

Approved Consequences for Inappropriate Student Behaviour Policy



Rationale

Schools can discipline students for behaviour incidents occurring at school; at a school activity away from the school grounds; or while travelling to or from school or a school activity. Disciplinary measures should form part of a teacher's classroom management plan and be consistent with a whole school approach to behaviour management.

Disciplinary measures should always be proportionate to the nature of the behaviour, and are best employed in combination with support measures to identify and address causes of the behaviour.

Source: Disciplinary Measures, DEECD, 03 March 2014

Purpose

The purpose of this policy is to ensure:

- a) Consistent professional conduct from all staff members when determining the suitable consequences for unacceptable student behaviours.
- b) Students are aware of and understand the range of consequences that may be applied by the School staff in response to unacceptable behaviour.
- c) Parents/carers are aware of and understand the range of consequences that may be applied by the School staff in response to unacceptable behaviour.

Core Values

The charism of the School provides a constant reminder to all School staff to strive to be like the Good Samaritan and be the life-giving influence of mercy, compassion, respect, justice and excellence with each person we encounter. Any decision regarding the

Mercy: We act with kindness and with a heart full of love.

Compassion: We seek to understand the needs of others and are willing to help them.

Justice: We treat everyone fairly, recognising that each individual has both rights and responsibilities.

Respect: We value the sacredness and dignity of each person.

Excellence: We strive to be the very best we can possibly be.

Approved Consequences

The following describes the hierarchy of consequences for dealing with inappropriate behaviour. A key component of the School's approach to promoting positive student behaviours is using a suitable consequence in response to an inappropriate behaviour.

A consequence is neither retaliation nor a punishment. A suitable consequence is concerned with present and future behaviour in that it is:

- Related to the expected behaviour
- Respectful of all parties
- Reasonable in expectation
- Relationship-building.

1. TIME OUT

Time out is a practice used to support students who require a break from a stressful or demanding situation, often when their behaviour is escalating. Time out is a planned intervention, to be used as part of an overall approach to supporting a student exhibiting complex behaviour.

It can be used to assist students to settle and return to a state of calm, so they are more actively able to participate academically and socially. The use of time out can be either teacher-directed or self-directed and takes place in a safe and supervised setting.

1.1. Maximum Amounts of Time Out

The maximum amount of time out that can be applied in any one instance is:

Prep	5 minutes	Years 3 & 4	10 minutes
Years 1 & 2	7 minutes	Years 5 & 6	12 minutes

The following two consequence may be applied by a supervising teacher in response to repeated instances of inappropriate behaviour by student. They may also be applied by School Leaders in response to a severe behaviour.

2. WITHDRAWAL OF PRIVILEGES

A child's privileges may be withdrawn as a consequence of breaching classroom or school behavioural standards. The specific privileges that are withdrawn will vary between year levels and students, however they may include things such as representing the school at inter-school sports or attendance at a school event.

When withdrawing privileges as a response to inappropriate behaviour, teachers should ensure that:

- The withdrawal is time-limited
- The reasons for and period of the withdrawal is clearly communicated to the student
- The student is made aware of the behaviour standards expected in order for the privileges to be reinstated
- Consideration is given to the impact on the student's engagement (i.e. where the withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).

3. SENT HOME FROM SCHOOL

A child may be sent home from school where he/she has displayed a severe behaviour. In every instance, the child's parents are to be contacted and the reason for being sent home explained. The decision to send a child home may only be made by a member of the Leadership for Learning Team.

4. DETENTION

Detention may only be used as a response to severe or repeated inappropriate behaviours. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards.

Detention can occur:

1. **During school time:** This can occur during recess of lunchtime breaks. No more than half the time allocated for any recess/lunch time break may be used for this. During detention the responsible teacher may instruct a child to finish school work which has not been completed in regular classroom time or new work.

- When incidents occur that are not deemed severe, the teacher concerned will be responsible for conducting and supervising any time out at recess or lunch times
- In each instance where a child receives a recess/lunch break detention, the child's parents/carers are to be informed.

Teachers must consult with the Village Learning Leader or Director of Student Wellbeing and Engagement when determining if a during school time detention is appropriate.

2. **After school hours:** This may be an appropriate consequence for students in Years 3 to 6 only. Where students are required to undertake detention after school hours, the time should not exceed twenty minutes for year 3 & 4 and no more than 30 minutes for year 5 and 6.

Teachers must consult with the Director of Student Wellbeing and Engagement when determining if an after school hours detention is appropriate. Where the decision is made the teacher should ensure that parents or carers are informed at least one day before the detention is scheduled to occur.

Where family circumstances are such that an after-school detention would create undue hardship, the Director of Student Wellbeing and Engagement may choose to negotiate alternative disciplinary measures with the parent or carer.

In every instance of severe behaviour, there is a thorough investigation to ensure that the most appropriate consequence is applied and the children are responded to justly and respectfully.

The following table details the approved consequences for severe behaviours in which detention may be applied.

