

Student Behaviour and Discipline Policy			
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Student Behaviour & Discipline Policy

Macleay Vocational College (the College), including its RTO 9650, Trade Training Centre, Ginda Barri Centre, is committed to providing a safe, supportive, and caring environment for all students. This policy ensures that student behaviour is managed consistently, fairly, and in line with the principles of procedural fairness under the Education Act 1990 (NSW) and NSW Registration Systems and Member Non-government Schools Manual (February 2026).

The College aims to:

- Promote the academic, social, emotional, moral, and physical development of students.
- Encourage respect, responsibility, and self-regulation.
- Apply restorative practices to support learning from mistakes and conflict resolution.

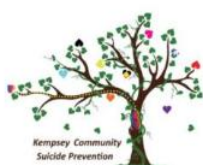
Scope: This policy applies to all staff and students enrolled in any College program or activity, including:

- In-class and out-of-class activities
- Excursions, community events, and visits
- Work placement or external representation of the College

Definitions

Student behaviour refers to the conduct of the student in all College activities involved with College, both in and out of the classroom; away from College; on excursions, during visitors talks, community events or at any time when the students are representing the College.

Term	Definition
Suspension	Temporary removal of a student from all classes and College activities for a fixed period due to serious or repeated breaches of behaviour expectations.
Expulsion	Permanent removal of a student from the College due to persistent or extremely serious misconduct, or a single act of gross misconduct that threatens safety or well-being.



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Exclusion	Preventing enrolment at the College or another associated school where an inter-school exclusion agreement exists, typically used for serious breaches or repeated misconduct.
Corporal punishment	Any physical force used to punish or correct a student. This does not include reasonable force used to prevent injury, harm, or property damage.

Rationale

A student behaviour and discipline policy should reflect the ethos of the College.

It is therefore expected that each member of the College community will:

- celebrate the success of students within the College Community
- acknowledge that with rights come responsibilities
- encourage positive behaviour that will result in the growth of mature habits
- encourage equal opportunity
- enable others to feel safe
- acknowledge the fact that we all make mistakes and that when we ask forgiveness and have genuine regrets we actively move towards reconciliation in all areas
- to encourage every individual to grow towards wholeness

Special Assistance School

Macleay Vocational College is committed to providing a safe, supportive, and inclusive learning environment in which all students can achieve their full potential. The College recognises that students may face diverse personal, social, and educational challenges, and its approach to behaviour management prioritises support, rehabilitation, and restorative practices.

This policy aligns with NESA registration requirements for student welfare and procedural fairness, ensuring that disciplinary processes are consistent, transparent, and documented. It also reflects the ethos of a Special Assistance School, promoting positive behaviour, resilience, and social-emotional growth while minimising exclusionary practices.

The policy is consistent with Independent School standards, demonstrating that all students have clear behavioural expectations, access to support, and protection from harm, including measures against bullying, hate speech, and corporal punishment.

By integrating restorative approaches, tiered disciplinary measures, and procedural fairness, the College ensures that students are supported to learn from mistakes, maintain safety, and develop responsibility, while the school meets regulatory and community expectations.



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Positive Behaviour Modeling

The College strives to create a positive and safe environment. All members of the college staff are aware that they represent powerful models of positive behaviour to the students and community. This commences at the gate where we aim to welcome students as they arrive each day and encourage them to respond appropriately. Respect for ones' self and others is an important concept at the College and it is incumbent on all staff to model respectful behaviour and good manners. Students learn important social and communication skills from this.

The focus is on developing relationships and creating opportunities for students to learn prosocial behaviour; to make good choices, take responsibility for their actions and develop leadership skills. Through mentoring students are able to identify their strengths and feel supported and affirmed. All staff are encouraged to notice positive student behaviour, to catch them being good, and use positive reinforcement. Common reinforcers include merit awards, letters home, verbal affirmations and end of year major awards. When mistakes are made, this is seen as an opportunity for learning about conflict resolution, self-control and the development of resilience. The College applies the restorative principles to support student growth through difficult times.

Students are encouraged to represent the College onsite and in the wider community.

Principles of Procedural Fairness

All disciplinary action will be guided by procedural fairness, ensuring students and parents/carers have the right to:

The Hearing Rule

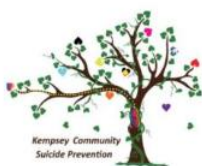
- Be informed of the specific allegations and evidence.
- Understand the process for how the matter will be considered.
- Respond to the allegations, either verbally or in writing.
- Seek a review of decisions made.

The Right to an Unbiased Decision

- Disciplinary investigations and decisions will be impartial.
- The Principal or delegated officer will act objectively and reasonably.
- Whenever possible, the investigator and decision-maker will be different individuals.
- In serious matters, an independent reviewer or Principals Delegate may be involved to enhance fairness.

Support During Disciplinary Processes

- Students may have a support person or observer present during formal interviews.
- Key points of interviews will be recorded in writing.
- Interpreters will be provided for parents or guardians who require one.



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The Hands Off Rule

This is a simple and effective rule which is actively enforced at the College. Each student has the right to attend College free of fear of physical harm or harassment. Students are not entitled to touch another student – even with the permission of the student.

