



**Alpha Omega**  
SENIOR COLLEGE

# Student Behaviour Management Policy & Procedure

RANGS

3.6.2 Student Welfare

3.7 Discipline

Version 7.1

## Version Control Table

| Version | Date     | Notes                                                    |
|---------|----------|----------------------------------------------------------|
| 1       | Dec 2015 | Approved                                                 |
| 1.1     | Feb 2017 | Reviewed                                                 |
| 2.0     | Mar 2018 | Processes updated                                        |
| 3.0     | Aug 2018 | Policy and process updated                               |
| 3.1     | Mar 2019 | Updated procedures and examples of Disciplinary Levels   |
| 4.0     | Jun 2019 | Further definition of disciplinary procedures documented |
| 5.0     | Jun 2020 | Procedures have been fully revised & updated             |
| 6.0     | Feb 2021 | Processes Updated                                        |
| 7.0     | Dec 2022 | Updated procedures                                       |
| 7.1     | Dec 2023 | Policy Review                                            |

## Approving Authority

|                     |                              |
|---------------------|------------------------------|
| Approving Authority | Principal & Deputy Principal |
| Next Review Date    | 30 June 2024                 |

## Associated Documents/References/Links

|                                                 |
|-------------------------------------------------|
| Acceptable use of ICT                           |
| Anti-Bullying Policy                            |
| AOSC Charter of Rights & Responsibilities       |
| Attendance Policy & Procedures                  |
| Child Protection Policy & Procedures            |
| Communication Policy & Procedures               |
| Critical Incident Reporting Policy & Procedures |
| Cyber safety                                    |
| Drug & Alcohol Policy                           |
| Enrolment Policy & Procedures                   |
| Grievance Policy & Procedures                   |
| Mobile Phone Policy & Procedures                |
| Pastoral Care Policy                            |
| Staff Code of Conduct                           |
| Student & Parent Handbook                       |
| Student Diary                                   |
| Supervision Policy & Procedures                 |

# Contents

|                                                           |    |
|-----------------------------------------------------------|----|
| 1. Rationale .....                                        | 4  |
| 2. Objectives.....                                        | 4  |
| 3. Scope.....                                             | 4  |
| 4. Definitions .....                                      | 4  |
| 5. Policy .....                                           | 4  |
| 6. Procedural Fairness.....                               | 5  |
| 7. Guidelines.....                                        | 6  |
| 8. Responsibilities.....                                  | 7  |
| 9. AOSC Merit Award System- Year 7-10 .....               | 9  |
| 10. Procedures for Inappropriate Conduct - Year 7-12..... | 10 |
| 11. Record Keeping .....                                  | 14 |
| List of Appendices.....                                   | 15 |



## 1. Rationale

The Student Behaviour Management Policy provides a framework for the development of safe and inclusive learning environment at Alpha Omega Senior College (AOSC). Schools provide a social context in which students need to be supported while being taught how to act responsibly for their own behaviour.

## 2. Objectives

The Student Behaviour Management Policy outlines AOSC's system for facilitating positive behaviour, preventing problem behaviour and responding to unacceptable behaviour.

## 3. Scope

All AOSC staff-teaching and non-teaching, students and parents/guardians.

## 4. Definitions

**Behaviour:** a student's learned actions and the way a student acts in response to a particular situation or stimulus including their response towards others.

**Behaviour Support:** the education support a student receives from the school in order to learn and maintain identified behaviour

**Exclusion** is the act of preventing a student's admission to a number of schools.

**Expulsion** is the permanent removal of a student from one particular school.

**Long suspension** is a suspension which is 10 days or longer

**Procedural fairness** is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the right to an 'unbiased decision'

**Suspension** is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time. This is served either in- school or out of school.

## 5. Policy

It is recognised that students at times misbehave while at school. Disciplinary measures need to be put into place to ensure that a safe environment which is conducive to learning is provided to all students.



## 6. Procedural Fairness

In accordance with the Education Act, AOSC's Student Behaviour Management Policy & Procedure is based on procedural fairness. This means that the process that leads to the imposition of penalties such as suspension, expulsion and exclusion is procedurally fair.

Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Know how to seek a review of the decision made in response to the allegations

The 'right to an unbiased decision' includes the right to:

- Impartiality in an investigation and decision-making
- An absence of bias by a decision-maker

The school's Student Behaviour Management Policy and Procedures are also based on procedural fairness in that:

- The disciplinary procedures undertaken by the school vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter.
- The penalties imposed will vary according to the behaviour and prior record of the student. For minor breaches an admonition may be appropriate. For severe breaches, the behaviour could result in suspension, long suspension or expulsion.
- An outline of the allegations made from witness statements and other reports will be provided to the student and parent/guardian.
- In matters where a long suspension or expulsion is contemplated, an offer to have a support person/observer at formal interviews will be made. The key points of the interview/discussion will be recorded in writing.
- The parents/caregivers may bring in their own interpreter if they feel the need.
- Where possible, different people may carry out the investigation and decision-making.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. The school prohibits the use of corporal punishment in disciplining students attending the school.

The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

## 7. Guidelines

AOSC will focus on providing opportunities and support students to experience success. For all students to be successful in their learning, AOSC will ensure:

- Curriculum is inclusive, and that all students are able to participate in all learning opportunities.
- Assessment and reporting procedures will focus on student achievement and progress.
- Responses to inappropriate behaviour will involve staff, students and families in partnership which focus on students strengths, and provide support for students in crisis while reinforcing the rights of other students to learn and teachers to teach in safety and without disruption.
- Staff, students and families will work in partnerships to acknowledge student behaviour which meets the expectations of the school community as described in the school's code of conduct for students.

AOSC aims to develop in students an acceptance of responsibility for their own behaviour. In order to develop this responsibility, AOSC will ensure students:

- Understand that behaviour is an action made by an individual within a social context.
- Understand the limits on their behaviour choices that AOSC have put in place.
- Take responsibility for their own behaviour.
- Will be taught the skills to enable them to actively participate in learning activities.
- Will have the social skills of honesty, trust, respect and cooperation modelled to them by staff.
- Have access to services which can support them in developing responsibility of their own behaviour.

Staff, parents/ guardians and students will work together to create safe, caring, orderly and productive learning environments which support the learning of all students to learn and for all teachers to teach. In order to support and protect the rights of all members of the AOSC community, the Principal will:

- Manage aspects of the school environment so that students can learn to respect rights and fulfil responsibilities.
- Develop consequences for both responsible and irresponsible behaviour, and will consistently apply these consequences.
- Establish through negotiation between staff, students and their families, the rights, responsibilities and consequences of all parties.

### 7.1. Communicating Expectations

AOSC will ensure that students and parents/carers understand the school's behaviour expectations by:

- Holding discussions with the school community to clarify values and expectations.
- Communicating information about behaviour expectations of students, through the Code of Conduct and Behaviour Management Policy & Procedures or other methods.



## 8. Responsibilities

### 8.1. AOSC Principal/delegate will:

- Develop, implement and regularly review, the AOSC Student Behaviour Management Policy and Procedures and the Student Code of Conduct.
- Ensure that new staff, students and their families are aware of the AOSC Student Behaviour Management Policy and Procedure and The Student Code of Conduct.
- Promote structures at class and school level to enable students to be involved in the management of their behaviour and to support and enable parents/guardians and teachers to form relationships that allows for student behaviour to be managed positively.
- Ensure that procedural fairness is exercised at all times and in all situations

### 8.2. School Staff will:

- Develop and foster positive relationships with students and families.
- Communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues faced by the learning community.
- Participate in developing, implementing and reviewing the school's procedures for managing student behaviour.
- Establish, maintain, make explicit and model the school's expectations relating to student behaviour.
- Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment.
- Provide formal and informal feedback on student learning to students and parents/guardians. .
- Develop classroom management strategies which is inclusive and promotes a positive attitude
- Deal effectively with all types of harassment and bullying
- take into account the impact of physical and intellectual disability, trauma and social disadvantage on the learning process
- Report any major disciplinary issues to the Deputy Principal or delegate

### 8.3. Parents/guardians must:

- Ensure that students regularly attends school and that staff are notified of any absences.
- Inform AOSC about any concerns about behaviour or other matters of relevance.
- Report any incidents of bullying, harassment, or inappropriate behaviour to the school.
- Ensure that their child/children uphold AOSC values and expected behaviour. Unacceptable behaviour, even if not carried out at school or during school hours, may affect your child's position at AOSC.

