

### *Student Welfare and Discipline Policy*

At Arranounbai School every student is known, valued and cared for. Our target is to engage each individual in learning through participation in high quality educational programs presented within a positive school climate. Staff are treated fairly, challenged and led to focus on maximising positive outcomes for all students. Students are inspired and motivated through engaged learning and functional communication and the Arranounbai School community support and sustain high standards for all learners inclusive of staff, students and self.

Arranounbai School will achieve this through:

- Student Welfare and Discipline Policy (Department of Education)
- Inclusive Education

At Arranounbai School we have adopted a universal, targeted and individualised approach to guide student wellbeing interventions and supports. We will achieve this through;

- **School wide positive behaviour support** - At Arranounbai we are a Positive Behaviour for Learning (PBL) School and have adapted and implemented Arranounbai Attitude throughout the school with resources derived from the Department of Education. The PBL team meets regularly throughout the term to adapt strategies, resources and plan lessons to meet the needs of all students.
- **Respectful relationships** – Teachers use their professional judgement to use appropriate strategies, resources and teaching and learning methods for any given situation. Resilience research confirms that the presence of a caring adult in aspects of their lives is important in assisting students to overcome adversity and achieve at school. Effective teaching relies on positive relationships that are developed in a professional manner.
- **Social and Emotional Learning** – students learn the skills they need to build resilience and effectively manage their emotions, behaviour and relationships with others.
- **Engagement** – The Engaged Learner's Project aims to support the learning needs of all students and manage their behaviours by empowering teachers through the mentoring and education process.
- **Behaviour Support Plans** – At Arranounbai we collaborate with psychologists and behaviour analysts to develop and implement behaviour support plans that are student centred using a preventative approach. We work with external providers to collect data, implement strategies and provide ongoing feedback to ensure students are achieving their goals.
- **Crisis Management Plan/ Emergency Plan** - Students with extremely violent and challenging behaviour including absconding, should also have a plan detailing the process to be followed in extreme unsafe behaviour episodes.
- **Individual Learning Plans** - Are developed in collaboration with parents and carers. Teachers and executive work cohesively to provide learning experiences that are adapted and modified to meet the education needs of all students.
- **Flexible learning options** - Are adopted at times for students whose needs are not being adequately met in the school setting.

**Inclusive education** system enables all students to be welcomed, accepted and engaged so that they can participate, achieve and thrive in school life. Inclusive education:

- Ensures that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers
- Acknowledges and responds to the diverse needs, identities and strengths of all students
- Occurs when students with disabilities and additional needs are treated with respect and are involved in making decisions about their education
- benefits students of all abilities in the classroom and fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment
- Contributes to positive learning, engagement and wellbeing outcomes for students.

### ***Staff Responsibilities:***

***To ensure the policy's effective implementation staff will recognise and reinforce student achievement, they will:***

- Provide appropriate curriculum to meet the needs of each student
- Support students in achieving success in learning
- Provide support programs for students where required; including the development and implementation of behaviour support plans and individual learning plans
- Recognise and reward student achievement through Dojo points, assembly, class awards, stickers, class based visual schedule/reward chart, use of a token system and Arranounbai Pins
- Use verbal praise to reinforce achievement/behaviours
- Model consistent and caring behaviour
- Exhibit good work in class, through other classes and/or assemblies
- Give students special responsibilities e.g. messenger, monitor, helping peers, jobs
- Promote working harmoniously as a class and/or group with special privileges such as excursions, special events and whole school acknowledgement at assembly or in the school newsletter.
- Arranounbai Attitude lessons occur across the whole school on a weekly basis. These lessons ensure all students receive frequent information about acceptable behaviour at Arranounbai.

### ***Student Responsibilities:***

4.4.1 Students are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.

- Follow the Arranounbai Attitude – Caring, Communicating and Cooperating

4.4.2 Students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.

### ***Parent Responsibilities:***

4.2.1 Parents are expected to support the school in the implementation of the school discipline policy.

- Support the communication processes in the school; communication books, class dojo, email, newsletters, ILP meetings.
- Support the school by consistently reinforcing expectations of behaviour and achievement in the school, whilst on special transport, on community access and at home.
- Be aware of and actively support the rules of the school.

