Discipline Policy

The College's policies, which are made from time to time, are made pursuant to the registration requirements set out in section 47 of the NSW Education Act and the NSW Education Standards Authority.

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Discipline Policy

1. **Application**
   This policy applies to all student behaviour.

Overarching statement of policy

WHAT WE STAND FOR

The drivers of what we do are:

- *Compassion*
- *Growth*
- *Creating opportunity*
- *Giving kids a second chance (many times!)*

Allowing our kids to learn how to 'do life', not just succeed at school learning

BEFORE IT GOES WRONG

Develop skills for building positive relationships

- Take time to develop positive relationships with each young person and, where possible, their family, so that everyone feels a sense of belonging and connectedness to the school.
- Create structured opportunities for social interactions between young people that are focused on competencies such as **self-awareness, self-management, social awareness, relationship skills and responsible decision-making**

Model prosocial behaviour

- Greet each student by name, and show interest in their non-school world.
- **Speak to students privately about any problem behaviour and make it explicit why you are doing that** (for example, "I'm choosing to speak with you privately so that I don't embarrass you in front of your peers").
- Model respectful behaviour and language towards all students and staff.
- Initiate regular non-curriculum-focused chats with every student.

Tune in to young people's feelings and emotions

- Look at body language, and behaviour
- **listen to what they're saying and how they're saying it**

Be consistent and clear

- Keep classroom rules simple, positive, and few.
- Involve students in discussing your rules and encourage them to suggest rules and consequences themselves.
- Be consistent in applying rules. This helps young people know where they stand.
- **Be fair in applying the rules, rather than singling out students for more severe punishment or favouring others.**

Being consistent and fair doesn't mean being rigid

It's important to be flexible and take into account individual circumstances that may affect a young person's ability to meet expectations (for example, by checking if there is a good reason why an individual is late or has their phone on the desk before deciding whether there should be a consequence).

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WHEN IT GOES WRONG

Young people can find face-to-face conversations overwhelming because they may feel under scrutiny or embarrassed. **You can relieve some of the pressure by chatting while undertaking a task, sitting alongside** (instead of directly in front) and breaking the ice with humour or friendly conversation, followed by some gentle open questions.

Be careful not to confuse banter and teasing with humour. You might think it is funny, but the student often will not.

Don't go into the conversation being angry or combative. Take a breath (or five) first. Remember you are the adult. If you lose your temper, calm down, and be prepared to apologise.

The first step would be to support the young person to manage their emotions and feel calm. Then we can ask questions like, **"Was that a good decision?"**, which helps them evaluate their actions. Asking **"What's a better way to handle it?"** prompts them to choose a better option. Asking **"What can we do about this?"** invites them to discuss a problem and to get your help in developing a strategy to manage it better.

Teaching and reinforcing the steps of decision-making helps young people to develop independence and confidence in their own judgment. It also communicates to them that you believe they're capable individuals with the maturity to take responsibility for decision-making.

Human Core Concerns

Many emotions in negotiations are driven by a core set of 5 interests:

Autonomy: the desire to make your own choices and control your own fate

Appreciation: the desire to be recognized and valued

Affiliation: the desire to belong as an accepted member of a peer group

Role: the desire to have a meaningful purpose

Status: the desire to feel fairly seen and acknowledged

Trampling on these interests tends to generate strong negative emotions both in adults and students.

Autism Spectrum Disorder

Some things you may notice about students with ASD:

- want others to do things by their rules and get upset if their rules aren't followed
- have trouble understanding social rules - for example they may not respond when you greet them by name and say good morning
- have difficulty adjusting their behaviour in different social situations - for example they may not understand how to behave professionally in a formal situation
- struggle with noisy environments and changes to routine, and stonewall (ignore you) or walk away when overwhelmed
- are likely to have anxiety

Adjust your expectations of behaviour
Have simple and clear rules
Work in advance of new situations with that student to explain what is required and why
Have a safety plan worked out in advance with Cathy/Chitty and the student/parent

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ADHD and ADD

Some things you may notice about students with Attention Deficit Disorder:

- do not well in noisy environments
- can be hyper focused and highly productive when interested
- very easily distracted and distract others
- have bursts of energy and longer periods of lethargy/ disconnection
- may be constantly fiddling with things and changing their seated position
- often are funny and kind and popular
- talk a lot and struggle to remember what they hear (especially instructions)
- need routine and order to work effectively
- need a clear space to work but find it VERY hard to tidy up and are overwhelmed by mess
- can be prone to anxiety and depression and often do not believe they can learn

Create routine and clear rules for the classroom
Use a seating plan
Talk to the students one on one about what works for them and adjust your teaching - be open to hearing how they learn best
Help them create micro goals
Use the 25 minute working plan to break up lessons and let them take responsibility
Allow them to listen to music on headphones if it helps remove distraction
Have high expectations that they will improve their behaviour and learn

