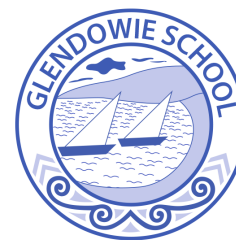


Glendowie School

DISCIPLINE POLICY



RATIONALE

To provide a safe, positive physical and emotional environment, discipline provides a framework for learning and caring. It is essential that behaviour management procedures at this school work towards the idea of self-management where children accept responsibility for their own actions. "Each student's right to an education must be balanced with the need to ensure all students are able to learn in an emotionally and physically safe environment." NZSTA Guidelines

Behaviour is measured against our school understanding of 'I Care', showing care and respect for the environment, for each other, and as local and global and online citizens. This means providing an environment where:

- Children have the opportunity to make decisions and choices.
- Appropriate behaviours are handled consistently using a known structured procedure.
- We have rules to protect children and to ensure that children's behaviour (including online behaviour) is of an acceptable standard, so that the school environment can be a pleasant, secure place for all.

Bullying is a risk to all students and as such, good practice guidelines and procedures will be put in place to protect students.

Definition of Bullying - from our Kiva Preventative Bullying Programme. Harmful behaviour that is: **Deliberate**, **Repeated** and **Targeted** at someone less "powerful" or this can best be described as "unfair" for younger ones. All 3 aspects need to be present for the behaviour to be bullying.

PURPOSES

- To provide a safe environment.
- To provide an environment that supports student wellbeing, for our students to be caring, connected and functioning well (Glendowie School Well Being Definition).
 - Actively encourage children to develop respect for themselves, their work, for others and their school.
 - Enable children to take responsibility and to accept the consequences of their actions.
- To follow a set of procedures designed to manage behaviour.
- To support staff in delivering high quality, effective learning and teaching programmes.
- To involve and seek the support of parents in managing and modifying behaviour and to assist with ensuring acceptable standards of behaviour (including online behaviour).

GUIDELINES

1. Children need to learn citizenship – to be social, tolerant, respect property and show courtesy to each other and adults - both face to face and online - cybersafety. (see Discipline procedure).
2. Adults as role models should show the same values to children.
3. Adults should recognise and acknowledge what a child does well.
4. A clear set of disciplinary rules and procedures should be known by all and where possible develop cooperatively – ownership enhances commitment eg Cybersafety "Responsible Use" Agreement, KIVA rules and School rules).
5. In most cases, rules should be consistently applied.
6. When a child breaks established rules, the consequences need to be clearly spelt out.
7. Putting it right, rather than negative punishment is encouraged in classroom teaching.

8. Discipline procedures will be reviewed on an ongoing basis and as needs arise eg. syndicate meetings, management and staff meetings. (see Discipline procedure).
9. A copy of school rules and expected behaviours will be available for all parents/caregivers and for students to access eg. in common rooms and on our website. Support and involvement of parents in discipline, rules and steps will be sought when appropriate.
10. Learning programmes will reinforce coping strategies, conflict resolution and skills of self-management e.g. explicit teaching of transdisciplinary skills, Life education, cybersafety, Kiva Preventative Bullying Programme
11. The school will outline discipline procedures and consequences, so teachers can maintain a consistent and fair approach across all year levels and classes (see Discipline procedure).
12. Teachers will establish a class treaty to determine in-class rules and behaviour and co-constructed appropriate consequences (see Discipline procedure).
13. Strategies to reduce bullying (including cyber bullying), will be part of the learning programme and that will support students to learn.
14. The school's bullying prevention approaches will align with the NZ curriculum key competencies of; managing self, relating to others and, participating and contributing. They will align also with our Health & PE curriculum which supports students to demonstrate empathy, and enhance relationships including principles of tolerance and respect. Supporting programmes will also include exploring digital technology safely.
15. Parents and caregivers will have access to the Discipline policy and procedure through the school website.
16. The Principal will inform the BOT of major incidents or in some cases, directly to the Chairperson if specific incidents require an urgent response.
17. The Management team will investigate and record incidences of unacceptable behaviour and report to the Principal. The Principal will analyse incidents across the school and report to the BOT at least twice a year eg identifying patterns and areas of improvement.
18. The use of force is prohibited eg corporal punishment may not be used by a staff member or the Principal.

STANDOWNS, SUSPENSION, EXCLUSION AND EXPULSION

The school will follow the Stand-down, Suspension, Exclusion and Expulsion Process. The Principal (or a person with the delegated authority of the B.O.T. to act as Principal) can stand-down or suspend a student.

1. The Principal has to be satisfied that:
 - The student's behaviour is very bad and is a harmful or dangerous example to other students at the school, or the student's continual disobedience is a harmful or dangerous example to other students at the school; [Section 14(1)(a)] or because of the student's behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood-down or suspended [Section 14)(1)(b)]
2. The Principal has the right to suspend in the event of student gross misconduct or continual disobedience, especially when the well-being of students is placed at risk, Principal may choose to either:
 - Stand-down a student from attending school for a specified period, or:
 - Suspend a student from attending school, pending a decision by the Board of Trustees about the student's continued enrolment at that school.
3. In exercising the right to suspend a student, Principals and Boards are required to ensure that:
 - Provisions are made for the student to receive lessons during the period of suspension.
 - Any decision-making about the student's future attendance at the school is made after seeking dialogue with the student's family / whanau.
 - The principles of natural justice are applied in the decision to help ensure that all rights and responsibilities are understood in the decision-making process.
 - A copy of the Education Act in terms of stand-downs, suspensions, education is kept in a school's Suspension and Expulsion file.
 - Copies of MOE Guidelines - *for principals and BOT on stand-downs, suspensions,*

