

 OAKLEIGH GRAMMAR	Oakleigh Grammar	
Policy Document Name	Student Conduct (Discipline)	
Date Ratified by Board of Management	August 2026	
Date for Review	May 2029	

1. Preamble

In keeping with the foundations of Christian Orthodoxy, and guided by the school values of Humility, Aspiration, Respect, and Kindness (HARK), this Student Conduct (Discipline) Policy seeks to foster a community in which each student is encouraged to grow in character, responsibility, and faith. The school recognises that discipline is not merely corrective, but formative—shaping individuals who act with integrity, compassion, and self-awareness.

Grounded in these principles, the policy promotes a restorative and educative approach to behaviour, emphasising personal accountability, reconciliation, and the dignity of every person. Students are called to uphold standards of conduct that reflect the shared values of the school community.

Through consistent expectations and fair processes, this policy aims to nurture a safe, respectful, and inclusive environment where all members can flourish academically, socially, and spiritually.

Parents and/or guardians are to be fully informed of all stages of the discipline process to ensure appropriate communication and a standard of fairness.

Parents and/or guardians will be communicated by telephone or email advising them of any behaviour/conduct concerns the school may have in relation to their child and the measures to be taken by the School.

2. Purposes

At the commencement of the school year and regularly throughout the year in Home Group sessions, assemblies and pastoral lessons, school and classroom rules are explicitly discussed. These rules help us achieve our aims and support the rights and responsibilities of all.

School rules and expectations are centred on addressing behaviours that:

- Disrupt a student's own learning or the learning of others
- Undermine respect for personal property and the school environment
- Compromise respectful and positive interactions within the school community
- Threaten the safety and wellbeing of any member of the school

The Leader in Me/7 Habits of Effective People

Staff receive training and work on establishing guided visions and leadership strands that are be integrated into the school's core curriculum and everyday language. The end result for Oakleigh Grammar is that it has a student leadership model that is part of the School culture.

Restorative Practices

In addressing major issues of conflict between students, Oakleigh Grammar adopt Restorative Practice approaches which acknowledge that harm has been done, relationships are damaged and that restoration is needed. In trying to resolve such matters, teachers focus on the following guiding questions with those involved:

- What happened?
- Who has been hurt?
- What are their needs?
- Whose obligations are these?
- Who has a stake in the situation?
- What is the appropriate process for involving stakeholders in an effort to put things right?

Strategies for Positive Behaviour Reinforcement

The School uses a variety of approaches to promote positive student behaviour and reduce and resolve conflict.

The goal of this (and any) behaviour plan is to help students feel safe and happy at school. It is vital that teachers recognise the positive actions that students make and reinforce that behaviour through appropriate recognition.

3. Bullying, Harassment, Sexual Harassment, and Discrimination.

All students have the right to feel safe and protected from bullying, harassment or discrimination of any form within the learning and social environment of the school. Oakleigh Grammar is committed to the development and reinforcement of a culture of positive behaviour, respect and tolerance by rejecting all forms of bullying, harassment and discrimination. This is underpinned by our HARK values and in keeping with the foundations of Christian Orthodoxy.

a. Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

There are four broad categories of bullying:

- I. **Physical bullying** - which includes (but is not limited to) hitting, tripping, pinching or pushing another student, or purposely damaging their property, which can cause both short term and long term damage.
- II. **Verbal bullying** – which includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.

III. **Social bullying** (aka covert bullying)- is designed to harm someone's social reputation and/or cause humiliation. As such, it is often harder to recognise and can be carried out behind the bullied person's back. Social bullying includes:

- lying and spreading rumours;
- negative facial or physical gestures, menacing or contemptuous looks;
- Playing nasty jokes to embarrass and humiliate;
- Mimicking unkindly;
- Encouraging others to socially exclude someone; and
- Damaging someone's social reputation or social acceptance.

iv. **Cyber bullying** - is overt or covert bullying behaviours using digital technologies, such as social media, instant messaging, texts, websites, and other online platforms. Cyber bullying can include:

- Sharing abusive or hurtful texts, emails, posts, images or videos;
- Deliberately excluding others online;
- Spreading nasty gossip or rumours online; and
- Imitating others online or using their log-in details.
- Creating fake images online

All students are required to sign and comply with the school's Student Acceptable Use Agreement, which strictly prohibits students from engaging in cyber bullying

Behaviours that do not constitute bullying.

There are several socially unpleasant situations which are often confused with bullying. Unless they occur deliberately and repeatedly, the following situations do not constitute bullying:

- Single episodes of social rejection or dislike;
- Single episodes of nastiness or spite;
- Random acts of aggression or intimidation;
- Mutual arguments, disagreements or fights

Although they do not formally constitute bullying, these situations have the potential to escalate and should not be ignored. Teachers should deal with all instances of poor or hurtful behaviour per the school's Behaviour Management Policy.

b. Discrimination

There are two broad categories of discrimination.

- i. **Direct Discrimination** - is when a person, or group of people, is treated less favourably than another person or group of people because of their background or certain personal characteristics.
- ii. **Indirect Discrimination** - is when an unreasonable rule or policy applies to everyone but has the effect of disadvantaging some people because of a personal characteristic they share.

It is unlawful to discriminate against or harass a person on the basis of any of the following attributes or personal characteristics:

- Age;
- Disability or impairment (including physical, intellectual, mental or psychiatric);
- Race (including colour, national or ethnic origin, or immigration status);
- Religious beliefs or activities;
- Sex or gender identity;
- Physical features.

c. Harassment

Harassment is any behaviour targeting an individual or group due to a particular personal attribute or characteristic (such as those listed above) that offends, humiliates, or intimidates them and/or creates a hostile environment.

