



# Behaviour and discipline policy

December 2019

We aim to provide the children with clear and firm boundaries within which they may learn safe and effective ways of expressing themselves. The foundations of this policy are each child's right to be safe and to learn while at school. Bullying in any form is dealt with seriously and immediately – refer to our *Anti-Bullying policy*.

The management committee and teachers believe a positive approach to guiding behaviour is best for confidence and self-esteem. Our goal is to teach the children to behave with thought, care and respect towards each other, the staff and their families.

When people “act out”, “misbehave” or disrupt social relationships this is a symptom of feeling out of balance or not centred, or internally struggling (eg. to sit still). Underlying causes may include miscommunication, misunderstandings, feeling tired or bored, or issues not directly connected to an incident. We take misbehaviour and break downs in communication as opportunities to learn more about ourselves and each other and as an opportunity to practice community (or restoring balance). Adversity is an opportunity for building resilience for everyone involved.

We understand discipline as being less about teaching students how to follow rules and more about teaching students to listen to themselves and each other and their underlying motivations, encouraging a deeper understanding of:

- how our own behaviour affects others,
- how to become more self-aware and
- how to process feelings in a productive and nurturing way in order to restore balance and connection within ourselves and with others.

Leading by example is central to our approach to discipline and behaviour.

We prohibit the use of corporal punishment in disciplining students. We also do not sanction ridicule, name-calling or physical punishment by any adult, including parents, as a means of discipline at the school.

We encourage families to work with us to support children who are struggling with behavioural issues. We will always provide families with details of any incidents and action taken upon request.

## Related documents

- *Behaviour register*
- *Incident form*
- *Behaviour support plan*
- *Behaviour and discipline policy sample letters*
- *Bullying policy*
- *Behaviour and discipline summary* included in information pack for newly enrolled families
- Policy included in teaching *Staff induction packs*.

## Responsibilities

**Management committee** are responsible for:

- Ensuring new families and teaching staff are familiar with this policy.
- Reviewing this regularly to ensure it is relevant and being correctly implemented.

**Teachers and other staff** (as relevant) are responsible for:

- Understanding and following this policy and procedure;
- Clearly documenting behaviour, actions taken and communication with families;
- Communicating with families of children who are struggling with behaviour issues to help develop a unified approach and support for that child;
- Helping children to understand their actions and behaviours, and how these affect themselves and others;
- Supporting children as they learn to communicate effectively to resolve conflicts;
- Working with the management committee to review and improve this policy as needed;
- Never using corporal punishment in any form;
- Modelling positive and respectful ways of relating to others; and
- Informing the committee about behavioural issues that are of concern during the trial period or permanent enrolment, and providing ongoing updates until it is resolved.

**Families** are asked to:

- Communicate with their child's teacher about concerns or questions regarding discipline or behaviour;
- Meet with their child's teacher or the committee to discuss any issues, if requested;
- Work with the school to resolve any behavioural issues.

Note: 'teacher' may refer to the class teacher, relief staff, contract teacher, duty teacher, teacher's aide or any other adult who is currently responsible for managing the children's behaviour.

## Behaviour and discipline procedure

### STAGE 1 – Unremarkable daily classroom behaviour

The teacher notes and responds to issues with flexibility, self-awareness, and creativity to encourage cooperation and prevent escalation. If it continues or is seriously disruptive or dangerous, the teacher progresses to stage 2.

### STAGE 2 – Talking one-on-one with student

The teacher removes the student/s involved (eg to outside the classroom door while remaining aware of the rest of class, or leaving Aide in charge) and immediately speaks with the student about the behaviour. This conversation is focused on restoring relationships and understanding the direct effects of the behaviour (eg on other students/teacher/property) and the possible underlying causes. The student is given the opportunity to talk about what they were thinking/feeling when the incident occurred and to listen to those affected. The student is reintegrated as soon as possible.

In the case of the teacher not being able to leave the rest of the class in the care of an Aide, or where the behaviour can be temporarily accommodated to avoid disruption of whole class learning, discussions with student/s about issues arising in class will occur at break times. This would need to involve students losing some break time for the one to one discussion, to allow time for reflecting on behaviour and to allow dissipation of high-level emotion in the case of conflicts.

If the behaviour continues to disrupt class learning activities, the child is placed with another supervising adult for a suitable time (eg another classroom teacher). The incident is recorded in the *Incident and Behaviour Register* (or teacher's daily log) but is not usually reported to family.

Key points for Student/Teacher Discussion:

- Find out what happened from the child's point of view – ask students involved
- Give the people involved a chance to speak about how they feel/think about what happened
- Ask the student what they think needs to happen to make things right

### STAGE 3 – Reflective framework (single student)

Repeated or ongoing behaviour leads to the student spending break times with the duty teacher, who encourages the child to reflect upon his/her actions. The student does not interact with the other children during this time, including any other children on reflection time.

After the stipulated reflection time, the duty teacher encourages understanding and accountability in the student, who is then re-integrated into play and closely monitored.

The teachers decide whether the family or committee is notified during this stage.

### STAGE 4 – Extended Reflective framework

Where reflection session is unsuccessful in improving behaviour, extended reflection sessions (maximum two weeks) will be required. This will similarly involve spending break times with the duty teacher, who will support reflection. Similarly, the student does not interact with other children during this time.

The teachers will notify parents during this stage.

