

SCHOOL WIDE

POSITIVE BEHAVIOUR MANAGEMENT

DISCIPLINE POLICY 2020

POSITIVE BEHAVIOUR MANAGEMENT

INTRODUCTION

Claremont College is a Christ centred, child focussed school filled with learning and discovery, excitement, fun, creativity, colour, music, sport, drama, challenge, celebration, care and friendship, family, encouragement, a love of God in Jesus and a love of the fullness of life. Equipping children with the skills and attitudes to be happy and successful in life has been the work of Claremont College since it was founded in 1882.

In line with this vision, Claremont College has developed a Positive Behaviour Management policy to provide a structural framework which aligns with our school-wide policies and with current research. It provides a frame of reference for staff, students and parents for a positive approach to behaviour management. Our Core Values are incorporated throughout this policy: Learning, Academic Foundations, Character, Community, Heritage; and Faith. It provides clear, structured strategies for modelling, reinforcing and teaching positive behaviour consistently across the school community. This policy also aims to provide clear and concise guidelines and procedures when dealing with negative behaviours. Children's individual needs and circumstances are always taken into consideration whilst providing an element of discretion.

Our school community has identified three main areas for behaviour expectations, where everyone is to:

Be Safe

Be Respectful

Be a Learner

These 3 areas are explained in a matrix of expected behaviours across different settings (Figure 1).

AITSL STANDARDS

It is the responsibility of all classroom teachers to organise classroom activities and clear directions (Eg. set classroom expectations that promote safety, respect and promote learning), demonstrate knowledge of practical approaches to manage challenging behaviour and ensure students' well-being and safety within school by implementing school and/ or system, curriculum and legislative requirements.

4.2 Manage Classroom Activities

Graduate	Proficient	Experienced	Highly Accomplished	Lead
Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Develop with students orderly and workable routines that create an environment where the use of classroom time for learning is maximized.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.

4.3 Manage Challenging Behaviour

Graduate	Proficient	Experienced	Highly Accomplished	Lead
Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Negotiate and establish with students clear expectations for appropriate student behaviour and consequences for challenging behaviour.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

4.4 Maintain Student Safety

Graduate	Proficient	Experienced	Highly Accomplished	Lead
Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' well-being and safety within school by implementing school and/ or system, curriculum and legislative requirements.	Develop and implement strategies that ensure students' wellbeing and safety based on school and/or system, curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/ or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Evaluate effectiveness of student well-being policies & safe working practices using current system, curriculum & legislative requirements & assist colleagues to update their practices.

BE SAFE, BE RESPECTFUL, BE A LEARNER

Figure 1: Examples of Appropriate Behaviour

The following positive behaviours will be explicitly taught to students during Monday morning Assembly and also within the learning spaces. Where possible, students will be praised and rewarded for displaying these behaviours. The behaviour focus of the week is also featured in the parent weekly newsletter.

Be Safe								
All School Settings	Learning Spaces	Walkways & Stairs	Eating Areas	Bathrooms and Toilets	Playground	Chapel & Assembly	Home Time & Buses	All Off-campus Activities
Report any problems	Enter & exit rooms calmly	Walk around school	Wash hands before eating	Flush toilet	Walk at recess	Enter and leave the space quietly	Listen to adult/s giving instructions	Be sun-smart
Ask permission to leave	Maintain personal space	Walk in lines, calmly	Eat your food	Wash hands, use soap & water	Use equipment for intended purpose	Sit quietly	Use quiet voice	Be on time
Make safe choices	Walk	Stay to the left	Place rubbish in correct bin	Place any rubbish in bins	Play school approved games		Walk to gates, bus and carlines	Stay with adult supervisor
Keep hands and feet to yourself	Use equipment responsibly	Line up in designated areas	Stay seated when eating	One student per cubicle	Stay in approved areas	Follow the bus drivers instructions	Watch for traffic	Remain seated on bus, unless entering or leaving
Follow directions	Sit safely on chairs	Bags and belongings packed away	Clean up your area	Use bathroom areas respectfully, clean up after yourself	Wear hats and be sun-smart		Remain seated on bus, unless entering or leaving	Wear seat belt if provided
Cooperate with others	Use appropriate sites when using technology	Walkways and stairs clear	Pick up rubbish if you notice it	Report any spillage		Park properly and aim well	Follow the bus drivers instructions	Body part to remain inside vehicle
Wear uniform with pride		Play suitable games	Make healthy choices	Use water wisely				
Advise office staff of relevant medical needs								Follow the bus drivers instructions

