Restorative practices empower students to become active participants in shaping their school community. Through restorative circles and forums, students are encouraged to contribute their ideas, suggestions, and concerns. This inclusive approach fosters a sense of ownership, responsibility, and respect among students, leading to a more engaged and empowered learning environment.</p> <p>Academic Growth and Improved Behaviour:</p> <p>5. When students feel connected, supported, and valued, their academic performance improves. Restorative practices have been shown to reduce disciplinary issues, suspensions, and disruptions in the classroom. By focusing on repairing harm and restoring relationships, valuable learning time is preserved, and students can fully engage in their academic pursuits.</p>
<p>Disciplinary Processes</p>	<p>Disciplinary Process at SJC</p> <p>Following the report of an incident, an investigation will take place and an outcome is determined and communicated with the relevant parties involved. All disciplinary matters at the College involve procedural fairness and due process is followed. Procedural fairness includes the right to be heard, to be informed, to an impartial investigation and decision making process, as well as, a right to appeal. Privacy, respect of the dignity of those involved and</p>

Disciplinary Outcomes

confidentiality for all will be maintained throughout the matter and the outcome.

All investigations will be done as quickly as possible to minimise harm and impact. However, there are times that investigations will reasonably take a number of weeks and the school will implement interim support for students involved in the lead up to the outcome being determined. A range of strategies to support parties involved, at the discretion of school, will be determined and communicated to all parties. Due to any legal issues involved, the College reserves the right to involve the police in such matters, or advise parents of their right to do so.

Outcomes

There are a range of disciplinary outcomes which will be determined by the College and are commensurate with the incident. Where appropriate, the College will also take into account repeated behaviours, or the range of incidents involving the student.

The outcome may include one or a range of the following consequences depending on the seriousness of the incident, repeated behaviour patterns and the outcome of the investigation:

- Withdrawal or removal from class or playground
- Behaviour or KLA management cards
- Detentions or community service
- Restorative conference with affected parties
- Counselling or medical referrals
- Police Liaison Counselling
- Class changes
- School, Student and Family Conference
- Check ins or other suitable consequences
- Withdrawal from representing the College including sporting teams, excursions or incursions
- Suspension
- Referral to Police
- Termination of enrolment

The College does not support Corporal Punishment. The school does not explicitly or implicitly sanction the administration of Corporal punishment by non-school persons, including parents, to enforce the discipline of the school.

Parents can expect that the College will communicate with them in regards to discipline matters. This may include a phone call, email, formal written communication or a family conference at the College. We expect that our families will support the College in these matters.

Termination of enrolment may be considered in more serious matters or following repeated patterns of unacceptable behaviours. Decisions to terminate are made by the Director of Education in collaboration with the Principal and Parish Priest.

Definitions	<p>Discipline: Response to an event or incident that requires an acknowledgement of inappropriate behaviour in line with College expectations and appropriate consequences that support understanding of the need to address these behaviours.</p> <p>Restorative Practice: An approach to encouraging students to acknowledge their behaviours, their impact on others and accepting responsibility for their actions. A strategy used to determine future behaviours and actions to prevent this from occurring again.</p>
Unacceptable Behaviours and Banned Substances at SJC	<p>Disciplinary Behaviours: The following is a list of unacceptable behaviours in our community that will result in a disciplinary consequence by the College. These behaviours include, but are not limited to:</p> <ul style="list-style-type: none"> • Disturbing the learning environment • Failure to follow teacher direction • Violence or physical intimidation or threats of violence • Threatening to harm others • Swearing or use of inappropriate language, including but not limited to racist, homophobic or sexist comments • Damage to school property, school resources or another person's property • Bullying and harassment • Misuse of technology • Mobile phone breach • Uniform breach whilst at school or whilst in uniform in public • Defiance • Truancy or being out of bounds • Stealing • Possession, consumption or selling banned substance or item • Or a behaviour that is not in line with our College values and expectations <p>Banned substances or items Items may include but are not limited to:</p> <ul style="list-style-type: none"> • Alcohol • Cigarettes or Vapes or E Cigarettes • Knives or weapons or weapon paraphernalia • Aerosol cans • Drugs • Lighters or matches • Or other items deemed by the College to be unsafe as it poses a threat to the community

	Right to Search The Principal or delegate, reserves the right to inspect a student's bag, locker or ask students to empty their pockets if they believe the student is in possession of a banned substance or item or in possession of stolen items.
Approval Status:	Executive Leadership Team
Review Date:	December 2026
Appendix	Student Acceptable Use of Technology Policy & Agreement Insert TMML Insert Bullying and Harassment Policy
Version	Version 1: May 2023

Implementation of policy: