

## **DISCIPLINE POLICY and PROCEDURES**

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# 1 PURPOSE

The purpose of this policy is to provide students, parents and staff with information regarding behavioural expectations and the procedures in regard to behavioural management within Biala School. These procedures are designed to ensure that a positive, supportive and productive learning environment is maintained for the wellbeing of all students and that decisions are made using principles of procedural fairness.

# 2 BACKGROUND

Biala School provides education to students with specialised needs within a safe and caring learning environment, explicitly teaching within a Positive Behaviour Support (PBS) framework, whilst providing a quality curriculum to prepare students for life beyond school.

Biala School acknowledges that many behaviours exhibited by students may be a manifestation of their disability and/or may function as a means of communication. As such, behaviours are viewed and managed in context of the individual and the situation.

# 3 SCOPE

This policy applies to all students, management and staff of Biala School, Biala Support Services, contractors, volunteers, parents, carers, family members and guardians.

# 4 DEFINITIONS

The following definitions apply for the purpose of this Policy:

Corporal Punishment	means physical punishment which is intended to cause physical pain
Escalated behaviour	means behaviour that is increasing in intensity from a person's regular baseline behaviour and could lead to harm of the individual or others.
Exclusion	is the act of preventing a student's admission to a number of schools. In extreme circumstances, submission can be made to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.
Expulsion	means the permanent removal of the student from the school due to behaviour that is increasing in intensity from a person's regular baseline behaviour and has resulted in harm the individual or others.
Parents	means parents, guardian, primary carer
School	means Biala School
Suspension	means the temporary removal of the student from educational opportunities being provided to other students at the school
Time Out	means a short, timed break from educational or community activities

## 5 STATEMENT OF PROCEDURAL FAIRNESS

To ensure that students and staff are treated fairly, Biala School behaviour management and disciplinary procedures are conducted using principles of Natural Justice, or 'Procedural Fairness'.

Procedural Fairness refers to the fairness and transparency in the processes and procedures followed by an organisation and emphasises the methods, procedures, and rules used in decision-making rather than focusing only on the end result. The concept is rooted in the idea that the way decisions are made is as important as the outcomes of those decisions.

The key principles of procedural fairness are the fair hearing rule and the rule against bias:

1. **Impartiality:** Decision-makers should be unbiased and neutral, avoiding any conflicts of interest. They should not favour one party over another.
2. **Transparency:** The decision-making process should be clear and open. Everyone should understand the procedures, rules, and criteria used in making decisions.
3. **Opportunity to be heard:** All parties involved should have an opportunity to present their case and express their perspective. This involves a fair and unbiased hearing.
4. **Consistency:** Decisions should be consistent: similar cases should be treated similarly.
5. **Accuracy:** Decision-makers should base their decisions on accurate and reliable information. Mistakes or errors in the process should be corrected.

## 6 POLICY STATEMENT

- **Biala School expressly prohibits the use of corporal punishment in disciplining students attending the school.**

Neither does the school - explicitly or implicitly - sanction the administering of corporal punishment by others, such as non-school persons, including parents, coaches and volunteers, to enforce discipline at the school.

- Consistent with Biala School's PBS framework, the School does not expel students.
- A student may be temporarily removed (such as "Time Out") from educational or community activities for their own well-being or that of other students
- A student may be suspended should the circumstances indicate that this would be in the best interest of the welfare of the student and others
- Disciplinary matters are viewed in the context of the student's disability and focus on assisting the student to develop a more useful and appropriate range of personal and social behaviours.
- Everyone is entitled to give and receive polite courteous and respectful behaviour at all times. All parents, carers, family members and visitors will be required to act in a way that does not put the health and well-being of students and staff at risk.

## 7 BEHAVIOURAL MANAGEMENT MEASURES

Biala School operates within the philosophy that through implementation of PBS, the imposition of punitive disciplinary measures is reduced and need be enforced only if absolutely required.

PBS is designed to provide behaviour support, to foster the students' self-esteem, independence, encourage appropriate social interaction and emotional regulation skills; so that they may maximise their learning and participation in the school, family and wider community.

Biala's approach to PBS begins through prevention by using consistent language throughout the school and in providing a framework of clear expectation of behavioural standards and individual conduct. This includes but is not limited to the "Triple B Values"

1. Be safe
2. Be respectful
3. Be a learner

This fundamental code of conduct is reinforced regularly through song at school assembly, and award points are issued to students throughout the school day who are displaying the Triple B values.

