

# **ELOUERA ASSOCIATION LTD**

## **Elouera Special School - Discipline Policy**

### **1.0 Policy Statement**

The objective of the School Discipline Policy is to establish a safe and positive learning environment which increases student responsibility and student learning. All students at Elouera Special School have the right to learn in an environment free from bullying, intimidation and without interference from others. Students have the right to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

The underlying principles of this policy are based on procedural fairness. Elouera Special School has the responsibility of determining the discipline strategies that will be implemented according to the specific needs and abilities of the students.

Discipline is necessary to ensure the safety and welfare of all students and staff. Collaboration between staff and parents/caregivers is essential to provide and maintain a positive approach to managing student behaviour and discipline.

It is our policy that:

- we prohibit corporal punishment; and
- we do not explicitly or implicitly sanction the administering of corporal punishment by nonschool persons, including parents, to enforce discipline at the school.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal

### **2.0 Rights and Responsibilities**

Elouera Special School outlines a series of rights and responsibilities for students and staff that provide the underlying principle regarding the management of student's behaviour at Elouera Special School.

#### **2.1 Student Rights and Responsibilities**

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
I have the right to be happy at school	<ul style="list-style-type: none"><li>• Treat others with understanding, acceptance and respect</li><li>• Speak politely</li><li>• Follow staff directions</li><li>• Value their own achievements and positively acknowledge the achievements of others.</li></ul>
I have the right to feel safe and secure at school	<ul style="list-style-type: none"><li>• Demonstrate safe behaviour</li><li>• To tell a teacher of any potential or perceived danger</li><li>• Demonstrate positive behaviour in the classroom, playground and during community access activities and excursions.</li><li>• To share space and time, taking turns in games and activities</li></ul>

I have the right to learn all I can	<ul style="list-style-type: none"> <li>• Attend school regularly</li> <li>• Display appropriate behaviour in class</li> <li>• Not disturb the learning of others</li> </ul>
I have the right to participate in school activities	<ul style="list-style-type: none"> <li>• Participate actively in school events;</li> <li>• Develop and demonstrate appropriate behaviours in school and community settings</li> </ul>

## 2.2 Staff Rights and Responsibilities

RIGHTS	RESPONSIBILITIES
I have the right to teach	<ul style="list-style-type: none"> <li>• To provide lessons which are relevant, interesting, appropriate to students needs and designed to encourage students to succeed and maximize their potential</li> <li>• Create a classroom/playground climate in which students feel valued and are able to work to the best of their abilities</li> <li>• To develop and implement positive behaviour management strategies</li> <li>• To use appropriate communication strategies for individual students that encourage positive behaviour</li> </ul>
I have the right to teach in a safe, supportive school	<ul style="list-style-type: none"> <li>• To support colleagues</li> <li>• Encourage and support students to take responsibility for their own behaviour</li> <li>• To keep parents informed of student progress and concern</li> </ul>
I have the right to expect and receive respect	<ul style="list-style-type: none"> <li>• To take responsibility for your own actions</li> <li>• To foster positive, respectful and appropriate relationships with students, parents and other staff</li> </ul>

## 3.0 Forms of Inappropriate Behaviour

Examples of inappropriate behaviour that may require disciplinary action could include:

- physical abuse ie hitting, punching, kicking, fighting
- verbal abuse at staff and students
- taking others people's property
- mistreatment of property; students, staff and school
- spitting
- teasing other students
- bullying others
- repeated refusal of expected behaviours or tasks
- leaving the classroom or school grounds without permission

Inappropriate forms of behaviour may vary and are not limited to those indicated above. The identification of, and approach used when dealing with inappropriate behaviour will be determined on a case by case basis.

## **4.0 Discipline and Behaviour Management**

Behaviour management strategies implemented at a school, class and individual level form the underlying principles of discipline procedures at Elouera Special School. School and classroom strategies are a component of each teacher's class program. Effective classroom discipline may be facilitated through the use of positive behaviour management strategies. If necessary, a variety of approaches may be implemented to manage inappropriate forms of behaviour. Strategies such as time out and formulating an individual management plan may be considered to assist in the management of specific behaviours and concerns. Suspension and expulsion may be considered when a specific discipline sanction is necessary. Strategies implemented could vary and will be decided upon on a case by case basis.

### **4.1 Positive Behaviour Management – Whole School Approaches**

A positive approach to behaviour management forms the guidelines towards discipline at Elouera Special School.

Positive behaviour management may be enhanced by:

- Creating a class/playground climate in which all children feel valued
- Creating a class program which is appropriate to the ability levels of all students
- Staff modeling consistent and caring behaviour
- Using strategies and teaching approaches that maximise appropriate communication and understanding
- Creating a structured and routined learning environment
- Using verbal and non-verbal praise to reinforce and recognise positive behaviour
- Ensuring there is a simple, consistent approach by all staff
- Creating class rules that are positive, clear and realistic
- Teachers writing a student profile that outlines likes, dislikes, triggers and specific relevant information to each student

### **4.2 Positive Behaviour Management – Individual Student Approaches**

To recognise, promote and reinforce student achievement staff may:

- Reward and acknowledge student achievement through class reward systems and charts, stickers, privileges, assembly merit awards, special awards, and special class activities
- Reward students when following rules
- Give students special responsibilities e.g. messenger, helping peers, jobs
- Promote working harmoniously as a class and/or group with special privileges such as excursions, special event days and whole school activities.

