



Discipline Policy

Date of policy: 2019

Date of last major review: 2016

Date of next major review: 2020

Reviewed by: Josy Reeder and Adam Solomon

Rationale

At Our Lady of the Assumption Primary School the discipline process is guided by the principles of our Vision Statement: faith, service, empathy, cooperation, total development, dignity, openness, truth, evangelisation, hopefulness, celebration and justice.

It is a process for creating and developing an environment where a group of people can harmoniously live and work together to fulfil their goals.

All members of the school community have a right to experience -

- a safe, comfortable and happy school environment
- respect from adults and children
- justice

Children need to:

- be guided in developing responsibility for their own behaviours
- experience positive reinforcement for appropriate behaviour
- accept known and consistent consequences for inappropriate behaviour.

OLA School Rules

1. Follow directions
2. Keep hands, feet and objects to yourself
3. Respect other peoples' property
4. Speak nicely and use your manners
5. Be a good listener

Hierarchy of Steps

1. Warning
2. Second warning - consequence
3. Timeout in the classroom
4. Timeout in another classroom if behaviour escalates. Think sheet completed and sent home.
5. Severe Clause – Child is sent to the office immediately. Think sheet completed and sent home.

Statements of Beliefs

At Our Lady of the Assumption Primary School we believe that:

- the discipline process needs to be consistent and just
- our school environment fosters a sense of identity through belonging, achievement and self worth
- our learning environment is challenging and positive
- discipline is achieved by guiding the child towards self control and self direction
- the development of self-esteem in children is a pre-requisite for positive relationships

- a well planned curriculum is a foundation for good classroom discipline.
- constructive discipline grows out of an interactive pupil/teacher relationship.
- the responsibility for helping the children develop socially acceptable behaviour is shared by home, school and the community
- all members of the school community should:
 - *be appreciated, respected and supported*
 - *develop effective communication skills in order to support each other*
 - *be active participants in the Discipline Process*
 - *promote constructive and positive behaviour*

Corporal punishment is not used at Our Lady of the Assumption Primary School

Procedures

1. Desired behaviours are to be taught as well as modelled
2. In each area, teachers and students must be aware of, and carry out their responsibilities, as stated in the Discipline Policy and Procedures
3. The teacher in charge of the student will in most cases determine consequences of inappropriate behaviour at the time
4. The Principal is to be informed of all serious incidents of inappropriate behaviour
5. Class teachers are to keep records of serious incidents as part of their individual child comments
6. Parents will be informed of repeated or serious infringements of school rules

Teachers' Responsibilities are to:

- teach the rules and the hierarchy of steps (Appendix 1)
- model and recognise specifically desired behaviour
- point out inappropriate behaviour
- affirm appropriate behaviour
- teach strategies for handling inappropriate behaviour
- make children aware of the consequences of repeatedly breaking the rules

Children's Responsibilities are to:-

- be aware of the rules (Appendix 1)
- demonstrate correct behaviour
- be able to state the rules
- take responsibility for their behaviour
- be aware of the consequences of repeatedly breaking the rules
- approach a teacher if necessary

Consequences

In most instances it is the responsibility of the teacher of the class at the time or the teacher on yard duty to deal with the inappropriate behaviour and to enforce the consequences.

Consequences may be:

- identification and statement of the rule by the child and the teacher.
- discussion
- warning
- repeating action in correct manner
- time out (under supervision)
- sanctions, such as completing a task
- loss of equipment
- loss of privileges
- extra work
- severe reprimand
- reparation to be made
- think sheet completed and signed by parents / teachers / students - a copy to kept with students' file.

In some cases, executive assistance may be required in enforcing consequences. In the case of continued inappropriate behaviour the following procedures will be implemented:

1. teacher to inform principal/deputy principal/student wellbeing leader
2. student – principal/deputy principal/student wellbeing leader interview
3. parent contact to be made

Consequences may be:

- pupil - principal interview
- teacher - parent interview
- teacher - principal - parents interview
- referral to outside agency
- suspension (for procedures, refer to OLA's Student Wellbeing Policy)

Acceptable Standards of Pupil Behaviour

- Pupils are expected to be respectful and polite to all members of the school community
- Pupils are expected to make a real effort to care for one another and not to hurt each other by actions or words
- Pupils are expected to respect school and each other's property

Children are not permitted to:-

- climb trees
- climb up the slide
- climb over the fences
- run around corners
- ride bikes, skateboards and scooters in the school grounds

Out of Bounds Areas

- enclosure between garage and Exodus Hall
- car park
- all roof tops
- church porticos
- side of Brigid Hall

APPENDIX 1

OLA School Rules

1. Follow directions.
2. Keep hands, feet and objects to yourself.
3. Respect other peoples' property.
4. Speak nicely and use your manners.
5. Be a good listener.

OLA Hierarchy of Steps

1. Warning
2. Second warning — consequence
3. Timeout in the classroom
4. Timeout in another classroom if behaviour escalates - Think sheet completed and sent home.

Severe Clause

Child is sent to the office

immediately.-Think sheet

completed and sent home

APPENDIX 2
THINK SHEETS

Grade 5/6 Think Sheet

Name: _____ Class: _____

Date: _____

Today I broke the following OLA school rule/s:

- ☐ Follow directions
- ☐ Keep hands, feet and objects to yourself
- ☐ Respect other peoples' property
- ☐ Speak nicely and use your manners
- ☐ Be a good listener

- Describe your actions. How were they inappropriate and what problem did they cause?

- Did your choices affect others? If so, how?

- What will you choose to do next time?

Grade 3/4 Think Sheet

Name: _____ Class: _____

Date: _____

Today I broke the following OLA school rule/s:

- ☐ Follow directions
- ☐ Keep hands, feet and objects to yourself
- ☐ Respect other peoples' property
- ☐ Speak nicely and use your manners
- ☐ Be a good listener

- Describe your actions.

- How did my behaviour affect others?

- What could you do differently if this happened again?

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Teacher Comment:	Parent Comment:
Teacher signature:	Parent signature:

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1/2 Think Sheet

Name: _____ Class: _____ Date: _____

Today I broke the following OLA school rule/s:

- ☐ Follow directions
- ☐ Keep hands, feet and objects to yourself
- ☐ Respect other peoples' property
- ☐ Speak nicely and use your manners
- ☐ Be a good listener

What I did:

How did it make others feel?



Scared



Embarrassed



Surprised



Sad



Angry

Next time, I will

What do you need to do to make things right or safe?

Student signature: _____

<p>Teacher Comment:</p> <p>Teacher signature:</p>	<p>Parent Comment:</p> <p>Parent signature:</p>
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Leadership signature: _____

APPENDICIES

Appendix 1: School Rules

Appendix 2: Think Sheets