



St Joseph's Primary School South Grafton  
Professional Learning Community

## Behaviour Management and School Discipline Procedures 2019



The discipline policy of St Joseph's School is aimed at bringing each student to an appreciation of his or her own power to make a **free positive choice** and to see this power as one of God's greatest gifts.

We aim to use discipline measures which will bring about a change in behaviour not just punish a wrong doing. It is aimed at fostering self-discipline in each child. The policy is only a component of the overall Pastoral Care and Well Being Framework and as such, significantly recognises the humanness of each child with hers or his capacity to make mistakes.

*It is the responsibility of every member of staff to carry out the Discipline Policy with consistency and to demonstrate a personal commitment to the care of children.*

# CONTENTS

- 1. Rationale**
- 2. Behaviour - expectations and procedures**
  - **Making reference to the four key words; Respect, Safety, Responsibility, and Effort.**
  - **Breach levels**
  - **Three steps redirection system in flow chart format**
  - **Parent Involvement**
- 3. Moving up and down the detention levels**
- 4. Behaviour Support Plan (BSP), Reteach Plan, Risk Assessment Management Plan (RAMP)**
- 5. Uniform Breaches**
- 6. Violent Behaviour**
- 7. The Discipline Policy and Additional Needs Students**
- 8. Roles of Staff and others in the Behaviour and Discipline Policy**
- 9. Additional Information/ procedures for staff**

# 1. Rationale



St Joseph's Primary School

## Discipline Policy

2019

**This policy is closely linked to the Pastoral Care and Wellbeing Framework, Additional Needs Policy 2019 and Draft Uniform Policy 2019**

*As a nurturing school community it is our aim to ensure that school Policies and Programs provide opportunities for children to live out the gospel values. Thus our goals are:*

- 1. to consistently apply our school behaviour management and discipline policy in accordance with our Pastoral Care and Well Being Framework.**
- 2. to model and promote self-discipline as a reflection of the Religious Education and Personal Development programs operating in the school.**

Discipline at St Joseph's involves the happy and safe functioning of a school community through self-discipline, pastoral care, realistic school rules, a behaviour modification system and positive reward techniques.

**DISCIPLINE** at St Joseph's will lead children to:

- Trust in a secure environment.
- Experience positive affirmation.
- Take responsibility for his or her actions.
- Accept positive correction.
- Learn to treat others in a Christ-like way.
- Learn to forgive.

***Corporal Punishment will not be administered by any member of staff under any circumstances.***

**The final responsibility for discipline rests with the Principal, or their superior.**

## 2. Student behaviour - expectations and procedures

- **Making reference to the four key words; Respect, Safety, Responsibility, and Effort.**

It is the expectation that all students and teachers will be respectful towards each other in all situations and to all people; this includes school staff, parent volunteers, bus drivers, guest speakers and visitors. The members of St Joseph's school community are expected to treat each other with **respect** in their daily interactions. We expect that all members and visitors act with **safety** within our Professional Learning Community, take **responsibility** for their actions, and always try to give their very best **effort**.

There is no exhaustive list as to what appropriate behaviour is, however the key words of Respect, Safety, Responsibility, Effort are our Mantra. These four words encompass all we need to do, so that we can be all that we want to be.

Our classroom teachers spend the first week of the school year outlining the classroom and playground expectations and the whole school rewards system where certificates of achievement are handed out fortnightly. The in-class component of this whole school system builds momentum as we head towards each fortnightly celebration.

Each classroom displays the four key words and a positive scenario is placed under each of the words to model a relevant positive behaviour. The playground and external walls of our buildings also display these four key words. Children are rewarded for demonstrating aspects of Respect, Safety, Responsibility and Effort in their daily living. Positivity is promoted and rewards are earned and provided.

- **Behaviour Levels and associated requirements.**

Level 1 – 1 session with the behaviour group and principal/ parent meeting

Level 2 – 2 sessions with the behaviour group and principal/ classroom teacher/ and parent meeting.

Level 3 – 3 sessions with the behaviour group - We now start to meet with parents and together we access external experts and involve the CSO in decisions moving forward.

Level 4 – Suspensions – Involvement of external professionals and CSO staff

Level 5 – Application to the director for Expulsion

Attempts are made at each of these behaviour levels to identify whether there is an underlying issue contributing or causing this behaviour. This assists us in accessing appropriate support. These issues may lay in the Additional needs, Pastoral Care, or the Teaching and Learning domains

The period of time a student spends on a detention level before returning to the next lowest level is four weeks.

### **3. Behaviour Support Plan (BSP), Reteach Plan, Risk Assessment Management Plan (RAMP)**

- **Behaviour Support Plan (BSP)**

This plan is formulated by the classroom teacher with the assistance of the AN teacher. This plan acknowledges the behaviour issue and provides a proactive approach to managing the behaviour as it unfolds and then escalates. This plan will also direct the supervisor to the Behaviour Breach Flow Chart when the behaviour reaches a certain point. This plan is normally completed in association with a Reteach Plan.

- **Reteach Plan**

The reteach plan is aimed at modifying the behaviour through the teaching of correct behaviours. This reteaching can be documented in program adjustments or through the Reteach plan pro forma.