Educational Disadvantage

Some things you may notice about students who come from disadvantage:

- do not know how to study
- have not experienced success at school
- do not believe they can learn
- do not have goals for the future or may have dreams but not know how to achieve them
- do not have a family history of success at school
- are asked to assist at home (eg with younger siblings) instead of coming to school
- do not do homework and do not have a private or quiet space at home to study
- need to work to support the family
- have parents who want them to succeed but do not know how to support them to succeed

Be patient
Be compassionate
Do NOT write them off or assume or say they will not amount to anything
Help them create micro goals that lead to larger goals
Include parents in goal setting where possible
Be relentlessly positive about their improvement and growth and achievement
Have high expectations that they can learn

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2. Policy Content

All students are bound by the Student Code of Conduct which is signed by students prior to beginning at GOAL College. The College has a policy of fostering responsibility and trust and all students are supported to develop the maturity to be successful within this environment.

2.1 Managing Behaviour

Each teacher is responsible for the management of student behaviour. As professionals, they will make individual choices to best maintain a safe and effective learning environment.

Of first priority, the teacher should aim to develop a rapport with their students and establish a set of class expectations, such as a class code of conduct that functions within the College codes of conduct. It is the role of the classroom teacher to establish this in a collaborative nature with their students and to refer back to this for specific expectations of the students within their class.

A teacher may implement a strategy or consequence, specifically chosen to best improve the behaviour of each student.

Strategies to improve student behaviour may include:

- drawing attention to the behaviour referencing the Student Code of Conduct
- relocating the student in the learning environment including removing them from the classroom
- discussion of the behaviour with the student at break time and a reminder of the Student Code of Conduct
- the temporary suspension by the Deputy Principal from part of the program (for less than one day)
- Personal behaviour plans or contracts signed by the student

Broader support strategies may include:

- communicating with parents/carers
- further counselling
- tutoring/peer tutoring
- developing individual flexible learning, behaviour or attendance plans
- involving external support agencies

The highest priority throughout the discipline process is to establish the reasons behind the behaviour and finding ways to best address these in a constructive way. The re-establishment of a respectful relationship between the student and teacher is always the goal over and above a punishment.

The College expressly prohibits corporal punishment as a measure for student discipline. The College does not sanction the administering of corporal punishment by non-College persons, including parents, to enforce discipline at The College.

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2.2 Immediate suspension

A student may be suspended with immediate effect by the Principal or Deputy Principal if the student's behaviour is putting the health, safety and wellbeing of any person (including themselves) at risk.

The suspension may be imposed with any conditions that the Principal or Deputy Principal deems fit.

The suspension will continue until the Principal makes a decision under the following process.

2.3 Referral for further action

2.3.1 Referral of inappropriate behaviour

At any stage, a teacher or other staff member may refer the inappropriate behaviour of a student to the Principal or Deputy Principal or the Campus Manager for further action.

Inappropriate behaviour includes, but is not limited to, behaviour that:

- threatens or constitutes a danger to the health, safety or well being of any person
- breaks the law
- interferes with the educational opportunities of any other student
- breaches the Student Code of Conduct
- is repeated challenging behaviour without improvement over time
- breaches College policy and procedure
- fails to comply with a reasonable and clearly communicated instruction.

2.3.2 Student Review Group

Upon the referral of a student's inappropriate behaviour, the Principal or Deputy Principal may take action by:

- Issuing a warning
- Issuing a time limited behaviour contract
- arranging a moderated meeting between the student and teacher
- contacting parents or caregivers

OR in the case of more serious or repeated issues the Deputy or Principal may establish a Student Review Group.

The Student Review Group will generally consist of:

- the student
- the student's parent/carer
- a senior staff member such as the Deputy or Principal
- It may also include the class teacher or Counsellor where appropriate.

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Prior to the Student Review Group meeting the student will be advised of the:

- date, time and location of the meeting
- members attending
- alleged inappropriate behaviour

The Student Review Group will meet as soon as possible and provide the student with an opportunity to be heard and explain the behaviour in question. The Student has a right to an unbiased decision; this includes the right to the impartiality of the decision maker and an absence of bias by a decision maker.

2.3.3 Follow up by Principal

If, after attending or being informed of the outcomes of the Student Review Group meeting, the Principal is of the belief that the student **has not engaged** in inappropriate behaviour, the Principal will take no further action.

If, after attending or being informed of the outcomes of the Student Review Group meeting, the Principal is of the belief that the student **has** engaged in inappropriate behaviour, the Principal may:

- issue a warning
- issue a time limited behaviour contract with clear expectations and outcomes
- arrange a behaviour management plan with clear outcomes and expectations involving parents, teachers and the student
- impose an in-school suspension for the student for a period of tme
- suspend the student from all or part of the program for a stated period of time
- expel the student from the College

The Principal may impose his or her decision with any conditions that he or she thinks fit.

