



Behaviour and discipline policy

October 2016

We aim to provide the children with clear and firm boundaries within which they may learn safe and effective ways of expressing themselves. The foundations of this policy are each child's right to be safe and to learn while at school. Bullying in any form is dealt with seriously and immediately – refer to our *Bullying policy*.

The management committee and teachers believe a positive approach to guiding behaviour is best for confidence and self-esteem. Our goal is to teach the children to behave with thought, care and respect towards each other, the staff and their families.

We prohibit the use of corporal punishment in disciplining students. We also do not sanction ridicule, name calling or physical punishment by any adult, including parents, as a means of discipline at the school.

We encourage families to work with us to support children who are struggling with behavioural issues. We will always provide families with details of any incidents and action taken upon request.

Related documents

- *Behaviour register*
- *Incident form*
- *Behaviour support plan*
- *Behaviour and discipline policy sample letters*
- *Bullying policy*
- *Behaviour and discipline summary* included in information pack for newly enrolled families
- Policy included in teaching *Staff induction packs*.

Responsibilities

Management committee are responsible for:

- Ensuring new families and teaching staff are familiar with this policy.
- Reviewing this regularly to ensure it is relevant and being correctly implemented.

Teachers and other staff (as relevant) are responsible for:

- Understanding and following this policy and procedure;
- Clearly documenting behaviour, actions taken and communication with families;
- Communicating with families of children who are struggling with behaviour issues to help develop a unified approach and support for that child;
- Helping children to understand their actions and behaviours, and how these affect themselves and others;
- Supporting children as they learn to communicate effectively to resolve conflicts;
- Working with the management committee to review and improve this policy as needed;
- Never using corporal punishment in any form;
- Modelling positive and respectful ways of relating to others; and
- Informing the committee about behavioural issues that are of concern during the trial period or permanent enrolment, and providing ongoing updates until it is resolved.

Families are asked to:

- Communicate with their child's teacher about concerns or questions regarding discipline or behaviour;
- Meet with their child's teacher or the committee to discuss any issues, if requested;
- Work with the school to resolve any behavioural issues.

Behaviour and discipline procedure

Note: 'teacher' may refer to the class teacher, relief staff, contract teacher, duty teacher, teacher's aide or any other adult who is currently responsible for managing the children's behaviour.

STAGE 1 – Unremarkable daily classroom behaviour

The teacher notes and responds to issues with flexibility, awareness, and creativity to manage behaviour and prevent escalation. If it continues or is seriously disruptive or dangerous, the teacher progresses to stage 2.

STAGE 2 – Talking one-on-one with student

The teacher removes the student (eg to outside the classroom door, while remaining aware of rest of class) and immediately speaks with the student about the behaviour, expectations of improvement and repercussions if it continues. The student is reintegrated as soon as possible.

If it continues, the child is placed with another supervising adult for a suitable time (eg another classroom teacher). The incident is recorded in the *Behaviour Register* (or teacher's daily log) but is not usually reported to family.

STAGE 3 – Reflective framework (single student)

Repeated or ongoing behaviour leads to the student spending break times with the duty teacher, who encourages the child to reflect upon his/her actions. The student does not interact with the other children during this time, including any other children on reflection time.

After the stipulated time (minimum one break, maximum one week), the duty teacher encourages understanding and accountability in the student, who is then re-integrated into play and closely monitored.

The teachers decide whether the family or committee is notified during this stage.

STAGE 4 – Develop a Behaviour support plan (*Letters one and two*)

If the behaviour continues, the teacher develops a *Behaviour support plan* in consultation with the student, family and other teachers. The teacher, student and family continue to work together to help the child learn safer and more effective ways of expressing themselves and responding to certain situations.

This should be included in the 'Teachers' report to the committee and be followed up with regular updates.

STAGE 5 – Suspension (*Letter three*)

If the behavioural issues remain persistent and unresolved or there is a specific incident that significantly endangers another child or adult, the next step is suspension. This is done in consultation with the committee.

Suspension is immediate, with the family being notified by phone when the decision is made. This is followed by a registered letter outlining the reasons, the period of time and a request to attend a meeting with the teacher and committee representative. (The meeting must be at a mutually convenient time during the suspension period.)

The family and student have the right to know the allegations made, the process that led to the suspension and how they may respond or request a review of the decision.

If the family does not attend the meeting, the next step is expulsion.

STAGE 6 – Expulsion (*Letter four*)

If we have been unable to resolve this issue in cooperation with the student and their family, the committee may ask the child to leave, as long as there is space at a local public school. This will be communicated to the family verbally/by phone, and in writing.

The student and family may write to the committee and request a meeting to appeal the decision. The suspension of the student would continue through this process.