



**ETASC Discipline and Anti-Bullying Policy & Procedure**

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## ETASC Discipline and Anti-bullying Policy & Procedure

### Policy Statement

ET Australia Secondary College (ETASC) offers a secure and supportive learning environment that upholds modern Australian workplace standards. We address disciplinary issues promptly to maintain a positive atmosphere for all students.

Our policy follows the NESA Registered and Accredited Individual Non-government Schools (NSW) Manual, which states: 'Procedural fairness is a basic right of all when dealing with authorities.' Procedural fairness includes the hearing rule—allowing individuals access to allegation details, understanding the process, opportunities to respond, and review procedures—and the right to an unbiased decision through impartiality and freedom from bias, supported by review mechanisms.

ETASC is committed to preventing and addressing bullying in accordance with the NSW Anti-Bullying Framework (2025). Our approach focuses on:

**Preventing** bullying through proactive education,

**Responding** swiftly and consistently to incidents,

**Partnering** with stakeholders,

**Implementing** clear, evidence-based policies subject to regular review.

We prioritise student wellbeing, safety, and dignity in all disciplinary actions. For more information, see the [Registered and Accredited Individual Non-government Schools \(NSW\) Manual](#).

### Purpose

- To promote the ongoing formation of student's self-discipline and responsibility.
- To encourage ethical and responsible behaviour from all students and staff.
- To provide a safe, supportive and productive work environment, a healthy workplace and an anti-bullying ethos.
- To ensure that disciplinary matters are dealt within a context of justice, compassion, and forgiveness, promoting the dignity and responsibility of each person while ensuring respect for the rights of all students and staff.
- To prevent, identify and respond to bullying behaviours in a manner consistent with the NSW Anti-Bullying Framework, with a focus on student safety, wellbeing, early intervention and restoration of positive relationships.

### Bullying Prevention and Positive School Culture

ETASC adopts a whole-school approach to bullying prevention that promotes respectful relationships, positive behaviour and a safe learning environment for all students.

Bullying prevention at ETASC includes:

- Clear expectations for behaviour communicated to students, staff and parents/carers
- Explicit education about bullying, cyberbullying, bystander behaviour and respectful communication
- Promotion of social and emotional learning, resilience and conflict resolution skills
- Staff modelling of respectful, inclusive and culturally safe behaviour
- Early identification of concerning behaviours and proactive intervention

Prevention strategies apply across all learning environments, including classrooms, online platforms, excursions, work placements and distance education contexts.

### Definitions

- **Bullying:** ongoing and deliberate misuse of power through repeated behaviours that cause harm, fear or distress.
- **Conflict:** a disagreement between people of similar power; not bullying unless there is a pattern and misuse of power.
- **Cyberbullying:** bullying behaviour using digital technologies (e.g., messaging, social media, email, online learning platforms).
- **Minor breach:** lower-level behaviour breaches that are addressed through classroom and pastoral processes and proportionate consequences.
- **Major breach:** serious or repeated behaviour that may warrant major sanctions, including exclusion from school activities and/or consideration of expulsion.
- **Send home for the day:** a direction for a student to leave the school for the remainder of the day for safety/behaviour management reasons (see Suspensions section for how this is recorded).

### Quick Guide (Students, Parents/Carers and Staff)

This quick guide summarises how ETASC prevents and responds to behaviour concerns and bullying. For detailed information, see the sections below.

#### What is bullying (and what isn't)?

- **Bullying** is ongoing and deliberate misuse of power in a relationship through repeated behaviours that cause harm, fear or distress.
- **Conflict** is a disagreement where people have similar power; it may be serious, but it is not bullying unless there is a pattern and misuse of power.
- **One-off incidents** (e.g., a single unkind comment) may still be unacceptable behaviour and will be addressed, even if it does not meet the definition of bullying.
- **Reasonable direction and feedback** from staff, delivered professionally and appropriately, is not bullying.

## How to report

- **Students:** report to your teacher, Teacher on Duty (TOD), Assistant Principal or Deputy Principal.
- **Parents/Carers:** contact the Assistant Principal or Deputy Principal (or the Principal for escalated matters).
- **Staff:** report concerns to the Deputy Principal or Principal, and record the matter in Compass as required.
- **In an emergency or immediate risk:** notify staff immediately so safety actions can be taken.

