



St Mary's Primary School Grafton  
Professional Learning Community  
Behaviour Management and School Discipline Procedures 2017



The discipline policy of St Mary's School is aimed at bringing each student to an appreciation of his or her own power to make a **free 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. It also recognises the humanity 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.***



## St Mary's Primary School

### Discipline Policy

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

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

- 1. to consistently enforce our school discipline policy.**
- 2. to promote self-discipline as a reflection of the Religious Education and Personal Development programs operating in the school.**

#### **WHAT IS DISCIPLINE AT ST MARY'S**

Discipline at St Mary'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 Mary'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 or member of the wider school community under any circumstances.***

The final responsibility for discipline rests with the Principal.

# **CLASSROOM BEHAVIOUR**

## **Classroom expectations and support mechanisms**

It is the expectation that all students will be compliant and respectful towards the adults in the classroom; this includes school staff, parent volunteers, guest speakers and visitors. The students are also expected to treat each other with respect in their daily interactions. There is no exhaustive list in this policy of what appropriate behaviour is, however the classroom teachers spend the first week of the school year outlining the expectations of the students and the positive behaviours and award system they will use. These behavioural expectations are clearly explained to new students and parents upon their enrolments and subsequent arrival. Each classroom has clear whole school and classroom rules, awards and consequences that are clearly displayed and known by the students.

# **PLAYGROUND and SOCIAL BEHAVIOUR**

## **Playground Expectations and support mechanisms**

It is the expectation that all students will be compliant and respectful towards each other and the adults in the playground; this includes school staff, parent volunteers, guest speakers and visitors. There is no exhaustive list in this policy of what appropriate playground and social behaviour is, however the classroom teachers spend the first week of the school year outlining the playground expectations to the students. These playground expectations are also clearly explained to new students and their parents upon their enrolment and subsequent arrival.

At St Mary's we are lucky to have a variety of playground spaces and activities allowing the students to find something of value and enjoyment on all days. Most importantly it allows students that may have difficulties coexisting with some other students to find their own space to enjoy with their friends.

We have the ability to apply a ZONING system that allows groups of students that have demonstrated difficulties in coexistence to engage in an allocated space happy in the knowledge that they will not come into contact with other students that may detract from their play experience. The school works hard on providing scaffolds for social behaviour and providing opportunities for coexistence and this is always the first and most important course of action when a fractured relationship between students is identified. This will ensure that their play experience is as enjoyable as possible and is for the common good.

## **PROCEDURES**

1. The zoning sheets are updated by the Principal.
2. The sheets are printed and kept in the playground folders.
3. Each teacher will use these sheets for their duty to ensure students are in the correct zones. This zoning sheet is final and must be followed by all teachers.
4. Zones will be reviewed during after 2 weeks. This will be done by the Principal, in consultation with the student and the classroom teacher/s. The Principal will then update the zoning sheet to be reprinted.

The process and consequences for **classroom behaviour** breaches is displayed on the flow charts around the school and in each classroom.