Be Respectful

All School Settings	Learning Spaces	Walkways & Stairs	Eating Areas	Bathrooms and Toilets	Playground	Chapel & Assembly	Home Time & Buses	All Off-campus Activities
Take pride in your work	Be tidy, keep your tub clean	Use quiet voices so others can continue learning	Eat your food	Respect the privacy of others	Walk at recess	Look at the speaker	Go straight to your area, as soon as possible after the bell	Show appreciation
Show pride in your school	Cooperate with others	Stay to the left, so others can pass	Use eating manners	One student per cubicle	Line up before second bell	Applaud appropriately	Wait in lines	Thank bus driver
Greet staff by saying hello etc.	Praise and support others	Be courteous, say hello	Wait quietly in line for the canteen	Use bathroom areas respectfully, clean up after yourself	Invite others to join your game	Be on time	Use quiet voice	Be helpful
Use polite language, including manners	Raise your hand	Wait quietly outside learning spaces	Use your manners at the canteen		Share equipment	Listen when signalled	Listen to adult/s calling your name and giving instructions	Use appropriate language
Follow directions	Participate	Enter learning spaces quietly	Be considerate of different food choices		Play fairly, take turns, follow game rules	Stand for the Anthem, hands out of pockets	Display good sportsmanship	Display good sportsmanship
Look after your belongings	Show tolerance				Display good sportsmanship	Sit quietly	Inform the office of changes to pick-up arrangements	Show respect for equipment and environment
Care for others	Use quiet voices so others can learn				Use appropriate language	Be prayerful		Follow all directions
Care for our school	Use equipment responsibly				Respect all staff on duty			Follow the bus driver's instructions
Help others to learn	Sit on chairs properly, as designed				Return all equipment			Be kind to other passengers
Cooperate					Clean up			Pick up rubbish

Be a Learner

All School Settings	Learning Spaces	Walkways & Stairs	Eating Areas	Bathrooms and Toilets	Playground	Chapel & Assembly	Home Time & Buses	All Off-campus Activities
Be an active learner	Have a go	Return to class promptly	Eat breakfast	Return to class promptly	Be resourceful	Keep comments and questions on the topic	Know and use road safety rules	Be an active participant
Use full effort	Learn from your mistakes	Use quiet voices so others can continue learning	Eat at each break, so you have energy for the next session	Use break times when possible	Be a problem solver	Listen to the speaker	Be aware and use bus rules	Put in effort
Have a growth mindset	Put yourself 'in the pit'	Re-enter learning spaces quietly, and get started on work	Eat food before playing	Wash your hands before returning to class	Learn new games and teach others			Listen to presenters and/or hosts
Be a team player	Be organised		Eat brain foods		Know the rules of the game and use them			Ask thoughtful questions
Take responsibility for your own learning	Be on time		Eat healthy foods first		Respectfully teach others the rules of the game/s			Relate new learning back to prior knowledge
Be in the right place at the right time	Focus on your own work		Make healthy choices at the canteen		Listen to the umpire			Make connections
Follow directions	Stay on task							
Cooperate with school staff and other students	Think							
Be prepared	Listen							
Be organised	Learn							
Think before acting	Ask for assistance							
Be accountable for your decisions	Help others							
	Keep on task when using technology							

EXAMPLES OF INAPPROPRIATE BEHAVIOUR AND STRATEGIES

The school's responses suggested below may vary according to a number of factors which may include:

- age and developmental stage of the child;
- previous behaviour;
- severity of the incident;
- evidence available;
- degree of provocation;
- intent of action;
- level of perceived remorse; and
- cognitive, psychological diagnoses or identified disability that impacts upon behaviour and regulation skills.

Logical consequences do not naturally occur as a result of behaviour, but are intentionally planned. Logical consequences teach students the skills that they will need to be successful later on in life. Logical consequences need to be related, respectful, and reasonable.

