



Arndell School Discipline Policy and Procedures

At Arndell School we aim to help our students find and develop their inner strength and look out into the world beyond themselves.

Children face many challenges throughout their lives. Learning acceptable behaviours and being able to regulate their emotions in various circumstances, alone or with other children or adults, are two of those challenges.

Policy statement

Arndell School's Behaviour Policy:

- *emphasises that children have rights and responsibilities*
- *recognises, values and celebrates the differences and similarities of each individual.*
- *respects the importance of relationships between children, families and staff*
- *understands why children behave in certain ways in specific circumstances*
- *promotes realistic behaviour limits that guide children's safety and security*
- *defines clear behaviour support strategies*
- *informs students, staff and carers about strategies and procedures*
- *indicates Arndell's commitment to professional development and collaboration with other agencies.*

We recognise and understand that a child's behaviour may be affected by their:

- *age and development*
- *general health and wellbeing*
- *home environments and relationships with their family/carers*
- *play and learning environments*
- *relationship with others*

Students:

Arndell staff-members help our students learn about their own feelings and emotions, and to understand the need for limits and the possible consequences when limits are not adhered to. Students are taught, and practise, how to seek support and guidance from peers or adults through explicitly taught social skills such as:

- *Sharing and taking turns*
- *Successful negotiating with peers*
- *Active listening*
- *Identifying a problem and attempting to solve it*
- *Think about their actions*
- *Managing emotions and behaviour appropriately*

Staff:

- *Respond to, and acknowledge children's emotions, such as happiness, anger, pleasure, fear, anxiety, frustration, sadness, and pride*
- *Acknowledge that the emotions experienced by children are significant*
- *Understand that children may not have developed the appropriate strategies to express emotions due to their age or stage of development*
- *Model positive behaviour*

The Discipline Code

Arndell School Discipline Code incorporates the Core Rules in NSW Government Schools.

In NSW Public Schools students are expected to:

Respect other students, their teachers and school staff and community members

Follow school and class rules and follow the directions of their teachers

Strive for the highest standards in learning

Respect all members of the school community and show courtesy to all students, teachers and community members

Resolve conflict respectfully, calmly and fairly

Comply with the school's uniform policy or dress code

Attend school every day (unless legally excused)

Respect all property

Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools

Not bully, harass, intimidate or discriminate against anyone in our schools

The rules for students at Arndell School which encompass these expectations are:

Be Safe

Be Respectful

Be Responsible

Strategies and Practices to Promote Positive Student Behaviour and Maintain a Climate of Respect.

Personalised Learning and Support Plans

Each student at Arndell has a Personalised Learning and Support Plan which include strategies to support the development of positive behaviours.

Each of these plans:

- reflects a collaborative approach with students' carers, their home schools, and when appropriate, their mental health team.
- contains collaboratively identified student goals
- is developed after observation and documentation to recognise emerging patterns
- identifies inappropriate behaviours that occur consistently
- defines the context within which the behaviour occurs
- identifies appropriate replacement behaviours
- includes strategies to support the student develop skills to behave in an appropriate manner

Teaching Programs

Teachers at Arndell School explicitly teach practices that promote positive behaviours.

Zones of Regulation

To foster self-regulation, the school has adopted the Zones of Regulation program.

"The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states". <http://www.zonesofregulation.com/index.html>

At Arndell School, the students engage in lessons and practical activities that explore the different emotions, how to recognise emotions in themselves and others, and strategies on how to manage their feelings appropriately.

Bucket Filling

The school uses the language of bucket filling to assist in the development of interpersonal skills:

Students at Arndell School are introduced to the text *Have You Filled a Bucket Today* by Carol McCloud, which creates the image that everyone carries an invisible bucket which holds good thoughts and feelings. When the buckets are full, we feel happy but when the buckets are empty, we feel sad. Sometimes we may have to put a lid on our bucket to stop others dipping into it.

Students are encouraged to fill other student's buckets by using complimentary and positive language which is explicitly taught. Students soon learn that they are also filling their own bucket simultaneously by saying things that are kind, caring, considerate and respectful. They also learn that when they are inconsiderate or disrespectful they are dipping into buckets and removing good feelings from others.

Strategies and Practices to Recognise and Reinforce Student Achievement.

Award System

Blue cards

Children have the opportunity to earn a blue card each day. This is for a consistent effort to be safe, respectful and responsible.

Yellow cards

When a child has received 5 blue cards they are then awarded a yellow card.

Red Cards

After 5 yellows a child will receive a red card certificate which is presented at assembly.

Assembly awards

Achievement Certificate

Each child is able to earn a weekly achievement certificate for making an effort in their class work, or with a behaviour or a social skill.

Star of the week

Each week, one Home School Star of the Week, and one Arndell Star of the Week are awarded to a child who have shown a significant effort or improvement in following the Arndell rules of being safe, respectful and responsible in either their home school on a Monday, or throughout the rest of the week at Arndell.

Random Act of Kindness

The Random Act of Kindness is awarded to a child that observed showing kindness towards another person without the aim of winning favour or praise from adults.

Home feedback

Each week a feedback sheet is sent to parents and home schools. It is a chance to write and talk about the positive aspects of a child's week. It is also a way of keeping a record of the progress they have made.

Strategies and Practices to Manage Inappropriate Student Behaviour

Positive Rapport

At Arndell School we believe that when students feel a sense of dignity and belonging at school, they are less likely to behave inappropriately, and more likely to engage in learning and cooperate with staff and peers. Therefore, our priority with all our students is to develop positive relationships and help them feel secure at school. We do this through:

Transition planning

Before commencing at Arndell School, a transition plan is developed for each student. This involves an opportunity to tour the school, and make connections with their teacher and classmates prior to full-time attendance. Support is provided during the first weeks of attendance to enable the class teacher and school learning support officer to spend individual time with that student building a relationship and assessing their learning and support needs.