## What happens next (overview)

1. **Safety first:** staff assess immediate risk and take prompt steps to protect students (e.g., increased supervision, separation, wellbeing support).
2. **Log the concern:** the report and actions are recorded in the student management system (Compass) as appropriate.
3. **Fact-finding:** relevant staff gather information (accounts, witness statements, digital evidence if applicable).
4. **Decision and response:** outcomes may include supports, restorative actions and/or disciplinary consequences proportionate to the behaviour and history.
5. **Communication:** parents/carers are updated in line with duty of care, privacy and procedural fairness.
6. **Follow-up:** monitoring occurs to ensure the behaviour stops and supports are effective.

## Indicative timeframes

- **Immediate risk:** action taken the same day (or immediately) to ensure safety.
- **Priority matters:** investigation commences as soon as practicable, with parents/carers notified.
- **Standard matters:** addressed promptly and proportionately.

Timeframes can vary depending on complexity, student wellbeing needs, availability of evidence and procedural fairness requirements.

**Review/Appeal:** Students and parents/carers can seek review of certain decisions as outlined in **Review and Appeals** below.

- **School contract:** a formal written warning that documents expectations, supports and consequences should behaviour continue.
- **Procedural fairness:** the right to know the allegation, respond, and have the decision made impartially, with an option for review.

## **Scope**

### **Student Responsibilities**

All students who attend ETASC are expected to have a high standard of behaviour and:

- Abide by the College Rules and Codes of Conduct.
- Always behave courteously and considerately to each other and to staff
- Not do anything that may bring the College into disrepute, including in print and electronic media
- Support the goals and values of the College
- Attend and, if required, participate in assemblies, the College sport program, important College events such as School Celebration Days or other events determined by the Principal, and camps and excursions that are an integral part of the College curriculum
- Attend the College during school hours, except in the case of sickness or where leave has been given or an exemption from attendance has been granted

### **Staff Responsibilities**

ETASC Staff will adhere to the school's policies and procedures at all times and:

- Affirm, reward and encourage positive behaviour
- Be consistent and fair in dealing with all students, taking into account their age and stage of development and their family circumstances
- Explore the causes of problems and work to minimise these. Parents/carers are encouraged to be actively involved in discipline processes
- Discourage undesirable behaviour by providing sanctions that are appropriate
- Explain rules and consequences clearly and concisely so that the students understand them
- Work with parents/carers in helping to form good character and build self-esteem in the student
- Develop appropriate conflict resolution skills
- Keep all written records of relevant interviews with the student and/or parents/carers regarding exclusions and or expulsion
- Ensure that there is no corporal punishment of students at ETASC
- Keep in mind the duty of care of students, the legal rights and responsibilities of teachers, and the legal rights and responsibilities of students

### **Executive Responsibilities**

The ETASC Executive will adhere to the School's policies and procedures at all times and:

- Affirm, reward and encourage positive behaviour
- Be consistent and fair in dealing with all students, taking into account their age and stage of development and their family circumstances
- Ensure that all staff and student time spent together is only ever for school activities and that staff and student relationships remain professional and within expected societal norms

- Ensure that contact by staff with any student away from the school should only ever occur with prior permission from the Deputy Principal or Principal. Staff contact, interaction and communication with students should be transparent, with supervision and in the company of trusted others to protect all concerned. A record of contact should always occur
- Explore the causes of problems and work to minimise these. Parents/carers are encouraged to be actively involved in discipline processes
- Discourage undesirable behaviour by providing sanctions that are appropriate
- Explain rules and consequences clearly and concisely so that the students understand them
- Work with parents/carers in helping to form good character and build self-esteem in the student
- Develop appropriate conflict resolution skills
- Provide teacher supervision when a student is detained as part of our school discipline practices. Detention of students during lunch or for a period of time must still allow them reasonable time to eat and to attend to the needs of health and hygiene
- Keep all written records of relevant interviews with the student and/or parents/carers regarding exclusions and or expulsion
- Ensure that there is no corporal punishment of students at ETASC
- Keep in mind the duty of care of students, the legal rights and responsibilities of teachers, and the legal rights and responsibilities of students
- Ensure that all staff are up to date with current School Policies, Child Protection training and Working with Children Checks

### **Principal Responsibilities**

The Principal will adhere to the school's policies and procedures at all times and:

- Affirm, reward and encourage positive behaviour
- Be consistent and fair in dealing with all students, taking into account their age and stage of development and their family circumstances
- Ensure that all staff and student time spent together is only ever for school activities and that staff and student relationships remain professional and within expected societal norms
- Ensure that contact by staff with any student away from the school should only ever occur with prior permission from the Deputy Principal or Principal. Staff contact, interaction and communication with students should be transparent, with supervision and in the company of trusted others to protect all concerned. A record of contact should always occur
- Explore the causes of problems and work to minimise these. Thorough investigation must always precede any action, especially major sanctions. Parents/carers are encouraged to be actively involved in discipline processes and policy
- Discourage undesirable behaviour by providing sanctions that are appropriate;
- Explain rules and consequences clearly and concisely so that the students understand them
- Work with parents/carers in helping to form good character and build self-esteem in the student

- Utilise appropriate conflict resolution skills
- Provide teacher supervision when a student is detained as part of our school discipline practices. Detention of students during lunch or for a period of time must still allow them reasonable time to eat and to attend to the needs of health and hygiene
- Keep all written records of relevant interviews with the student and/or parents/carers regarding exclusions and or expulsion
- Ensure that there is no corporal punishment of students at ETASC
- Keep in mind the duty of care of students, the legal rights and responsibilities of teachers, and the legal rights and responsibilities of students
- Ensure that all staff are up to date with current School Policies, Child Protection training and Working with Children Checks

### **Behaviour Management Procedure**

The implementation processes for major disciplinary sanctions, such as expulsions, will always be conducted by the Principal or by delegation, by the Deputy Principal or Assistant Principal. A serious breach is understood generally as activities or behaviours of a student which consistently and deliberately fails to comply with the reasonable directions of the Principal, Deputy Principal, Assistant Principal or a teacher or ETASC staff; or are offensive, or dangerous, to the physical, emotional or mental health of any student or staff member (e.g. illicit possession and use of drugs, illicit use of prohibited weapons, aggressive, abusive or inappropriate behaviour); dishonesty; or consistently and deliberately interfering with the educational opportunities and endeavours of other students.

Students are required to abide by ETASC's rules and to follow the directions of teachers and other people with authority delegated by ETASC.

- Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to ETASC, staff members or other students, the students will be subject to disciplinary action
- The disciplinary procedures undertaken by ETASC vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in expulsion, the student and parents/carers will be informed of the allegations and of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations
- The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in expulsion
- ETASC prohibits the use of corporal punishment in disciplining students attending the school
- ETASC does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to enforce discipline at ETASC

Where the offending behaviour is of such a nature that it may result in expulsion, the student will be:

- Informed of the alleged infringement
- Informed as to who will make the decision on the penalty
- Informed of the procedures to be followed which will include an opportunity to have parents/carers present when responding to the allegation
- Afforded a right of review or appeal (as applicable)

ETASC utilises two review options to satisfy the legislative requirements. These include the following:

**Option 1** The Principal will reach a preliminary decision in relation to the allegation and any proposed penalty and advise the student and parents/carers of the view. The student and parents/carers will be advised that if they wish this preliminary decision to be reviewed they may make an application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final decision or amend the preliminary decision based on the additional information provided; or

**Option 2** The Deputy Principal or Assistant Principal will reach a decision in relation to the allegation and recommend the penalty to be imposed to the Principal. The parent(s) or carer(s) will be informed of the finding and recommendation and may make representations to the Principal in respect of the finding and recommendation. The Principal then makes a final decision.

### **Review and Appeals (Disciplinary Decisions)**

ETASC aims to resolve concerns early and transparently. Where a student or parent/carer believes a disciplinary decision has not appropriately considered the facts, supports, or procedural fairness, they may seek review as follows:

- **Step 1 (informal resolution):** raise the concern with the decision-maker (teacher/TOD/Assistant Principal/Deputy Principal) as soon as practicable.
- **Step 2 (formal review):** request review by the Principal. The request should outline the decision being reviewed, the reason for review, and any additional information for consideration.
- **Outcome:** the Principal may confirm, vary, or set aside the earlier decision after considering the information provided.

For decisions that may result in expulsion, ETASC applies the review pathways outlined under **Option 1** and **Option 2** above.

## Managing Inappropriate or Challenging Behaviour

ETASC has a behaviour management process that is applied appropriately to the range of behaviours encountered in the school. All infractions are recorded in the student data system as an event, with details of time, date and a detailed description. Actions may include:

- Verbal warning
- Parent meeting
- Written warning (School Contract, undertaken in the presence of a parent/carer)
- Expulsion
- The right of appeal

## Responding to Behaviour and Bullying: Procedure

ETASC uses a consistent response process for behaviour concerns and bullying allegations. The response is proportionate to the behaviour, considers student needs and prior history, and applies procedural fairness.

