

# **ITALIAN BILINGUAL SCHOOL**

## **STUDENT WELFARE AND DISCIPLINE POLICY AND PROCEDURES**

*Updated: 2020  
For review: 2024*

# Student Welfare and Discipline Policy and Procedures

## 1.0 Rationale

The School is governed by a code of conduct aimed at teaching and fostering respect for self, for others and for property. The School aims to provide a learning environment that is safe, affirming and conducive to the development of responsible and caring individuals. Within this framework, the School's welfare and discipline policy provides clear parameters within which students and staff operate. In compliance with Section 47 (f) of the Education Act, the School prohibits corporal punishment of students. The Italian Bilingual School does not explicitly or implicitly sanction corporal punishment by non-school persons, including parents, to enforce discipline at the school.

## 2.0 Aims

- To encourage staff to make themselves aware of relevant courses on offer by the AIS and other organisations that offer professional development.
- To plan relevant and meaningful professional development at the school level and facilitate the involvement of all staff.
- To adopt a supportive role in the holistic development of all staff.
- To adopt and implement supportive strategies for students and families.

## 3.0 Implementation

- The School Principal holds key responsibility and authority to develop school rules and regulations to enforce policies relating to student conduct. The Principal may involve representatives of the teaching staff, parents and other interested parties in writing or revising school rules as and when required. The Principal liaises with and reports to the Board of Directors as required on matters relating to the code of conduct and issues associated with discipline as and when required.
- This Policy should be read in conjunction with the policies listed on Page 5.
- **Aims**
  - Discipline is a continuous process of learning and development of skills and behaviour. The Italian Bilingual School is committed to fostering the development of responsible and caring individuals who are able to understand and accept the consequences of their behaviour and make their choices accordingly.



- The Italian Bilingual School does not tolerate bullying or harassment of any kind. The School promotes a firm, consistent and fair approach to discipline.
- The school's approach to discipline is tempered by a philosophy based on the values of self-respect, respect for others, fairness and justice.
- The Italian Bilingual School provides a structured environment in which those value systems are embedded; students are guided towards self-discipline and independence.
  
- The Italian Bilingual School's discipline procedures aim to help children:
  - o become aware of the rights of individuals, others as well as their own;
  - o find alternatives for conflict resolution and anger management;
  - o be consistent and fair;
  - o understand clear, fair and reasonable rules;
  - o own their behaviour and learn to accept the consequences which result from their actions;
  - o learn to cooperate with others.
  
- **Rights and responsibilities**
  - At the Italian Bilingual School, safeguarding the health, safety and wellbeing of each student is of paramount importance. The staff of the School is committed to creating and maintaining an environment that is inclusive, caring, safe, affirming and free from any form of intolerance, racism and all forms of bullying including cyberbullying.

In keeping with the aforementioned:

- **STUDENTS HAVE THE RIGHT TO:**
  - o attend a school that has a safe, clean playground and learning environment;
  - o attend a school that is free from bullying;
  - o attend a school which places value on positive behaviour;
  - o attend a school which values respect of self and others;
  - o attend a school which places value on dress code;
  - o learn in a classroom free from disruptions;
  - o travel safely to and from school, on excursions and sporting activities;
  - o expect positive and respectful relationships.
  
- **STUDENTS HAVE THE RESPONSIBILITY TO:**
  - o cooperate with teachers and peers;
  - o follow reasonable instructions;
  - o respect rules;
  - o learn to act responsibly;
  - o respect the rights and opinions of others;
  - o act courteously and demonstrate mutual respect;
  - o behave appropriately in class, in the playground, on excursions and sporting activities;
  - o participate actively in the learning process;
  - o practise peaceful resolution of conflict.



- **TEACHERS AND SUPPORTING STAFF HAVE THE RIGHT TO:**
  - teach in an environment where the teaching/learning process is respected;
  - work in a climate that is free from disruption, is well ordered, peaceful, safe and non-threatening;
  - be respected as a professional by all involved in the teaching /learning process;
  - expect behaviour from students which contributes to a positive class atmosphere;
  - have the time to work with students as individuals and to be able to deal with individual needs;
  - receive professional support from the school executive and parents.
  
- **TEACHERS AND SUPPORTING STAFF HAVE THE RESPONSIBILITY TO:**
  - model and reinforce attitudes of respect and concern;
  - act consistently and fairly at all times;
  - be vigilant;
  - reflect the School's value systems in their dealings with the students, staff and the wider school community;
  - insist on appropriate behaviour from the students;
  - apply behaviour management mechanisms.
  