*NB: 4.4.1, 4.4.2, 4.2.1 – directly from Student Discipline in Government Schools policy*

*To deal with unacceptable behaviour, staff will employ the strategies of:*

- Verbal direction given via a measured response
- Re-direction of students attention to a positive solution
- Reminder of "School Rules", staying on the green and making green choices
- Time Out (missing out on a period of time of outside play and/or in class activities) Time Outs must occur in the full view of a member of staff and in-line with the guidelines for the use of Time-out strategies Including Dedicated Time-out Spaces
- Removal from class, relocated to an alternative class, the Principal or Assistant Principal
- Use of self-initiated time-outs via 'exit cards' for students
- Withdrawal of privileges (attendance at free time, sporting events, excursions etc.) in line with the Time-out guidelines
- A Learning and Support Team process to discuss the welfare of the student.
- Suspension and/or Expulsion
- Student and/or parent interview with teacher/principal (then followed by one of the above)

*Recording and reporting of unacceptable behaviour, staff will:*

- Record the details of a time out for students including; date, time, length, location, and who initiated the time out. This record will be centrally kept using the departments EBS – student management system.
- Details of time outs will be reported to parents on the day via communication book, face to face conversation, via phone call or via email.
- Record of threatening language will be kept and recorded by the Principal
- Casual staff on class are required to pass on information to the regular class teacher so that it can be recorded and so that the casual teacher has an opportunity to debrief.
- Individual Behaviour Support Plans are formed for students who present a need for support. These are designed in consultation with the student, family/carers and therapists and teaching staff as needed.

### ***Physical Restraint***

If students display behaviours that put themselves and/or others at serious risk of harm, teachers and executive will negotiate with parents/caregivers to develop a behaviour support plan that may include Physical Restraint.

Physical restraint at Arranounbai School follows the principles and guidelines set out in:

- The Physical Restraint of School Students – NSW DET Legal Issues Bulletin No.9, March 2000.
- Management of Actual or Potential Aggression (MAPA)

### ***Time Away from positive reinforcement***

Following the range of strategies designed to teach and support students to develop improved behaviours, teachers may use time away from positive reinforcement. Students may lose access to the range of school rewards for choosing not to follow school and classroom rules.

### *Bullying*

Arranounbai School has a zero tolerance policy to bullying. Any students engaging in behaviours that reflect bullying in nature will result in suspension.

**Direct bullying** is disrespectful behaviour that is obvious and can include:

- Abusive, insulting or offensive language
- Spreading misinformation or malicious rumours
- Displaying offensive material
- Harmful or offensive initiation practices
- Physical assaults or threats
- Behaviour or language that frightens, humiliates, belittles or degrades including criticism that is delivered with yelling, screaming, swearing etc.
- Teasing or regularly making someone the brunt of practical jokes
- Inappropriate comments about a person's appearance, lifestyle or their family.

**Indirect bullying** behaviour is more subtle and can include:

- Unreasonably overloading a person with work, setting timeframes that are difficult to achieve or constantly changing deadlines
- Setting tasks beyond a person's skill level, setting meaningless tasks or unfairly assigning unpleasant tasks
- Excluding, marginalising, ignoring or isolating a person
- Unfair treatment relating to work rosters or accessing entitlements such as leave or training
- Deliberately denying access to information, consultation or resources.

**Cyberbullying** is the use of technology to deliberately bully someone. The Australian Communications and Media Authority define cyberbully as the use of information and communication technologies to support related and deliberate hostile behaviour intended to harm others.

Cyberbullying can occur:

- Via social media, email, text messaging and other forms of technology, including Yammer, Office Communicator
- In conjunction with other forms of bullying listed above.

### *Contact:*

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### *Document History:*

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*References:*

- [Student Discipline in Government Schools](#)
- [Suspension and Expulsion of school students - procedures](#)
- [Suspension and Expulsion of school students – procedures leaflet](#)
- [Guidelines for the Use of Time-Out Strategies Including Dedicated Time-Out Rooms](#)
- [Student Welfare Policy](#)
- [Behaviour Code for Students in NSW Schools](#)
- [Child Protection Policy: Responding to and reporting students at risk of harm](#)
- [Bullying of Students – Prevention and Response Policy](#)
- [Work Health and Safety \(WHS\) Policy](#)
- [Child protection and respectful relationships education](#)
- [Bulletin 9 – Physical restraint of students](#)
- [Bulletin 19 - Liability and rights of staff in relation to serious incidents which involve potential risk of injury to persons on departmental premises](#)
- [GUIDELINES ISSUED UNDER PART 5A OF THE EDUCATION ACT 1990 FOR THE MANAGEMENT OF HEALTH AND SAFETY RISKS POSED TO SCHOOLS BY A STUDENT'S VIOLENT BEHAVIOUR](#)
- [Examples of bullying behaviour](#)