1. **Immediate safety and triage:** assess whether there is immediate risk (physical harm, serious psychological distress, threats, self-harm risk). Take immediate safety actions (supervision, separation, wellbeing escalation, contacting parents/carers as required).
2. **Log and notify:** record the matter in Compass and notify the appropriate leader (TOD/Assistant Principal/Deputy Principal/Principal) based on severity.
3. **Fact-finding:** gather information from involved students and witnesses; review relevant evidence (including digital evidence where applicable). Maintain confidentiality and privacy.
4. **Decision-maker and outcome:** determine whether the allegation is substantiated and decide an appropriate response (support plan, restorative process, consequences, monitoring).
5. **Communication:** inform parents/carers of outcomes to the extent permitted by privacy and duty of care. Where a consequence is applied, communicate expectations for return and follow-up.
6. **Follow-up:** check-ins and monitoring to ensure behaviour stops, supports are in place, and learning can continue safely.

## Key decision points

- **Bullying or conflict?** Staff consider pattern/repetition, misuse of power and harm. Conflict and one-off incidents are still addressed, even if they do not meet the definition of bullying.
- **Minor or major breach?** Serious/unsafe behaviours or repeated breaches may be managed as major breaches and can trigger major sanctions.
- **Immediate risk / child protection / unlawful behaviour?** Matters involving serious harm, threats, suspected abuse, weapons, drugs or other serious risks are escalated immediately to the Principal (and external agencies where required).

## **Classroom Management**

In ETASC classrooms, a three-step warning system for managing behaviour is used. It is known as the “Going, Going, Gone system”. Students receive two in class warnings; the third step is being sent to the Teacher on Duty (TOD) or the Assistant Principal or Deputy Principal for resolution. The TOD or the Assistant Principal or Deputy Principal provides Pastoral Care, investigates the matter, gives the student a hearing, and may:

- Send the student back to class
- Place the student in a supervised area to work independently
- Refer the student to the Assistant Principal for further support

The Deputy Principal or Assistant Principal may, in consultation with parents/carers:

- Ask the student to leave for the day
- Require the student to enter a school contract
- Expel the student (in consultation with the Principal)

## **Merit**

Where a student’s behaviour or performance in class is exemplary, the teacher or Student Learning Assistant can enter in a positive behaviour report in the school’s data system. This information is reported to parents/carers during parent teacher interviews and is taken into consideration when applying the Positive Behaviour Management and Rewards Policy – see policy.

## **Disciplinary Classifications**

Corporal punishment is neither carried out nor endorsed as a method of discipline at ETASC or outside of the school.

## **Suspensions**

ETASC does not use out-of-school suspension as a routine disciplinary sanction. Where ETASC directs a student to leave for the remainder of the day, this is used as a short-term safety and behaviour management response and is managed in consultation with parents/carers and with appropriate recordkeeping.

ETASC may direct a student to leave for the remainder of the day for a minor breach of the Student Code of Conduct (e.g., continued disruption/defiance, or behaviour that is rude or offensive towards staff or other students). For attendance administration purposes, this may be recorded using the relevant partial-day attendance code in the roll.

Before a student is directed to leave for the remainder of the day, the Deputy Principal, Assistant Principal, or delegate contacts parents/carers to discuss the matter and confirm collection arrangements. The student is signed out by School Administration Staff and the relevant partial-day attendance code is recorded. Event details, including the parent/carer communication, are recorded in Compass as a pastoral note to ensure ETASC maintains accurate records. It is the responsibility of the student to remain up to date and ensure that any work or assessment tasks missed due to leaving early are completed.

## **Exclusions**

ETASC is an independent community based high school and is not part of a group of other schools. We do not practise Exclusion.

## **Minor Breaches**

Punishments for breaking rules may include:

- Having privileges taken away (such as stopping students attending excursions)
- Time out from class (being sent out of the classroom or to the Teacher on Duty's office, Assistant Principal's office or Deputy Principal's office)
- Working in a supervised area independently
- Being sent home for the day if behaviour is deemed to be inappropriate or uncontrollable. Parents/carers will be phoned to make arrangements for the student to be picked up
- Placed on a school contract for consistent minor breaches of the school rules after attempts have been made to provide the student access to the school's consulting psychologist.