Figure 2: Examples of Inappropriate behaviour and strategies for teachers to implement.

MINOR INAPPROPRIATE BEHAVIOURS	
Inappropriate Behaviour; may include but not limited to	Possible Strategies to Encourage Appropriate Behaviour
<ol style="list-style-type: none"> 1. Teasing with no intention to cause upset 2. Play fighting or bumping/knocking/nudging 3. Silly behaviour 4. Cheekiness 5. Not respecting others' belongings 6. Inappropriate touching through play 7. Unknowingly out of bounds 8. Interrupting learning eg: talking, off task 9. Not completing work 10. Ignoring teacher's directions 11. Off task use of IT, unknowingly inappropriate use of IT 12. Telling tales 13. Generalised prejudiced comments eg: race, size, faith, demographics, colour 14. Taking classroom property home 15. Taking photographs of another student, teacher not related to schoolworkⁱ 	<p>All these minor behaviours are dealt with within the learning space by the teaching team.</p> <p>There is an expectation that students will be aware of the three fundamental areas of expected behaviour. There are to be visual reminders of these displayed in all learning spaces as a precursory prompt to enacting the policy: safety, respect and learning. Teachers to explain to student which of the 3 behaviour expectations of the policy that they have broken.</p> <p>The consequences should relate directly to the type of inappropriate behaviour. Eg: If a child litters, they can be on clean up duty. (<u>Logical consequences</u>)</p> <p>Some examples of logical consequences may include:</p> <ul style="list-style-type: none"> • ask student to restate what expected behaviours look like when being safe, respectful, a learner with minimal disruption to learning time • strong, deliberate and sustained eye contact • bring attention to their behaviour by saying their name (low & slow tone) • friendly warning (with a low and slow tone) • redirection • apology

MODERATE INAPPROPRIATE BEHAVIOURS

Inappropriate Behaviour; may include but not limited to	Possible Strategies to Encourage Appropriate Behaviour
<ol style="list-style-type: none"> 1. Purposeful intimidation Eg teasing, taunting (subtle or overt) 2. Purposeful physical rough contact and/or threats of violence 3. Purposefully spoiling other people’s games 4. Purposeful inappropriate communication Eg: Talking back to a teacher, swearing at peer/s, rude gestures 5. Purposeful damage of property and belongings (own and others) 6. Purposeful, inappropriate touching Eg. Touching of a bottom 7. Purposefully out of bounds 8. Purposefully disrupting learning 9. Refusing to complete work 10. Disobey or challenge teacher instructions 11. Inappropriate use of technology eg: searching inappropriate sites, sharing 12. Deliberately lying to the teacher; falsifying facts 13. Knowingly making prejudiced comments eg: race, size, faith, demographics 14. Deliberate theft from another student, or school property with value. 15. Using technology to demean, hurt someone or self - image, words 	<p>There is an expectation that students will be aware of the three fundamental areas of expected behaviour. There should be visual reminders of these displayed in all learning spaces as a precursory prompt to enacting the policy: safety, respect and learning. The three strikes rule needs to be communicated to all students.</p> <p>The consequences should relate directly to the type of inappropriate behaviour. Eg: If a student is continually involved in rough play, boundaries are placed on who with, where the student can play. (<u>Logical consequences</u>)</p> <p>Some examples of logical consequences may include:</p> <ul style="list-style-type: none"> • physical separation (in classroom or on playground, minimise distractions) • loss of privileges • ‘time in’ to reflect or complete incomplete work (NOT ‘time out’) • assigned play / work area, exclusion from area, or isolation from certain peers • restorative justice (perpetrator and victim meet in a supervised discussion) • counselling • 3Ws - What are you doing? What should/could you be doing? What will you do? <p>If a student has had 3 moderate level documented consequences, carried out by member/s of the teaching team, (on grade Google Doc), Classroom Teacher to notify Supervisor with Google form completed (see attached form).</p> <p>May require: Phone call to parent from Classroom Teacher (with advice from Supervisor if needed). Behaviour Management Plan (see attached example p10).</p>