- **THE PRINCIPAL AND/OR MANAGEMENT HAVE THE RESPONSIBILITY TO:**
  - ensure that the School has a reasonable and effective Welfare and Discipline Policy;
  - ensure that the Policy is regularly reviewed;
  - ensure that there is a commitment to the Policy from the staff and students of the School;
  - ensure that a commitment to student welfare underpins all policies governing the School;
  - model and reinforce attitudes of respect and concern;
  - reflect the School's value systems in their dealings with the students, staff and the wider school community;

## School Rules

- *Everyone has the right to feel safe and secure*
  - students have a right to work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions;
  - parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged;
  - students are not to become involved in or encourage discrimination against or harassment or bullying of any members of the school;
  - physical violence, intimidation or provocation to violence by students is not permitted.



- *Everyone has the right to be valued and respected*
  - all members of the school and any other members of the public will be treated with respect, dignity, impartiality, courtesy and sensitivity;
  - students are to maintain a cooperative and collaborative approach to interpersonal relationships;
  - students act honestly and ethically in their dealings with all members of the school and any other members of the public;
  - the privacy of all members of the school is to be respected at all times;
  - the proper use and care of school equipment, furniture, buildings and grounds is a responsibility of all students. Vandalism will not be tolerated.
  - all individuals are to be valued and treated with respect.
- *Everyone has the right to teach and learn*
  - teachers have a right to expect that they will be able to teach in an orderly and cooperative environment;
  - students have a right to provide opportunities to guide and facilitate learning with peers;
  - parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment;
  - students are expected to comply with any reasonable and clearly communicated instruction of a staff member or the Principal;
  - students are expected to behave in a courteous way respecting the rights, educational opportunities and property of others. This includes consideration of others when moving around the school and maintaining a quiet working environment.

#### **4.0 Positive reinforcement**

- At the Italian Bilingual School we believe that positive reinforcement plays a pivotal role in behaviour modification and in preventing unacceptable behaviour. The emphasis for the student is on developing an understanding that they have choices and are able to make decisions, and that there are consequences associated with one's choices.
- The Italian Bilingual School has a set of '10 simple rules' developed by the students and staff. These are displayed in each classroom and in the corridor as reminders of commonly agreed and expected behaviour and attitudes.
- Practices that recognise and reinforce student achievement include:
  - verbal praise
  - encouragement
  - individual and group awards (Merit system)
  - Principal's Award – Excellence through Bilingualism
  - commendation at assembly
  - providing opportunities for leadership roles and peer support



## 5.0 Dealing with unacceptable behaviour:

- The emphasis of any behaviour modification strategy is always on reinforcing positive self-esteem and positive behaviour patterns. Where unacceptable

behaviour does occur, it is dealt with on a case-by-case basis. Teachers at the Italian Bilingual School approach each situation having at the foremost an interest in each student's safety and wellbeing.

- Consistency and fairness are key factors when dealing with any matter related to behaviour and discipline.

## 6.0 Minor breaches

- Minor breaches of the School's Code of Conduct may result in:
  - o reprimand;
  - o warning of consequences
  - o temporary loss of privilege;
  - o temporary in-class or playground isolation ('thinking chair'/ time out);
- Parents are informed in cases where the breaches, albeit minor, are consistently repeated or there is a pattern of non-compliance.
- Students are invited to consider the reasons for the above actions and to think about ways to avoid similar situations in the future. In the early years this will take the form of a guided discussion with the supervising teacher. In later years students will be expected to complete an appropriate form guiding their thoughts and ideas on the matter and/or to engage in reparations for any damage resulting from the breach of the code of conduct. The aim of this approach is to promote an understanding of consequences resulting from their actions; self-discipline and a sense of responsibility.

## 7.0 Severe misbehaviour

Severe misbehaviour may include:

- o the use of violence
- o the use of offensive language
- o possession of a weapon
- o criminal behaviour
- o possession of illegal drugs
- o persistent disobedience
- The consequences of severe misbehaviour may include suspension and/or expulsion.
- Suspension means that a student's right to attend classes has been withdrawn for a predetermined period of time. It is a disciplinary measure that may be applied by the Principal when a student's conduct and behaviour are deemed to be prejudicial to the good order or reputation of the School. Suspension allows a period of time during which the School, the parents and the student can work together to reach a resolution to the problem that lead to the implementation of the suspension.



- Expulsion means a total withdrawal of a student's right to attend the Italian Bilingual School. It involves termination of the contract entered into by the School and the parents at the time of enrolment.

## 8.0 Procedures

- In consultation with the Board of Directors, the Principal has the authority to suspend and/or recommend the expulsion of a student. The Board of Directors has the authority to act upon the recommendation of the Principal to expel a student from the Italian Bilingual School. The Principal, and the Board of Directors will exercise this authority having regard to their responsibility to the entire school community and principles of procedural fairness and natural justice.

