



# The Scots College

Sydney Australia

## Student Discipline Policy

### Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires the College to have policies relating to the discipline of students attending the College that is based on principles of procedural fairness and that do not permit corporal punishment of students.

### Our Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

The Student Discipline Policy sets the framework through which The Scots College manages student discipline.

### Prohibition of Corporal Punishment

- It is our policy that we prohibit corporal punishment; and
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

### Strategies to Promote Good Discipline

The Scots College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behavioural expectations;
- establishing specific teaching and learning programs;
- communicating expectations with the wider College community;
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards; and
- maintaining records with respect to student behaviour

### Procedural Fairness

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

The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students;
- have decisions determined by a reasonable and unbiased person;





# The Scots College

Sydney Australia

- know the allegations that have been made, and to respond to them;
- be heard before a decision is made; and
- to have a decision reviewed (but not so as to delay an immediate punishment).

The Scots College is committed to ensuring procedural fairness when disciplining a student.

## Student Discipline Procedures

### The Rules and the Expected Standard of Behaviour

Students are expected to abide by the rules of the College, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

- *A Fine Scots Boy! The Positive Behavioural Plan* (Preparatory School)
- Student Code of Conduct
- Bullying Prevention and Intervention Policy
- Student Use of Illicit Drugs Policy
- Uniform Policy

### Consequences

There are a range of consequences that students will face if they breach school rules or are disobedient.

These include:

- warnings or reprimands (verbal and written)
- time outs
- clean up duties
- cancellation of privileges
- withdrawal from College activities
- lunchtime detentions
- after school detentions
- Saturday detentions
- suspension, internal and external
- exclusion
- expulsion.

### Individual Behaviour Management Plan

Where the level of misbehaviour is in breach of the College's Code of Conduct, individual behaviour management plans may be made. Plans will be negotiated between College staff, students and parents/guardians, and will consider the student's:

- age
- developmental needs





# The Scots College

Sydney Australia

- behavioural context.

Desired behaviour/goals of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The College will refer the student to other support available and review, assess, change and modify the plan as needed.

## Senior School

### The Consequences System

Students are taught to recognise that our actions will have consequences and that we must accept the consequences of our actions. Ultimately the College aims to encourage a strong sense of self-discipline in every student. Parents and guardians are partners with the College in the process of developing self-discipline in students.

The system is based upon the following principles:

- Discipline must start at an early age. This foundation training is largely the responsibility of parents.
- Discipline is a learning process. Effective discipline is learned and must be taught until correct behaviour patterns become a personal choice, ie. self-discipline is achieved.
- Discipline should operate within defined boundaries that promote security and confidence.
- Discipline should derive from respect and a clear sense of right and wrong.
- Disciplinary consequences will be specific, fair, and reasonable.
- Discipline should focus on the behaviour, not the person. It should not damage communication but indicate that wrong behaviour and not that the person is rejected.
- Effective discipline training includes affirmation and positive reinforcement.

Responsibility is devolved from the Principal to the Head of Senior Years, the Senior Master, the Head of Students (7-12), Housemasters, Staff and Prefects.





# The Scots College

Sydney Australia

## Principal and Head of Senior Years

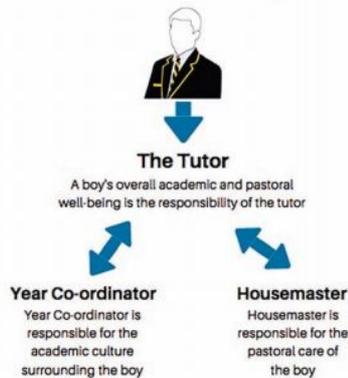
The overall responsibility for the standards and systems of discipline in the College rests with the Principal and through him the Head of Senior Years. Particularly serious offences should be referred directly to the Head of Senior Years, who will work closely with the Head of Students and Senior Master and will involve/inform Tutors or Housemasters (as appropriate). Decisions regarding suspension from the College may only be made by the Principal and Head of Senior Years. Matters of day-to-day discipline and the monitoring of students' behaviour and attendance are the responsibility of the Head of Students (7-12) and Senior Master, who act to coordinate information and action concerning the management and discipline of the student body.

