DISCIPLINE POLICY

Rationale

Our Lady of the Rosary School is a community of students, parents and teachers with Christ as its centre and focus. We strive for the total development of the child where relationships are nurtured within an atmosphere conducive to learning. Students are encouraged to respond to the needs of others and to develop a sense of responsibility. In keeping with this, the Discipline Policy describes the rights and responsibilities of all members of the school community.

Aims

- To create in the school a standard of discipline which generates an atmosphere in which mutual respect and understanding can be developed between parent, staff member and child.

- To develop and maintain strategies which positively reinforce acceptable behaviour patterns.

- To use a set procedure of appropriate action to modify and/or eliminate behaviour patterns which are not in the best interest of the child or the people around him/her.

Objectives

- To promote positive learning opportunities for each child
- To develop cooperative behaviour and effective interpersonal relationships
- To develop self discipline and social responsibility
- To promote the need for increased self respect and genuine concern for others
- To promote an understanding of individual rights, group responsibilities and the need for acceptable behaviour.

RIGHTS OF STUDENTS

1. Students have a right to be respected, care about themselves and have others care about them
2. Students have a right to express their perspective
3. Students have a right not to have others interfere with their work and games
4. Students have a right to be safe at school
5. Students have a right to be treated with kindness and fairness
RESPONSIBILITIES OF STUDENTS

1. Students have a responsibility to help make our school a happy and safe place and to care about other people in our school
2. Students have a responsibility to act and speak respectfully
3. Students are responsible for their work and their actions
4. Students have a responsibility to follow school expectations
5. Students have a responsibility to care about our school and its equipment

For students these rights and responsibilities are most important as they involve caring about –
- Oneself
- Other children
- Staff
- Parents and visitors
- School property

RIGHTS OF TEACHERS

1. Teachers are employed to help children learn and nothing should interfere with the right to teach
2. Teachers must be allowed to aim their teaching at specific needs of students and direct their efforts towards maximum student growth
3. Teachers have the right to be free from disruption in the teaching and learning process
4. Teachers have the right to have support from the school community in managing discipline
5. Teachers have the right to be safe and respected at school

RIGHTS OF NON-TEACHING STAFF

1. Non-Teaching Staff have the right to be safe and respected at school
2. Non-Teaching Staff have the right to carry out their duties in accordance with their job description, free from disruptive and inappropriate behaviour

RESPONSIBILITIES OF STAFF

1. To model and reinforce respectful interactions
2. To expect children to take care of property
3. To regularly ensure that children have a clear understanding of school expectations
4. To see that the Discipline Policy is consistently implemented throughout the school
5. To promote maximum learning for all students
6. To periodically review the discipline policy
7. To support all staff to carry out discipline procedures
RIGHTS OF PARENTS

1. To be respected and acknowledged as the child’s primary educator
2. To be able to have an opinion on matters of school policy
3. To be safe and respected at school
4. To have access to school personnel at mutually arranged times

RESPONSIBILITIES OF PARENTS

1. To encourage good behaviour habits in children
2. To reinforce at home the importance of following school rules
3. To provide support to the school in implementing the Discipline Policy
4. To recognise that the responsibility for attaining school goals, relies on a partnership between school and home
5. To model and reinforce respectful interactions

SCHOOL EXPECTATIONS/ RULES

The following expectations/rules are to be adhered to in all facets of school life including classroom, playground, excursions, assembly, incursions and camps.

1. Be Safe
2. Be Cooperative
3. Be the Best you can
4. Be Responsible
5. Be Caring

PROCEDURES FOR RESPONDING TO RESPONSIBLE BEHAVIOUR

We agree to focus our attention on acknowledging responsible behaviour including:

- Verbal encouragement
- Positive reinforcement
- Class and Principal Awards
- Visits to classes by the principal or Leadership Team members
- School newsletters
- Constructive free time
- Listening
- Class rewards (stickers, star charts etc)
- Being an example (role model)

UNACCEPTABLE STUDENT BEHAVIOUR

We understand that students will not always choose to behave responsibly. From time to time we will have to manage unacceptable behaviour. We see this as a learning opportunity for those involved.
### Classroom Behaviour

<table>
<thead>
<tr>
<th>Minor Unacceptable Behaviours (Teacher managed)</th>
<th>Major Unacceptable Behaviours (Leadership managed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low level resistance to instructions</td>
<td>Opposition to instructions</td>
</tr>
<tr>
<td>Low level swearing</td>
<td>Offensive swearing</td>
</tr>
<tr>
<td>Unfriendly gestures</td>
<td>Ongoing put downs</td>
</tr>
<tr>
<td>Refusing to cooperate</td>
<td>Ongoing disrespect</td>
</tr>
<tr>
<td>Unfriendly language</td>
<td>High level Physical aggression eg spitting, kicking, punching</td>
</tr>
<tr>
<td>Distracting others</td>
<td>Throwing missiles</td>
</tr>
<tr>
<td>Misuse of property</td>
<td>Absconding</td>
</tr>
<tr>
<td>Low level aggression</td>
<td>Racial/sexual harassment</td>
</tr>
<tr>
<td>Interrupting</td>
<td>Bullying</td>
</tr>
<tr>
<td>Calling out</td>
<td>High level &amp; or persistent Inappropriate language</td>
</tr>
<tr>
<td>Inappropriate physical movement</td>
<td>Stealing</td>
</tr>
<tr>
<td>Persistent talking not listening</td>
<td></td>
</tr>
<tr>
<td>Lateness</td>
<td></td>
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<tr>
<td>Inappropriate behaviour for CRT</td>
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</tr>
<tr>
<td>Low level put downs</td>
<td></td>
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<tr>
<td>Speaking and or behaving disrespectfully</td>
<td></td>
</tr>
<tr>
<td>Poor attitude</td>
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<tr>
<td>Laughing at others in a disrespectful way</td>
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</tbody>
</table>

### Playground behaviour

<table>
<thead>
<tr>
<th>Minor Unacceptable Behaviour (Teacher managed)</th>
<th>Major Unacceptable Behaviours (Leadership managed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social exclusion</td>
<td>Refusal to act on instruction</td>
</tr>
<tr>
<td>Low level non compliance</td>
<td>Intentional physical aggression</td>
</tr>
<tr>
<td>Low level swearing</td>
<td>Repetition of inappropriate behaviour</td>
</tr>
<tr>
<td>Running in inappropriate areas</td>
<td>Offensive language</td>
</tr>
<tr>
<td>Physical aggression</td>
<td>Absconding</td>
</tr>
<tr>
<td>Resistance to instructions</td>
<td>Non Compliance</td>
</tr>
<tr>
<td>Minor boundary issues</td>
<td>Stealing</td>
</tr>
<tr>
<td>Playing in the toilets</td>
<td>Using/carrying weapons</td>
</tr>
<tr>
<td>Verbal disagreements</td>
<td>Ganging up on others</td>
</tr>
<tr>
<td>Playing with inappropriate materials</td>
<td>Offensive put downs incl racial/sexual</td>
</tr>
</tbody>
</table>
WHEN STUDENT BEHAVIOUR IS UNACCEPTABLE:

In the classroom:

Minor Unacceptable Behaviours:
1. A warning is given
2. A second warning is given
3. On the third occasion a consequence is given. Such as;
   (i) The student is withdrawn in the classroom to work
   (ii) Following a discussion on expected behaviours the student returns to the learning space
4. The behaviour is noted on a tracking sheet.
5. If behaviour continues after the consequence then a member of the Leadership Team will be informed and parents may be contacted.
6. Repeated minor behaviours will lead to consideration of an individual behaviour plan.

Major Unacceptable Behaviours:
1. Consideration of safety and well being of staff and students is paramount
2. Office contact is made to check availability of Leadership Team member
3. Student is removed from the classroom
4. Procedures may include -
   (i) Procedures from the Serious Offences Policy
   (ii) Procedures from the Anti – Bullying policy
   (iii) Procedures from the Student wellbeing flow chart
5. All issues of a serious nature need to be discussed a member of the Leadership Team and documented on NFORMA.

In the Playground:

Minor Unacceptable Behaviours:
1. A warning
2. Time out (walking with teacher/sitting in a particular location) Timeout may also be given without a warning
3. Record warning and time out on tracking sheet
4. Discussion with the student regarding replacement behaviours
5. Summary of inappropriate behaviours reported back to staff at a fortnightly briefing
CONSEQUENCES OF MINOR UNACCEPTABLE BEHAVIOUR

When students do not behave as expected, or when the rights of others have been infringed, consequences may include one or more of the following:

• Apologising
• Discussing the behaviour with a teacher and or a member of the Leadership Team
• Explicit teaching of replacement behaviours
• Cleaning up or fixing what has been damaged
• Paying for the loss or damage to property or equipment
• Losing privileges
• Being excluded from a sporting or special event
• Timeout from the classroom or playground
• Parents may be asked to attend the school for a meeting

Major Unacceptable Behaviours:

1. Student is sent to the office
2. If the student is uncooperative the teacher asks another student to go to the office with a blue card to indicate that the teacher needs help
3. Leadership follows up with one of the following consequences

CONSEQUENCES OF MAJOR UNACCEPTABLE BEHAVIOUR

When students do not behave as expected, or when the rights of others have been infringed, consequences may include one or more of the following:

• Apologising
• Discussing the behaviour with a teacher and or Leadership Team member
• Explicit teaching of replacement behaviours
• Cleaning up or fixing what has been damaged
• Paying for the loss or damage to property or equipment
• Losing privileges
• Being excluded from a sporting or special event
• Timeout from the classroom or playground
• Parents will be asked to attend the school for a meeting
• Procedures from the serious offences Policy
• Procedures from the anti – bullying policy
• Procedures from the Student wellbeing flow chart
OUR LADY OF THE ROSARY AIMS TO BE A SCHOOL WHERE

- A strong focus on social and emotional learning and the promotion of positive behaviours exists through the implementation of School Wide Positive Behaviours.
- The values of the Catholic Church are embedded into all interactions and behaviour and expectations To be Safe, To be Cooperative, To be the Best we Can, To be Responsible, and To be Caring.

The R.O.S.A.R.Y
- Respect
- Our
- School
- Always
- Respect
- Yourself

- Corporal Punishment is unacceptable and is not used at Our Lady of the Rosary School.