If the student is expelled from The College, the student's place in The College program is terminated.

2.3.4 Appeal

If the student is dissatisfied with the decision of the Principal (or their nominee), the student may appeal to the College Council Chair. An appeal must be made in writing and within 14 days of the student being suspended or expelled.

Upon receipt of an appeal, the College Council Chair will establish an Appeal Group.

The Appeal Group will generally consist of:

- the student

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- the student's parent/carers
- the College Council Chair
- a senior staff member at GOAL College or another Board member
- any professional support person who may be assisting the student

The student may bring along a support person (not acting for fee or reward) to the Appeal Group.

The student will be provided with written notice of the meeting of the Appeal Group. The Appeal Group will meet as soon as possible and provide the student with an opportunity to be heard.

Prior to the meeting of the Appeal Group, the members of the Appeal Group will be provided with a copy of:

- the written record of the decision of the Principal
- the student's appeal document

If, after attending the Appeal Group meeting, the College Council Chair is of the belief that the student **has not engaged** in inappropriate behaviour, the College Council Chair will overturn the Principal's decision.

If, after attending the Appeal Group meeting, the College Council Chair is of the belief that the student **has** engaged in inappropriate behaviour, the College Council Chair may:

- uphold the decision of the Principal
- vary the decision of the Principal
- substitute the decision of the Principal with his or her own decision

The College Council Chair may impose any outcome that was available to the Principal and impose a decision with any conditions that he or she thinks fit.

The College Council Chair will provide the student with a written record of his or her decision. The record will detail:

- the decision
- the reasons for the decision
- any previous steps taken to improve the behaviour (where appropriate)
- any future support available to the student

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Appendix A Discipline Process

	Action	Responsible Person
Step 1	Establishing class expectations and developing a respectful relationship.	Teacher/Student
Step 2	Management of student behaviour including providing outcomes and strategies to improve behaviour May include conversation with parents	Teacher (and discussion via wellbeing meetings)
Step 3	Referral of inappropriate behaviour to Principal, Deputy or Campus Manager	Teacher
Step 4	Contract or other action by senior staff, including support for class teacher	Deputy/Campus Manager/Principal
Step 5	Contact/discussion with parents	Deputy/Campus Manager/Principal
Step 6	Student Review Group is formed and meets with senior staff member in person	Principal/Deputy
Step 7	Principal makes a decision and provides the student/parents with a written record of the decision and next steps via email	Principal (student/parent informed in writing)
Step 8	The student may appeal the decision	Student/Parent
Step 9	Appeal Group is established and the student advised in writing	College Council Chair (student/parent informed in writing)
Step 10	Appeal Group meets to provide the student with an opportunity to be heard	College Council Chair
Step 11	College Council Chair makes a decision and provides the student with a written record of the decision	College Council Chair (student/parent informed in writing)

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Appendix B Student Code of Conduct

Students must maintain appropriate behaviour at all times and follow the Student Code of Conduct outlined below.

Communication

- Follow instructions
- Listen when others are speaking
- Wait your turn before speaking
- Use appropriate language

Respect

- Respect and treat others with care
- Support your peers and teachers in day to day activities
- Express ideas and feelings without hurting others
- Respect the right of others to learn, without disruption and in a safe environment
- Respect other people's work, ideas and property
- Arrive at the venue in a punctual manner before starting time
- Call your teacher in advance if you are going to be absent or late

Academic Performance

- Attend regularly
- Stay on task
- Work productively in group situations
- Work to the best of your ability
- Complete homework
- Produce independent work without plagiarism, collusion or cheating

Environment/Equipment

- Behave in a manner that reflects positively on the program and on yourself
- Have an enthusiastic and positive approach
- Enjoy yourself
- Wear your GOAL College uniform at all times and the correct attire for activities
- Bring the necessary equipment each day (including your fully charged Chromebook)
- Care for GOAL College property, the property of others and personal property
- Care for the learning environment
- Report damage to staff

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The following rules also apply at GOAL College:

- Smoking, vaping and use of shisha/hookah is not permitted at any time. Having vaping/smoking/drug equipment at school or at any school event, whether or not you are using it, will lead to immediate suspension.
- Drinking alcohol is not permitted at any time. Students must also ensure that they do not attend class or any related activity under the influence of alcohol or other drugs.
- Eating or drinking (other than water) is not permitted in any space other than the designated areas.
- Mobile phones are to be in your bag and on silent, or on the teacher's desk unless expressly permitted by the teacher.
- Students must not participate in any illegal activities.

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