## Tutor Program

### Tutors

The tutor has a significant role in student welfare and therefore needs to be aware of matters involving student discipline. The tutor has the role of overseeing the growth and development of each student in his/her tutor group and therefore needs to be aware of incidences of both good and poor behaviour.

### Who cares for my son?



### Housemasters

Each student is allocated to a House in the Senior School. The Housemaster has oversight of the pastoral care and wellbeing of the student. The Housemaster is responsible for encouraging the student's participation in and sense of belonging to the College community.





# The Scots College

Sydney Australia

## Year Coordinators

The Year Coordinator team is responsible for the academic culture in each year group. They work with the Head of Students (7-12) to maintain high academic expectations, tracking of progress and encourage positive study habits.

## The Discipline Process

While classroom management is the responsibility of every teacher, the Head of Students (7-12) and Senior Master work to play a key role in disciplinary matters outside the classroom. All staff are responsible for maintaining high standards of presentation, punctuality and manners both on and off the campus. The Prefects assist the staff in this role.

In most cases, the discipline process will follow a series of steps, as outlined below. However, teachers will refer disciplinary matters to the Senior Master and Head of Students (7-12) as appropriate.

### 1. Involving the teacher

Day-to-day classroom management is the responsibility of the teacher.

### 2. Involving the tutor

When a student's behaviour is becoming of increasing concern, a teacher may communicate with the tutor or Housemaster who may speak with the student directly, survey other teachers' experiences, and/or communicate with the student's parents/guardian.

### 3. Involving the Housemaster and parents

If the student is not responding, then the following action(s) may be taken:

- parents or carers are asked to attend the College for an interview
- further counselling is arranged
- a Monitor Card is issued (in order to gather daily feedback on progress)
- a letter is sent to the parent/guardian by the Housemaster outlining:
  - the details of the student's behaviour and the actions taken
  - how the student must behave, if he is to rectify the situation
  - the potential consequences of further poor behaviour.

At the end of a three or four week period at the third step, the situation is reviewed by the Housemaster and one of the following occurs:

- The student is taken off the Monitor Card and gives an undertaking to continue to conform to the standards of behaviour required by the College; or
- The monitoring period (using the Monitor Card) is extended; or
- The student is considered to be not responding and is referred on to a three-stage discipline process.





# The Scots College

Sydney Australia

## Detentions

Detentions are a means of demonstrating to boys a consequence for inappropriate behaviour.

Depending on the severity of the incidents, students may receive one of the following detentions:

- Years 7 to 10 weekday detentions: 3:05pm to 4:15pm on Tuesday and Wednesday
- Stage meetings, Academic, sports and co-curricular detentions: 3:05pm to 4:30pm on Friday.

As far as possible, all students are informed of their detention at the point of the offence. All detentions are advised directly via personal email with a reminder emailed to the boy on the day.

## Three Stage Discipline Process – Serious Breaches

There are three stages of discipline for serious breaches of behaviour at The Scots College. They are administered by the Head of Senior Years with advice from the Senior Master, Head of Students (7-12), Housemasters and tutors. Boys on the stages for serious breaches of behaviour are given help and encouragement to improve and their progress is monitored closely. A regular review is designed to ascertain whether a boy has progressed to a point where he may be brought back a stage or removed completely from the process. This monitoring and help have assisted boys to improve to a point where they can enjoy and contribute positively to life at the College.

### Stage One

Issued where a serious error of judgement has occurred, often in haste and/ or influenced by others, and there is a genuine desire to make amends and improve. The Housemaster will write a warning letter to parents and issue an appropriate punishment.

### Stage Two

A second serious infringement, or one that is severe enough to warrant this. It may be applied if there is no genuine effort to improve from a student at Stage One. The Head of Students (7-12) will write a warning letter to parents and apply an appropriate punishment.

### Stage Three

For repeated misbehaviour of students at earlier stages or gross misbehaviour. The Head of Senior Years will write a warning letter to parents that reminds the boy that he is near the end of the help that the College can offer, given the needs of others in the School community and that there is no further stage escalation.

If by the end of a period of time, the indications are that the student is not responding, then the Head of Senior Years may recommend to the Principal that he asks the parents or carers to remove the student from the College or face formal expulsion.





# The Scots College

Sydney Australia

At any time, the Principal has the right to suspend a student or recommend that he leave the College without the necessity of moving through the stages as outlined. Additionally, the stages do not necessarily have to be followed sequentially or start at Stage One. The right to suspend a student may be delegated to the Head of Senior Years.

## Senior School – Glengarry

- Refer to overarching alignment with Senior School Behaviour Management procedure.
- Consultation with the Head of Senior Years and Head of Students
- Note Key Drivers: Expedient, responses related to the behaviour, including restorative, teaching and discipline elements.
- Focus on procedures.

## Preparatory Schools – Brighton and Bellevue Hill

### *A Fine Scots Boy! The Positive Behavioural Plan*

#### Introduction

Central to The Scots College Preparatory School's welfare and pastoral care policies is *A Fine Scots Boy! The Positive Behavioural Plan*. This plan reflects the day-to-day practice at the College and provides clarification for students and parents and guidance for staff. The plan is designed to complement the College's aims, and encourage students to be caring, responsible, cooperative and motivated.

The College is committed to the objectives of fostering independence in learning, and sensible, responsible, and respectful behaviour in its students. It aims to provide meaningful opportunities and worthwhile challenges for their development as persons.

*A Fine Scots Boy! The Positive Behavioural Plan* is designed to promote the growth of student self-responsibility in an environment that is safe, efficient in organisation and operation, encouraging and enjoyable.

The plan focuses primarily on the affirmation of positive behaviours, attitudes and efforts but also encompasses a clearly structured and procedurally fair system of consequences that is used when students do not meet the requirements of *A Fine Scots Boy! The Positive Behavioural Plan*. Students know that if they do their best and make good choices, it will be to their own and the School's benefit. Similarly, if students decide to break school rules, or be uncooperative, then they will be dealt with firmly.

*A Fine Scots Boy! The Positive Behavioural Plan* is framed within a House pastoral care system designed to support and nurture individual student development towards the exercise of wisdom, compassion and tolerance.





# The Scots College

Sydney Australia

The plan has a number of components including A Fine Scots Boy! Responsibilities, Attitudes and Values, House Point System, Framework for Responses to Student Behaviour, Monitoring Behaviour and use of Schoolbox, Training and Promotion of Positive Behaviour, and Bullying Policy.

## ***Responsibilities, Attitudes and Values***

On each campus, Scots Rose Bay, Early Learning Centre, Junior Prep (Years 2 to 4) and Senior Prep (Years 5 and 6), 'A Fine Scots Boy!' posters are prominently displayed in every learning area. These provide explicit words that show ways in which boys can demonstrate the admirable responsibilities, attitudes and values of a fine Scots boy.

The responsibilities, attitudes and values are depicted in the outline of the College's much-beloved symbol of The Lion Rampant. The heart of the lion depicting Faith, the feet of the lion depicting Integrity, the mind of the lion depicting Courage, and the front legs and paws of the lion depicting Compassion.

Values, Responsibilities, Attitudes	Faith	Integrity	Courage	Compassion
<b>Terminology</b>	<ul style="list-style-type: none"> <li>• Wisdom</li> <li>• Hope</li> <li>• Humility</li> <li>• Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Sincerity</li> <li>• Honesty</li> <li>• Loyalty</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Perseverance</li> <li>• Bravery</li> <li>• Passion</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Kindness</li> <li>• Forgiveness</li> <li>• Service</li> </ul>
<b>Part of the Lion</b>	Heart	Legs/ Feet	Mind	Front Legs

On each particular campus, the emphasis is given to particular responsibilities, values and attitudes – according to age-appropriate expectations. While teachers may explore all the words that depict a fine Scots boy, the following breakdown is provided:

### **Scots Rose Bay and Early Learning Centre**

Faith: Trust

Integrity: Respect

Courage: Resilience

Compassion: Kindness





# The Scots College

Sydney Australia

## Junior Prep

Faith: Trust and Wisdom  
Integrity: Respect and Honesty  
Courage: Resilience and Passion  
Compassion: Kindness and Empathy

## Senior Prep

Faith: Trust, Wisdom, Hope and Humility  
Integrity: Respect, Honesty, Sincerity and Loyalty  
Courage: Resilience, Passion, Perseverance and Bravery  
Compassion: Kindness, Empathy, Forgiveness and Service

Teachers, both specialist and class, constantly refer to and encourage these positive attitudes, behaviours and values. In this way, boys gain a growing understanding of their responsibilities within a community.

## House System

Boys from Kindergarten to Year 6 are members of Houses and participate in various sporting, social and competitive experiences, as well as classroom experiences. This provides many opportunities for cross-grade and campus interaction.

## House Points

House points are awarded in recognition of appropriate and desirable behaviours, attitudes and values – as well as to encourage a strong work ethic.

Once House points have been awarded, they cannot be erased. House points for each class are compiled at the end of each week and forwarded to the Coordinator of House points on each campus. These will then be compiled and announced at each campus' Assembly. Adjusted totals are displayed each week on the House boards which are located at each ELC, Junior and Senior Prep campus.

## House Meetings

Throughout the course of the year, boys participate in a series of House meetings to promote House spirit and peer support opportunities.

## House Captains

There are four House Captains elected per house – two Senior House Captains from Year 6, and two Junior Captains from Year 4. House Captains lead Assemblies at the Junior Prep and Senior Prep and encourage House spirit and achievement across all grades of the Preparatory School.

## House Uniforms





# The Scots College

Sydney Australia

At certain times, boys will be required to wear their House uniform, which consists of a House coloured polo shirt, PE shorts or tracksuit pants. This encourages House spirit and includes such days as Peer Support days and House competition days.

## House Points

House Points (cards) are given to students demonstrating positive behaviour, attitudes and values. No more than three House points can be given at any one time with agreed upon distribution being:

- Three House points: for excellent/exceptional work or effort (high-quality homework, assignment, exceptional citizenship, etc).
- Two House points: for very good work (for very good efforts, homework, correct and neat work, helping another boy, etc).
- One House point: for good effort and work (for general good work, manners, lining up well, completing good quality work, picking up papers, etc).

Please note that House points cannot be taken away.





# The Scots College

Sydney Australia

## Framework for Responses to Student Behaviour

A framework of responses to student behaviour provides a clearly levelled system of consequences (positive and negative) for student behaviour as outlined in the table below.

### Levels of Positive Examples, Consequences and Management

Level	ELC	Junior Prep (Years 2 to 4)	Senior Prep (Years 5 and 6)
1	<p>Rewards:</p> <ul style="list-style-type: none"> <li>stamps and stickers</li> <li>House points – 1, 2, 3 (for effort)</li> <li>FSB stickers (ELC)</li> <li>individual class-based rewards</li> <li>public and private praise</li> <li>communicate to parents (verbally, email).</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>on task behaviour with classroom activities</li> <li>helpful behaviour</li> <li>showing increasing responsibility and organisational skills</li> <li>positive social interactions</li> <li>following instructions independently</li> <li>taking risks with learning</li> <li>demonstrating resilience and perseverance with learning</li> <li>solving problems appropriately.</li> </ul>	<p>Rewards:</p> <ul style="list-style-type: none"> <li>stamps and stickers</li> <li>House points – 1, 2, 3 (for effort)</li> <li>FSB stickers (Years 2 to 6)</li> <li>individual class-based rewards</li> <li>public and private praise</li> <li>communicate to parents (verbally, Schoolbox, email).</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>on task behaviour with classroom activities</li> <li>good behaviour in Chapel/Assembly/class</li> <li>cleaning the playground</li> <li>improved effort and work</li> <li>good manners</li> <li>inclusive and respectful behaviour</li> <li>moving appropriately around the College</li> <li>meeting expectations/slightly exceeding one-off instance</li> <li>displaying FSB attributes</li> <li>great sportsmanship</li> <li>assisting others</li> <li>striving for personal best.</li> </ul>	<p>Rewards:</p> <ul style="list-style-type: none"> <li>stamps and stickers</li> <li>House Points – 1,2,3 (for effort)</li> <li>FSB stickers (Years 2 to 6)</li> <li>individual class-based rewards</li> <li>public and private praise</li> <li>communicate to parents (verbally, Schoolbox, email).</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>on task behaviour with classroom activities</li> <li>good behaviour in Chapel/Assembly/class</li> <li>cleaning the playground</li> <li>improved effort and work</li> <li>good manners</li> <li>inclusive and respectful behaviour</li> <li>moving appropriately around the school</li> <li>meeting expectations/slightly exceeding one-off instance</li> <li>displaying FSB attributes.</li> <li>great sportsmanship</li> <li>assisting others.</li> <li>striving for personal best.</li> </ul>