**The Three warning system is used for Classroom behaviour.**

Levels and Consequences for classroom breach	Scaffolds and Support Programs for classroom behaviour breach
<p><b>Detention 1</b> – Move to another room at the time of breaching final warning and loss of next lunch period. Classroom teacher advises parents.</p>	<p>Teacher escorts to the office for discussion with Principal. Teacher and Principal discuss preventative measures . Classroom teacher advises parents via a phone call with an official letter to follow. The official letter will be provided to the classroom teacher by the Principal or AP.</p>
<p><b>Detention 2</b> - Move to another room at the time of breaching final warning and loss of next two lunch periods. Classroom teacher advises parents. A formal meeting will be held with the classroom teacher, Principal and parents.</p>	<p>Attends the office for discussion with Principal or delegate and formulates a plan with the aim of implementing strategies to control the lack of discipline. This plan is relayed to the teacher for their approval. Additional Needs is consulted to discuss correlation and nature of behaviours and a BMP is completed and if needed a Risk Assessment Management Plan (RAMP). Classroom teacher advises parents via a phone call with an official letter to follow. The official letter will be provided to the classroom teacher by the Principal or AP. A formal meeting will be held between classroom teacher, Principal and parents.</p>
<p><b>Detention 3</b> – Move to another room at the time of breaching final warning and loss of next three lunch periods. A formal meeting will be held with the classroom teacher, Principal and parents.</p>	<p>The student attends the office for discussion with Principal or delegate and the classroom teacher. Plans are reviewed with the aim of amending the strategies to bring about change in behaviour. Support is provided and plans reviewed. Classroom teacher advises parents via a phone call with an official letter to follow. The official letter will be provided to the classroom teacher by the Principal or AP. A formal meeting will be held between classroom teacher, Principal and parents.</p>
<p><b>Detention 4</b> - Move to another room at the time of breaching final warning Loss of 1 week of lunches and 4 weeks of School Privileges including but not restricted to; Representing the school in ANY activity/ choice of playground zone/ unsupervised group work/ no school excursions or camps A formal meeting will be held with the classroom teacher, Principal and parents.</p>	<p>If the Behaviour Management Plan (BMP) has not worked to this point notwithstanding the RAMP and strategies in place at the recommendation of CSO it is time for the Teacher, Parent, Principal and CSO to meet to discuss further;</p> <ul style="list-style-type: none"> <li>● The BMP, RAMP and further modifications</li> <li>● The consequences of poor behaviour continuing</li> </ul> <p>Classroom teacher advises parents via a phone call with an official letter to follow. The official letter will be provided to the classroom teacher by the Principal or AP. A formal meeting will be held with the classroom teacher, Principal and parents.</p> <ul style="list-style-type: none"> <li>● Additional Needs - Engaging a health or behavioural professional for support.</li> </ul>
<p><b>Internal Suspension</b> Removed to Office. Loss of all privileges and the student attends an independent work station in another stage completing a compilation of classroom specific tasks and working on goals and strategies. Lunch and</p>	<p>Official letter is sent home informing parents. The official letter will be provided to the classroom teacher by the Principal or AP. A formal re- entry meeting will be held with the classroom teacher, Principal and parents. The student continues to be supported by the classroom teacher, school and other health professionals through services and strategies, whilst building Positive Learning Behaviours even in isolation.</p>

<p>play in isolation. Returns at level 4. A formal re- entry meeting will be held with the classroom teacher, Principal and parents.</p>	<p>Upon return to the classroom they are to remain at an independent pod and are not allowed to engage in unsupervised group work.</p>
<p><b>External Suspension</b> The student is refused entry to the school for a specified period. Returns at level 4 A formal re-entry meeting will be held with the classroom teacher, Principal and parents.</p>	<p>A continued pattern of behaviour and a BMP that is not working. The parents, student, Principal and Educational Consultant engage in a re-entry meeting where the BMP, support and expectations are clearly stated as is the consequences for a second external suspension – recommendation for expulsion. Official letter is sent home informing parents. The official letter will be provided to the classroom teacher by the Principal or AP.</p>
<p><b>Recommended for Expulsion</b> The student is refused entry to the school on a permanent basis</p>	<p>If there is no sign of any change in behaviour nor does the teacher, the Principal and the CSO consultants believe any could be expected the Principal is required to submit a request to exclude the student from the school permanently.</p>

**The process and consequences for playground behaviour breaches  
is displayed on the flow charts around the school and in each play area.**