## **Major Breaches**

Major disciplinary sanctions are last resort actions that are only invoked with due process in the event of serious or consistent breaches of school discipline policy. These sanctions are not to be confused with routine disciplinary sanctions such as 'time-out' from class. A serious breach is understood generally as activities or behaviours of a student which:

- Consistently and deliberately fail to comply with the reasonable directions of the Deputy Principal, Assistant Principal or teacher; or are offensive, or dangerous, to the physical or emotional and mental health of any student or staff member (e.g. illicit possession and use of drugs, illicit use of prohibited weapons, theft, major dishonesty including cheating, abusive or aggressive behaviour); or consistently and deliberately interfere with the educational opportunities and endeavours of other students

Thorough investigation must always precede any action. Parents/carers always must be actively involved in the process unless the circumstances require urgent intervention. Counselling of a student may be offered.

The safety, protection and care of all students requires that the school clearly explains serious breaches of student conduct and reinforces student awareness of them on a regular basis.

Before major sanctions are implemented, the school will usually adopt a graduated process of other disciplinary measures and will have had ongoing discussions with the student and parents/carers. This may involve the issuing of a formal written warning in the form of a school contract that will outline the pending exercise of major sanctions.

The responsibility for the implementation of the policy rests with the Principal including the determination of expulsion. In every instance of serious breach, the Principal, Deputy Principal and Assistant Principal are primarily responsible for procedural fairness and appropriate support of student and family members before expulsion. The Principal shall confer with the Deputy Principal and Assistant Principal as the nature of the case demands.

When incidents occur, the Principal, Deputy Principal and the Assistant Principal will confer. The Deputy Principal or Assistant Principal will make contact with the appropriate services as required.

Where expulsion is the course of action to be implemented, the parents/carers is contacted and where practical an Exit Interview is arranged. The HSLO and DEC Gosford School District Office is informed in writing.

**Responding to bullying:** ETASC applies a triage-based approach when responding to bullying allegations to ensure student safety is prioritised and responses are timely and appropriate. See the **Bullying** section (Responding to Bullying – Triage and Timeframes).

## **Bullying**

Bullying is a form of unreasonable psychological and/or physical behaviour that may intimidate, degrade or humiliate another person or a group of people and creates a risk to health and safety. This behaviour is based on the misuse of power. It is repetitive or occurs as a pattern of behaviour aimed to ‘torment, wear down, or frustrate a person’. (Einarsen 1999, p16).

## **Responding to Bullying – Triage and Timeframes**

ETASC applies a triage-based approach when responding to bullying allegations to ensure student safety is prioritised and responses are timely and appropriate.

### **Triage levels**

**Immediate risk:** incidents involving threats to safety, physical harm, serious psychological distress or risk of self-harm. Immediate action is taken to ensure safety, including supervision, separation and referral to wellbeing or external services where required.

**Priority response:** repeated, escalating or serious bullying behaviours. Investigation commences as soon as practicable, and parents/carers are notified.

**Standard response:** single or lower-level incidents that still meet the definition of bullying. Investigation and response occur promptly and proportionately.

All responses are conducted in line with procedural fairness, confidentiality and the College’s duty of care obligations.

Examples of bullying include:

- Physical – hitting, pushing, tripping, kicking, spitting on others
- Verbal – teasing, using offensive names, ridiculing, spreading rumours
- Non-Verbal – writing offensive notes or graffiti about others, using e-mail, social media or text messaging to hurt others, rude gestures
- Exclusion – deliberately excluding others from the group, refusing to sit next to someone
- Extortion – threatening to take someone’s possessions, food or money
- Property – stealing, hiding, damaging or destroying property

Students who experience or witness bullying are encouraged to report to a teacher, the Teacher on Duty (TOD), Assistant Principal, or Deputy Principal. Staff who experience or witness workplace bullying should report concerns to the Principal in line with the ET Australia Employee Handbook.

Bullying allegations raised by staff and students will be treated seriously, investigated promptly, confidentially and impartially.

Reasonable management action carried out in a professional manner (including directing work, supervising students and providing performance feedback) does not constitute bullying.

