

St Laurence Flexible Learning Centre (SLFLC)

Student Discipline Policy

Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires St Laurence Flexible Learning Centre (SLFLC) to have policies relating to discipline of students attending SLFLC that are based on principles of procedural fairness and that do not permit corporal punishment of students.

Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This policy sets the framework through which SLFLC manages student discipline.

Strategies to Promote Good Discipline

The SLFLC seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations through working agreements and common ground practice
- establishing specific teaching and learning programs
- communicating expectations with the wider SLFLC community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards in line with operation by principle on common ground.
- maintaining records with respect to student behaviour.

Prohibition of Corporal Punishment

It is our policy that:

- we prohibit corporal punishment
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the SLFLC.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

The principles of procedural fairness include the right of students to:

- know what the rules are and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person
- be informed of, and have an opportunity to respond to, any allegations against them
- be heard before a decision is made
- have a decision reviewed (but not to delay an immediate punishment).

SLFLC is committed to ensuring procedural fairness when disciplining a student.

SLFLC Rules and Expected Standards of Behaviour

Students are expected to abide by the rules of the SLFLC, and the directions of teachers and staff.

Examples of written rules that students are expected to follow are dealt with in:

[Student Code of Conduct](#)

[Bullying Prevention and Intervention](#)

[Drugs - Illicit \(Student Use Of\)](#)

Consequences

There are a range of consequences that students will face if they breach SLFLC rules. These include:

- warnings (verbal or written)
- time outs
- suspension
- expulsion
- exclusion.

A decision to suspend or expel a student may only be made by the Deputy Network Principal or the Network Principal.

Procedures for Suspension, Expulsion and Exclusion

SLFLC has developed specific procedures that must be followed when considering the suspension or expulsion of a student. Refer to our [Suspension, Expulsion and Exclusion Procedures](#).

Individual Behaviour Management Plan

Where the level of misbehaviour breaches the SLFLC Code of Conduct, individual behaviour management plans may be made.

Plans will be negotiated between SLFLC , students and parents/guardians, and will consider the student's:

- age

- developmental needs
- behavioural context.

The desired behaviour of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour.

The SLFLC will refer the student to other support available and review, assess, change and modify the plan as needed.

Teachers' Responsibilities

To support teachers in attaining and maintaining Proficient Teacher accreditation, the SLFLC encourages teachers to take responsibility for managing challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.

To support experienced teachers in attaining and maintaining Highly Accomplished Teacher accreditation, the SLFLC encourages experienced teachers to take responsibility for developing and sharing with their colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

To support highly experienced teachers in attaining and maintaining Lead Teacher accreditation, the SLFLC encourages highly experienced teachers to take responsibility for leading and implementing behaviour management initiatives to assist their colleagues to broaden their range of strategies.

Implementation

This policy is implemented through:

- staff training and professional development opportunities in behaviour management
- communicating this policy to the SLFLC community
- monitoring the effectiveness of the policy
- reviewing and evaluating the policy annually.