**The Three warning system is used for playground behaviour.**

<b>Levels and Consequences for Playground Breach</b>	<b>Scaffolds and Support Programs</b>
<p><b>Detention 1</b> - If a student exceeds the three warning system during a playground session they are to sit in the nearest shaded area where they can be supervised and then taken straight to the Principal when the playground session is complete. Student to miss the next play session if given detention.</p>	<p>After hearing the playground behaviour report from the student and the teacher, the Principal will decide whether the student will receive a detention or whether the play missed due to being removed from the game will suffice as suitable punishment. The breach and detention will be recorded and the parent contacted via phone call with an official letter to follow. This is sent home informing parents. The official letter will be provided to the classroom teacher by the Principal or AP.</p>
<p><b>Detention 2</b> - If a student is removed from the playground as described above on a second occasion they will be required to miss the next two play sessions.</p>	<p>The Principal will advise the student of the time of their appointment and will meet that day or next morning to discuss. A BMP is designed by the Principal, student and teacher. The use of Social Stories is investigated. The detention will be recorded and the parent contacted via phone call with an official letter to follow. The official letter will be provided to the classroom teacher by the Principal or AP. A formal meeting will be held between classroom teacher, Principal and parents.</p>
<p><b>Detention 3</b> – If a student has behaviour issues for a third time they will be placed on a playground zone of the Principal or delegates choosing, until the next zone review.</p>	<p>The student is supported and monitored closely within the selected zone and encouraged when they demonstrate positive social behaviours. Parent/ Student/ Principal/Teacher meeting to review expectations and need for review and further investigation. The detention will be recorded and the parent contacted via a phone call with an official letter to follow. This letter will be provided to the classroom teacher by the Principal or AP.</p>
<p><b>Detention 4</b> – Permanent Zoning and loss of school privileges.</p>	<p>The School insists on health professional intervention. Staff are provided with the BMP information for their zone so they are aware of the best management practice for these students. Historically students that get to this point are actually in need of the structure that permanent zoning can provide. A formal meeting will be held between classroom teacher, Principal and parents.</p>
<p><b>Internal Suspension</b> Lunch and play in isolation. Returns at level 4.</p>	<p>The student continues to be supported by the Physiologist and student behaviour consultant and possibly other health professionals through strategies to build Positive Learning Behaviours whilst isolated. The suspension will be recorded and the parent contacted via official letter. A formal meeting will be</p>

	held between classroom teacher, Principal and parents.
<b>External Suspension</b> The student is refused entry to the school for a specified period. Returns at level 4	A continued pattern of behaviour and a BMP that is not working. The parents, student, Principal and Educational Consultant engage in a re-entry meeting where the BMP, support and expectations are clearly stated as is the consequences for a second external suspension – recommendation for expulsion. The suspension will be recorded and the parent contacted via official letter. A formal meeting will be held between classroom teacher, Principal and parents.
<b>Recommended for Expulsion</b> The student is refused entry to the school on a permanent basis	If there is no sign of any change in behaviour nor does the teacher, the Principal and the CSO consultants believe any could be expected the Principal is required to submit a request to exclude the student from the school permanently.

### DETENTION PROCEDURES

1. Students on detention will attend the hall where the teacher is responsible for allocating them a designated chair or spot to complete a reflection sheet.
2. If a child on detention is non-compliant the hall duty teacher is to phone the Principal, AP or delegate to collect them.
3. Each term, in weeks 1 and 5, the staff meeting will include a student behaviour update.
4. Recording of Breach notices, detention levels, will be recorded on schoolworx by a TA/admin staff member.

## Moving up and down the detention levels

The period of time a student spends on a detention level before returning to the next lowest level is listed later in the booklet however *the Principal and the Classroom teacher have the discretion to reduce or extend this period of time*. Movement between detention levels will be reviewed and discussed at weeks 1 and 5 at the designated staff meeting.

### Breach levels and consequences

**1<sup>st</sup> breach** - A note will also be sent home to advise the parents of what item of clothing was incorrect and the support that the school can provide to alleviate this issue for the student and their family. This note is provided for the 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 will request a meeting with the parents to solve the issue.

# VIOLENT BEHAVIOUR

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 or escort child to Principal or 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.