# The Scots College

Sydney Australia

2	<p>Rewards:</p> <ul style="list-style-type: none"> <li>• Merit certificates given weekly by teachers in Assembly</li> <li>• specialist Merit certificates</li> <li>• Lion's Pride Reading Challenge.</li> <li>• Distinguished external awards (Art Competition)</li> <li>• communicate to parents for exceptional effort/achievement/improvement (verbally, email)</li> <li>• end of term – Fine Scots Class</li> <li>• end of term – Winning House.</li> </ul> <p>Certificates:</p> <ul style="list-style-type: none"> <li>• being a confident worker</li> <li>• being happy and friendly</li> <li>• great progress</li> <li>• showing enthusiasm</li> <li>• creativity</li> <li>• excellent thinking and reasoning skills</li> <li>• enthusiasm and effort</li> <li>• kindness and thoughtfulness</li> <li>• concern for others</li> <li>• classroom helper</li> <li>• cooperative class member</li> <li>• reliable</li> <li>• striving for personal best</li> <li>• neat and quality work</li> <li>• always having a positive attitude.</li> </ul>	<p>Rewards:</p> <ul style="list-style-type: none"> <li>• Merit certificates given weekly by teachers in Assembly</li> <li>• specialist Merit certificates</li> <li>• Lion's Pride Reading Challenge</li> <li>• Distinguished external awards (ICAS, Trinity Guildhall, Art Competition)</li> <li>• communicate to parents for exceptional effort/achievement/improvement (verbally, email)</li> <li>• end of term – Fine Scots Class</li> <li>• end of term – Winning House.</li> </ul> <p>Certificates:</p> <ul style="list-style-type: none"> <li>• being a confident worker</li> <li>• being happy and friendly</li> <li>• great progress</li> <li>• showing enthusiasm</li> <li>• creativity</li> <li>• excellent thinking and reasoning skills</li> <li>• enthusiasm and effort</li> <li>• kindness and thoughtfulness</li> <li>• concern for others</li> <li>• classroom helper</li> <li>• cooperative class member</li> <li>• reliable</li> <li>• striving for personal best</li> <li>• neat and quality work</li> <li>• always having a positive attitude</li> <li>• taking pride in their work</li> <li>• being organised</li> <li>• showing initiative.</li> </ul>	<p>Rewards:</p> <ul style="list-style-type: none"> <li>• Merit certificates given weekly by teachers in Assembly</li> <li>• specialist Merit certificates</li> <li>• Lion's Pride Reading Challenge</li> <li>• Distinguished external awards (ICAS, Trinity Guildhall, Art Competition)</li> <li>• communicate to parents for exceptional effort/achievement/improvement (verbally, email)</li> <li>• end of term – Fine Scots Class</li> <li>• end of term – Winning House.</li> </ul> <p>Certificates:</p> <ul style="list-style-type: none"> <li>• being a confident worker</li> <li>• being happy and friendly</li> <li>• great progress</li> <li>• showing enthusiasm</li> <li>• creativity</li> <li>• excellent thinking and reasoning skills</li> <li>• enthusiasm and effort</li> <li>• kindness and thoughtfulness</li> <li>• concern for others</li> <li>• classroom helper</li> <li>• cooperative class member</li> <li>• reliable</li> <li>• striving for personal best</li> <li>• neat and quality work</li> <li>• always having a positive attitude</li> <li>• taking pride in their work</li> <li>• being organised</li> <li>• showing initiative.</li> </ul>
---	---	--	--





