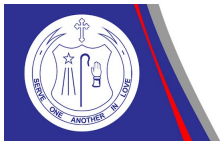


DISCIPLINE POLICY AND PROCEDURES

HENSCHKE
CATHOLIC PRIMARY SCHOOL



2019 Registration



DISCIPLINE POLICY AND PROCEDURES

INTRODUCTION

Henschke Catholic Primary School aims to offer all students an education of the highest quality and to assist each student to develop fully as an individual and as a member of the community. Teachers promote a positive and respectful learning and teaching environment where there is appropriate management to ensure purposeful learning.

The Henschke Catholic Primary School behaviour management is a system of relationships, rights, responsibilities and consequences designed to foster appropriate and responsible Christian behaviour, assist children to make responsible choices and accept consequences for their actions.

The procedures used to respond to discipline issues at Henschke Catholic Primary School are based on procedural fairness, which is a basic right of all.

Any form of abuse whether physical, verbal or psychological is inappropriate and not to be used as a form of punishment. It is regarded as a contradiction of gospel values. **Corporal punishment is not to be used at Henschke Catholic Primary School by any staff member or non-school persons.**

AIMS

This policy aims to:

- Make explicit links between the school's Vision and Mission statement and the systems of behaviour management operating within the school.
- Assist teachers as they work to support, develop and maintain students' ability to make responsible behaviour choices
- Clarify processes and procedures to be used to manage irresponsible or inappropriate behaviour choices
- Provide a clear and accountable framework for communicating behaviour expectations and management strategies to all stakeholders

AGREED PRACTICES

Agreed practices are grouped under four headings;

1. Whole School Expectations (School Norms)
2. Classroom Behaviour Management
3. Playground Behaviour Management
4. Administrative support for Behaviour Management

SCHOOL EXPECTATION

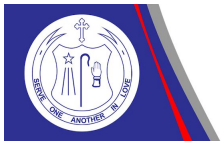
These school expectations are put into place to encourage positive behaviour and develop a common language for students, staff and parents around behaviour management.

1. Respect (To self, others, environment)

2. Responsibility

3. Resilience

School expectations provide a starting point for behaviour learning and teaching. The key concepts of the Making Jesus Real Program and Restorative Practice are reflected in the School expectations. The school behaviour expectations should be explicitly taught and promoted to guide positive behaviour both in the classroom and on the playground.



CLASSROOM BEHAVIOUR MANAGEMENT

To support, develop and maintain students' ability to make responsible behaviour choices teachers will:

1. Develop and reflect on class relationships and a sense of ownership and belonging to the class community
2. Develop class expectations in partnership with students at the beginning of the school year
3. Promote and explicitly teach behaviours associated with school and class behaviour expectations.
4. Display expectations prominently within the classroom and make reference to them
5. Share and celebrate school and class expectations

RESPONDING TO CLASSROOM BEHAVIOUR ISSUES

Where possible, issues with student behaviour should be managed by the class teacher. Teachers should also praise and encourage positive behaviour of students and adhere to the practices of the Henschke award system. Other reward systems deemed as appropriate, may also be adopted by the classroom teacher.

LEVELS

Consequences of interrupting the teaching and learning of other students:

Level One Consequences

- Providing a reminder about school/class expectations
- Monitoring the student
- Restorative conversation (Affective Questioning See Appendix 1)

Level Two Consequences

- Time out in the classroom

Level Three Consequences

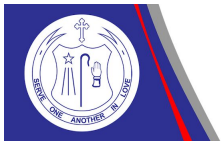
- Time out with a buddy teacher

Additional support is available for students who do not respond to regular Class Behaviour Management Approaches. A teacher may access support by notifying the principal of his/her concerns. (Please see **Additional Support for Behaviour Management** below).

PLAYGROUND BEHAVIOUR MANAGEMENT

To support, develop and maintain students' ability to make responsible behaviour choices on the playground teachers will:

1. Ensure that students know and understand the Henschke behaviour expectations
2. Explicitly teach, through Health and Personal Development skills and strategies EG. conflict resolution, playing safely, making friends
3. Be proactive using restorative practices: EG Restorative circles, class meetings
4. Use restorative practices and effective questions to resolve conflict
5. Respond to inappropriate behaviour by following a consequence system that allows for different degrees of consequence:



LEVELS

Level One Consequences

- Providing a reminder
- Walking around with the student
- Restorative conversation (Affective Questioning See Appendix A)

Level Two Consequences

- Time out a designated area on the playground. When a student is sent to this area a behaviour slip must be completed. (see the next section for details)

Level Three Consequences

- Send off the playground for discussion with the Principal or Assistant Principal about the behaviour. When a student is sent to this area a behaviour slip must be completed.

Teachers need to exercise their professional discretion in any given situation (e.g. Violent or abusive behaviour is responded to immediately at the highest level)

RESPONDING TO CONTINUAL OR SERIOUS INAPPROPRIATE BEHAVIOUR ON THE PLAYGROUND

It is necessary to monitor the frequency of breaches to the school's playground behaviour code. Regular breaches suggest a failure to learn from the consequences provided and suggest that further support is necessary.

A carbonless (duplicate) copy book is kept in the playground bag. A behaviour slip is to be filled out each time a student is asked to go to time out, with the white copy coming directly to the Principal or Assistant Principal at the end of the duty.

The Assistant Principal will examine playground behaviour books on a needs basis, the original copy (or a photocopy if more than one child is involved) will be sent to the class teacher. The Assistant Principal may liaise with class teachers if appropriate. The duplicate copy will remain in the book. If the behaviours are serious enough the Assistant Principal will record this breach on a permanent record (SAS2000). The Principal and/or Assistant Principal will determine an appropriate course of action.

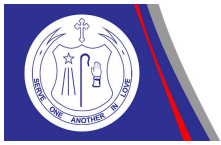
ADDITIONAL SUPPORT FOR BEHAVIOUR MANAGEMENT

Additional support is available for students who do not respond to regular Class and Playground Behaviour Management Approaches.

A teacher may access support by notifying the principal of his/her concerns. Concerns about behaviour identified on enrolment, or through parent/principal interview, may also lead to Administrative support for behaviour management.

After being notified of a concern the Co-Principals may refer the matter to the **Henschke Student Wellbeing Committee**.

The purpose of the *Henschke Student Wellbeing Committee* is to support the development of appropriate behavior, to plan strategies and put necessary support systems in place. The committee is comprised of the Co-Principals, Assistant Principal, School Chaplain, Inclusive and Diversity Coordinator and Centacare Counsellor.



Behaviours that lead to the provision of Administrative Support for behaviour management may meet the school's definition of a Serious Offence. The principal should ensure that any action taken to manage inappropriate or irresponsible behaviour follows the procedures outlined in the [*Suspension, Exclusion and Expulsion Policy*](#).