



Policy Statement

REVIEWED 2014; 2016; 2019

Discipline

Rationale

Members of St Andrew's Catholic Primary school strive to create an inclusive Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospels, are given practical expression.

Definitions

Detention – when a student is detained by a teacher outside normal class times.

Suspension – temporary withdrawal of a student's rights of attendance at the school. The student may spend this time away from school or working in an isolated, but supervised area of the school, as decided by the Principal.

Exclusion – total withdrawal of a student's right to attend St Andrew's Catholic Primary School.

Principles

1. The values and practices of the community should demonstrate respect for self, respect for others, respect for the environment and concern for others.
2. Staff members are role models for students. Consistency is essential.
3. Respect and trust are vital to relationships between staff and students.
4. The curriculum – modes of delivery, strategies, resources and engagement – play a vital part in classroom behaviour.
5. We need to work with students to help them solve problems.
6. Suspension is reserved for major disciplinary breaches of behaviour where the usual procedures seem inadequate – discussion with Principal prior to this happening and the parent/s notified. The place suspension where it will be served shall be decided by the Principal, mindful of family situation, i.e., parent/s working.
7. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules or behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion is a sanction to be applied only as a last resort normally after all other measures have failed. The decision to exclude a student will be the responsibility of the Principal.
8. The Principal will examine individual cases on their own merits. Consideration will be given welfare of the community and the overall good of the student.
9. Decisions concerning suspension or exclusion of a student will be the responsibility of the Principal.

Procedures

In the Classroom

1. Students should be involved in creating the classroom environment e.g., discussing way they are to behave in the classroom.
2. Structures are in place to discuss and monitor this involvement e.g., class meetings. The *process* is important. It helps students develop a moral (i.e., understanding right and wrong) approach to their actions and responses.
3. All classroom policies must include time to work through the behavioural problem with the student/s involved. This will include a discussion on:
 - effect on other student/s and/or staff;
 - feelings of other student/s and/or staff;
 - appropriate action or apology; and
 - preferred action/response next time.
4. It is essential to look 'beyond' the behaviour and try and determine why the particular behaviour/response is being used.
5. Our behaviour management plan must:
 - emphasise the positive behaviour and rewards;
 - be known and clearly understood by all students;
 - be written and made known to others working with the students; and
 - monitored throughout the year.

Others involved in the consequences should be asked if they will participate before being included in the plan. They should be given a copy of the plan, so they understand the part they play.

Parents should be advised of the plan at the beginning of the year – e.g., the *Parent Information* evening.

A copy of the plan should be given to the Principal for filing for the year before the *Parent Information* evening.

Effective consequences are:

- related;
 - reasonable;
 - respectful; and
 - reliably enforced
6. It is sometimes necessary to negotiate with an individual student. This may involve the School Administration Team and/or parents. This should always be documented as an *Individual Behavioural Management Plan* and a copy provided for those involved. Monitoring is essential. A copy should be placed in the student's office file. Finally, the School Psychologist may be involved.
 7. Each specialist teachers are responsible for their own discipline policy. Discussion with class teachers may assist with continuity for students.

Part time teachers working with a class would be expected to follow the class discipline policy

Outside the Classroom

1. Outside behaviour is based on the same Rationale and Principles. However, at this stage, when necessary the Administration Team in consultation with other staff sets the rules. (Appendix A) The staff members on the relevant *Duty Rosters* are responsible for the safety of the students when outside before school, during recess and lunch times and at home time. Staff members are aware of the routines to be followed. (Appendix B)
2. All staff share the responsibility of assisting students to work through their problems.
3. All Staff need to support colleagues working with students who have ongoing needs in this area. It will succeed better when there is community effort and consistency.

4. Any staff member wishing to access Professional Development in this area should discuss relevant.
5. All school and class practices are governed by:
 - promote respect for the rights of every person;
 - the *School Education Regulation 42*; and
 - the *Equal Opportunity Act 2987*.

APPENDIX A

General School Rules

1. Respect and show concern for others.
2. Walk on paths, verandahs and in the undercover area.
3. Sit in the undercover areas or courtyard to eat and drink.
4. Play in the designated areas.
5. No hat – no play.
6. Look after the school environment.