# The Scots College

Sydney Australia

	<ul style="list-style-type: none"> <li>• Taking pride in their work</li> <li>• Being organised</li> <li>• Showing initiative</li> </ul>		
3	<p>Rewards:</p> <ul style="list-style-type: none"> <li>• Coordinator Award (two per year group each term)</li> <li>• Lion certificates – 5 x merits = Lion Certificate</li> <li>• Speech Night awards.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• accumulation of Merit certificates</li> <li>• repeated and outstanding examples of level 2</li> <li>• consistently outstanding effort, improvement and/or achievement (determined by year group).</li> </ul>	<p>Rewards:</p> <ul style="list-style-type: none"> <li>• Coordinator Award (two per Year group each term)</li> <li>• Lions certificates – 5 x merits = Lion Certificate</li> <li>• Thistle badges – Bronze</li> <li>• Sport and Co-Curricular Ceremony (mainly 3 to 6)</li> <li>• Speech Night awards</li> <li>• Lion Badge.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• accumulation of Merit certificates</li> <li>• repeated and outstanding examples of level 2</li> <li>• consistently outstanding effort, improvement and/or achievement (determined by year group).</li> </ul>	<p>Rewards:</p> <ul style="list-style-type: none"> <li>• Coordinator Award (three per year group each term)</li> <li>• Lion certificates – 5 x merits = Lion Certificate</li> <li>• Thistle badges – Silver and Gold</li> <li>• Sport and Co-Curricular Ceremony</li> <li>• Speech Night awards</li> <li>• Lion Badge.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• accumulation of Merit certificates</li> <li>• accumulation of Lion certificates</li> <li>• repeated and outstanding examples of level 2</li> <li>• consistently outstanding effort, improvement and/or achievement (determined by year group).</li> </ul>





**Levels of Negative Examples, Consequences and Management**

Level	ELC	Junior Prep (Years 2 to 4)	Senior Prep (Years 5 and 6)
1	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>not following playground and classroom expectations</li> <li>disrespectful or disruptive behaviours</li> <li>inappropriate language or rough physical interactions</li> <li>dishonesty.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>discussion with the boy and/or parent</li> <li>email home</li> <li>thinking time in another location</li> <li>exclusion from play (two to five minutes).</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>not following playground and classroom expectations, including failure to complete homework</li> <li>inappropriate language</li> <li>disrespectful behaviour</li> <li>incorrect uniform at school/sport</li> <li>not following instructions</li> <li>playing out of bounds including in unsupervised classrooms.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>discussion with the boy and/or parent</li> <li>email/message in Schoolbox</li> <li>behaviour checks</li> <li>exclusion from play (five to ten minutes).</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>not following playground and classroom expectations, including failure to complete homework</li> <li>inappropriate language</li> <li>disrespectful behaviour</li> <li>incorrect uniform at school/sport</li> <li>not following instructions</li> <li>playing out of bounds including in unsupervised classrooms.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>discussion with the boy and/or parent</li> <li>email home/message in Schoolbox</li> <li>behaviour checks</li> <li>exclusion from play (ten to 15 minutes).</li> </ul>