#### 8.4. Students are expected to:

- Follow all school rules outlined in the Student Code of Conduct
- Attend all classes and activities set out by the school.
- Arrive at school on time. All students are expected to be at school by 8.00am for Roll Call/Period 1.
- Be neatly dressed in accordance to the AOSC student dress code. Refer to the AOSC Student Dress code in the school diary
- Be punctual to all lessons and activities organised by the school.
- Show respect to staff members, peers and guests by using polite language at all times.
- Practice, respect, acceptance and tolerance of difference.
- Respect other people's opinions.
- Not fight, swear or engage in anti-social behaviour such as bullying.
- Report bullying behaviour to teachers, Year Advisors or other staff members.
- Attend all classes. Truancy from school or individual lessons is not allowed.
- Respect and look after all school property. Do not damage or vandalise school property.
- Look after their personal belongings by writing their names on their property.
- Keep their mobile phones switched off and out of sight during school hours whilst at school and on school excursions.
- Refrain from using social media at school.
- Walk quietly through corridors and not disrupt others who are learning.
- Complete all class work and homework set by the teacher.
- Be prepared to do all set exams. Remain silent in exam rooms.
- Not plagiarise for formal or informal assessments
- Take personal responsibility for keeping their classrooms and work areas neat, clean and tidy.
- Put rubbish in rubbish bins.
- Follow safety rules provided, both whilst on school grounds and on school excursions.
- Respect teachers on recess and lunch duty and follow their instructions.
- Stay away from out-of-bounds areas.
- Actively and enthusiastically participate in all aspects of school life.
- Provide absentee letters or medical certificates for absences.
- Work hard and do the best they can.
- Uphold AOSC values at school and outside of school. Unacceptable behaviour, even if not carried out at school or during school hours, may affect your position at AOSC.





## 9. AOSC Merit Award System- Year 7-10

At AOSC we hold our students in high regard and promote positive behaviour through recognition and the rewarding of deserving students. In the 7-10 year groups, the Merit Award System provides motivation and encouragement for students as well as evidence of achievement in the classroom and the wider school environment. This system is used as a means to promote positive behaviour rather than attempt to prevent inappropriate behaviour.

### 9.1. Merit Award

Merit awards are issued at the teacher's discretion to any student who has achieved in any area e.g. cooperation, effort, service, application, bookwork, academic excellence, and sporting excellence. A teacher, Head of Department, Year Advisor or Principal, may issue these awards at any time during the year.

### 9.2. Bronze Award

This award is issued as recognition of achievement over an extended period of time. Students 'earn' a Bronze Certificate by achieving a total of five Merit Awards. A year advisor, Head of Department or school executive may issue this award directly without a student's earning the five merit awards. Bronze are to be given to the class teacher where they will be checked. The Bronze Award is to be presented in class.

### 9.3. Silver Award

This is the third tier of the award system. Students will be considered for Silver award status by having been awarded three Bronze Awards. Again, the class teacher will prepare these awards to be signed by the Deputy Principal and presented in assemblies.

### 9.4. Gold Award

Gold Awards are awarded to students who collect three Silver Awards. These certificates recognise exceptional, long term achievement and will be presented at an assembly. This award is signed by the Principal.

### 9.5. Principal's Award

This is the fourth tier of the award system. Students will be considered for the Principal's award status by having been awarded three Gold Awards or when the principal sees that it is warranted. This award will be signed by the principal and is presented during school assemblies and is a highly regarded award.

### 9.6. AOSC Excellence Medal

This is the highest tier of the award system. Students will receive this Medal if they have received 2 Principal's awards. This Medal will be handed by the Principal and is presented during school assemblies.



## 10. Procedures for Inappropriate Conduct - Year 7-12

The following procedures are followed by AOSC depending on the severity and seriousness of the incident. The Level system documented below will be followed unless a situation requires escalation above the specified level, meaning that the levels are not progressive but will be applied as warranted by the actions. A behaviour that may seem to be in a certain level may be escalated or relegated to a different level dependent on Principal or Deputy Principal's discretion