The school implements one of several remedial measures in order to promote good discipline and encourage effective behavioural learning. These may include:

- Establishment of breaks from interaction such as "Time out"
- Individualised Behaviour Support Plans (BSP) for students with specific behavioural needs – including support from specialist Behaviour Support Practitioners
- Regular parent/carer contact, involvement and counselling

Only if the ongoing implementation of these remedial measures is not effective will the need for more severe measures such as suspension be considered. Noting that suspension is generally considered only where there are incidences of ongoing aggression causing harm to self, others or property.

## 8 PROCEDURE

### 8.1 Recognition and reinforcement

To recognise and reinforce positive behaviours the following strategies are used;

- ClassDojo\* points
- Merit Awards.
- Recognition at weekly assembly
- Stickers/stamps

*\*ClassDojo is an online classroom management platform and app where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication*

### 8.2 Challenging behaviour

We acknowledge that students attending Biala School have unique needs and can sometimes present with challenging behaviours or behaviours of concern.

Behaviours of concern in this context include, but are not limited to the following;

- Aggression
- Intentionally hurting one-self or another person
- Putting self or others in harm's way or at risk
- Intentional damage to school property
- Intentional damage to someone else's property
- Abusive language
- Threatening behaviour (physical or verbal), including intimidation or harassment

These behaviours need to be addressed through appropriate interventions and support. Some students have a Behaviour Support Plan (BSP) to specifically address behaviours of concern; this should be referred to for assisting the student to return to baseline behaviour.

In the event of students displaying behaviours of concern;

1. The staff member present will intervene to stop the behaviour immediately; explain to the student why the behaviour isn't appropriate and remind them of the Triple B values.
2. The student is given the opportunity to explain and apologise to those involved

If required;

3. The student may be removed from the environment where the behaviour occurred

If required, for the safety and wellbeing of student and others;

4. De-escalation strategies may need to be used to help the student regulate their behaviour.

If required, for the safety and wellbeing of student and others;

5. If the behaviour persists or is severe, the staff member present may seek assistance from other staff to help regulate the student.

### 8.3 Reporting

Any behavioural incident of concern is recorded in the student file in Compass, Biala's electronic school management system, by the staff member involved.

- Data recording sheets in BSPs can be developed to capture the characteristics, frequency, times and circumstances of any frequent, new or challenging behaviours of concern
- Parents are informed of any significant behavioural incidents or totally new behaviour of concern when the student is picked up at the end of the school day, or by phone if they are not at school pick up. For example, behaviour that had placed themselves or others at risk of significant harm. The school will seek to work with the parents to resolve any ongoing behaviours of concern.
- Should the behaviour of concern involve property damage, the parents will be advised of any repair or replacement costs
- Should the unacceptable behaviour still persist or, if in the first instance, it was considered a risk of harm to the student or to others, the Principal will meet with the parents to discuss and investigate the next path of action.

### 8.4 Crisis situations

Staff are trained in Safety Intervention in order to prevent or intervene in crisis situations where students are at risk to themselves or others.

Safety Intervention training incorporates a trauma-informed and person-centred approach and teaches staff de-escalation skills as well as non-restrictive and restrictive interventions when responding to crisis situations.

### 8.5 Follow up and Findings

The Head of Education;

- follows up with staff and the student(s) to ensure their welfare.
- follows up with staff and student(s) with respect to procedural fairness, to ensure the validity and accuracy of the incident events.
- Reviews and approves each staff report entered in Compass.
- Records if the incident has been satisfactorily addressed for all involved, if there are ongoing concerns or actions to be taken.

## 9 RECORDS

Biala School maintains records of all behaviours of concern and disciplinary action that may be taken. This is maintained in the student's record in Compass.

Records are confidential with restricted permission access.

## 10 RELEVANT LEGISLATION

Children and Young Persons (Care and Protection) Act 1998  
Children’s Guardian Act 2019  
Child Protection (working with Children) Act 2012  
Crimes Act 1900

## 11 KEY RELATED DOCUMENTS

Biala School Anti-Bullying Policy

## 12 NOTES

12.1	Contact Officer	Business Manager
12.2	Implementation Officer	Head of Education
12.3	Approval Authority / Authorities	Principal
12.4	Date Approved	29 <sup>th</sup> January 2024
12.5	Date of Commencement	29 <sup>th</sup> January 2024
12.6	Date for Review	31 <sup>st</sup> January 2027
12.7	Documents Superseded by this Policy	<i>Biala Special School Student Discipline Policy January 2019</i> <i>Biala Special School Suspension &amp; Exclusion (Student) Policy</i> <i>Biala Special School Student Code of Behaviour Policy</i> <i>Biala Special School Student Behaviour Support Policy Term 1 2019</i>
12.8	Amendment History	The Policy Unit will complete this section as required.