# The Scots College

Sydney Australia

2	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 1 offences</li> <li>physical, emotional or social harm</li> <li>theft</li> <li>damage to property.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>timeout (planned time out of play)</li> <li>complete ELC reflection</li> <li>discussion with the Coordinator.</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 1 offences</li> <li>inappropriate language with intent</li> <li>failure to attend sport</li> <li>inappropriate use of it</li> <li>dishonesty</li> <li>physical, emotional or social harm (verbal, physical, cyber)</li> <li>damage to property</li> <li>dissent towards officials (referees, umpires)</li> <li>theft.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>three behaviour checks in one term = time out (entered onto Schoolbox)</li> <li>time out and reflection with the teacher (electronically entered onto the student's record).</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 1 offences</li> <li>using inappropriate language with intent</li> <li>failure to attend sport</li> <li>inappropriate use of it</li> <li>dishonesty</li> <li>physical, emotional or social harm (verbal, physical, cyber)</li> <li>damage to property</li> <li>dissent towards officials (referees, umpires)</li> <li>theft.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>three behaviour checks in one term = time out (entered onto Schoolbox)</li> <li>time out and reflection with the teacher (electronically entered onto the student's record).</li> </ul>
3	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated or more significant level 2 offences</li> <li>bullying (physical, verbal, emotional)</li> <li>any significant physical, emotional or social harm</li> <li>significant damage to property.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>parent meeting</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated or more significant level 2 offences</li> <li>bullying (physical, verbal, emotional, cyber)</li> <li>disrespectful or inconsiderate behaviour directed towards staff and/or adults</li> <li>leaving school premises</li> <li>inappropriate computer use</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated or more significant level 2 offences</li> <li>bullying (verbal, physical, emotional, cyber)</li> <li>using inappropriate language with intent</li> <li>disrespectful behaviour directed towards staff and adults</li> <li>leaving school premises</li> </ul>





# The Scots College

Sydney Australia

	<ul style="list-style-type: none"> <li>behaviour plan</li> <li>discussion with Coordinator/Head of Campus.</li> </ul>	<ul style="list-style-type: none"> <li>significant damage to property</li> <li>significant physical, emotional or social harm.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>afternoon detention (Head of Campus)</li> <li>exclusion from College activities eg. – sport, camp, excursions etc</li> <li>parent meeting</li> <li>behaviour plan</li> <li>discussion with Coordinator/Head of Campus.</li> </ul>	<ul style="list-style-type: none"> <li>inappropriate computer use</li> <li>significant damage to property</li> <li>significant physical, emotional or social harm.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>afternoon detention (Head of Campus)</li> <li>exclusion from College activities eg. – sport, camp, excursions etc</li> <li>parent meeting</li> <li>behaviour plan</li> <li>discussion with Coordinator/Head of Campus.</li> </ul>
4	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 3 or more significant offences consequences/intervention</li> <li>campus leader meeting</li> <li>sent home for severe incident</li> <li>behaviour plan</li> <li>possible counselling.</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 3 or more significant offences</li> <li>repeated afternoon detentions</li> <li>severe bullying behaviours after counselling</li> <li>bringing the College into disrepute.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>saturday detention</li> <li>sent home for severe incident</li> <li>behaviour plan</li> <li>possible counselling.</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 3 or more significant offences</li> <li>repeated afternoon detentions</li> <li>severe bullying behaviours after counselling</li> <li>bringing the College into disrepute.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>saturday detention</li> <li>sent home for severe incident</li> <li>behaviour plan</li> <li>possible counselling.</li> </ul>
5	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 4 or more significant offences</li> <li>inappropriate behaviour where both staff and boys' safety are at risk.</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 4 or more significant offences</li> <li>inappropriate behaviour where both staff and boys' safety are at risk.</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 4 behaviour or more significant offences</li> <li>inappropriate behaviour where both staff and boys' safety are at risk.</li> </ul>





