

KIN College is committed to providing a positive, safe and productive learning environment for all students, in which appropriate support strategies are planned and implemented and regularly reviewed in collaboration with the student, parents and the student's internal and external therapy team.

The nature of students at KIN College impacts their understanding of rules, appropriate conduct, and the understanding of consequences. Given that the school still needs to provide a safe, fair and supportive environment for all students.

Explicit teaching of rules and expectations in conjunction with Positive Behaviour Support strategies and Wellbeing interventions assist students in their understanding of the school rules and to engage appropriately with their learning, others and school activities and in the community.

This assists in reducing behaviours that may put student's health, safety and participation at risk and increases positive behaviour.

Purpose:

Schools are legally required to develop policies and procedures relating to discipline that include suspension, expulsion and exclusion (if appropriate) and alternatives to corporal punishment (which must be precluded).

To be registered as a School, it is a requirement of a non-government school to have a disciplinary policy that is based on principles of procedural fairness.

Policy

The policy and procedures operate within a context of justice, procedural fairness, compassion, and reconciliation. The policy is intended to promote the dignity and responsibility of each person while respecting the rights of all members of the community to a safe and supportive learning environment.

KIN College (The School) prohibits corporal punishment across all settings. The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The School is committed to a positive approach to student behaviour and engagement including the teaching of social and emotional learning which is embedded throughout the school day and in targeted pastoral care lessons.

The School is required by government regulation to publicly disclose the consequences for serious breaches in relation to student conduct in the form of sanctions.

At KIN College where challenging behaviour(s)/conduct is linked to a child's disability, expressive communication abilities, receptive understanding and ability to self-regulate, responses to conduct concerns need to be considered on an individual student basis in the context of the setting and the cognitive, social and emotional capacity of the student(s) involved.

Disciplinary sanctions

Disciplinary sanctions include suspension, exclusion, and expulsion.

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

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

Exclusion is a decision not to continue a student's enrolment into the next academic year.

Major Disciplinary Sanctions are last resort actions, in the event of serious breaches of conduct impacting on the safety of the individual student, peers and/or staff which are only invoked with due process and following the principles of procedural fairness. The school engages in working in partnership with the student, their parents as well as their team to manage major behaviours that may occur from time to time.

Procedures for Expulsion

- Any sanctions being considered will vary according to the behaviour/conduct, the level of understanding of the student and risk posed to themselves or others as well as the support that the school can provide the individual student.
- If a student is engaging in behaviour(s) that is harmful to themselves, or others and/or harmful to property, the behaviour will be considered in relation to the Positive Behaviour Support Policy and Procedures, with the aim of assessing the function and triggers of the behaviour and assisting the student to develop behaviours that increase their participation and safety. A behaviour support plan will be developed and implemented with integrity to reduce any behaviours.
- Where there has been a significant incident or incidents of behaviour involving harm or injury to staff, peers or self, the Principal may communicate that the student is to remain home until sufficient adjustments are in place to ensure the health and safety of peers, staff and the individual student. This process may include a request for information from external professionals and further risk mitigation by the school including a change in the environment, implementation of further adjustments and an analysis of the data.
- If the Principal considers that a student's behaviour/conduct is of such a serious nature that there is a substantial and ongoing risk to the student, or others, the Principal may consider the sanctions of suspension or expulsion. This will generally be after the school has exhausted strategies that can be implemented in the school environment. There would be extensive engagement with the student's team including Paediatrician, Psychologist.
- Where the disciplinary sanctions of suspension and expulsion are being considered, the student and/or parents will be informed of the procedural steps to be followed in dealing with the matter. This may involve further information gathering or an investigation.

- Where a disciplinary issue arises which may result in expulsion, the school will investigate the circumstances surrounding the issue and ensure they have exhausted all reasonable adjustments that could be implemented to assist the student.
- If it is determined that an investigation is appropriate, the Deputy Principal or other delegate as appointed by the Principal will undertake the investigation.
- If after receiving the results of the investigation and hearing representations from the student or on behalf of the student, the Deputy Principal or other delegate forms the view that the student should be expelled, the Deputy Principal or delegate will make a recommendation to that effect to the Principal and advise the student and parents/carers that this recommendation has been made. The school will continue to support the family.
- The parents/carers or student may appeal against that recommendation to the Principal, setting out the reasons why the Principal should not act on the recommendation. Any appeal is normally provided to the Principal no later than 14 days after the parents/carers have been advised of the recommendation.
- If no appeal is made within the time specified, the Principal will decide whether to accept the recommendation and advise the student and parents/carers of the decision.
- If the student or parents/carers have lodged an appeal, the Principal will consider the recommendations and the reasons provided by the student or parents/carers for not following the recommendation and will decide whether to accept the recommendation of the Deputy Principal. The Principal will then advise the student and parents/carers of the decision.
- The decision made by the Principal will be final. The Principal will talk to the Advisory Board Chair and inform them on their decision and detail the reasons why.

Procedures for Exclusion

Exclusion refers to a decision of a school to decline to offer a continuing enrolment place to a student for the following school year.

Exclusion may only be considered when:

- The student's ongoing enrolment presents a significant and continuing risk to the health, safety or wellbeing of the student, peers, or staff;
- The school has exhausted all reasonable adjustments and support strategies available within its resources;
- The student's needs cannot be safely or appropriately met within the school's setting despite extensive collaboration with the student's therapy team and family;
- The decision is made following procedural fairness, including consultation, documentation, and opportunities for the family to respond.

Where exclusion is being considered:

- The Principal will inform the parents/carers in writing of the concerns, the process to be followed, and the opportunity to provide additional information.
- The school will review all relevant data, behaviour support plans, risk assessments, and adjustments implemented.
- The Principal will make a recommendation to the KIN College LTD Board (as the governing body) for determination.
- Parents/carers may provide written submissions before a final decision is made.
- The decision will be communicated in writing, with clear reasons and information about transition planning.

The school will work closely with the family and external professionals to support a safe and dignified transition to another educational setting.

The School Principal has responsibility for the implementation of the policy and procedures and is primarily responsible for the application of due process including any appointment of an investigator and the determination of sanctions.

Records of the process, decision and any review or appeal will be kept on the individual student's file along with all Positive behaviour Support plans, crisis management plans, incident reports and all data collected.