



## **ELOUERA ASSOCIATION LTD**

### **Discipline Policy and Procedures**

#### **1. Policy Statement**

Elouera Special School is committed to managing inappropriate behaviour in a fair, safe, and consistent manner. Discipline is necessary to ensure the safety, welfare, and wellbeing of all students and staff.

Disciplinary actions will always reflect procedural fairness and the individual needs of students, including consideration of disability or other special requirements.

All disciplinary measures aim to support positive behaviour, maintain school safety, and ensure students can continue to learn in a respectful environment.

#### **2. Prohibited Practices**

- Corporal punishment by staff or others is strictly prohibited.
- The school does not permit parents or non-school personnel to enforce discipline through corporal punishment.
- Breaches of this rule by staff may result in disciplinary action, including dismissal.
- All disciplinary methods used by the school are non-physical and aimed at procedural fairness and positive behaviour support.

#### **3. Forms of Inappropriate Behaviour**

Examples of inappropriate behaviour include, but are not limited to:

- Physical abuse (hitting, punching, kicking, fighting)
- Verbal abuse toward staff or students
- Stealing or damaging property
- Spitting or teasing
- Bullying
- Repeated refusal to follow instructions
- Leaving the classroom or school grounds without permission

Inappropriate behaviour is managed on a case-by-case basis, considering the context and function of the behaviour.

## 4. Behaviour Management

Staff may implement the following strategies:

- Guidance, modelling, and reinforcement of appropriate behaviours
- Verbal warnings and reminders of expected behaviour
- Removal from activity or classroom for a period (time out)
- Monitoring and recording behaviour; developing individual management plans
- Communication with parents or caregivers

### 4.1 Time Out

- Students may temporarily visit another classroom under staff supervision.
- The sending and receiving teacher will coordinate the process to ensure continuity of learning and that student needs are met.

### 4.2 Behaviour Management Plans

- Individual management plans may be developed for students requiring specific strategies to manage behaviour.
- Plans are developed collaboratively by classroom teachers, the Head Teacher, and parents/caregivers.
- Plans are reviewed regularly and adapted to ensure positive outcomes and safety.

### 4.3 Suspension

**Definition:** Temporary removal from school for a set period of time.

**Investigation and Process:**

1. The Head Teacher (investigator) investigates the incident, including:
  - Providing the student and parent/carer with information about the allegations
  - Allowing the student to respond to the allegations
  - Providing an interpreter if required
  - Protecting the identity of witnesses where appropriate
  - Keeping written records of interviews and findings
2. Following a risk assessment, the student may be temporarily removed from school to ensure safety.
3. The Head Teacher provides a written recommendation to the General Manager (decision-maker) about whether the student should be suspended.
4. The student and parent/carer are informed of the recommendation and may submit a written appeal within 5 days.
5. The General Manager considers the recommendation and any appeal information, then issues a final decision in writing.

## 4.4 Expulsion

**Definition:** Permanent removal from the school.

- Serious incidents, such as use of weapons, violence, or threats, may result in indefinite suspension potentially leading to expulsion.
- Investigation and decision-making follow the same process as suspension, with the General Manager overseeing the final decision and ensuring procedural fairness.

## 4.5 Exclusion

**Definition:** The act of preventing a student from enrolling in one or more schools.

- **Elouera Special School does not implement exclusion** and will not prevent a student from enrolling in another school.

## 5. Decision-Making Process

- The Head Teacher acts as the investigator, providing a recommendation to the General Manager (GM).
- The student and parent/carer are informed and may respond in writing.
- The GM considers:
  - The investigator's recommendation
  - Any information provided in an appeal or response
  - Principles of procedural fairness
- The GM communicates the final decision in writing to the student and parent/carer.

## 6. Review and Appeal Process

- Appeals must be submitted in writing to the GM within 5 days of receiving the recommendation.
- Appeals should outline reasons why the disciplinary action should not be implemented.
- The GM reviews the recommendation from the Head Teacher and any appeal and issues a final decision in writing, which is final and binding.

## 7. Record Keeping

All records of disciplinary action will be maintained to reflect procedural fairness and may include:

- Communications with parents/caregivers
- Observational and monitoring notes
- Incident records
- Behaviour management plans
- Records of suspension or expulsion

## Responsibility:

- The Head Teacher or delegated staff maintain records in the student file, IEP, and school office as appropriate.
- Records must document all stages of investigation, recommendations, appeals, and final decisions.