- exclusions and expulsions* from School, to be kept in school Suspension and Expulsion file.
4. Parents will be advised of all stand-downs, suspensions and exclusions as per policy guidelines. Parents will also be advised of their rights and the legislative rulings as per a copy of the guidelines and written documentation. **From:** MOE Guidelines - *for principals and BOT on stand-downs, suspensions, exclusions and expulsions*.
 5. Possible reasons and procedure to stand-down or suspend.
 - **Drugs Issue:** Selling or using drugs at school is harmful and dangerous example to other students.
Consequences: Suspension.
 - **Drugs Issue:** Bringing drugs to school
Consequences: The Principal to investigate with parents about where they came from; how they came to school (i.e. a 6 yr old child may have picked up drugs at home and inadvertently brought them to school). Parent and child interview with Principal to determine action in order for the consequences to be determined.
 - **Alcohol Issue:** Drinking alcohol at school or giving alcohol to others at school. Bringing alcohol on to the school site (unless a young child is unaware of what it is).
Consequences: Suspension. Harmful and dangerous example to other student
 - **Smoking Issue:** Smoking cigarettes at school or giving cigarettes to others at school.
Consequences: The parent and child will interview with the Principal. Continued disobedience in this matter would then be a harmful and dangerous example to others at the school and would lead to a stand-down. Further examples could lead to suspension

STAND DOWNS

Guidelines

- Flow Chart 1 '*Principal considers possible stand-down or suspension*' pg 8.
- Flow Chart 2 '*Stand-downs: Action by principal following decision to stand-down*' pg11.
- Principal will advise the B.O.T. of any stand-downs.

Note:

- From one to five days at a time
- No more than five days in a term
- No more than ten days in a year
- Don't count stand down day or non- school days
- Principal or family may ask for a meeting to discuss the stand down.
- Student may be required to go to school for guidance and counseling during stand downs
- Student automatically back in school at end of period of stand -downs
- No need to report individual cases to Board
- Board not directly involved
- No permanent record attached to student's records

Exclusion Guidelines

- Flow Chart 6 '*Action by principal when student excluded or expelled*' (pg 31)

SUSPENSIONS

Guidelines

- Flow Chart 1 '*Principal considers possible stand-down or suspension*' pg 8.
- Flowchart 3 '*Suspensions: Action by principal following decision to suspend*' pg 15.
- Flowchart 4 '*Action by board following decision to suspend*' pg 19.

Note:

- Student cannot attend school until the board decides on outcome.
- Student may be required to go to school for guidance and counseling during suspension.
- Student may attend school during suspension if a reasonable request is made
- Principal must consider particular needs of a course of study or for student to sit an exam.

- Principal or MOE must provide a copy of the rules for suspensions
- Board must meet to consider each suspension.

Hearings

- Must be held within 7 school days or 10 calendar days if at the end of the term
- Family must be told time and place of hearing
- At least 48 hours before the hearing the family must be given
 - The hearing procedures to be used
 - The Principal's report
 - Any other material to be presented
 - Options available to the Board and possible outcomes of the suspension
- Principal presents a report.
- Family makes submission, presents evidence.
- Discussions may ensue.
- Adjournments may be called to consider any new material.
- Board makes decisions with or without parties present.

Outcomes

- Lifted without conditions.
- Lifted with reasonable conditions.
- Extended with reasonable conditions for a reasonable period.
(If longer than 4 weeks the principal must monitor student's progress and report to the board at each regular meeting. Copies of reports to family.
- Exclusion for a student under 16 (only in most serious cases).
- Principal must make efforts to find another school or tell MOE if unsuccessful.

Reconsideration Meeting

- Not a rehearsing of the original evidence
- Not a re-trial
- Not an appeal
- Parents do not request a reconsideration
- Principal requests reconsideration meeting by the Board, in which case the Board must hold one within 7 school days or 10 at the end of term
- Only applies when suspended student fails to comply with conditions set by the Board
- Same rules of supply of information to family apply as in suspension

Reconsideration of Suspension Guidelines

- Flow Chart 5 'Reconsideration of suspension: Action by board' (pg 26)

Note: Either stand-down or suspension is the only means a principal can legally require a student to stay away from school for a behaviour-related reason.(NZSTA)

Relevant Documents


- School rules
- Kiva Preventative Bullying Programme Resources
- [Guidelines for principals and boards of trustees on stand-downs, suspensions, exclusions and expulsions Part I Legal options and duties](#)
- [Good practice Guidelines for principals and boards of trustees for managing behaviour that may or may not lead to stand-downs, suspensions, exclusions and expulsions Part II](#)
- Bullying Prevention and Response: A Guide for Schools (2014).
- Glendowie School - Discipline Procedure.
- Glendowie School - Cybersafety "Responsible Use" Agreement.
- Glendowie School - Restraint Policy.

Approved:

Board of Trustees Meeting

19/06/2018_

Signature of Chairperson :

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Reviewed: _10_/_08_/_2021_