## 9.0 Suspension

- *Urgent circumstances*
  - In circumstances where violence has occurred, or where for some other reason the safety of students or staff is considered to be at risk, the Principal will immediately suspend the student pending determination of the appropriate action to be followed.
  - If a student's behaviour is threatening to other students or staff the Principal may call the police.
- *Non urgent circumstances*  
Before suspension is considered the Principal will:
  - ensure that all appropriate school student welfare strategies and discipline options have been applied and documented.
  - provide a formal, written caution to the student and the parents or caregiver detailing the specific behaviour that the school considers unacceptable.
  - discuss with the student and parents or caregiver the unacceptable behaviour, consequences and clear expectation of what is required.
  - record action taken.
- In case of suspension the Principal will:
  - inform the student of the precise grounds upon which suspension is being considered. The student must be given the opportunity to express his/her view of the incident/s. This view must be taken into account before a decision is made to suspend.
  - Notify the parents or caregivers in writing of:
    - the suspension;
    - the date and duration of the suspension;
    - the reason for the suspension;
    - the expectation that the student will continue with studies at home;
    - the expectation that during the period of suspension the student will not be allowed;
    - to set foot on school premises unless authorised to do so by the Principal;
    - the importance of their assistance in resolving the matter;
    - their responsibility for the care and safety of the student while under suspension;
  - Inform the General Manager and the Co.As.It. Board of Directors



- Convene a meeting of personnel involved in the welfare and guidance of the student, including the parents or caregivers to discuss appropriate action in the interests of the student concerned and of the School.
- Record action taken in the appropriate register.

## 10.0 Expulsion

- Expulsion of a student should take place when the continued presence of a student at the school is untenable or the student's presence at the school places other members of the school community in jeopardy.
- The Principal may recommend expulsion.
- The Board of Directors must approve expulsion.
- Except in extreme circumstances, prior to commencing expulsion the principal will notify the student and the parents or caregivers in writing of his/her intention, giving reasons for the action and allowing four school days for the student, parents or caregivers to respond.
- The Principal must consider any response from the student, parents or caregivers.
- Where expulsion is recommended the Principal must provide a written report to the Board of Directors detailing:
  - the reasons
  - the action taken to moderate the student's behaviour
  - a Counsellor's report, if applicable
  - any response from the student, parents or caregivers
- A copy of the report is to be provided to the parents or caregivers
- Parents or caregivers may respond to the Board of Directors within 14 days
- The Board of Directors will, at the expiration of the 14 days, consider any response from the parents or caregivers.
- The Board of Directors will, within the following 14 days, notify the parents or caregivers in writing of the outcome of the Principal's recommendation to expel.

## 11.0 Procedural Fairness

- This student management policy is based on Procedural fairness which 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 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 or assistant principal, 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 taken down in writing.

### **Procedures to Follow**

- 1) Verbal warning
- 2) Second warning – more personal.
- 3) Class timeout – Work It Out Sheet
- 4) Referral timeout to another class (usually older except for Year 6) – Work It Out Sheet
- 5) Deputy Principal meeting/s
- 6) Parent contact – Deputy Principal/Principal
- 7) Principal – Parent interview



## 4.0 Review

This policy will be reviewed according to the Co.As.It. Records Management Policy.

<p><b>Related Policies</b></p> <ul style="list-style-type: none"> <li>• Anti-Bullying Policy &amp; Procedures</li> <li>• Assisting Students with Learning Difficulties</li> <li>• Attendance Policy &amp; Procedures</li> <li>• Child Protection &amp; the Role of the Ombudsman</li> <li>• Duty of Care and Supervision Policy &amp; Procedures</li> <li>• First Aid Policy</li> <li>• Grievance Policy and Procedures</li> <li>• Homework Policy</li> <li>• Nut-free School Policy &amp; Anaphylaxis Management Plan</li> <li>• Pastoral Care Policy</li> <li>• Privacy Policy</li> <li>• Statement on Child Protection</li> <li>• Sun-safety &amp; Hat Policy</li> <li>• Uniform Policy</li> <li>• Volunteers Policy</li> </ul>	
<p><b>Related Forms</b></p> <ul style="list-style-type: none"> <li>• IBS School Rules</li> <li>• Authorisation forms</li> <li>• Health and medication forms</li> <li>• Enrolment Terms &amp; Conditions</li> </ul>	
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<b>Reviewed by:</b> IBS Advisory Board	<b>Date:</b> October 2005
<b>Reviewed by:</b> Glenda Fegent, Michelle Kriksolaitis and Andrea Comastri	<b>Date:</b> March 2007
<b>Reviewed by:</b> Robert Ruggeri, Kim Irvine and Anna Formosa	<b>Date:</b> December 2009
<b>Review by:</b> Giuseppina Pappalardo and Sara Villella	<b>Date:</b> March 2020
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