

Student Discipline and Behaviour Management Policy

Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires the Flexible Learning Centre to have policies relating to discipline of students attending the Flexible Learning Centre that are based on principles of procedural fairness and that do not permit corporal punishment of students.

Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This policy sets the framework through which Pambula Beach Flexible Learning Centre manages student discipline.

Strategies to Promote Good Discipline

The Flexible Learning Centre seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations through operation by principle and working agreements
- establishing specific teaching and learning programs
- communicating expectations with the wider Flexible Learning Centre community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- maintaining records with respect to student behaviour.

Prohibition of Corporal Punishment

It is our policy that:

- we prohibit corporal punishment

- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the Flexible Learning Centre.

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.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- know what the rules and agreements are and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person
- be informed of, and have an opportunity to respond to, any allegations against them
- be heard before a decision is made
- have a decision reviewed (but not to delay an immediate punishment).

Pambula Beach Flexible Learning Centre is committed to ensuring procedural fairness when disciplining a student.

Flexible Learning Centre Rules and Expected Standards of Behaviour

Students are expected to abide by the rules of the Flexible Learning Centre, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

Student Code of Conduct

Flexible Learning Centre Four Principles of Operation

Bullying Prevention and Intervention

Drugs - Illicit (Student Use Of) Guidelines

Consequences

There are a range of consequences that students will face if they breach Flexible Learning Centre rules or working agreements based on the four principles of operation – respect, safe and legal, honesty, and participation. These include:

- time outs
- Collaborative Problem-Solving Meeting
- clean up duties
- cancellation of privileges
- withdrawal from Flexible Learning Centre activities
- suspension
- expulsion
- exclusion.

Behaviour Management

Staff members will use the following strategies to respond to young people who are operating outside of the principles:

- Use de-escalation strategies such as empathic statements and rhythmic, somatosensory activities to help young people to regulate when they are heightened;
- Enact, or prompt a young person to enact, their Safety & Support Plan;
- Explain to a young person how their behaviour seems to fall outside of the principles and prompt them to consider an alternative behaviour;
- Facilitate collaborative problem solving or restorative conversations with young people, and / or their guardians, and/or anyone else involved in an incident;
- Renegotiate Engagement Plans, Safety & Support Plans or professional Risk Management Plans;
- Implement natural consequences that are sensitive to the context in which the incident occurred and the individual circumstances of the young people involved; and

- Seek advice from a Police Youth Liaison Officer and other specialists as required.

Supporting students with disabilities or who are particularly vulnerable

Where a young person has been identified as being particularly vulnerable, extra measures will be taken as required in order to support their positive engagement in the school community. The following factors may signal that the young person is in need of additional support:

- The young person has been diagnosed with a disability, or the young person's presentation and engagement in the learning environment leads staff members to believe they may have an undiagnosed or undisclosed disability or significant health concern;
- The young person has recently experienced family breakdown, or changes in their housing and care arrangements;
- The young person is known to have mental health concerns or to regularly use illicit substances; and
- The young person has demonstrated in other ways that they may have difficulty comprehending or enacting directions from staff members or acting in ways that maintain their safety and the safety of others.

The need for additional and highly individualized supports will be determined through:

- Completing a wellbeing assessment and a Strengths and Difficulties diagnostic
- Conversations and collaborative planning meetings held between staff members, the young person and their carers;
- Consultation with former schools and other professionals who work with the young person (as long as the young person's guardians have provided informed consent for this to occur); and
- Observation in the learning environment.

Additional supports may include, but are not limited to:

- Increased supervision, including line of sight arrangements as necessary;

- The development of a Safety & Support Plan;
- An individualized timetable (See South East Network Youth+ Engagement Plan);
- Individualised or 1-1 social skills development sessions;
- Working with parents, guardians and other medical specialists to determine a diagnosis and seek specialist supports and additional funding, as required;
- Purchasing sensory aids or regular sessions with specialist practitioners such as an art therapist;
- Making space available for the young person to meet with specialist practitioners (such as a counsellor)

A decision to suspend or expel a student may only be made by the Deputy Network Principal or the Network Principal.

Procedures for Suspension, Expulsion and Exclusion

Pambula Beach Flexible Learning Centre has developed specific procedures that must be followed when considering the suspension or expulsion of a student. Refer to our **Suspension, Expulsion and Exclusion Procedures**.

Individual Behaviour Management Plan

Where the level of misbehaviour breaches the Flexible Learning Centre's Code of Conduct, individual behaviour management plans may be made.

Plans will be negotiated between Flexible Learning Centre staff, students and parents/guardians, and will consider the student's:

- age
- developmental needs
- behavioural context.

The desired behaviour of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The Flexible Learning Centre will refer the student to other support available and review, assess, change and modify the plan as needed.

Teachers' Responsibilities

To support teachers in attaining and maintaining Proficient Teacher accreditation, the Flexible Learning Centre encourages teachers to take responsibility for managing challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.

To support experienced teachers in attaining and maintaining Highly Accomplished Teacher accreditation, the Flexible Learning Centre encourages experienced teachers to take responsibility for developing and sharing with their colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

To support highly experienced teachers in attaining and maintaining Lead Teacher accreditation, the Flexible Learning Centre encourages highly experienced teachers to take responsibility for leading and implementing behaviour management initiatives to assist their colleagues to broaden their range of strategies.

Implementation

This policy is implemented through:

- staff training and professional development opportunities in behaviour management
- communicating this policy to the Flexible Learning Centre community
- monitoring the effectiveness of the policy
- reviewing and evaluating the policy annually.