| How do I Determine the Level of the Behaviour demonstrated?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Level 1:</b> These are actions that <b>DO NOT</b> constitute to bullying or self-harm or harm of others. Below are examples of what may be deemed as Level 1 behaviours, however, Level 1 behaviours are not limited to:</p> <ul style="list-style-type: none"> <li>• Not following teacher instruction</li> <li>• Name calling in class</li> <li>• Inappropriate behaviour with peers</li> <li>• Not completing assigned tasks</li> <li>• Excessive and/or disruptive noise</li> <li>• Breaking school rules</li> <li>• Damaging property/vandalism</li> <li>• Being unprepared for class</li> <li>• Lateness</li> <li>• Inappropriately laughing at inappropriate times</li> <li>• Student not meeting teacher's behavioural expectations</li> <li>• Using mobile phone during school hours including on excursions</li> </ul> | <p><b>Level 2:</b> These are actions that <b>may</b> or <b>may not</b> constitute to bullying or self-harm or harm of others. Below are examples of what may be deemed as Level 2 behaviours, however, Level 2 behaviours are not limited to:</p> <ul style="list-style-type: none"> <li>• Consistent/Repetitive Level 1 issues</li> <li>• Profanity/Obscenity and any offensive or derogatory language written or oral</li> <li>• Physical Altercation</li> <li>• Making threats</li> <li>• Truancy</li> <li>• Open defiance /insubordination</li> </ul> | <p><b>Level 3:</b> These are actions that <b>may be</b> constituted as bullying or self-harm or harm of others. Below are examples of what may be deemed as Level 3 behaviours, however, Level 3 behaviours are not limited to:</p> <ul style="list-style-type: none"> <li>• Consistent/Repetitive Level 2 issues</li> <li>• Possession of banned items e.g. weapons, look alike weapons, illicit drugs, alcohol, cigarettes or tobacco including e-cigarettes.</li> <li>• Threatening to hurt others- Staff or students Issue that relate to school reputation, including behaviour displayed outside of school and school hours</li> <li>• Issues related to sexual misconduct including but not limited to; sexual innuendos</li> <li>• Relationships that are of sexual nature including boyfriends or girlfriends</li> <li>• Bullying, including cyber bullying, at school and outside of school hours</li> <li>• Spreading rumours that may hurt or cause harm</li> <li>• Harassment, including sexual or racial: participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals, including displaying pornography and words or actions that negatively impact an individual or group based on their racial, cultural or religious background, their sex, sexual orientation, and any disabilities they may have, or their colour and nationality.</li> </ul> |

## 10.1. Dealing with Level 1 Behaviour

- a) Show students that this type of behaviour is not good for their personal and/or academic growth through student or class dialogue.
- b) Verbal warning stating the unacceptable behaviour and give student/s direction to follow classroom instructions.

*If the student does not respond to the behaviour management strategies implemented by the teacher, the teacher will:*

- c) Notify the relevant Head of Department of the incident with the student and contact Parents/guardians to discuss the issue at hand and work on a strategy together to help the student amend their behaviour. Details of the phone call can be recorded through the lodgment forms.

*If the issue continues;*

- d) The teacher reports the issue to their Head of Department. The Head of Department or delegate will contact the Parents/guardians and explain the details of the inappropriate behaviour, the action taken by the school thus far and consequences and escalation if the behaviour continues. Work on a strategy together to help the student amend their behaviour. Official warning letter is sent to Parents/guardians.

*If the issue continues;*

- e) Teacher to report the behaviour to their Head of Department. Head of Department to escalate to a Level 2 behaviour.

## 10.2. Dealing with Level 1 escalated to a Level 2 Behaviour

The Head of Department may refer a student to the Deputy Principal only after all of Level 1 procedures have been followed or unless deemed necessary using their discretion.

When the Deputy Principal receives a student referral from a Head of Department, the Deputy Principal or Delegate will:

- a) Make an appointment with the student's parents/ guardians to discuss the matter at hand. A student may be issued with a one-day suspension if deemed necessary by the Deputy Principal or Delegate.
- b) During parent meeting, the Deputy Principal or Delegate with Parent consultation will agree to a Student Behaviour Management Plan.
- c) The Deputy Principal or Delegate will discuss the timeframe for the Student Behaviour Management Plan, the review process the repercussion of not adhering to the plan with the student and the parent/guardian.

*If the issue/ behaviour continues, or terms of the Student Behaviour Management Plan have not been met, the matter will be escalated to Level 3.*



### 10.3. Dealing with Level 2 escalated to a Level 3 Behaviour

The Deputy Principal or Delegate will escalate a Level 2 to a Level 3 behavior after all of Level 2 procedures have been followed or unless deemed necessary using their discretion.

- a) The Deputy Principal or Delegate will make an appointment with the student's parents/guardians to meet to discuss the matter at hand. Parents/guardians will be informed that this meeting may result in a suspension or expulsion from school and advise them that they may bring a support person along with them to the meeting.
- b) During parent/guardian meeting, the Deputy Principal/Delegate will explain how that despite the strategies put in place for their child to amend behaviour, the student broke Student Behaviour Management Plan.
- c) Student is given a chance with his parents/guardians to respond
- d) Deputy Principal/Delegate will consider the response from the student and determine the next step i.e. amending Student Behaviour Management Plan, Suspension, Long Suspension or Expulsion. This may occur in the meeting or the Deputy Principal or Delegate may take the information back, seek counsel and inform Parents/Guardians of the outcome.
- e) It is up to the Deputy Principal or Delegate whether a student continues to come to school during the time where a decision is pending.