MAJOR INAPPROPRIATE BEHAVIOURS

Inappropriate Behaviour; may include but not limited to	Response from School
<ol style="list-style-type: none"> 1. Targeted, ongoing, intimidation including gestures (subtle or overt) 2. Targeted physical violence (with physical evidence) 3. Deliberative and targeted attacks on someone (verbal or physical) 4. Aggressive verbal abuse eg: swearing at a teacher 5. Deliberate destruction of property and belongings (school and others) 6. Deliberate, inappropriate, sexualized touching 7. Deliberately out of school grounds Eg. school, event 8. Intentional and dangerous decision making in regards to leaving school grounds/excursions/ sporting events 9. Dangerous behaviour that disrupts learning (self and others) 10. Aggressive, perhaps physical, refusal to complete work; Aggressive purposeful challenging of teacher instructions 11. Misuse of IT for malicious purposes 12. Deliberately lying or falsely accusing a teacher 13. Targeted racist comments/behaviours 14. Deliberate, targeted theft of property or information (Eg. Theft of personal information using IT) 15. Purposefully and/or maliciously using technology to demean, hurt a teacher/ adult – image or words eg: photographing genitals 16. Dangerous behaviour towards self (self harm, suicidal ideology, or attempted suicide) * 	<p>Steps of Escalation:</p> <ol style="list-style-type: none"> 1. Complete Google doc table for Deputy Principal (at earliest convenience) 2. Student meets Deputy Principal or Principal 3. Parent called (by Deputy Principal or Principal) 4. Principal involvement <p>Consequences /plans may involve:</p> <ul style="list-style-type: none"> • counselling • restorative practices • community service • parent involvement • external medical, educational, psychological consultancy • consultation with Police Liason Officer • legal support • suspension • expulsion • Behaviour Management Plan • Student Risk Assessment • Individual Plan <p>* When a student displays self harm, suicidal ideology or attempted suicide, interventions must also include:</p> <ul style="list-style-type: none"> - parental involvement - external medical, educational, psychological services and consultancy - health plan and medical plan - Risk Assessment for student and others who may be impacted by the behaviour <p>* When a student's behaviour is a danger to themselves or others, parents must come to collect their child from school that day.</p> <p>* When a child destroys school property, the child's parent will be charged the cost of the damage.</p> <p>Refer to Bullying Policy and bullying record if the incident fulfills the criteria for bullying. Staff refer to Teacher Response to Bullying Allegation Guidelines.</p>

POLICY

Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires that a registered non-government school must have policies relating to discipline of students attending the school that are based on principles of procedural fairness and do not permit corporal punishment of students.

Positive Behaviour Management (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 Claremont College manages student discipline. When addressing inappropriate behaviours, staff are to remain calm and speak, not yell. (A raised voice may be appropriate when in a dangerous situation, in an attempt to prevent a serious incident. Eg: A teacher yelling out to a student to stop walking when crossing the road with a car approaching.) Implicit within this, procedures to manage school wide behaviour at Claremont College are based on principles of procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions (suspension and expulsion).

The principles of procedural fairness include the right to:

- know what the expectations are, and what behaviour is expected of students;
- have decisions determined by a reasonable and unbiased person;
- know the allegations that have been made, and to respond to them;
- be heard before a decision is made; and
- to have a decision reviewed (but not so as to delay an immediate punishment).

Claremont College is committed to ensuring procedural fairness when disciplining a student.

Procedures for Suspension, Expulsion and Exclusion

Claremont College has developed specific procedures that must be followed when considering the suspension or expulsion of a student.

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

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

Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the principal of a 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.

Strategies to Promote Good Discipline

Claremont College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture are listed in this document and include:

- clearly setting behaviour expectations;
- establishing specific teaching and learning programs;
- communicating expectations with the wider college community;
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards;
- all behaviour management actions are based on the contextual and individual needs of the child/ren involved; and
- maintaining records with respect to student behaviour.

Prohibition of Corporal Punishment

It is our policy that:

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

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

Individual Behaviour Management Plan

Where an individual Behaviour Management Plan is required this document will be developed in consultation with staff, parents and often the student and will consider the student's:

- age;
- developmental needs; and
- behavioural context

Desired behaviour/goals 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 college will refer the student to other support available and review, assess, change and modify the plan as needed.