## **The Behaviour and Discipline Policy Students with Additional Needs (SWANS)**

Students with diagnosed additional needs are expected to follow the School Behaviour Policy and the Discipline Policy will be applied to the SWAN however consideration will be given to the level and types of consequences for the student given professional



## **Empowering Staff and others to use the Policies**

**Classroom teacher** – Their role is to plan engaging and rich tasks and to provide quality explicit instruction to ensure that students are engaged. They have high expectation of classroom behaviour of all students. They do not compromise their teaching time and the students learning time by tolerating any student's poor and interruptive behaviour. The three step warning system is used clearly and consistently. Leadership oversee and support the teacher's imposed consequences.

The teacher is also involved in collaborative discussion and composition of the Risk Assessment Management Plan (RAMP) and Behaviour Management Plan (BMP) and Personal Plan (PP) if relevant. Where warranted CASL meetings involving parents and teachers and external professionals are also available for behaviour modifications. The teacher's knowledge of and relationship with the student is paramount in creating changes in behaviour.

**Principal** – The Principal's role is to provide a balance between pastoral care for the student and the wellbeing of student community and staff. The Principal encourages the use of mechanisms 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. They have the final say as to the progression of each student through the detention levels.

**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 to 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-** Be aware of the student background and identified needs and the prevalent and inappropriate behaviour and be able to 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.

**All matters are treated in the  
strictest confidentiality**

# St Mary's Primary School, Grafton

## Behaviour Management Steps **PLAYGROUND**

**1<sup>ST</sup> Rule Breach – Redirection 1**



**2<sup>ND</sup> Rule Breach – Redirection 2**



**3<sup>RD</sup> Rule Breach**

**Sit out of play**

**and report to Principal**

If a student exceeds the three warning system during a playground session they are to sit in the nearest shaded area where they can be supervised and then taken

**Student refuses:**

If the student refuses to sit out of play or follow teacher instructions after 3<sup>rd</sup> rule breach, the Principal is called to the play area. If the student continues to be non-compliant or display unsafe behaviour the Principal will contact the child's parent for them



The breach **OR** detention will be recorded and the parent contacted. Refer to the School Discipline and Behaviour Management Procedures booklet for further action/consequences.



**RESULT - Loss of Privilege or Loss of Play or Detention or Suspension or Expulsion**

*Students only receive 4 detentions before they reach suspension levels so classroom teacher consequences should be used for breaches that may not deserve to take a student to the suspension level.*

**St Mary's Primary School, Grafton**  
***Behaviour Management Steps – Classroom***

**1<sup>ST</sup> Rule Breach – Redirection 1**

**2<sup>ND</sup> Rule Breach – Redirection 2**

**3<sup>RD</sup> Rule Breach – Student moves to Buddy room.**

**YES - Student moves to another room:**

Classroom teachers must contact the other stage to let the teacher know a student has been removed and is expected to be arriving in the room. They will remain in that stage until the next break. The supervisory teacher will have the student shadow them until they are collected by their classroom teacher.

**No - Student refuses:**

If the student refuses to attend the other stage the teacher will then call the Principal or delegate to supervise removal from the room.

If the student continues to be non-compliant /unsafe behaviour/ the Principal or delegate will contact the child's parent for them to collect the child.

CLASSROOM TEACHER TO COLLECT THE CHILD FROM THE SUPERVISING TEACHER AT THE NEXT BREAK and ESCORT THEM TO THE OFFICE. COMPLETE THE BREACH NOTICE. If this results in a detention the student completes a reflection sheet in the hall. If this results in a teacher discretion consequence, this consequence is organised by the teacher.

**RESULT - Loss of Privilege or Loss of Play or Detention or Suspension or Expulsion**

*Students only receive 4 detentions before they reach suspension levels so classroom teacher consequences should be used for breaches that may not deserve to take a student to the suspension level.*

Please refer to the schools' Behaviour Management Policy for further details.