

CLAREMONT COLLEGE

DISCIPLINE POLICY

1. GENERAL STATEMENTS

The disciplinary procedures at Claremont College are based on principles of procedural fairness.

A high standard of behaviour is expected of all children whether in the classroom, in the playground or travelling to or from school. Standards of uniform must also be met.

Expectations and boundaries are clearly defined and should be consistently reinforced. Parental support is also encouraged in maintaining the standards set.

The observance of school rules and common courtesies, and the development of self discipline and respect of both adults and other students, are of prime importance.

Children are provided with good role models. This assists them as they observe the positive attitudes of staff members and see the respect which teachers have for each other and for the students.

2. DEFINITIONS

2.1 **Suspension** is the 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.

2.2 **Expulsion** is the permanent removal of a student from one particular school.

2.3 **Exclusion** is the act of preventing a student's admission to a number of schools.

2.4 **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 and 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.

While it is generally preferable that different people carry out the investigation and decision-making, in the school setting this may not always be possible. 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. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the Principal's responsibilities. Nevertheless, it may be preferable to have another appropriate officer, such as the

Deputy Principal or independent person, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should be recorded in writing.

3. PRAISE AND REWARDS

Emphasis is placed upon the importance of affirmation, praise, rewards, encouragement and the reinforcement of good behaviour, and recognition is given for:

- effort
- good behaviour
- personal achievement
- improvement
- good attitudes
- responsible behaviour
- honesty
- care and consideration of others and the like.

The types of affirmation and positive reinforcement will vary but may include:

- verbal praise
- classroom awards (stamps, stickers, positive written comments etc)
- house points
- display of work
- verbal mention in assembly
- special privileges and responsibilities (note: 'early marks' are not acceptable)
- weekly assembly awards
- Principal's awards
- annual awards - Speech Day
- other appropriate recognition.

4. DISCIPLINE STRATEGIES

Whilst the school's emphasis is on setting expectations and the provision of affirmation and positive reinforcement, appropriate strategies are in place for dealing with unacceptable behaviour.

Staff members are expected to be consistent in their management and dealings with children. Consequences for misbehaviour should at all times be reasonable and appropriate and will vary according to the seriousness of the issue. Children will be given the opportunity to present 'their story' and to respond to allegations. Notes are kept of interviews with students and also of interviews with parents.

When an issue is of a more serious nature, the student and his/her parents will be informed of the procedural steps to be followed in dealing with the matter. The penalties will vary according to the behaviour and the prior record of the student. At the lower end of the scale a reprimand, school service, or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

Corporal punishment is not permitted at the school by any person at any time, nor is it condoned as a means of discipline imposed by the parent or any other person, either within or outside the school.

Where possible, any disciplinary measure should be followed with positive reinforcement when the child demonstrates positive/corrected/appropriate behaviour.

Classroom Teacher

- verbal reprimand
- loss of house points
- 'time out' in a designated place (Note: children must not stand outside a classroom and must not be left in a classroom unsupervised)
- loss of privileges
- detained in the classroom at lunchtime (Note: children should be given a lunch break of at least half an hour and a recess break of at least 10 minutes)
- referral to a neighbouring teacher (mutual arrangement)
- referral to the Deputy Principal
- behaviour management program in consultation with the Deputy Principal and/or School Counsellor
- referral to the Principal (Note: if a child is referred to another person please ensure that details of the child's behaviour are clearly conveyed to that person).
- parent contact - teachers are encouraged to keep parents informed but any ongoing problems should be discussed with the Deputy Principal, Principal or Counsellor (as appropriate). If a difficult or serious problem arises, discussion with the Deputy Principal or Principal should precede contact with parents. (A Record of Meeting will be kept by the teacher and a copy forwarded to the Deputy Principal, Principal or Counsellor as appropriate).

Deputy Principal

A student referred to the Deputy Principal may:

- receive appropriate direction/guidance/counselling
- receive 'school service' duties
- be placed on lunchtime detention
- lose privileges such as not attending sport
- short term exclusion from class
- be placed on a behaviour management/accountability plan

Contact will be made with the parents as deemed necessary.

Principal

Action taken by the Principal may include:

- appropriate direction/guidance/counselling
- interview with parents
- after school detention (parents will be given prior warning)
- daily reporting to Principal
- short term exclusion from class
- referral to external professionals as appropriate
- Saturday morning detention
- initiate process of suspension
- expulsion (only after consultation with the Chairman of the School Council).

5. BEHAVIOUR MANAGEMENT

Behaviour Management at Claremont College operates under the guiding principles of this policy. Classroom teachers are expected to implement behaviour management principles for their class as a whole, for groups of children, or as part of an Individual Education Plan (IEP). Within an IEP, Behaviour Management Plans are developed in consultation with the class teacher, Principal, Deputy Principal, learning support staff and parents. The School Counsellor often provides guidance and advice on Behaviour Management Plans.

6. SUSPENSION, EXPULSION OR EXCLUSION

Where the offending behaviour is of such a nature that it may result in suspension, expulsion or exclusion the student will be:

- informed of the alleged infringement
- informed as to who will make the decision on the penalty
- informed of the procedures to be followed
- given the opportunity to respond to the allegations with a parent/guardian present; and
- afforded a right of review or appeal.

The review process (in line with legislative requirements) will include the following:

- having reviewed all aspects of the enquiry and having made further investigations as deemed necessary (usually in the presence of a third party), the Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed
- the student (and parent/s) will be advised of the Principal's view on the matter
- the student (and parent/s) will 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 wish to be considered during the review process
- the Principal will consider all information and will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information.

6. SUMMARY

Children like to know their boundaries and they respond well to encouragement and consistency. It is therefore important for each teacher to set high standards for the children and to develop and implement behaviour management strategies which are firm but fair and which take into account the needs of the individual and the welfare of all children within the school.

7. POLICY REVIEW

This policy will be reviewed from time to time.

Revised February 2007, 2009

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