

MUSEC School



Macquarie University Special Education Centre (MUSEC)

Student Positive Behaviour Support and Discipline Policy

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Student Positive Behaviour Support and Discipline Policy

Policy Overview

Macquarie University Special Education Centre (MUSEC) is committed to providing a safe and productive learning environment for all students. This policy outlines our approach to fostering positive behaviour and supporting students at Macquarie University Special Education Centre (MUSEC). It emphasises positive behaviour support strategies, respectful interventions, and consistent approaches tailored to the individual needs of each student.

By focusing on proactive support strategies first and foremost, we aim to help each student engage in learning and school activities while reducing behaviours that may pose a risk to their health, safety, and participation.

Scope

This policy applies to all students at Macquarie University Special Education Centre (MUSEC).

Guiding Principles

- All students are treated with the utmost respect, recognising their unique needs, rights, and challenges.
- Positive behaviours are encouraged, reinforced and celebrated to build confidence, self-regulation, and independence.
- Clear, consistent expectations and interventions are applied in a way that considers each
- Student's personal circumstances and needs.
- Collaboration with families, therapists, and staff is central to ensuring each student's individual needs and goals are met.

Positive Behaviour Support Strategies

- Each student has an Individual Plan (IP), created collaboratively with parents, teachers, therapists and other relevant professionals.
- Behaviour expectations are communicated in ways that suit each student's individual communication needs, including visual supports, forewarnings / social stories, and verbal prompts.
- Learning spaces are designed with environmental modifications that support students' health, safety, and welfare by reducing potential challenges and providing a calm, structured, and supportive setting.
- Daily routines provide opportunities to develop social skills, emotional regulation, and coping strategies in ways that suit each student's needs.
- Reward systems (e.g., praise, tokens, special activities) are used to reinforce positive behaviours in meaningful ways for the individual.
- Staff are trained to notice early signs that a student may need support and use proactive strategies to help them feel calm and safe.

Managing Challenging Behaviours

When challenging behaviours arise:

- Staff proactively address potential triggers and support students through environmental adjustments and communication strategies.
- Low-level interventions (e.g., redirection, sensory breaks) are used to de-escalate situations.
- Staff are trained in Non-Violent Crisis Intervention (e.g., MAPA, CPI Safety Intervention) to manage crises safely and respectfully if necessary.
- After incidents, staff debrief with the team and, when appropriate, the student and their parents, to adjust plans and improve support strategies.

Communication and Collaboration

- We maintain regular, supportive communication with families to discuss student progress, concerns, and support strategies.
- Parents, guardians, and the wider multidisciplinary team are actively involved in addressing behaviours of concern and developing tailored support plans.
- Staff are informed and aligned on behavioural expectations, ensuring a consistent approach throughout the school.
- All communications are handled professionally and confidentially, respecting the privacy of students and families.

Disciplinary Measures

- Discipline focuses on reinforcing positive behaviours and providing support rather than using punitive measures.
- Consequences are designed to encourage positive engagement and support students in developing new skills where possible.
- Each student's profile is considered, with an emphasis on maximising their participation in school and community settings.
- All actions are guided by principles of procedural fairness, ensuring advocacy for the student and their family.
- Macquarie University Special Education Centre (MUSEC) is committed to ensuring procedural fairness when disciplining a student. The School Principal is primarily responsible for the application of due process and appropriate support for the student and family members.

Suspension, Exclusion and Expulsion

In rare cases where a student's behaviour poses a substantial and ongoing risk to others, the Principal may consider suspension or expulsion. These sanctions are only applied after all other support strategies have been exhausted and in consultation with families and the wider multidisciplinary team.

Where the disciplinary sanctions of suspension and expulsion are being considered, the student and parents will be informed of the procedural steps to be followed in dealing with the

Prohibition of Corporal Punishment

Macquarie University Special Education Centre (MUSEC) Australia strictly prohibits corporal punishment. We do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (such as parents) to enforce discipline.

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

Policy Review

This policy will be reviewed annually to ensure its effectiveness and alignment with best practices in special education. The review will incorporate feedback from relevant professionals and reflect any changes in educational standards or student needs.