Harassment may be:

- A single act or an ongoing pattern of behaviour;
- Random or specifically directed toward a particular person or group of people; and/or
- Intentional or unintentional.

Sexual harassment is unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. Sexual harassment may be either a repeated behaviour or stand-alone incident. It is defined by the nature and impact of the behaviour, not the intention behind it. Examples of sexual harassment include but are not limited to:

- unwanted physical contact, touching, brushing against another student, hugging.
- persistent jokes or innuendos of a sexual nature
- repeated requests to go out
- offensive gestures
- persistent or intrusive enquiries into another student's private life, sexuality, or physical appearance
- sexual propositions
- sexually offensive phone calls, messages on email, voicemail or in writing.
- displaying offensive screen savers, photos, calendars, or objects
- sexually explicit emails, text messages, or posts on social
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- displaying offensive screen savers, photos, calendars, or objects
- sexually explicit emails, text messages, or posts on social networking sites
- stalking
- sexual assault.

d. Vilification

Vilification is behaviour, through word or action, that incites hatred, contempt or ridicule of another person or group, generally because of that person's or group's race or religious belief. Examples of vilification include but are not restricted to:

- Public threats of harm;
- Encouraging others to hate someone because of that person's religion;
- A racist statement in public meeting;
- Racist graffiti.

All cases of bullying, **harassment and discrimination** are taken seriously by staff. Our community is united in stating that bullying, harassment and discrimination will not be tolerated in any form at Oakleigh Grammar. This means that all members of our community – students, staff and parents/carers treat each other with dignity and respect by modelling polite speech and socially acceptable interactions.

Parents will be notified if a child is bullied, harassed or discriminated against or is accused of bullying, harassment or discrimination.

All reports of bullying, including cyber bullying, harassment or discrimination will be taken seriously and acted upon.

An annual record of incidents will be kept and filed with the Principal's office at the conclusion of each year.

Behaviour Management

Actions and consequences used within the School are based on the respective Junior School, Middle School or Senior School Behaviour Management Plans (refer Student Welfare Behaviour Management Policy).

These provide an outline of the possible consequences that may arise following misbehaviour by a student or students. Whilst there is a hierarchy of action it must be made clear that certain actions may cause a higher level of reaction depending upon the seriousness of the incident. Depending on the students' year levels, each day, week or month begins fresh to allow our students a 'fresh start' and to demonstrate improved behaviour both in class and in play areas.

The management of behaviour must start with every teacher. It is the responsibility of teachers to develop relationships with students that allow them to feel valued, safe and supported. Teachers must uphold the standards set in the Student Welfare and Behaviour Management Policy and respond immediately to any breach of the policy. Consequences should be fair, timely and appropriate. It is each teacher's responsibility to ensure that if consequential tasks are set, that they are completed satisfactorily. Staff will liaise with parents on behaviour issues, with the Year Level Leaders, Junior School Pastoral Leader, Middle School Pastoral Coordinator, Senior School Pastoral Coordinator. The Assistant Principal – Head of Junior School, Deputy Principal and Principal becoming involved in more serious matters. At all times the Home Group or subject teacher should be the first point of contact.

Discipline should not be administered as a form of retribution. It should be proactive and preventative but where corrective action is required, it should aim to achieve a positive outcome consistent with the goals of the Student Welfare and Behaviour Management Policy. Effective behaviour management including restorative practices, should be carefully planned and implemented while being culturally sensitive and appropriate.

The Behaviour Management policy has been devised with a view towards making behaviour management in the School more streamlined and therefore more effective and consistent.

At Oakleigh Grammar we aim to produce students who are polite, thoughtful, tolerant and respectful citizens who strive for academic excellence in a variety of pathways. We believe students have a responsibility to themselves, their family, the school, the wider community and to society and must always act accordingly.

Behaviour Management is therefore centred around:

- Behaviours which prevent themselves and/or others from learning
- Behaviours which impact on respect for people's property and the School environment
- Behaviours which prevent respectful interactions between people at School
- Behaviours which impact on people's safety at school

The approach to behaviour management is outlined to students and the wider community in a variety of forums and settings including, but not limited to, assemblies, year/class meetings, in the school diary, parent information evenings, parent/teacher interviews.

Restrictive Interventions

Oakleigh Grammar adopts the Victorian Department of Education's Policy on *Restraint and Seclusion*.

School staff may only use physical restraint on a student when there is an imminent threat of physical harm or danger to the student or others; and where such action (i.e. to physically restrain or seclude) would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.

As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by the Policy. The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the Charter of Human Rights and Responsibilities Act 2006.

Suspension

A student may receive an internal or external suspension for either a major behavioural breach (such as physical aggression) or for consistent poor behaviour. A decision to suspend a student will be based on the respective Behaviour Management Plans for each school and be made collectively with the respective Middle School/Senior School Pastoral Coordinator or Assistant Principal – Head of Junior School and the Deputy Principal.

In the first instance, parents must be spoken to prior to the suspension. A formal letter outlining the suspension will be sent to the parents and placed on file.

The Principal must be informed of any suspension.

A register of suspensions and expulsions will be updated each term by the Deputy Principal. This will be kept in the EA to the Principal's office.

Expulsion

The Principal may expel a student who has not been able to conform to the expected behavioural code of the School or who brings the School into disrepute.

Corporal Punishment

Corporal punishment is prohibited under all circumstances.

Appendix 1:

Supporting documentation that is referenced in the school diaries.