Implementation

This policy is implemented by:

- Staff training and professional development opportunities in behaviour management;
- Communicating this policy to the school community;
- Monitoring the effectiveness of the policy; and
- Reviewing and evaluating the policy annually.

Appendices

1. Record of Behaviour - Moderate/Major
2. IP - Behaviour Plan
3. Risk Assessment Plan
4. Procedural Fairness definitions
5. Further Readings/Resources

Student Profile Page

Student Name		Coding Colours		Behaviour Policy (PBP) Coding
Student Name:	LAST NAME, FIRST NAME		Record Of Meeting (Parent)	Minor Moderate Major
			Staff Member conversation with student/s (e.g. friendships, learning, social, touching base with students)	
Grade:			Behaviour/Social incident log	
			Uniform infringement log	

Year	Social/Emotional/ Pastoral Care	Academic Progress	Special Needs (IP, Health, Disability...)	Talents, Passions, Gifts
Kindy				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				

INDIVIDUAL PLAN (IP) @ CLAREMONT

Name:	Date of Birth:	Semester 1, 2018
Address:	Phone: 1 st contact on Edumate	
Parent/s:	Teachers:	Class:

Introduction

In this section – descriptions, diagnoses, results including dates, that are impacting/reason for current performance/behaviour.

Purpose

An Individual Plan (IP) is developed in response to <Student’s name>’s needs and documentation received by the school. The aim of this plan is to effectively identify <Student’s name>’s needs in order to provide more personalised support and adjustments. If appropriate, identify that this IP is for a specific period of time, IF the IP is only intended for short term/for a specific purpose.

Review Process:

This plan will be reviewed at each IP meeting with all stakeholders, once a semester, or whenever new information is forwarded to the school. When a student no longer fulfills criteria for an IP, the parents will be involved in decision making regarding the process beyond the Individual Plan (IP).

Strengths:

- Eg. Dispositions

Strategies that work

-

Strategies that DON’T work:

-

LEVEL OF ADJUSTMENT PROVIDED: ✓ indicates level of reasonable adjustment provision for your child consistent with definitions and obligations under the <i>Disability Discrimination Act 1992</i> (DDA) and Disability Standards for Education 2005.			
<input type="checkbox"/> Quality Differentiation	<input type="checkbox"/> Supplementary Adjustment	<input type="checkbox"/> Substantial Adjustment	<input type="checkbox"/> Extensive Adjustment

Current Specialists: *If applicable add names of specialist/s and their field here. Eg. Dr Karin Proudman (Paediatrician) Delete if not applicable.*

Order of the ‘Domain & Description of Current Performance & Target’ according to this student’s priorities.

Domain and Description of Current Performance & Target	Objectives &/or Outcomes	Strategies	Responsibilities	Assess/ Review Timeline
ENGLISH: Current skill level achieved:	Rewrite OUTCOMES as objectives EN1-4A To draw on an increasing range of skills and strategies to fluently read,		Name the person/people who will be responsible for conducting these strategies/	Weekly OR Daily, OR Semester 2, OR End of Term

Working towards:	view and comprehend a range of texts on less familiar topics in different media and technologies.		reviewing the progress.	
BEHAVIOUR MANAGEMENT <i>If applicable to THIS student Delete if not applicable.</i>			Person/people responsible for conducting these strategies/ reviewing progress.	Weekly OR Daily, OR Semester 2, OR End of Term
WORK HABITS/ ORGANISATION SKILLS <i>If applicable to THIS student Delete if not applicable.</i>			Person/people responsible for conducting these strategies/ reviewing progress.	Weekly OR Daily, OR Semester 2, OR End of Term
SOCIAL AND EMOTIONAL <i>If applicable to THIS student Delete if not applicable.</i>			Person/people responsible for conducting these strategies/ reviewing progress.	Weekly OR Daily, OR Semester 2, OR End of Term
TRANSITION <i>If applicable to THIS student Delete if not Applicable.</i>				
STUDENT VOICE:	<p><u>Questions asked:</u></p> <p>Who do you like to sit next to in class/play with at lunchtime?</p> <p>What was something you did in class/school this week that you were proud of? 'A success story'</p> <p>Is there an element of your work, that you would like some help with, or need to improve?</p> <p>Would you like to tell your teachers/ parents anything about school or your school work that they may not know?</p>	<u>Student's Response:</u>		Semester 1, 2017

