

# Discipline Policy and Procedures

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## **Aim**

To ensure the discipline of students is based on procedural fairness and appropriate behaviour management. Any action that lessens an individual's right to feel safe will not be tolerated and the school will take the necessary actions, as outlined in our policies, to stop such behaviour.

## **Definitions**

### ***Discipline***

Discipline is the process by which caring and responsible adults undertake the moral and social training of children, educating them to accept responsibility for their own actions and to act responsibly towards others and their environment.

### ***Suspension***

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.

### ***Expulsion***

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

### ***Exclusion***

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

### ***Bullying***

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Conflict or fights between equals and single incidents are not defined as bullying.

## **Implementation**

- At Headland Montessori ELC we do not practice suspension, expulsion or exclusion unless the family refuses to work with the school or engage a professional to work with the child and the school.
- The class teacher is responsible for guiding positive behaviour of students and ensuring that appropriate behaviour management is reinforced.
- The class teacher will actively teach expected positive behaviour through role play, use of instructional books and consistent positive reinforcement of the correct behaviour.

Students work with the educators to develop a list of class rules that aim to encourage a safe, respectful and helpful learning environment.

- Educators encourage children to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.
- Educators support children to explore different points of view and to communicate effectively when resolving disagreements with others.
- Educators discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- Educators encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations.
- Educators listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Our school will ensure that children can make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Our school will ensure that children are acknowledged when they make positive choices in managing their behaviour.
- Educators will use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them. They will also remain calm, gentle, patient and reassuring even when children strongly express distress, frustration or anger.
- Educators will guide all children's behaviour in ways that are focused on preserving and promoting children's self-esteem as well as supporting children to develop skills to self-regulate their behaviour.
- Educators will work with each child's family to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Educators will support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement
- Negative behaviour is subject to natural consequences. The child is made aware that the behaviour is unacceptable. If a child hurts another child they are supervised to comfort the hurt child and stay with them until they feel better. If the child's behaviour damages or disturbs anything in the environment, they are supervised to put the materials back in place and where possible to help to mend them.
- Repeated destructive use of specific material in the environment, despite explanations from the educator, will result in the removal of the right of the child to use that material.
- Repeated negative behaviour that does not respond to natural consequences requires that the child is helped to self-regulate with 'time in' which means that the child has to stay in

close contact with an educator until the child can assure the educator that the behaviour will stop and the educator is comfortable that this is the case.

- The overall desired goal of discipline is for students to take responsibility for their own behaviour and learn the skills required to self-regulate.
- Our school will support educators and co-ordinators to enhance their skills and knowledge in relation to guiding children's behaviour.

At all times the student will be treated respectfully and where appropriate given the opportunity to explain how he/she is feeling, what happened and why the behaviour is occurring.

### **Plan in the event of repeated destructive or unmanageable behaviour**

In the event of repeated behaviour that is destructive or unmanageable by the class teacher including bullying, ongoing biting, hitting or other destructive behaviour the following plan is in place:

- Notes on behaviour are kept in a confidential notebook
- In the event of ongoing destructive or unmanageable behaviour the class teacher will report to the principal with relevant behavioural observation documentation, including antecedent background to the behaviour and potential triggers and any allegations.
- The principal is responsible for conducting investigations of behaviour and reported incidents with due regard to procedural fairness, making decisions regarding discipline that are reasonable, fair and objective.
- The student will not be interviewed by the principal without the support of family or a guardian present. If any additional support is needed e.g a translator then that can be requested by the family or student.
- The principal and the class teacher will consult with parent(s) and/or guardian(s) , to advise them and to formulate a consistent behaviour management plan and if necessary consult outside professionals.
- Families and the students will always have the right to respond to and the opportunity for review of any decisions made.
- Meetings with parent(s) or guardian(s) will be documented and records kept in the student's file.
- Consistent support will be offered to both the teacher and the student until the behaviour is changed.

Our service will ensure that any complaints from the students or parent/guardians are respectfully considered and acted upon and students are made aware by educators that they can go to any adults including the principal to voice their concerns.

Our service expressly prohibits corporal punishment as part of behaviour guidance or any other aspect of our interactions with students.

The administering of corporal punishment is also not explicitly or implicitly sanctioned for non-school persons, including parents to enforce discipline at the school.

A summary of concerns will be documented including the following information:

- date
- description of the complaint
- name and signature of the person receiving the complaint.

## **Complaints against staff**

In instances of complaints against a member of staff the Principal and parents will be informed and the issues will be addressed appropriately with the relevant staff.

In the instance of complaints against the principal parents and staff can request a meeting with the operational manager.

A summary of concerns will be documented including the following information:

- date
- description of the complaint
- name and signature of the person receiving the complaint.

A copy of the grievance form will be kept in the student's folder and the relevant staff member's folder.

## **Procedural fairness**

Headland supports procedural fairness, the right to be heard and the right to an unbiased decision.

This includes making available to students and parents or caregivers, policies and procedures under which disciplinary action is taken.

Children and families have the right to be heard, to have their concerns addressed and an unbiased decision made. The school has a responsibility to listen to all points of view working with all parties to seek a solution.

All incidents of procedural fairness will be maintained in a register.

## **The Right to be heard**

The school considers the rights of the person against whom an allegation has been made and ensures that he or she:

- knows the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- knows the process by which the matter will be considered;

- can respond to the allegations;
- knows how to seek a review of the decision made in response to the allegations.

## **The right to an unbiased decision**

This includes the right to:

- impartiality, in an investigation and necessary decision-making;
- an absence of bias by a decision-maker.

## **Plan for preventing and dealing with bullying behaviour**

School staff have a responsibility to:

respect and support students

model and promote appropriate behaviour

have knowledge of school and departmental policies relating to bullying behaviour

respond in a timely manner to incidents of bullying

provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

behave appropriately, respecting individual differences and diversity

behave as responsible bystanders

report incidents of bullying

Parents and caregivers have a responsibility to:

support their children to become responsible citizens and to develop responsible on-line behaviour

be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour

support their children in developing confident responses to incidents of bullying report incidents of school related bullying behaviour to the school

work collaboratively with the school to resolve incidents of bullying when they occur.

Staff and management

- React to stop what is perceived as bullying behaviour between students and talk to the students about appropriate behaviour
- maintain a positive climate of respectful relationships so that bullying is less likely to occur.

- develop and implement programs for bullying prevention embedding anti-bullying messages into each curriculum area and in every year developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships
- develop and implement early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour
- empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders
- provide support to any student who has been affected by, engaged in or witnessed bullying behaviour
- provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents
- identify patterns of bullying behaviour and responding to such patterns, monitoring and evaluating the effectiveness of the Plan created to stop the behaviour.

In the case of repeated bullying behaviour, staff and students are told to report the bullying behaviour observed in student to student, staff to student or staff to staff interactions to the Principal. Staff make their reports in writing to the principal including detailed information on the number of occurrences and type of behaviour observed. The principal will report any bullying behaviour reported towards anyone under 25 to the Youth Liaison officer.

In the event of bullying behaviour towards older staff the first recourse is mediation followed by a report via the police assistance line.

If the principal is involved in bullying behaviour then the report is made to the owner of the school who will assess the report and speak to the principal before possible reporting.

### **Youth Liaison Officers**

Youth liaison officers and other support services, including counselling services are available to the school community if there are concerns about any bullying behaviour pertaining to anyone under the age of 25.

Police Assistance Line – 131444

Local Youth Liaison Officer – 9971 3341