*If the issue/ behaviour continues, or terms of the Student Behaviour Management Plan have been broken, repeat the steps in this process until either the student amends the behaviour or the student is expelled from school.*

### 10.4. Dealing with Serious Offences, Level 2 and/or Level 3 behaviour

It is recognised that there may be issues raised or incidents that occur which breach the school's general rules and expectations for student behaviour that may be deemed as serious or that may escalate to a Level 2 or Level 3 behavior without going through the above processes.

In the event that this does happen, an incident report is to be given to the Deputy Principal or Delegate. The student's previous behavior may be considered when dealing with the breach of school rules and expectations. The below points is a general guide on dealing with serious offences:

- a) Inform parents that there has been an issue raised or that an incident occurred that involves their child and that there will be an investigation which may include interviewing their child and taking an incident report or witness statement from them.
- b) Once an incident report has been handed in, the Deputy Principal or Delegate will investigate the matter by interviewing the students involved, teachers and witnesses.
- c) Deputy Principal or delegate will discuss the matter with student and parents/guardians, providing details of the allegation/issue and the possible consequences that could result from these allegations. This may also include providing an outline of the allegations made in witness statements. Deputy Principal or Delegate will allow the student to respond to the allegations in the presence of a parent/guardian/support person.
- d) Deputy Principal or Delegate will make available to the student and parents/Guardians the policies



and procedures under which disciplinary action is taken, including the process which will be undertaken when seeking a review of the decision made in response to the allegations.

- e) The key points of the interview/discussion will be recorded.
- f) Deputy Principal/ Delegate will consider the response from the student and determines the next step i.e. Student Behaviour Management Plan, Suspension, Long Suspension, Expulsion or Exclusion. This may occur in the meeting if they were present or the Deputy Principal/Delegate may take the information and inform Parents/Guardians of the outcome within seven days. This may be done in any form of communication.
- g) It is up to the Deputy Principal or Delegate whether a student continues to come to school during the time where a decision is pending.

**NOTE:** Only the Principal or Deputy Principal or their delegate can approve an out of school suspension, long suspension, expulsion or exclusion. After a suspension, a student can return to school only after the student has met with the Year Advisor or Delegate to support the successful return back into the school community. After an expulsion, a student must fill out a Student Exit Form and follow up on administrative paperwork and requirements. In the case where an expulsion decision is made, an academic report will only be given up to the last day that the student attended school. Estimates may be given based on the student's previous academic record.

### 10.5. The Hearing Rule: Long Suspension, Probation and Expulsion

In accordance with the hearing rule, where the offending behaviour is of such a nature that it may result in a long suspension, ten (10) days or more, probation or expulsion, the student will be:

- a) Informed of the allegation/s related to an infringement and any other information which will be taken into account in considering the matter.
- b) Informed as to who will make the decision regarding the punishment
- c) Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- d) Informed regarding the procedure which needs to be undertaken when seeking a review of the decision made in response to the allegations

## Review Process- The Right to an Unbiased Decision

In the case where the student or parents/guardians think that the penalty was too harsh or that the Principal, Deputy Principal or Delegate have made a mistake, the student or parents/guardians can make an appeal by completing an appeal form and sending it to the required email address for review. In the case of an appeal;

- a) A student will have the right to impartiality in an investigation and decision making; and
- b) A right to the absence of bias by the decision maker.

The review process of a penalty for suspension or expulsion is as follows:

- c) An appeal must be put in writing within two days of receiving the penalty.
- d) The appeal will be looked at by an impartial executive staff member, who will make a recommendation to the Principal, Deputy Principal or Delegate (the next in line who was not a part of the initial decision)
- e) The Principal, Deputy Principal or Delegate (the next in line who was not a part of the initial decision) will make the final decision. This decision is final and cannot be appealed.
- f) The review process will not take longer than seven days.

It should be duly noted that a suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parent's responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school will work with parents with a view to assisting a suspended student to rejoin the school community as quickly as possible. Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

## 11. Record Keeping

Student records will be kept in student files. All student records will be kept for the duration of the student's enrolment at the School for at least 7 years after the last entry before archiving or disposing.

The school *will not* dispose of any records where the school is aware of possible legal action (including legal discovery, court cases, and formal applications for access) where the records may be required as evidence. If there is any litigation the file must be retained for 7 years after legal proceedings have been finalised.