# The Scots College

Sydney Australia

	<p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>suspension (internal/external)</li> <li>counselling.</li> </ul>	<p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>suspension (internal/external)</li> <li>counselling.</li> </ul>	<p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>suspension (internal/external)</li> <li>counselling.</li> </ul>
6	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 5 or more significant offences</li> <li>seriously compromising the safety of Scots staff, students or parents.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>expulsion.</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated Level 5 or more significant offences</li> <li>seriously compromising the safety of Scots staff, students or parents.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>expulsion</li> <li>assistance in moving on.</li> </ul>	<p>Examples of behaviours:</p> <ul style="list-style-type: none"> <li>repeated level 5 or more significant offences</li> <li>seriously compromising the safety of Scots staff, students or parents.</li> </ul> <p>Consequences/intervention:</p> <ul style="list-style-type: none"> <li>expulsion.</li> </ul>

## Merit Certificates

Merit certificates are awarded by classroom and specialist teachers in recognition of a boy's personal Academic achievement or social development. These are presented at weekly Assemblies.

Music and Sport awards may be presented during class lessons.

A maximum of three Merit certificates per class (classroom and specialist) may be given at each week's Assembly. Merit certificates are accumulative over terms and grades.

## Lion Certificates

A Lion certificate is awarded to a student on the achievement of receiving five Merit certificates. Lion certificates are presented at Assembly.

## Thistle Badges

Gold, Silver and Bronze Thistle badges are awarded to Year 2 to 6 boys on the achievement of certain service-related criteria.

## Fine Scots Boy Stickers

Fine Scots Boy stickers are related to the 'A Fine Scots Boy!' posters displayed around the College. Classroom and specialist teachers award coloured stickers to students for an outstanding display of fine Scots boy values and attitudes.

## The Fine Scots Boy Quest and Lion Badges

Commencing in 2016, Scots boys may set out on a quest to be worthy of the Lion badge – a symbol of what it means to be a fine Scots boy. Boys are encouraged to engage their Brave Hearts and Bold Minds upon this quest and collect evidence that shows their journey and personal growth. Compiled in a





# The Scots College

Sydney Australia

personal 'Fine Scots Boy' passport, each boy's journey has the potential to be unique, with personalised goal setting and flexible modes of achievement.

Students can only achieve one Lion badge per year being:

Orange:	Year 2
Green:	Year 3
Red:	Year 4
Blue:	Year 5
Gold:	Year 6

## Ceannard Badge

Ceannard badges are awarded to Year 5 to 6 boys on the achievement of certain service-related criteria. Ten hours of community service, ten hours of school service, exemplary Digital Citizenship and sound participation in the Senior Prep Ceannard Leadership camps.

## Fine Scots Class Awards

The Fine Scots Class awards are given to a class, by any staff member, in recognition of commendable whole class behaviour or effort.

Classroom teachers may not award to their own class.

The Fine Scots Class award cup and a certificate are presented at weekly Assemblies to the class receiving the most yellow slips in that week.

At the end of the term, the Head of the Preparatory School's prize is given to the class which received the most yellow slips over the entire term.

## Implementation

This policy is implemented by:

- staff training and professional development opportunities in behaviour management
- communicating this policy to the College community
- monitoring the effectiveness of the policy
- reviewing and evaluating the policy annually.

## Documentation

The College has documentation available at all times to demonstrate the implementation of these policies. For example:

- procedures relating to discipline and/or behaviour management of students that expressly prohibit
- corporal punishment in any form and/or clearly and exhaustively list the school's discipline methods so as to plainly exclude corporal punishment





# The Scots College

Sydney Australia

- *A Fine Scots Boy! The Positive Behavioural Plan* included in the [T-6 Parent Handbook](#).
- [student handbook/diary](#) with information relating to discipline and/or behaviour management methods that plainly exclude corporal punishment
- staff handbook/guidelines relating to discipline and/or behaviour management procedures
- information booklet/website for parents relating to the school's discipline and/or behaviour management policy and procedures that expressly prohibit and/or plainly exclude corporal punishment
- records and reports maintained in relation to students placed on behaviour management/support programs (Synergetic database).



Locked Bag 5001, Bellevue Hill NSW 2023 | p: (+61 2) 9391 7600 | **Administration Fax:** (+61 2) 9327 6947

w: [www.tsc.nsw.edu.au](http://www.tsc.nsw.edu.au) | abn: 86 438 712 994

CRICOS Provider Code: 02287G