See “Hands-Off Policy”.

Hate Speech and Discriminatory Behaviour

The School is committed to providing a safe, inclusive and respectful learning environment for all students and staff. Behaviour that demeans, intimidates, threatens or harms another person on the basis of race, religion, ethnicity, nationality, gender, sexual orientation, disability or any other protected attribute is unacceptable.

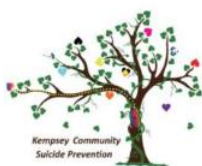
Hate speech, including the use of derogatory language, slurs, offensive jokes, threats, or written or online communication that targets an individual or group because of these characteristics, is strictly prohibited.

Any incident of hate speech or discriminatory behaviour will be taken seriously and addressed in accordance with the School’s Behaviour Management procedures. This may include investigation, restorative practices, disciplinary action, and where appropriate, involvement of parents or guardians.

All members of the school community are expected to demonstrate respect for the dignity and rights of others at all times.

Levels of Discipline

Action	Typical Circumstances	Notes
Warning / Behaviour Contract	Minor breaches or first-time incidents.	May include parent/carer notification.
Internal Suspension	Bullying, fighting or instigating a fight, threats, possession of drugs/alcohol or weapons, repeated non-compliance, destruction and defacement of college or other individual’s property, misbehaviour in work placement. Filming without permission.	Internal removal from classes or programs. College Leader, Wellbeing Facilitator, Principal or Principals Delegate will contact Parent/Carers.



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External Suspension	Repeated- premeditated bullying after a plan already established, fighting or instigating a fight, threats, possession of drugs/alcohol or weapons, repeated non-compliance, destruction and defacement of college or other individual's property, Hate speech. Not follow the agreed plan for Return to College after a suspension	Temporary removal; formal meeting with Principal, parents/carers, and student. This is recorded as an "E" on the attendance register.
Expulsion	Gross misconduct or repeated serious offences after suspension(s).	Permanent removal from the College; procedural fairness applied.
Exclusion	Serious breaches affecting safety or inter-school agreements.	Prevents enrolment in other linked schools if applicable.

All disciplinary actions will:

- Follow procedural fairness principles.
- Allow the student to respond and participate in the process.
- Be documented, including interviews and decisions.
- Provide access to review or appeal.

Suspension from college takes many forms depending on the individual capacity of each student and the behavioural actions or choices the individual student has been demonstrating.

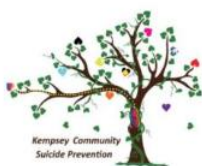
Forms of suspension may include:

- Individual time out of a particular classroom –possible referral to the Learning Hub, Junior/Senior Support or Key Teacher, Principal or Principal's Delegate.
- Being removed from classes for a period of time and spending time with the Principal, Principal Delegate, Wellbeing Team, and other appropriate staff member.
- Being taken home that day, with an agreement for a return date.

External Suspension: external suspension is used only when structured on-site support cannot meet the student's needs. Wherever possible, students remain on-campus under supervision and targeted support, ensuring continuity of learning and wellbeing. Off-site suspension occurs only as a last resort to maintain safety or provide appropriate interventions.

All external suspension decisions are documented in the suspension register, including the support strategies attempted and the rationale for off-site removal.

Expulsion:



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Expulsion is considered only as a last resort, after all support, intervention, and restorative strategies have been attempted. This step is taken only when the student's or others' safety, wellbeing, or the learning environment is at serious risk. The College prioritises rehabilitation, inclusion, and positive outcomes whenever possible, in line with NESAs expectations for student welfare and behaviour management.

Serious risks may include:

- The Students behavior is injurious to other members of the college community.
- The student is adversely affecting the education of other students,
- shows no recourse or willingness for the restoration of their actions or acceptance of conditions of support in these behavioural areas.
- Repeated offences relating to the possession or use of drugs, alcohol. Or weapons at college or a college related activity or event.
- Students being involved in a misconduct of a sexual nature.
- Support for addictive behaviours is being refused.

All expulsion decisions are preceded by documented interventions, counselling, and restorative processes tailored to the student's needs.”

We are committed to:

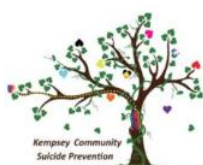
- Using restorative practices, counselling, and targeted support to address behavioural issues.
- Maintaining clear and fair behaviour management processes that involve students, parents, and relevant support services.
- Ensuring that all students have the opportunity to learn, grow, and succeed in a safe and supportive environment.

This policy reflects the school's commitment to minimising exclusionary practices and supporting positive outcomes for every student, in line with NESAs requirements for student welfare and behaviour management.

Corporal Punishment

Staff at Macleay Vocational College are strictly prohibited from using corporal punishment as a means of punishing or correcting a student.

Corporal punishment is defined as any physical force used to punish or correct a student but does not include reasonable force applied to prevent injury, harm, or damage to property.



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The College does not permit any non-school person, including parents, carers, or guardians, to administer corporal punishment on College grounds or during any College activity.

This policy aligns with NESA requirements for student welfare and the provision of a safe and supportive learning environment.



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