APPENDIX B

Before School

1. Students who arrive at school prior to 8.00 am must proceed to the undercover area and sit down. They will be supervised by the duty teacher.
2. At 8:20 am they will be sent to their teaching areas to prepare for the day.
3. From 8:20 am all students should be inside under the supervision of the class teacher as they carry out class routines to prepare for the day.
 - No students should be playing outside.
 - No sporting equipment is available.
 - Students do not play on the climbing equipment

Duty during recess and lunch

1. A trans hailer is to be used in all duty areas. Each teacher needs the 'duty case'. Both are kept on the bench in the room behind the office.
2. Games are never played in the courtyard or under- cover areas. They are 'rest' areas i.e., for sitting. Students do not remain near the Years 3-4 area.
3. Duty teachers should be aware of their respective duty times and areas.

NB The oval play equipment needs constant supervision.

Monitor all your area while on duty, including the toilet blocks - keep moving.

Morning Recess

1. Students play first then eat afterwards.
2. Teachers on duty need to be in the duty area before the children arrive so students settle quickly.
3. All students go to recess at 10.20 am.
 - Years P-2 eat in the courtyard.
 - Years 3-4 eat near their classrooms.
 - Years 5-6 eat in the undercover area.

Play areas:

1. Year P & 1: inside the fenced area.
2. Years 2 – 6: oval area and the hardcourt areas.
3. *Year 2 exit to the oval through the gates, not the doors, and use the courtyard toilets. They do not go to the undercover area. They may also place in the fenced area.
4. Sports equipment must be kept still while eating. (Remove it from the student/s if they are not keeping it still.) It is only used on the grass or hard-court areas.
5. All students must remain seated until they finish eating and drinking. They dismiss themselves when ready. They are expected to put their rubbish in the bin and leave the area where they sat clean. Spilt drink should be mopped up by the person responsible for the spill.
6. Supervise all students moving quickly to class areas when the siren goes. All games/balls cease on the siren.

Lunch time

1. Teachers on duty need to be in the duty area before the children arrive so students settle quickly. Students play first then eat afterwards.
2. Children need to be out to lunch by 12.20 pm so it is possible to adequately supervise areas as needed under the *duty of care* required.
3. Teachers are expected to pass on any relevant information at when replaced by the second duty teacher.
4. At 12:45, students move into eating areas. Duty teachers need to ensure that all mess is tidied up before students are dismissed in an orderly fashion at 1:05.
5. *It is sometimes necessary to follow up outside incidents with the class teacher or an Admin Team member.*

Home Time

1. Teachers on duty need to be in the duty area before the children arrive so students settle quickly.
2. Duty teachers and all students need to be out on time by 2.45 pm. This will avoid traffic hold-ups leading to increased traffic congestion in the streets surrounding the school.
3. Allocated pick up areas depend on the class placement of the eldest child in the family.
4. Years 3 – 6: All students and younger siblings go to the teacher ready for supervision on the oval. All students sit until their car is driven to the oval boundary.
5. Years P – 2: Some students are collected from the courtyard area by a parent or usual adults. Other students are taken to the duty teacher waiting at the front of the MAG 1 building and sit in the supervised area. These students will be released as the relevant car drives up to the 'kiss and ride' area.
6. Should a different person from usual be collecting the child the following happens:
 - the 'book' in the child's area is signed by the person collecting the child; or
 - the duty teacher is informed by the child's class teacher who will be collecting them on a particular occasion.
7. *All student still waiting at 3.00pm are brought to the northern verandah outside the front Administration doors. They sit there till picked up. Children are requested to inform office staff as they are leaving.*
8. Only students travelling on the bus go straight to the areas outside the Administration doors. All others spend till 3.00 pm with the respective duty teacher.

Bus

Students who travel on the *Irene McCormack* bus wait, seated outside the Administration front doors. They are taken out to meet the bus on the far side of the oval.

APPENDIX C

Ways Desired Behaviour in Playground/Outside Areas is reinforced

Years P- 2

Students are given a token by duty teacher.

This is exchanged by the assistant on duty in the courtyard for a sticker. This provides instant positive reinforcement for the younger students.