Creating a positive classroom and playground often involves understanding the needs of the student and the function of specific behaviours. Before applying a behaviour strategy, the behaviour should be monitored and understood in context.

### **4.3 Approaches to Inappropriate Forms of Behaviour**

A number of strategies may be implemented by staff when managing inappropriate behaviour. These may include:

- provide guidance, modelling of appropriate behaviours and praising other students for appropriate behaviours
- giving a warning from staff and a reminder of the appropriate behaviour desired
- give a second warning and remove from an activity for a period of time in the classroom. Student is counselled by the classroom teacher regarding behaviour.
- classroom teachers monitor behaviour, record incidences of behaviour and consider if a management plan is needed
- classroom teachers discuss behaviour with parents

The identification of, and approach used when dealing with inappropriate behaviour will be determined on a case by case basis.

### **4.4 Time Out**

There may be times when a student is required to visit another classroom for a period of time. The class teacher will liaise with the visiting class teacher to determine the time out procedure to be adopted and to ensure students' needs are continuing to be met.

### **4.5 Behaviour Management Plans**

School based behaviour management plans may be implemented for individual students who require specific strategies put in place to assist in managing their behaviour. Classroom teachers may consult with the Head Teacher and parent when formulating the plan. Management plans are specific to each individual student.

### **4.6 Suspension.**

Suspension is a temporary removal of a student from school for a set period of time.

### **4.7 Expulsion.**

Expulsion is the permanent removal of a student from one particular school. Serious matters that lead to expulsion could include the use of a weapon, serious bullying, violence or threats of violence towards either staff or students could result in an indefinite suspension, leading to expulsion.

### **Procedures for Suspension or Expulsion**

1. Where a disciplinary issue arises which may result in suspension or expulsion the school will investigate the circumstances surrounding the issue. The Head Teacher may direct the student not to attend school while the investigation takes

- place. An investigation will include the student being provided with information about the nature of the allegations and being given an opportunity to respond.
2. If after receiving the results of the investigation and hearing representations from the student, the Head Teacher forms the view that the student should be suspended or expelled, the Head Teacher will make a recommendation to that effect to the Chief Executive Officer and advise the student and parents/carer that this recommendation has been made.
  3. The parents/carer or student may appeal against that recommendation to the Chief Executive Officer, setting out the reasons why the Chief Executive Officer should not act on the recommendation. Any appeal must be provided to the Chief Executive Officer no later than 5 days after the parents/carer have been advised of the recommendation.
  4. If no appeal is made within the time specified, the Chief Executive Officer will decide whether to accept the recommendation and advise the student and parents/carer of the decision.
  5. If the student or parents/carer have lodged an appeal, the Chief Executive Officer will consider the recommendations and the reasons provided by the student or parents/carer for not following the recommendation and will decide whether to accept the recommendation of the Head Teacher. The Chief Executive Officer will then advise the student and parents/carer of the decision.
  6. The decision made by the Chief Executive Officer Principal will be final.

#### **4.8 Exclusion.**

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

If expulsion is the only option Elouera Special School does not have an Exclusion Policy and will not prevent a student from being enrolled in another school.

### **5.0 The Roles of the School Community Members in the School Discipline Policy**

#### **Head Teacher**

The Head Teacher provides leadership and direction in relation to the Discipline Policy at Elouera Special School and supports the staff in implementing this policy. The Head Teacher encourages an atmosphere which allows all students to achieve their personal best in all areas of school life. The Head Teacher has the authority to take immediate action in situations where serious student misbehaviour occurs.

A record of inappropriate student behaviour will be maintained by relevant classroom teachers and discussed with the Head Teacher.

#### **Chief Executive Officer / Board**

The Chief Executive Officer will intervene and provide support when the Head Teacher seeks assistance in line with organisational policies and principles. Suspension of services requires the consent of the Chief Executive Officer who will ensure that all alternative actions have been exhausted. The Chief Executive Officer

will keep the Board of the Elouera Association (Inc) informed if suspension or termination of services may be required.

### **Commitment**

Due to the varying disabilities of students at the school the discipline policy will be flexible and tailored to the student's individual needs and circumstances.

### **6.0 Record of Disciplinary Action**

Records regarding disciplinary action may include but are not limited to the following:

- Communications with parents
- Observational/ monitoring notes
- Recording incidents of behaviour
- Individual management plans and strategies
- Records of suspension and expulsion

Proformas for recording incidents of behaviour and individual management plans are found in the Staff shared file in the school server. These proformas are examples and can be modified according to individual specific needs and information required.

Records for suspension and expulsion may be written by the Head Teacher in conjunction with the Chief Education Officer. These records will be kept in the school office file titled "Suspension and Expulsion". A copy will be placed in the student file in the office.

Other records may be written by the class teacher in conjunction with the Head Teacher if appropriate. These records will be kept in the students IEP and class program if appropriate.