

Appendix 7 - DISCIPLINE POLICY FLOW CHART - For Students on Documented Plans

Disability Discrimination Act (DDA) 1992 and Disability Standards for Education (DSE) 2005

The DDA covers disabilities that a person has now, may have in the future and those they are believed to have. The DSE requires schools to treat students with reasonable consideration or accommodation of their disability. Schools are to take into consideration whether the disability affects the student's ability to participate in school life.

ACTIONS



<p>Level 1</p>	<p>IN CLASS MANAGEMENT (Teacher)</p> <p>Review Documented Plan: Staff to meet with parents and LE to review and update if necessary, the student's Documented Plan. Document the agreed upon actions and consequences for common known behaviours.</p> <p>Intervene Early & Redirect: Staff will intervene as quickly as possible and redirect students towards positive behaviours to support good choices.</p> <p>Choices & Processing Time: Staff will give sufficient time and space for students to make behaviour choices and respond appropriately.</p> <p>Consequences: Staff to give consequences closely linked to the behaviours.</p>	<ul style="list-style-type: none"> • Parent/Guardians/ Teacher meet to review/update Documented Plan (at least) each Semester.
<p>Level 2</p>	<p>ONGOING MINOR BEHAVIOURAL MANAGEMENT</p> <p>Involve LE or Chaplain: A student observation followed by a review with the Teacher.</p> <p>Behavioural Analysis: An analysis of the behaviours, triggers, strategies and consequences being used by the teacher in consultation with LE or Chaplain.</p> <p>Review Documented Plan: After the Behavioural Analysis, teacher to arrange a review of the Documented Plan with Parents, LE and/or Chaplain.</p>	<ul style="list-style-type: none"> • Record in SEQTA • LE & Chaplain notified • Head of Student Management informed • Parents Notified and P/T Meeting requested
<p>Level 3</p>	<p>SERIOUS BREACH</p> <p>Serious Breach: These may include physical harm or harassment, verbal abuse or harassment, property damage. Students on a Documented Plan may escalate to a serious breach with little or no warning or apparent reason.</p> <p>Initial Response: Teacher to remain as calm as possible and ensure the safety of all students. Consequence is to TAP student away from class or situation. If not possible, evacuate students to safety.</p> <p>Post Response: A debrief process to find possible triggers and possible prevention strategies. This to be done by the Head of Student Management, LE or Chaplain.</p> <p>Head of Student Management: to coordinate team meeting. Consequences to be made in line with the DDA and DSE. Refer to the agreed upon actions in the Documented Plan, taking into account whether it was a likely behaviour for their disability. A clear direction for moving forward to be formulated and followed.</p>	<ul style="list-style-type: none"> • Head of Student Management to Record in SEQTA • Head of Student Management to contact Parents • Debrief with student and Teacher • Head of Student Management to arrange meeting with Parents, Teacher, LE & Chaplain
<p>Level 4</p>	<p>ONGOING SERIOUS BREACHES</p> <p>At this level, the Principal and outside services will become involved. This could include School Psychologist, CAMHS or Therapy Teams. Daily check-ins, observations by the Deputy Principal and regular debriefing with classroom/subject teachers. If serious breaches continue without change, school enrolment may be at risk.</p>	<ul style="list-style-type: none"> • Record in SEQTA • Deputy Principal /Principal to contact Parents • Deputy Principal to arrange team meeting