SEVERE BEHAVIOURS	APPROVED CONSEQUENCES		
	Prep – Year 2	Years 3 and 4	Years 5 and 6
<i>Being in an out of bounds area without permission</i>	Parents contacted & 10 minutes in school detention during recess or lunchtime	Parents contacted, child sent home & 20 minutes after school detention	Parents contacted, child sent home & 30 minutes after school detention
<i>Verbally harming another (malicious teasing and swearing, speaking rudely, humiliating, harassing, threatening)</i>	Parents contacted & 10 minutes in school detention during recess or lunchtime	Parents contacted, child sent home & 20 minutes after school detention	Parents contacted, child sent home & 30 minutes after school detention
<i>Displaying inappropriate sexual behaviour or language</i>	Parents contacted & 10 minutes in school detention during recess or lunchtime	Parents contacted, child sent home & 20 minutes after school detention	Parents contacted, child sent home & 30 minutes after school detention
<i>Fighting or aggressive physical contact: (hitting, punching, kicking, pushing etc)</i>	Parents contacted & 10 minutes in school detention during recess or lunchtime	Parents contacted, child sent home & 20 minutes after school detention	Parents contacted, child sent home & 30 minutes after school detention
<i>Theft of property</i>	Parents contacted, 10 minutes in school detention during recess or lunchtime & parent to organise return/replacement of stolen property	Parents contacted, child sent home, 20 minutes after school detention & parent to organise return/replacement of stolen property	Parents contacted, child sent home, 30 minutes after school detention & parent to organise return/replacement of stolen property
<i>Willfully damaging school property or the property of others (breakage, graffiti, damage)</i>	Parents contacted, 10 minutes in school detention during recess and or lunchtime & parent to organise make good damage to property	Parents contacted, child sent home, 20 minutes after school detention & parent to organise make good damage to property	Parents contacted, child sent home, 30 minutes after school detention & parent to organise make good damage to property
<i>Deliberately breaking the ICT Acceptable Use Agreement</i>	Parents contacted, 10 minutes in school detention during recess and or lunchtime & parent to organise make good damage to property	Parents contacted, child sent home, 20 minutes after school detention & parent to organise make good damage to property	Parents contacted, child sent home, 30 minutes after school detention & parent to organise make good damage to property

4. SUSPENSION

Suspension is the process of excluding a child from the standard instruction or educational opportunities being provided to other children at the school for part of a day, a full day, or multiple days.

Suspension is a serious disciplinary measure and is reserved for incidents when other measures have not produced a satisfactory response.

4.1 Grounds for Suspension

In order for suspension to be an option, the following conditions must be in place. The child's behaviour must have occurred:

- whilst attending school;

- or travelling to or from school;
- or while engaged in any school activity away from the school;
- or travelling to or from any school activity.

The child's behaviour must meet one or more of the following conditions:

- a) Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) Causes significant damage to or destruction of property;
- c) Commits or attempts to commit or is knowingly involved in the theft of property;
- d) Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person;
- g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other child.

For incidents between children that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response.

The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

4.2 Authority To Suspend A Child

Only the Principal has the authority to suspend a child. This authority cannot be delegated.

Member of the Leadership for Learning Team may provide advice to inform the principal's decision whether to suspend a child and may assist in the management of the child's behaviour and/or in communications with the parents, carers or relevant persons.

The Principal is responsible for ensuring that all processes are followed, correctly. The Principal's decision to suspend a child will be guided by the [DEECD Suspension Process](#).

4.3 In-school suspension

An in-school suspension is where the child is excluded from the standard instruction or educational opportunities being provided to other children, but can still undertake educational activities on the school premises for the period of the suspension.

In-school suspensions should focus on encouraging the child to exhibit more positive behaviour, to increase their level of participation and where appropriate, to learn problem solving and/or conflict resolution skills.

Options for in-school suspension include:

- Having the child accompany an experienced teacher/appropriate staff member to their classes for the day
- Participating in a work-based in-school suspension (e.g. working outdoors or preparation of educational materials)
- Providing a dedicated room or area where children can complete school work under appropriate supervision.

The same process (including record-keeping) must be followed for in-school suspension as for out of school suspensions.

4.4 Immediate Suspensions

The Principal may implement a suspension with immediate effect if the child's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk.

Where an immediate suspension is imposed, the principal has a duty of care to provide supervision of the child until they can be collected by a parent, carer, or an emergency contact nominated by the parent or carer. If the parent, carer or emergency contact is unable to collect the child, the child must be adequately supervised by a member of staff until the end of the school day.

It may be appropriate to implement a suspension with an immediate effect whilst the child is on an excursion or school camp. In these situations, if a child's parent, carer or emergency contact is unable to collect the child, they will be supervised until the end of the camp or excursion. If this is the case the child will be removed from any activity organised as part of the excursion or camp. It may also be suitable to assign the child an appropriate task or school work to go on with.

4.5 Period of suspension

- The period of suspension must not exceed five school days.
- The suspension must not result in the child being suspended for more than 15 school days in the school year.
- If the period of the suspension must not be continued from one term into another.

4.6 Care For A Suspended Child

Children who are subject to suspension processes must have a 'relevant person' to participate in the process to support and advocate for them. For most children this will be a parent or carer.

In situations where the parent or carer is unavailable or unwilling to act as the relevant person for their child, they can nominate an alternative relevant person. For children who have separated parents, both parents will be notified of the intention to suspend the child.

Student Support Group

In response to ongoing concerns about a child's behaviour, the School will form a Student Support Groups that will:

- Identify the learning, social, emotional, behavioural and environmental needs of the child and the support or resources required for improvement
- Involve key specialist learning and wellbeing support staff
- Develop an Personalised Learning Plan with the child's teacher/s and ensure support to implement the plan
- Support referrals to community agencies for specialist interventions delivered in partnership with the School

Supporting Policies and Procedures

LE1 Child Safe Policy

LE3 Prevention and Management of Bullying Policy

LTP3 Procedure for Responding Inappropriate Student Behaviour

Communication and Evaluation

The Approved Consequence for Inappropriate Student Behaviours and its associated policies and procedures will be widely promoted to all students, staff, parents/carers and the local community.

This policy will be reviewed biannually.