PARENT VOICE:		<p>Having read this draft IP document:</p> <ul style="list-style-type: none"> • Would you like to add/delete/make changes to any part of the IP? • Do you have any questions, need clarification, about a particular section of the IP? • Are there any other issues you would like to discuss? Recent reports, new information... • Would you like to share information about your child's interests, strengths, aspirations, skills and abilities?
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IP Planning Process:	Attendees:	Date of Review:
Initial plan: Year/Month <u>that the first plan was drafted.</u> Eg. July 2018	Names of attendees at IP meeting. <i>IF another person has helped write the IP but couldn't attend the meeting, you might add their name to the list, <u>in brackets</u>. WRITE names in full, NOT initials.</i> Eg. Mr & Mrs Jones, Brenda Dalheim, Anna Robinson (Mel Stewart)	The proposed review Semester/Term Eg. Semester 2, Term 3 2018
Review of plan: (The Year/Month/Time of the IP meeting) Eg. 11 August 2018, 1:10pm	Mrs Smith, Mel Stewart, Hazel McKenzie, Anna Robinson, Emily Crerar, Brenda Dalheim	Eg. Semester 1, Term 1 2019
Review of plan:		

STUDENT RISK ASSESSMENT PLAN @ CLAREMONT

Purpose: This Risk Assessment Plan is used to identify and minimize hazards or risks that impact on _____ ability to participate safely and appropriately in a school or environment.

Student Name: _____ **School:** _____ **Class:** _____ **DOB:** / /

Collaborative Planning Team: _____ **External Agencies/ Professionals:** _____

_____'s Strengths & interests:

Reason for risk assessment:

Hazard <i>Potential to cause harm</i>	Person/ Group Affected	Likely Consequences	Level of Risk <i>Refer to matrix</i>	Strategies to Reduce Risk	Level of Risk after strategies implemented

Risk Assessment Matrix

How serious could the injury* be?	How likely is it to be that serious?			
	Very Likely	Likely	Unlikely	Very Unlikely
Death or permanent injury*	1	1	2	3
Long term illness or injury*	1	2	3	4
Medical attention & several days off	2	3	4	5
First aid needed	3	4	5	6
Severity – is how seriously a person could be harmed	Likelihood – is an estimate of how probable it is for the hazard to cause harm.			

Legend:

	1 and 2	Extreme risk; deal with the hazard immediately
	3 and 4	Moderate risk; deal with the hazard as soon possible
	5 and 6	Low risk; deal with the hazard when able.

*injury could relate to physical, mental, emotional, psychological injury

Risk Assessment Planning Process	Attendees	Date of Review	Approved by Principal / Head of School
Date of initial assessment:	This plan was <i>developed</i> in consultation with:	Review date to be scheduled for:	Signature:
Review date:	This plan was <i>reviewed</i> in consultation with:	Review date to be scheduled for:	Signature:
Review date:	This plan was <i>reviewed</i> in consultation with:	Review date to be scheduled for:	Signature:

Appendix 4: Procedural Fairness Definitions

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; and
- 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; and
- 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 principal is 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 a Deputy Principal or independent person, to carry out the investigation where possible.

The review mechanism adds to the fairness of the process. Registered and Accredited Individual Non-government Schools (NSW) Manual 38 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.

Appendix 5: Further Readings/Resources

Dweck, C. S (2006). *Mindset: The New Psychology of Success*. New York: Random House.

Simister, C. J (2009). *The Bright Stuff: Playful Ways to Nurture Your Child's Extraordinary Mind*. Canada: Pearson Education

Nottingham, J (2017). *The Learning Challenge: How to Guide Your Students Through the Learning Pit to Achieve Deeper Understanding*. Sage Publications Ltd

Locke, J (2015). *The Bonsai Child: Why Modern Parenting Limits Children's Potential and Practical Strategies to Turn it Around*.