



TEVEN-TINTENBAR PUBLIC SCHOOL

DISCIPLINE PROCEDURES

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. Any inappropriate behaviour that interferes with teaching and learning at Teven-Tintenbar Public School and the wellbeing of students will not be accepted.

The following system will assist staff and students in maintaining the expected standards of behaviour that promote a safe, secure, ordered and supportive learning environment.

DISCIPLINE SYSTEM

Teven-Tintenbar PS is a Visible Learning School. Our philosophies centre on the whole child, with a whole school focus on positive Growth Mindsets and Social & Emotional Learning.

We believe that children build resilience by learning from their mistakes. When children are given the opportunity to struggle and sometimes fail, the adults in their world are allowing them to develop important social and emotional skills. We see our role as that of a support and guide, rather than do for children what they need to learn to do for themselves. It is often during times when things aren't working out or pose a challenge that children have the opportunity to develop coping and resilience skills. Coping skills are like muscles; we don't know how strong they truly are until we need to use them. We want to encourage our children to work towards becoming a stronger person who can deal with minor issues that annoy or upset them using strategies taught through our Social and Emotional Development lessons.

Below is a guide to how our discipline system works. Of course there are times when behaviours or actions have to be dealt under the NSW Department of Education Suspension Policy. 'A parent's guide to suspension', written by The Department of Education (DoE) is available on request.

1. Dealing with behaviour in class

Teachers will use their own system, which is dependent on the age and reasoning capabilities of students. The basic tenet, however, is a three strike system. Once a child has reached their three strikes, they may have one or more of the following:

- Time out in another class
- Time out in another class and work with class teacher at the next break
- Lunch time conferencing and/or detention with class teacher

If behaviour is ongoing, teachers will contact parents to discuss a plan.

If all avenues have been exhausted and a child has not improved with the support of teachers and parents, the student may be referred to the Assistant Principal (AP).

2. Dealing with behaviour in the playground

Teachers may have course to deal with non-compliant behaviour in the playground. When repeated, these issues are raised at our Student Well-being meetings, held each week. Teachers will first counsel children about their behaviour. If there is no change, children will be asked to sit out from play.

If raised at a Student Well-being meeting and it is found several teachers have found the same issue, the student may be referred to the Assistant Principal.

3. Referral to the Assistant Principal

If non-compliant behaviour continues after teachers have exhausted all appropriate actions, the student may be referred to the AP for conferencing. This will involve a lunch time meeting when the student and AP will discuss the behaviour and how the student plans to move forward.

A behaviour plan may be introduced at this time with the child checking in with the AP on a regular basis. Alternatively, the child may determine, through conferencing, a personal goal that they will strive to achieve.

The AP may request a formal interview with parents at any time in this process.

4. Referral to the Principal

For continual non-compliant behaviour that has not improved over time, with intervention from teachers and AP, the student will be referred to the Principal. The Principal may refer the child to the school counsellor. The child may be placed on a formal caution, an in-school suspension (missing all play) or formally suspended from school.

For actions of violence, bullying or vandalism, the Department of Education Suspension Guidelines will be followed. At all times, the school will ensure that procedural fairness has been followed.

SUSPENSION

Suspension is subject to procedures set by the Department of Education and is consistent across all public schools. The principal, in considering and implementing a suspension, will in all cases follow the department's procedures.

PROCEDURAL FAIRNESS

Every day in schools, institutes, districts, state offices and other areas of the Department of Education, people acting on behalf of the Department take decisions which affect the rights, interests or legitimate expectations of individuals. All members of the education and training community have a basic right to expect they will receive procedural fairness in their dealings with authority. Similarly, it is appropriate that they will act fairly when dealing with others.

These notes are intended to provide guidance to all departmental representatives and officers exercising statutory power or authority.

Procedural fairness, also known as natural justice, involves:

The right to be heard, which includes:

- the right to know the purpose of the particular decision making process and the consequences that flow from it
- the right to know the way in which the issues will be determined
- the right to be fully informed of the allegations and of any other information which will be taken into account in making a decision
- the right to have a reasonable opportunity to respond to the allegations and any other information that will be taken into account in making a decision
- the right to an appeal
- The right of a person to an impartial decision, which includes:
 - the right to impartiality in the investigation and decision making process
 - the right to an absence of bias in the decision maker

Departmental representatives and officers should have regard to any departmental policies, procedures or statutory provisions that may have particular application to a given situation. They should also be mindful of the need to take into account only those matters that are relevant to the issue.

It is generally preferable for the functions of investigating and decision making to be carried out by different people. If one departmental representative or officer is conducting both the investigative and decision making stages, he or she must be particularly careful to be seen as reasonable and objective. Ultimately, the decision maker must act justly and be seen to act justly. The availability of a line of appeal adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest.

Prior to any decision being made in respect of an issue which may result in a detriment to a person, it is appropriate to provide that person with sufficient details to enable them to provide a meaningful response. Depending on the circumstances, this may involve providing copies of any relevant statements or details of what is contained within those statements.

Departmental representatives and officers should also ensure that persons who are required to answer allegations against them have a clear understanding of the issues and process involved. This may require the use of interpreters or support persons to assist.

In undertaking investigations and making decisions, departmental representatives and officers should be aware of any time frames imposed by policies, guidelines or statutory provisions. In the absence of any such time frames, a time frame should be determined by the senior officer that is reasonable having regard to the circumstances. If for any reason a time frame cannot be met, it is important that persons affected are advised and given details of when the relevant decision or action will be completed.

Reasons should be provided as to why a particular decision has been made. Reasons should include relevant details of the evidence or relevant details of other material upon which the decision is made and the rationale for preferring that evidence over other material.

In summary, departmental representatives and officers dealing with matters that affect the rights and interests of individuals should:

- comply with any relevant policy, guideline or statutory provision applicable to a given situation
- advise the person affected of the reasons for the decision making process and the consequences that flow from it
- provide the person with full details of the issue which may result in a detriment to that person and give them reasonable opportunity to submit a meaningful response
- provide the person with full details of any other matter that will be taken into account in arriving at a decision and give them an opportunity to respond
- make an impartial decision
- provide reasons in support of any decision made
- provide the person with details of any appeal rights that may exist and how to exercise those rights.

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