Morning arrival program

Each morning staff members are assigned to personally greet each student by name as they arrive, welcome them into the school and support them in connecting with friends and free play activities.

Low Level Disruption

Teachers address low level disruption quickly and efficiently by redirecting or downplaying to avoid any escalation.

If a student is agitated, non-compliant, or abusive, an adult will acknowledge this and calmly remind them of the zones of regulation. The adult will offer the opportunity to use one of their personal strategies to return to the green zone.

If a student does not show willingness to regulate their behaviour, teachers will state calmly,

1. *"Remember your goals, you need to (follow instructions/speak politely/keep your hands to yourself), this is your 1st reminder"*
2. Countdown 5 seconds for student to think about it and comply.
3. If misbehaviour continues, state, *"This is your 2nd reminder, you need to...."*
4. If misbehaviour continues, student sits in a time out space (either in the classroom, or on the courtyard Silver Seat for 2 mins to regain control, think about it. When they show that they are calm and safe, they return to class.

If a student has had to have more than two time outs during a session and is still not willing or able to regulate their behaviours, they are referred to the executive on duty who will determine the next action. Depending on the circumstances, the next action may involve providing additional support or adjustments, such as an alternative place for the child to work if they are being triggered by something in their classroom. Or, it could involve setting a consequence, such as catching up on missed work during lunchtime or restrictions around play.

Managing Behaviours that Pose a Risk to Self or Others

Arndell Teaching Staff are Trained in Managing Actual and Potential Aggression, and follow the RESPONSE continuum which provides a range of non-verbal and verbal strategies to manage behaviours through various levels of the Crisis Development Model.

R	Relax and Downplay so as to avoid any escalation. (e.g. redirect the person's attention or continue with the task or activity).
E	Explain or Ask. <ul style="list-style-type: none"> • Provide clear and simple information or requests • Respond to verbal challenges by limit setting. Use limit setting scripts e.g. "when/then, and if/then"
S	State or Tell At times asking, or explaining can be too much information, or the person may not respond positively. Stating or telling gives a short, simple piece of information that focuses on the behavioural outcome. Use as few words as possible to give simple requests or commands, (e.g. "John, please let go.")
P	Prompt, Gesture, or Sign. If verbal or physical behaviour is escalating, the ability to listen effectively is often lost. In addition to providing short, and simple verbal instructions, prompting or gesturing helps convey additional information.
O	Option to Use Physical Interventions. If the situation escalates and the person engages in risk behaviour, staff may need to use a physical intervention. The first option must always be to back away or move to a safer place. However, if no other safe options are available, a physical intervention such as holding or escorting may need to be used to ensure safety, providing it does not put staff or students at risk of harm. The principal or delegate must be notified in this circumstance.
N	Nurture Recovery. As the energy levels of the person decrease, Tension Reduction occurs. At this time, staff will nurture recovery and attempt to re-establish rapport in order to regain a positive relationship with the person.
S	Support. Following any crisis, Post Crisis Support Is provided. This involves the opportunity for debrief and access to additional counselling and support if required from trained professionals.
E	Engage and Learn. Following a crisis, those involved have the opportunity to learn from the event, identify potential triggers, and to establish what did or didn't work well so that successful processes can continue and approaches that may prevent crisis in the future can be developed.

Risk Assessments and Behaviour Support Plans

The Learning Support Team (LST) undertake a risk assessment prior to the enrolment of any student with a history of behaviours that may pose a risk. Following the assessment, the LST develop a behaviour support plan in consultation with the student's carers and, if applicable, their mental health team. The plan includes adjustments aimed at reducing the likelihood of risk behaviours occurring as well as strategies to manage any dangerous behaviours safely.

Plans are reviewed every ten weeks, or immediately following an unsafe incident.

Suspension

There are occasions where a student's misbehavior is serious enough to warrant suspension. Arndell School is bound by the NSW Department of Education's Suspension and Expulsion of School Students Procedures - 2011.

In determining whether a student should be suspended, the principal will consider the safety, care and welfare of the student, staff and other students.

When dealing with a student with a disability, consideration must be given to the requirements of the Commonwealth Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the NSW Anti-Discrimination Act 1977

Before a suspension is imposed, with the exception of serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will:

- ensure that appropriate personalised learning and support strategies and discipline options have been applied and documented
- ensure that appropriate support personnel available within the school system and externally have been involved
- ensure that discussion has occurred with the student and parents regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension
- develop, in conjunction with the school learning support team or appropriate school or departmental personnel, specific personalised learning and support to assist the student to manage inappropriate behaviour
- provide a formal written caution detailing inappropriate behaviours, as well as clear expectations of what is required of the student in future, and
- record all action taken.

In the case of the following serious incidents, a suspension is to be imposed immediately:

- Physical violence resulting in injury, or violent behaviour that seriously interferes with the safety and wellbeing of others.
- Possession of a prohibited weapon, firearm or a knife (without reasonable cause).
- Use, supply or possession of, a suspected illegal substance
- Engagement in serious criminal behaviour related to the school.

Students are not automatically precluded from attending Arndell if they are suspended from their home school and vice versa. This is subject to negotiation between the principal of the home school and the principal supervising the special program. This negotiation should occur before the student is next due to attend the other locality. Subject to safety considerations, it is a priority to have the student back at school and engaged in learning as soon as possible.

Policy review

Arndell School will review the Discipline Policy and Procedures every three years.

Policy Updated: 8/10/2017

Policy Review Date: 2020