All students and employees will:

- Be made aware of and given information and skills to assist them to identify and address bullying
- Have available an appropriate mechanism for prompt investigation and resolution of any alleged bullying
- Have allegations of bullying taken seriously, managed promptly and appropriately and confidentially
- Have allegations of bullying responded to in a manner that respects and recognises the innate dignity of each person
- Be provided with training programs relevant to their area of responsibility to assist them to develop a workplace/school culture that discourages bullying

Disciplinary action will be taken against an employee or student who:

- Bullies an employee or student
- Victimises someone who has made a complaint
- Makes malicious, frivolous or vexatious complaints

To achieve this:

- This policy and procedure will be published and promoted to staff, parents/carers on the college website, and as appropriate to the wider community

- All members of the school will respect the rights of others and refrain from any form of bullying of any other person
- All members of the school will actively promote a bullying free environment
- The Principal will respond to any report of workplace bullying promptly and in a manner consistent with the procedures outlined in the ET Australia Employee Handbook for addressing allegations of bullying

The Deputy Principal, Assistant Principal and/or delegate will investigate all allegations of bullying made by a student, parents/carers or staff member. If the Deputy Principal or Assistant Principal is able to substantiate the allegation with reliable evidence (witness accounts, digital evidence, CCTV footage), the matter will be referred to the Principal for consultation and a decision on the students continued enrolment in the school will be communicated to parents/carers and the student.

### **Cyberbullying**

Cyberbullying includes bullying behaviour carried out through digital technologies such as social media, messaging platforms, email or online learning systems.

ETASC treats cyberbullying with the same level of seriousness as face-to-face bullying. Where cyberbullying impacts the safety, wellbeing or learning of students, the College may take action regardless of whether the behaviour occurs on or off campus or outside school hours.

Investigations may include the collection and review of digital evidence such as messages, images or online posts. Students and parents/carers are encouraged to preserve evidence where cyberbullying is suspected.

### **Partnering with Students, Parents and Community**

ETASC recognises that effective bullying prevention and response is a shared responsibility.

The College is committed to:

- Encouraging students to speak up about bullying and participate in solutions where appropriate
- Working in partnership with parents/carers through early communication and shared decision-making
- Collaborating with internal and external wellbeing professionals to support students affected by bullying
- Respecting cultural safety, diversity and individual circumstances in all responses

Student feedback and experience may inform preventative strategies, wellbeing initiatives and continuous improvement activities.

## **Support Measures**

ETASC provides supports alongside consequences to help restore safety, wellbeing and learning for all students involved.

### **Supports for students targeted by bullying or harmed by behaviour**

- Safety planning (e.g., supervision, seating/timetable adjustments where appropriate)
- Wellbeing check-ins and referral to counselling/support services
- Support to report concerns early and preserve evidence (including digital evidence for cyberbullying)

### **Supports for students who bully or cause harm**

- Clear behaviour expectations and a structured behaviour plan/school contract where required
- Skill-building (e.g., respectful communication, self-regulation, conflict resolution)
- Restorative processes where appropriate and safe, with informed participation

### **Supports for bystanders and the wider community**

- Education on safe bystander responses and reporting
- Reinforcement of positive behaviour and respectful relationships

## **Recordkeeping, Privacy and Confidentiality**

ETASC keeps records of behaviour incidents and bullying reports to support safety, procedural fairness, pattern identification and continuous improvement.

- Records may include: report details, dates/times, actions taken, student accounts, witness information, evidence reviewed, decisions made and parent/carer communications.
- Records are stored in the student management system (Compass) and accessed only by staff with a legitimate role in responding to or overseeing the matter.
- ETASC will treat matters sensitively and share information on a need-to-know basis, consistent with privacy obligations and duty of care.
- When communicating outcomes, ETASC may be limited in the personal information it can disclose about other students.

## **Procedural Fairness Statement**

ET Australia will ensure that all students and parents/carers, teachers, ET Australia employees and other stakeholders are treated with respect, dignity and procedural fairness in all school actions and activities.

The Discipline and Anti-Bullying Policy and Procedure and the Code of Conduct are provided to ensure that all stakeholders are aware of the procedures for managing student behaviour and issues. All stakeholders are informed at every opportunity of their rights and responsibilities. ETASC's expected behaviour and consequences policy is addressed at enrolment Interviews. Students and parents/carers sign the Enrolment Contract to acknowledge the expected behaviour and consequences has been addressed.

Students and parents/carers have the right to address their concerns about a teacher to the Deputy Principal or Assistant Principal. Students and parents/carers have the right to address their concerns about the Assistant Principal to the Deputy Principal. Students and parents/carers have the right to address their concerns about the Deputy Principal to the Principal.

