



DISCIPLINE POLICY

Rationale

Discipline and Pastoral care at St. Columba's is concerned with the dignity and integral growth of the person and with ensuring that the school provides a safe, secure and happy learning environment for all.

In a climate of respect and co-operation between staff and students, discipline and Pastoral Care at St. Columba's fosters growth in responsibility and self-respect and aims to:

- Build on each child's knowledge and understanding of God's unconditional love
- Allow each child to experience consistency and justice whilst accepting responsibility and thus growing in self-discipline
- Foster respect for others and consideration for the rights and feelings of others in the school community
- Give recognition to appropriate behaviour in order to build self-esteem.

NOTE: Corporal Punishment is never used in this school.

Belief statements about Discipline

- Every teacher has the right and responsibility to be in charge in the classroom.
- Every child has the right to learn in a happy and orderly learning environment.
- The playing area should be a safe and happy place for all children.
- When everyone knows the limits and experiences the benefits of operating within them, learning is an enjoyable and enriching experience for all.
- Students can take action. Talking to someone responsible is important when they have concerns.
- Bullying reports are taken seriously
- The learning of other students should not be affected by the discipline strategies implemented.

Student Code of Behaviour

Beliefs:

We believe that everyone has the right to:

- Feel safe
- Be safe
- Be respected
- To Learn

We believe teachers have a right to educate.

We believe that we are all responsible to maintain this code of behaviour

Therefore we endorse the following Code of Behaviour:

1. Everyone in our school has a responsibility to help others to feel safe and be safe.
2. Everyone needs to respect the right of the teacher to educate and the right of students to learn.
3. We all need to follow school, classroom and playground rules.
4. We all must respect the belongings of others.
5. We all need to respect each other's personal space.
6. No one should use language that is disrespectful – swearing is unacceptable.
7. No one in our school should BULLY others – Our school is a No Bullying Zone

Implementation of an Assertive Discipline Approach

Assertive Discipline is effective with most students and creates a just learning environment for all students. Whilst most students respond well to this plan, on occasion parents are contacted and further measures may be employed. St Columba's has a Student Welfare Support group structure in place to deal with particular difficulties with children's behaviour.

The basic philosophy of Assertive Discipline is that the teacher has the right and the responsibility to be in charge in the classroom. This means that he/she should actively and assertively set down and follow through on guidelines and expectations about student behaviour that will lead to a happy and orderly learning environment; one that suits everybody's needs.

Classroom behaviour plans

A philosophy based on setting expectations with consequences for inappropriate behaviour choices, consistent across the school, underpins the discipline of the school. Guidelines and expectations have been set out for the school community to help maintain consistency across the school.

Each Classroom will have displayed the rules, rewards and consequences. The rules and consequences listed here will be followed in each classroom from Prep to Year 6. Class discussion takes place to involve the students in understanding the rules.

Classroom Consequences (See the consequences visual chart attached)

Reminder: Teacher names the behaviour (annoying, disrupting behaviours or not following instructions).

For violent behaviours and other serious misdemeanours, no reminder or warning – straight to severe clause

- (If behaviour continues) Teacher gives quick warning and puts child's name on board (or other visual)
- (If behaviour continues) Time out within the classroom, continuing with school work. Child completes behaviour sheet at next break – teacher keeps. (3 behaviour sheets in a week and teacher informs parents)
- (If behaviour continues) Time out in another classroom. Child continues with work during that time. Child completes behaviour sheet at the next break – parents receive a copy and a phone call.
- Each teaching session is a 'new start'. Once the discipline plan has been followed, we start again.
- For continuing disruptive behaviours and for serious misdemeanours, child will be sent to the Principal or Deputy Principal.
- Parents will be informed.
- Program Support Meeting set up with the parents, teacher and Principal (and the child where that is appropriate).
- For serious or repeat incidence an in school or home suspension may result.

A major component of the Assertive Discipline philosophy is to 'catch' the student making positive behaviour choices. Again, several strategies are used by staff to ensure that positive reinforcement occurs frequently throughout each day. Such reinforcement acts both in building self-esteem and as a model for others to copy.

Our focus also needs to be on restoring relationships between students and with the teacher. Teachers are encouraged to use a calm voice and give students time to talk about what happened and about their feelings.

Classroom Behaviour Plan

Rules

- Follow teacher's directions.
- Keep hands and feet and objects to yourself.
- One person speaks at a time.
- Allow others to work without interference.
- Use respectful language when speaking with others
- Be where you are supposed to be, when you are supposed to be there.

Rewards

- Praise.
- Certificates at assembly.
- Stickers.
- Note sent home in diary.
- Class point reward.
- Visit the office for a Principal's sticker.

Consequences

- Reminder then Warning.
- 10 minutes working away from group. Behaviour sheet at break (teacher keeps).
- 20 minutes working in another room. Behaviour sheet at break (to be sent home and signed by parent and/or phone call).

Severe Clause

- Child sent to principal or deputy principal immediately. Total removal from class.
- Where the child will not move, teacher will move other children to a safer, calmer space (e.g. Parish Centre).
- Principal or Deputy Principal contacts the parent. Meeting arranged to support the child.

Playground Rules

Playground rules for all school activities and during Before and After Care Programs.

1. Be outside at all times at recess and lunch (unless involved in an activity which is organised and supervised by a teacher).
2. Follow adult's instructions.
3. Keep hands, feet and objects to yourself.
4. There's always room for one more – allow others to join in your games.
5. Use sports equipment safely.
6. Play safely (do not tackle, hit or jump on others).
7. Respect others' playing area.
8. No climbing trees or fences or on the roof.

Respecting ourselves and our playground means we all try to:

- From Sep 1 until April 30 Hats to be worn outside (from 10.30 until 2.30). Children without hats must stay under the undercroft area.
- Keep the playground clean and tidy.
- Remain seated when eating.
- Remember to see the playground teacher if a ball goes over any fence.
- Preps and Gr. 1's are not allowed on the monkey bars at play times. With teacher permission and supervision they may use them at special times.

Consequences

1. Warning
2. On chair in the shade for 10 minutes.
3. Child sent to the office which means no more play for that session.
4. (Severe cause for violent or inappropriate behaviour) Child is sent to the office, parents are phoned. For very serious or repeat incidences, an in school or home suspension may result.

Positive Rewards

- Praise for good behaviour.
- Assembly awards.

Evaluation

This policy will be reviewed as part of the schools cyclical review process.

Policy ratified by School Educational Board: 01/06/11

Next review date: 2016

Person responsible: Student Wellbeing & Student Services