



## **Our Lady of Perpetual Succour School**

### **Discipline Policy**

**(Reviewed: January 2017)**

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 Practice (See Appendix 1):**

- Each class and specialist teacher 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 unless granted permission by the teacher
- 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 1)
- Consequences to match the inappropriate behaviour where possible.
- Excessive inappropriate behaviour to be recorded in the Class Behaviour Book and followed up by the class teacher and the principal
- 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 misdemeanors 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?

The Restorative Practice questions could be recorded by the child. 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. (see Appendix 2 for Behaviour Expectations)

### **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. 2<sup>nd</sup> '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:

### **Years 3-6**

If the child is in Year 3-6 then the child has 'time out' at lunchtime between 1:15pm-1:30pm. The leadership team takes the students who have had three warnings for "time out" in the Administration area. The "Time Out" Folder, which will be housed in the Principal's Office.

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. Members of the leadership team will be responsible for the supervision. The time out sheet is sent home to parents to sign and is to be returned the following day.

### **Kindy-Year 2**

If the child is in Kindy-Year 2 then the child will be on time out on the green verandah that day or the next day if they reoffend after lunch. At the teacher's discretion the student could have instant "time out" with the Principal.

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.

4. 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.

## **Appendix 1 Restorative 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?

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?

## **Appendix 2: Behaviour Expectations of teachers, students and 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, multimedia, visiting speakers e.g. school camps and excursions, storytellers, Caritas, Mercy Sisters,
- 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 school regularly and give 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.
- For Year 6 students with leadership responsibilities, they are expected
  - to model exemplary behaviour in accordance with school rules
  - to represent the school at official functions
  - to address needs at assembly

### **Parents**

- Show respect and be inclusive of every member of the OLPS community
- Help in classroom when requested by teachers
- Help in classrooms under teacher's supervision
- Respect the teacher's duty of care by allowing her/him to carry out this duty.
- Adhere to confidentially practices especially when working in classrooms
- 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.
- 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.