



## Discipline Policy 3.7.1 & 3.7.2

Tambelin Independent School aims to deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

All disciplinary procedures are based on principles of procedural fairness. Procedural fairness is a basic right of all when dealing with authorities. It is the right of the person against whom the allegation has been made to know and understand the allegations, process and respond to the allegations and know how to seek a review. Please see attachment 1 for more details.

Students are required to abide by the Students' Code of Conduct (Attachment 2) and to follow the directions of teachers and other people with authority delegated by the School. This code of conduct is applicable in all school settings and activities. Tambelin staff verbally encourage and praise appropriate behavior in the classroom and playground when interacting with others. Students are encouraged to learn to relate to others with a caring and respectful approach. Students need to develop respect for themselves and others through appropriate social behaviors and attitudes. They should be self-reliant and respect the feeling and rights of others in line with the school's code of conduct.

Tambelin provides an ordered and structured environment in which an atmosphere of acceptance and tolerance is fundamental. Both the parents and the staff should show warmth, care and compassion that reflects acceptance of the individuals' level of development.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to Tambelin Independent School, staff members or other students, the students may be subject to disciplinary action. Examples of the seriousness and of incidents is outline in the procedures. The disciplinary action the school may take include suspension and expulsion. **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** is the permanent removal of a student from one particular school. **Exclusion** is the act of preventing a student's admission to a number of schools.

Teachers adopt a constructive approach to discipline. They strive to foster self-esteem through positive verbal reinforcements and promote opportunities for success. Constructive and specific praise is an important element in the classroom and

playground based on behavior and academic achievement. Parents are kept informed through text messages or parent teacher interviews.

When necessary the disciplinary procedures used by Tambelin Independent School includes a “time out” approach, a letter of apology or withdrawal of privileges. In the case of anti-social behavior which may impact on the progress of other students, a student may be isolated and referred to the school principal and parents will be informed. The Levels and Procedural steps for this process are outlined later in this document.

Where the outcome may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the seriousness of the allegation and given an opportunity to respond to the allegations.

Where necessary the school may consider exclusion. ***Exclusion** is the act of preventing a student’s admission to a number of schools.* Tambelin Independent School does not have a policy related to Exclusion.

As part of ensuring the right to be heard, Tambelin Independent School will establish if the need arises for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available.

### **3.7.2**

Tambelin prohibits corporal punishment and plainly excludes corporal punishment.

Tambelin Independent School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

## **Strategies that Tambelin Promote Good Discipline and A Bullying /Harassment Free School Environment within The School**

- Students acknowledge and sign off on the code of conduct (See attachment 2) at the beginning of each year.
- Students and staff have a knowledge of Procedural Fairness, the right to be heard, understand the process of investigation/interview, the right to an unbiased decision and respond to allegations. This is taught in PDHPE lessons at the beginning of every school year. For students who come later in the year to Tambelin the discipline policy & procedural fairness is explained by the principal on enrolment.
- Principal informs staff annually at a beginning of every school year of the Discipline policy. Discuss terms and definitions. For new staff this Discipline policy is explained by the Principal on commencement of employment.
- Procedural fairness is taught to children in the PDHPE unit of work at the beginning of every school year. For students who come later in the year to Tambelin the discipline policy & procedural fairness is explained by the principal on enrolment.
- Discipline Policy is emailed/School streamed to all parents at the beginning of the school year.
- Participation in Life Education Program and the enforcement of the code of conduct, rights and responsibilities throughout the curriculum, throughout the year.
- PDHPE Programs to assist in wellbeing and positive behavior
- Assistance to students in maintaining the school Student code of conduct by highlighting the positive aspects of all students' behavior. Students are commended verbally/parents a text message sent when praising children for positive behavior or academic achievement.
- Being consistent with following defined procedures (Procedure Overview table below) to deal with unacceptable behavior. Principal to assist and remind staff of discipline procedure through staff meetings.

Tambelin encourages students to assess and reflect on their own actions and to accept responsibility for these actions based on the student code of conduct. When dealing with behavior incidents or problems staff members refer back to the code of conduct and Discipline Procedure when dealing with disciplinary incidents.

The penalties imposed vary according to the level of behavior and the prior record of the student. Please see table below.

