DISCIPLINE POLICY

This policy is to be read in conjunction with the school’s Vision and Mission Statement, Anti Bullying Policy, Pastoral Care Policy and the CSO Pastoral Care Policy.

PURPOSE
The purpose of this policy is to maintain practices across the school that are based on the needs of individuals, are clearly communicated to parents and exemplify the Gospel values of justice, forgiveness, reconciliation, compassion and hope.

OUTCOMES
Children will respect the feelings and property of others; grow in responsibility for their own actions and when behaviour is contrary to the rules of the school, accept consequences that are just and well matched to the errant behaviour. Parents will be well informed of the school’s policy and support the school’s disciplinary practices.

SCHOOL REQUIREMENTS
“Corporal punishment is expressly prohibited in all diocesan schools.” Student Discipline Policy for Diocesan Systemic Schools Aug 2005

In accordance with Restorative Justice Practice (See Appendix 1):

- Each class to develop class rules/consequences at the beginning of each school year; display in a prominent spot and use as a point of reference.
- Each teacher to take care and responsibility for the discipline of the children in his/her care.
- Children will be discouraged from bringing toys, other than balls, to school.
- All children to show respect for all staff and each other at all times.
- Teachers choose from a variety of strategies according to a particular child, whether the behaviour is “one off” or ongoing. A discipline issue could be addressed through -behaviour modification using stickers/charts -‘time out’ in the classroom or in the playground -confronting the problem/persons (see Appendix 2)
- Consequences to match the inappropriate behaviour where possible.
- Learning Support Teacher as a reference point where behaviours are consistently troublesome so that emotional/academic/physical causes can be thoroughly investigated.
- ‘Writing lines’ is never to be used as punishment
- Repeated misdemeanours and serious behaviour where the safety of others is at serious risk will result in the child being sent to the principal.
- If serious and/or where the child is not taking responsibility for their actions, the incident is recorded by the child who can write as follows:
  - What did I do?
  - Was there a reason for my actions?
  - What am I going to do about it?
  - What else could I have done?
Or the restorative Justice questions could be recorded by the child
1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. What were you thinking at the time?
5. Who do you think was affected / hurt?
6. How were they affected / hurt?
7. How were you affected / hurt?
8. What needs to happen to fix it / make it right?
9. If the same thing happens again, how could you behave differently?

-For less able writers, the principal would ask questions and record the child’s answers

**Code of Behaviour**
Each class develops a set of class rules in the first week of Term 1 each year. These are displayed in the classroom.

**Behaviours considered unacceptable would always include:**

- Answering back
- Calling out
- Bad language
- Inappropriate use of technology and infringement of privacy rights
- Touching other students inappropriately
- Talking under breath
- Hitting another person
- Commenting out of turn
- Moving around the class when teacher is talking
- Disrupting others and preventing others from learning.
- Throwing rocks or sticks
- Disrespecting school property

**Consequences**
1. “Verbal Warning” to the child breaking the rule.
2. 2nd ‘Warning’ recorded. (not in a public place such as the whiteboard)
3. If a child reoffends for the third time, teacher circles the child’s name:
   - if the child is in Year 3-6 then the child has ‘time out’ at lunchtime between 1:15-1:30pm on either a Tuesday or Thursday. The duty teacher on the 1:15pm-1:30pm duty takes the students who have had three warnings for “time out” in the Year 3/4B classroom. The classroom teacher is required to fill out a “Time Out” slip (Appendix 3) and leave in the “Time Out” Folder, which will be housed in the Yr 3/4B classroom. During the “time out” the child is expected to write a record why they are in “time out”. This record is copied and the original copy is sent home for a parent signature and returned to the class teacher for her records.
   NB On Tuesday and Thursday the duty teacher (1pm-1:30pm) needs to hold the students on the asphalt for play until 1:30pm. Children can enter the bush for play on Tuesday and Thursday at 1:30pm.
   - if the child is in Kindy-Year 2 then the child will be on school service or time out on the green verandah that day or the next day if they reoffend after lunch.

4. School Service e.g. gardening; sweeping shelter; plastic bag filled with rubbish; second half lunch the same day as the offence occurred. Duty teacher on asphalt to supervise. Each class teacher to keep a record of School Service.