- **Risk Assessment Management Plan**

A RAMP is provided for students that have over a period of time or through a succession of incidents, demonstrated that they present a risk to the safety and wellbeing of community members or the reputation of the school.

This plan is

**These plans are formulated after discussions between the classroom teacher and the principal. The parents are advised of the school's intention to implement the plan.**

**A Pro forma can be found at**

<http://intranet.lism.catholic.edu.au/inclusion/Pages/BehaviourSupport/Plans.html>

### **4. Uniform Breaches**

The uniform policy is very clear and outlines the correct attire for attendance at school. Consistent breaches of the Uniform code will result in the student being given a behaviour breach.

#### **Consequences and actions regarding breaches of the Uniform Policy**

**1<sup>st</sup> breach** - A note will also be sent home to advise the parents of the uniform breach and to offer school support in an attempt to resolve the issue for the student and their family. This note is provided by classroom teacher.

**2<sup>nd</sup> breach** – If a student continues to attend school in the incorrect uniform despite the school's attempts to support the student and their family, the classroom teacher will send the second and last uniform breach note home.

**3<sup>rd</sup> breach** – The principal is advised by the classroom teacher and will request a meeting with the parents to resolve the issue.

No student will be able to leave the school grounds for any school outings unless they are in full school uniform.

If it is not possible for a student to wear the correct uniform due to unforeseen circumstances, the parents should provide their child's teacher with a note explaining the reason for being out of uniform.

A pastoral approach is taken when dealing with uniform issues.

## **5. Violent Behaviour**

Violent behaviour is not acceptable at St Joseph's and will result in the student being removed from the classroom or the playground. They will remain in the Principals care for the remainder of the day, they will be allocated a behaviour breach and their parents will be contacted to attend an interview.

Inappropriate behaviour that has led to the violent behaviour will be treated extremely seriously and will most likely draw a more significant consequence than it might have had it not led to a violent act.

All violent or potentially violent behaviour is reported to the Principal or his representative immediately. The school is guided by the "Violence in Schools" package which makes very clear the key obligations regarding student safety which include;

- Duty of Care
- Child Protection Legislation
- Education Acts and legislation
- Discrimination Acts
- Crimes Acts
- Privacy Acts
- WHS legislation

All consequences for violent behaviour are immediate and begin at internal suspension, external suspension or recommendation to the Director for expulsion.

Any violent behaviour necessitates the construction of a Risk Assessment Management Plan and a Behaviour Management Plan before the student can re-enter the school.

Any children hurt at school as the result of the physical actions of others are to have their parents contacted to explain the incident before the end of that day by the Principal or

delegate. No child is to go home with unexplained injuries as the result of physical engagement that we are aware of.

A child that is guilty of physically harming or attempting to harm another person at school is to have their parents contacted before the end of the day by the Principal or delegate. In some cases, the parents may need to collect the student if the issue is severe enough to warrant immediate external suspension.

**If a child punches or is physically violent toward another child, teacher or community member, the teacher is to immediately call the Principal or their delegate, or escort the child to the Principal or the AP.**

Issues associated with violence may not follow the standard operating procedures explained in the previous pages. Depending on the severity of the act or intended act a period of significant suspension either internal or external may be required to meet the legislated acts. The Principal has some discretion, however, the act is very clear about violent behaviour and appropriate consequences.

## **6. The Discipline Policy and Additional Needs Students**

All students are dealt with in the same manner regardless of their situation. They are dealt with fairly, with dignity and respect.

An additional needs student has modifications and adjustments built into their learning program and their daily routines. Whether the student has a BSP, or a Reteach Plan, or a RAMP, we believe that these modifications enable the student to meet the behavioural expectations of the school. As such, once the principal and the classroom teacher agree on a course of action, the behaviour steps are applied to all students evenly and without discrimination.

## **Roles of Staff and others in the Behaviour and Discipline Policy**

**Classroom teacher** – to provide quality explicit instruction and to have high expectation of classroom behaviour of all students. Do not compromise your teaching time and the students learning time by tolerating a student's poor and interruptive behaviour. The three step warning system is to be used clearly and consistently.

The teacher is also involved in collaborative discussion and composition of the BSP, Reteach Plan, Personalised Plans, and RAMP if relevant. Where warranted, CASL meetings are also available for behaviour. The teacher's knowledge of and relationship with the student is paramount in creating changes in behaviour.

**Principal** – to provide a balance between pastoral care for student and wellbeing of student community and staff. The Principal encourages the use of mechanisms provided that allow the removal of students from rooms to ensure learning is not interrupted. The Principal meets with all stakeholders and external providers and collaboratively negotiates the plans moving forward.

**Parent** – The prime educator of their child. The parent needs to be supportive of the school's stance but also needs to be supported by the school. Once a student's behaviour is identified as a concern all efforts must be made to engage the parent and then support them as they play their important role in the behaviour modification process. Parents are required to actively attend and contribute to all meetings to support the behaviour modification process.

**External Providers-** Provide structural and strategic support to the student and parents and school community.

**Catholic Schools Office Additional Needs officer and Consultant** – The staff of the CSO will provide resources, referrals and consultancy throughout the modification process.