Students and parents/carers have the right of appeal to decisions made by the Assistant Principal or Deputy Principal.

## **Monitoring, Reporting and Review**

ETASC monitors bullying-related data to identify patterns, emerging risks and opportunities for early intervention.

Monitoring includes:

- Recording incidents and responses in the student management system
- Reviewing behaviour and wellbeing trends
- Evaluating the effectiveness of prevention and response strategies

This policy will be reviewed at least annually, or earlier if required, to ensure continued alignment with the NSW Anti-Bullying Framework, legislative requirements and best practice.

## REFERENCES

NSW Education Standards Authority (NESA) – *NSW Anti-Bullying Framework (2025)*

NSW Government – *NSW Anti-Bullying Framework: Actions for Schools*

<b>ETASC Discipline and Anti-Bullying Policy &amp; Procedure</b>			
<b>Version Number</b>	<b>Purpose / Change</b>	<b>Author</b>	<b>Date</b>
0.1	Policy reviewed and updated with new version control policy.	Jessica Pitscheider	9 July 2021
1.0 APPROVED BY:	Tony Mylan		9 July 2021
0.2	Inclusion of the Deputy Principal Removal of Daily Monitoring Sheets Inclusion of school contracts for continuous minor breaches of the school rules Update to additional information	Lachlan Scott	31 May 2024
2.0 APPROVED BY:	Tony Mylan		27 June 2024
2.1	Removed reference to obsolete policies and procedures. Renamed document to include Anti-Bullying in the title.	Jessica Pitscheider	3 December 2024
3.0 APPROVED BY:	Tony Mylan		9 December 2024
3.1	Reviewed and edited text to align with the NESA Anti-Bullying Framework	Jessica Pitscheider	10 March 2026
4.0 APPROVED BY:	Tony Mylan		17 March 2026

## **Additional Information**

### **Note for Students and Parents/Carers**

#### **Supporting Positive Classroom Management Practice**

ETASC exists to provide a new opportunity for learning for young people who were unable to cope with mainstream school. ETASC provides a safe and nurturing environment where all students have the opportunity to make a “fresh” start. The intention is to create a place where negative behaviour, thoughts and attitudes to school can be left behind. Students are assisted to focus on achieving their potential through attaining their academic goals.

To ensure that all students are provided with a positive work environment, free of distractions, poor behaviour and disrupting learning is not tolerated, especially if it is adversely affecting the ability of others to succeed.

Our classroom management approach is reflected in our behaviour management system where both positive and negative student behaviour is recorded.

Our classroom management approach is open and transparent and presumes that students will respond to and comply with the teacher’s directions at all times.

Students identified as:

- Not working
- Being disruptive
- Swearing
- Absent from class without permission
- Making inappropriately frequent trips to the toilets
- Refusing to cooperate with class or lesson requirements

will be subject to the warning system procedure known as “Going, Going, Gone”, where the teacher will write the student’s name on the board the first time they are asked to behave, again the second time they are asked and on the third occasion, the student will be sent to the Deputy Principal, Assistant Principal or the Teacher on Duty (TOD).

The student will be given the opportunity by the Deputy Principal, Assistant Principal or TOD to have a “short time-out” under supervision, before the behaviour is discussed and the student agrees to go back to class and re-focus on their learning without disturbing the other students or the teacher. If a student is unable to re-focus and display acceptable self-control, unless there are extenuating circumstances, the Deputy Principal or Assistant Principal will send the student home for the day. Parents/carers will be advised that the student is going home, the reason and whether or not they are invited to return the next day. Records will be kept.

When a student is sent home, procedural fairness will be used to manage this behaviour. The first time the student is sent home they will be issued with a verbal warning. If the student is sent home a second time, a meeting is required between the Deputy Principal or Assistant Principal to discuss the student's behaviour and consequences. During the meeting the following will be considered:

- Nature of the behaviour
- Previous behaviour reports
- Academic performance
- Teacher's feedback
- Student's previous school history and current personal circumstances
- A school contract will be put in place outlining the required behaviour to ensure the student's enrolment continues.

If the student has not or cannot modify their behaviour after these measures and they are sent home a third time, they may be expelled from the school.

This approach is aimed to assist all students, those who are here to learn and those who find it difficult to adopt appropriate behaviour in a learning environment.