## Procedure Overview

Level	Behavior (examples only, not complete)	Steps followed by Tambelin teachers/principal	Steps followed by Tambelin staff/principal in class
<p><b>Level 1</b> <b>Low Level Incidents</b></p> <p><u>Who is informed:</u> Classroom teacher</p> <p>Verbal</p>	<ul style="list-style-type: none"> <li>• Calling out in class</li> <li>• Swearing or cursing</li> <li>• Touching other students unnecessarily</li> <li>• Students are not allowed to walk up the slide</li> <li>• Students are not to play tip around the playground equipment</li> <li>• No standing on the tunnel</li> <li>• No hanging upside down on the monkey bars</li> <li>• Students are not to go behind the school building</li> <li>• No playing on equipment after school</li> <li>• During lunch and morning tea students are to be with the teacher on duty, not inside the school building unattended.</li> </ul>	<ol style="list-style-type: none"> <li>1. Verbally remind student what they are doing incorrectly. Which code of conduct is being broken.</li> <li>2. If an incident involves a number of children, the group is brought together to discuss the incident. Each student gets an opportunity to talk and have their point of view heard.</li> <li>3. Teacher discusses a solution or disciplinary action with the child/children and alternate behavior expected in the future.</li> <li>4. If the behavior continues, or is repeated again within the day or week, the student will have a "time out" of play.</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal reminder of the behavior that is required.</li> <li>2. Student's name goes up on the white board as another reminder</li> <li>3. If behavior continues tally mark beside student's name to represent 5 minutes out of play</li> <li>4. Two tally marks mean 10 minutes out of play</li> <li>5. Three tally marks whole session out of play.</li> <li>6. At the conclusion of the "time out" teacher discusses with the child expectations/code of conduct.</li> </ol>
<p><b>Level 2</b> <b>Medium Level Incidents</b></p> <p><u>Who is informed:</u> Classroom Teacher &amp; Principal</p> <p>Written evidence (see Attachment number 3) &amp; Parent contacted</p>	<ul style="list-style-type: none"> <li>• Repeated offences of level 1 or the incidents are escalating</li> <li>• Drawing or vandalizing school property</li> <li>• Swearing at staff members or other children</li> <li>• Excluding other children from a game</li> <li>• Refusing to follow staff members' instructions</li> <li>• Refusing to do academic work</li> <li>• Leaving the group on an excursion</li> <li>• Mimicking the teacher or other students</li> <li>• Bullying</li> </ul>	<ol style="list-style-type: none"> <li>1. Staff to inform the student of their behavior and the code of conduct. This is recorded for student's file. Student response is recorded. Attachment number 3.</li> <li>2. Parent is informed by phone call or email.</li> <li>3. Alternative behaviors are discussed and written down.</li> <li>4. In an incident of medium level seriousness between a number of children, staff will interview students individually who have been involved or witnessed the incident.</li> <li>5. Disciplinary action taken may include, "time out" which may include a few sessions of morning tea and lunch, letters of apology, parent supervision on excursions or withdrawal from excursions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Child may continue behavior which totally disrupting the whole class from learning and the teacher from teaching. Child will be asked to leave the room, but still somewhere the teacher can supervise the student or to another class and class teacher.</li> <li>2. Teacher informs principal of incident.</li> <li>3. Principal will call the parent if the situation escalates and the teacher &amp; teacher's aide &amp; principal is unable to manage the child or the other child in the class are at risk.</li> <li>4. Child on a behavior management plan where behavior good and bad is recorded daily and sent home to parents</li> </ol>

Level	Behavior (examples only, not complete)	Steps followed by Tambelin teachers/principal	Steps followed by Tambelin staff/principal in class
<p><b>Level 3</b> <b><i>Serious Level Incidents</i></b></p> <p><u>Who is informed:</u> Principal School Executive Committee</p> <p>Written evidence &amp; Parent contacted</p>	<ul style="list-style-type: none"> <li>• Physical contact – punching another student or staff member</li> <li>• Running away from school</li> <li>• Smoking or taking illicit drugs at school or bringing illicit drugs to school</li> <li>• Continued physical or verbal abuse towards students or staff</li> <li>• Bring a weapon or weapon-like-object to school</li> <li>• Vandalizing school property beyond repair</li> <li>• Severe and repeated Bullying</li> </ul>	<ol style="list-style-type: none"> <li>1. Student removed from the situation. Allowed to calm down and talk to the school principal.</li> <li>2. Alleged behavior is outlined, all parties informed of the procedure.</li> <li>3. Principal records incident see attachment 3</li> <li>4. Student responds verbally (principal to write down response) or student may respond in writing.</li> <li>5. Tambelin Code of conduct is discussed, and which codes have been broken.</li> <li>6. Principal considers all information and makes a preliminary decision.</li> <li>7. Parent informed by phone call or email.</li> <li>8. Disciplinary action suspension or expulsion depending on the incident. Principal will consult with Tambelin Executive Committee in making the final decision. Written evidence presented to the Executive committee.</li> </ol>	<ol style="list-style-type: none"> <li>1. When behavior is has exhausted all of the above strategies and is beyond the school’s resources, will result in suspension /expulsion.</li> </ol>

The Principal will reach a preliminary decision in relation to the allegation and any proposed penalty and advise the student (and parent/s) of the view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final decision or amend the preliminary decision based on the additional information provided. If the principal is conducting both the investigative and decision-making stages, he or she must be reasonable and objective. To be procedurally fair, the principal must act justly and be seen to act justly.

Tambelin School promotes procedural fairness in making this process transparent and informing all those involved before and during the investigation. Students and parents may appeal to the school Principal or School Executive Committee if they consider that these procedures have not been followed, and or an unfair decision has been reached. Conflict or incidents involving the Principal will be dealt with by the Schools’ Executive Committee.

## Attachment 1

### Procedural Fairness

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the ‘**hearing rule**’ and the ‘right to an unbiased decision’.

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

- know the **allegations related to a specific matter** and any other information which will be taken into account in considering the matter
- **know the process** by which the matter will be considered
- **respond** to the allegations
- **know how to seek a review** of the decision made in response to the allegations. The ‘right to an unbiased decision’ includes the right to:
- **impartiality** in an investigation and decision-making
- an absence of bias by a decision-maker. Procedural fairness includes making available to **students and parents or caregivers the policies and procedures** under which disciplinary action is taken.

It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, schools could establish any need for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available.