Years 3 - 6

Students can be given a blue token for good behaviour. Five blue tokens mean they are given a green canteen voucher; to be announced at assemblies.

This is an example of behaviours that will be reinforced:

- friendliness to others outside while eating or playing;
- assisting to keep the eating areas clean and tidy;
- playing well in games;
- showing respect to others, property and the environment; and
- finishing games or play promptly when the siren sounds.

Blue tokens can be given at all duty times and nominated special occasions e.g., excursion, incursions

Consequences for unacceptable behaviour

Some incidents require an immediate consequence, for example:

- being out of bounds, including being in classrooms and storerooms without supervision;
- running in walk areas;
- rough/dangerous play;
- playing in the toilets; and
- minor disrespect for people, property and the environment. (At the discretion of the duty teacher)

An immediate consequence is:

- P-2 students sit out - 5 mins
- 3-6 students sit out – 10 mins

Other incidents will be recorded on a **white slip** to be given to the student's/s' class teacher/s. This is then passed on to the Assistant Principal responsible for the P-4 or Years 5-6 areas.

Slips are given for:

- swearing (unacceptable language);
- fighting;
- causing harm to others (including tearing clothing);
- answering back to staff members;
- teasing/taunting; and
- disrespect for people, property and the environment.

If a student receives a 'slip' the parents will be notified by an Assistant Principal and the **student will receive an after-school detention.**

Serious or Ongoing (3 slips from any area) Misbehaviour

Parents will be contacted by the Principal or Assistant Principal and requested to attend an interview with their child for serious or ongoing misbehaviour.

The interview will be to:

- to fully inform the parents;
- to share relevant background information;
- to assist home and school to work together with the student; and
- to arrange a monitoring process to facilitate future improvement in the student's behaviour.

Serious incidents, e.g., harm to another person, damage to property, will be handled at the discretion of the Principal or Assistant Principal involved at the time.

The parent/s will always be notified in these incidents. A student may be required to advise their parent/s by phone from the Principal's office.

Appropriate financial reimbursement will be discussed with the parents when damage to property or another student's belongings has occurred.

On some occasions, in discussion with the Principal or Assistant Principal, staff will use their professional discretion to arrange an appropriate service to the school community.

APPENDIX D

Detention of a student/s

A teacher has the right to detain students on **detention** as stated in the *Pastoral Care Policy*. It must be done according to the guidelines in that policy. Parents need to be informed.

Suspension of a student/s

The Principal, in disciplining a student, may decide to suspend a student.

The parent would be contacted and asked to come and discuss the situation. The discussion would include:

- involvement of other staff if appropriate;
- outline of incident;
- response from student;
- reason behind suspension;
- length of suspension;
- parent's/s' response and
- location of student while on suspension i.e., of school site or in supervised isolation at school.

Exclusion of a student

Exclusion from St Andrew's would be an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules or behaviour that is persistently disruptive. It would only be applied as a last resort.

The Principal or Principal's delegate will undertake a fair and unbiased hearing of the parties involved as part of the investigation.

Through the investigation the Principal will ensure:

- the student has the right of response to any allegations against him/her;
- the student has a parent/guardian representing them;
- consultation with parents and staff involved takes place as soon as is practicable.

The decision to exclude a student is the responsibility of the Principal. However, no exclusion will proceed until the Principal has followed the procedure outlined in the CECWA Policy Statement on *Exclusion of Students for Disciplinary Reasons* and the Director of Catholic Education or appointed delegate has been notified of the circumstances leading to the possibility of exclusion. The Principal will work with such person before formalising the decision.

The parent/guardian must:

- be informed personally that exclusion is a likely outcome based on the investigation; and
- be given the option of voluntarily removing the student from the school.

The Principal will work collaborative with the parent/guardian to find an alternative school if the student is voluntarily removed from the school by the parent/guardian.

Detailed documentation kept will include records of all events and discussion related to the decision to exclude the student from the school.

Any documentation pertaining to the 'exclusion of a student' shall be regarded "Closed Access Records" and kept in the locked cupboard in the Principal's office. They will only be accessible to employees specifically designated by the Principal.