5. At the discretion of the principal instant school service can be a consequence for inappropriate and/or consistent inappropriate behaviour.

6. Repeated offences (3 school services or “time outs” in 1 week): Behaviour Monitoring Sheet or communication with parents in school diary to be taken home every day to help children be responsible for their behaviour.

7. If Behaviour Monitoring Sheet is ineffective a meeting will be set up for the student, the student’s parents, the teacher and the principal.

8. When the Behaviour Monitoring Sheet is unsuccessful other strategies will be put in place in conjunction with the principal eg Self Monitoring report card, parent communication book

Dangerous play at any time earns ‘timeout’ sitting on the verandah under the supervision of the duty teacher or the principal. There is a zero tolerance to bullying. Please refer to our Anti Bullying Policy.

**Behaviour Expectations** of teachers, students, parents of OLPS

**Teachers**
- Understand the goal of Catholic Schooling.
- Treat everyone fairly and respectfully.
- Believe in each child and the importance of developing the whole child.
- Recognise the different rates of learning, different abilities, uniqueness, gifts
• Know the children in their care.
• Plan programs which follow current syllabuses in 7 KLAs and meet students' needs.
• Assess pupil progress and evaluate teaching practices in light of pupil progress.
• Plan for further learning.
• Provide opportunities for ALL children to be motivated, enthusiastic, independent learners through structural and organisational strategies that clarify meaning and purpose for their students and by providing a range of open-ended activities and optional tasks for fast finishers.
• Use resources well - within and outside the classroom including books, games, multi media, visiting speakers e.g. school camps and excursions, storytellers, Caritas, Mercy Sisters, Musica Viva, Labs on Legs.
• Carry out open dialogue with parents/caregivers - 2 way communication- e.g. using diaries, keeping P/T interview times, being available out of school hours for appointments.

Students
• Treat every person with respect.
• Attend regularly and give of their best at all times.
• Participate fully in the life of the school
• Provide support to their peers and to the younger students
• Adhere to school policies e.g. discipline/homework/internet use
• Care for the resources of the school within and outside the classroom
• Show respect for all staff permanent, temporary and relief staff in all positions
• Wear the full school uniform at all times.
• No child is to wear jewellery other than appropriate earrings and a watch.

Parents
• Show respect for every person.
• Support for school by reading the weekly newsletter and responding as appropriate e.g. input for surveys, policies and programs including sacramental and other parish programs.
• Involvement in decision making within school and across the diocese.
• Make contact with class teachers re any concerns they have.
• In class help as requested by teachers.
• Assist with extra curricula activities e.g. excursions, sports carnivals.
• Financial support - firstly by paying fees as due and secondly through P&F fundraisers e.g. Library and Technology receive regular financial support as do upgrades for resources across all KLAs.

January 2015
Appendix 1 Restorative Justice Practice

The disciplinary encounter is an important context in which to promote pro-social behaviours and discourage antisocial behaviours. It is an opportunity to teach and learn about values and foster positive emotions and behaviour. (Padilla-Walker 2008)

When a child has been hurt (injured) the teacher will focus on the specific behaviours or incident without blaming. “Relational” questions will be used to draw out who was affected and how they were affected. Direct questions aimed at problem solving will be asked – what needs to happen to make things right?

10. What happened?
11. How did it happen?
12. How did you act in this incident?
13. What were you thinking at the time?
14. Who do you think was affected / hurt?
15. How were they affected / hurt?
16. How were you affected / hurt?
17. What needs to happen to fix it / make it right?
18. If the same thing happens again, how could you behave differently?
Appendix 2: Behaviour Monitoring Sheet

________________________ is having his/her behaviour monitored because

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Student ____________________ Parent: ____________________
Teacher ____________________ Principal ____________________
Date ______________________

Reference: OLPS Anti Bullying Policy
Appendix 3

“TIME OUT SLIP”

Student Name: _______________________________ Date: __________

Class: ___________________ Teacher: ______________________________

Rule/Rules Broken: ______________________________________________

Teacher Signature: _____________________________________________