



CHRYSALIS STEINER SCHOOL

educating the whole child

Policy: Discipline

Chrysalis School has policies relating to discipline of students attending the school that are based on principles of procedural fairness.

The Act requires that policies related to the discipline of students be based on procedural fairness. It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair.

Suspension is a temporary removal of a student from all of the classes that a student would normally attend at the school for a set period of time.

Expulsion is the permanent removal of a student from the school.

Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the Business Manager & Education Manager of the school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools. *Registered and Accredited Individual Non-government Schools (NSW) Manual 36.*

Chrysalis School aims to support and promote the development of pro-social behaviour, individual responsibility and respect for others in our students, from the Kindergarten child through to the Middle School student.

Using the indications of Rudolf Steiner as a guide to child development, problematic behaviour is addressed via a system of school-wide effective behaviour support. The school aims to improve student behaviour through proactive measures such as explicit instruction of social skills, classroom management strategies, supporting students who experience difficulty, and encouragement and acknowledgement of those able to live up to behavioural expectations. We strive to create a balance between the rights of the individual, and the harmony of the whole.

This policy is to be used as a guide for all school activities and events.

Chrysalis School does not support or permit corporal punishment of students attending this school under any circumstances.

Chrysalis does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons to enforce discipline at the school.

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
- 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 person 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 an assistant 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.

Implementation:

Effective Behaviour Support

Effective Behaviour Support (EBS) is a whole school, multi faceted, positive and proactive approach to encouraging safe, productive and healthy schools. Also known as Positive Behaviour Support (PBS), School Wide Behaviour Support (SWBS), and Positive Behaviour Intervention Support (PBIS), Effective Behaviour Support aims to support all students' positive behaviour through a multidisciplinary and collaborative approach. It provides systemic but flexible guidelines from which schools can work towards implementing change in both policy and practice. Effective Behaviour Support is guided and indeed strongly supported by research.

Critical elements of the Effective Behaviour Support approach include:

- ❑ agreement on a clear and positive set of behavioural expectations,
- ❑ explicitly teaching all students about those expectations

- ▣ teaching of social skills and emotional awareness
- ▣ acknowledging, rewarding or reinforcing those who live up to expectations
- ▣ providing consistent and dynamic support to those who experience difficulty
- ▣ ongoing assessment of the program

Policy Name: Policy Discipline	Date of Origin: 2004 updated 3 March, 2014
Responsible: Education Manager	Review Date: Every 5 years or as legislature dictates
Location: Z Drive/Governance/Policies 2014/Policy Discipline -hardcopy – Administration Office	Attachments: Attachments: Behaviour Management Procedures 2014, Behaviour Letter Attachment 7 2014, Code of Conduct for Students Attachment 4, Extended & Extreme Behaviours Guidelines Attachment 5, Illegal Drugs, Alcohol & Smoking Attachment 6, Discipline Procedural Guidelines Attachment 1, Procedures for Specialist & Casuals Attachment 3; Anti Bullying Support, Procedures & Guidelines Attachment 2
Last Updated: May 2014	By Whom: Education Manager