### STAGE 5 – Develop a Behaviour support plan (*Letters one and two*)

If the behaviour continues, the teacher develops a *Behaviour support plan* in consultation with the student, family and other teachers. The teacher, student and family continue to work together to help the child learn safer and more effective ways of expressing themselves and responding to certain situations.

This should be included in the teachers' report to the committee and be followed up with regular updates.

### STAGE 6 – Suspension (*Letter three*)

If the behavioural issues remain persistent and unresolved or there is a specific incident that **significantly endangers another child or adult**, the next step is suspension. This is done in consultation with a committee member, and duration of suspension is decided at a Special Meeting of Committee.

In certain instances particularly if there is risk of injury, a student may be immediately suspended without Stage 4 occurring. The family will receive a letter within 24 hours explaining the need for this action and the next steps.

Suspension is immediate, with the family being notified by phone when the decision is made. This is followed by a letter outlining the reasons, the period of time and a request to attend a meeting with the teacher and committee representative. (The meeting must be at a mutually convenient time during the suspension period.)

The family and student have the right to know the allegations made, the process that led to the suspension and how they may respond or request a review of the decision.

If the family does not attend the meeting, the next step is expulsion.

### STAGE 7 – Expulsion (*Letter four*)

If we have been unable to resolve this issue in cooperation with the student and their family, the committee may ask the child to leave, as long as there is space at a local public school. This will be communicated to the family verbally/by phone, and in writing.

The student and family may write to the committee and request a meeting to appeal the decision. The suspension of the student would continue through this process.



# Tunable Falls Community School

117 Upper Tuntable Falls Road, Nimbin NSW 2480

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*Sowing the seeds today - Growing the minds of tomorrow*

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NAME

ADDRESS

DATE

Dear NAME

Re: STUDENT's behaviour

We are writing to let you know that STUDENT has persistently displayed some inappropriate behaviours that have not been resolved by our daily discipline procedures.

As we are concerned about how this might impact on your child's learning and the learning of others in their class, we ask that you arrange a time to come in and meet with TEACHER. This is an opportunity to discuss any underlying issues that may be causing your child to behave inappropriately, and to develop a behaviour support plan that will work for everyone.

We request that you meet with TEACHER by DATE.

If the meeting does not occur within two weeks of posting this letter, the matter will be referred to the committee.

INSERT Teacher's mobile number.

Sincerely,

Kirrily Owen  
Administrator

## Letter 1: Behaviour support plan

Request the family comes in to work on a Behaviour support plan.  
Send by email, hand delivery or post.



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NAME

ADDRESS

DATE

Dear NAME

Re: STUDENT's ongoing behaviour

We are writing to let you know that STUDENT, despite the implementation of a behaviour support plan, has been involved in further incidents where they displayed inappropriate behaviour.

As we are concerned about how this continues to impact on your child's learning and the other children in the school, we ask that you arrange a time to come in and meet with TEACHER and COORDINATOR. This is an opportunity to review the current behaviour support plan, give feedback on how the plan is working at home and to explore a solution that will work for everyone.

We request that you meet with TEACHER by DATE.

If the meeting does not occur within two weeks of posting this letter, the matter will be referred to the committee.

INSERT School's number.

Sincerely,

ADMINISTRATOR

Administrator

## **Letter 2: Behaviour support plan REVIEW -problems still continuing**

Request family comes in and review Behaviour Support Plan as the situation has not improved.

Send by email, hand delivery or post.



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NAME

ADDRESS

DATE

Dear NAME

Re: Student name's Serious Incident / suspension

We are writing to let you know that STUDENT, despite the implementation of a behaviour support plan, has continued to display persistent and unresolved behaviours/ has been involved in a serious incident. This behaviour was deemed to be a risk to either themselves, other students and/or staff at the school and severely affects individuals and the whole school community.

The committee and staff have determined that the incident is of sufficient concern to warrant the suspension of STUDENT from school for the period- DATE-DATE.

Before STUDENT returns to the school it is required that you, STUDENT, TEACHER and COORDINATOR meet and discuss the terms of your child's return to the school.

We request that you arrange to meet with TEACHER by DATE.

If the meeting does not occur within two weeks of posting this letter, the matter will be referred to the Committee. Should any further misdemeanours occur on the return of your child to the school the matter will be referred to the Management Committee, who will review the continuation of STUDENT's enrolment in our school.

INSERT School's number.

Sincerely,

Administrator

## Letter 3: Suspension

Student is suspended.

Request meeting with family.

Send by email, hand delivery or post.



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NAME

ADDRESS

DATE

Dear NAME

Re: STUDENT's expulsion

We are writing to let you know that STUDENT, despite the implementation of a behaviour support plan has continued to display persistent and unresolved behaviours/ has been involved in a very serious incident. This behaviour was deemed to be a risk to either themselves, other students and/or staff at the school and severely affects individuals and the whole school community.

The Management Committee and teachers have discussed the situation at length as your child's behaviour is having a negative impact on the learning environment of the whole school. We have determined that we can no longer provide for your child's needs at our school.

OR

The committee and staff have determined that the incident/ behaviour is of sufficient concern to warrant the expulsion of STUDENT NAME from school and the cancellation of their enrolment.

If you do not agree with the decision that has been made you can ask for a review of the incident through our appeals process. You will be invited to discuss the matter with the committee. Should the decision be upheld by the committee no further debate will be entered into.

Sincerely,

Administrator

## Letter 4: expulsion

Student is expelled.

Family may request a meeting to discuss.

Send by email, hand delivery or post.