DISCIPLINE POLICY

AIM:
To work in partnership with parents and caregivers to guide children to develop responsible modes of behaviour and achieve self discipline.

BELIEFS ABOUT THE DEVELOPMENT OF SELF DISCIPLINE:
Students need to be empowered to be self-directed and self-corrective in the management of their behaviour.

To achieve self discipline children need;
- clearly defined and negotiated rules for appropriate behaviour;
- opportunities to practise appropriate behaviour and receive positive feedback to reinforce same;
- an environment that encourages children to:
  - accept responsibility for their behaviour;
  - respect the rights of others;
  - develop a positive self-esteem; and
  - build workable relationships.
- guidance to develop appropriate strategies to deal with situations,
- opportunities to learn from, and reflect upon, inappropriate behaviour and to rebuild trust.

The basis of Kegworth Public School’s Discipline Policy is our ‘Code of Behaviour’.

CODE OF BEHAVIOUR
- Safety for all
- Respect for others, their rights and property
- Cooperation with others

Kegworth P.S Discipline March 2010
DISCIPLINE PROCEDURES

Classroom
Establish the learning environment.
- Discuss the school code which outlines the rights and responsibility of everyone within the school.
- Identify the rights of all students in the classroom to learn and the teacher’s right to teach.
- Negotiate the class rules related to the school code. Ensure these rules or behaviours are clearly articulated and leave students in no doubt as to what is acceptable behaviour and what is not.
- Outline the procedure for rewarding appropriate behaviour and dealing with inappropriate behaviour

Positive consequences of appropriate behaviour
The aim of the discipline policy is for the children to develop self discipline. To achieve this it is vital that children are acknowledged and given affirmation for their appropriate behaviour and efforts in the classroom.
It is important to plan time to give positive, honest feedback to the children about their behaviour and learning.

SCHOOL AWARD SYSTEM

Mini Merit Awards > Bronze Awards>Silver Awards>GOLD AWARDS

MINI MERIT AWARDS
These awards are presented to students by teachers to reward positive behaviour.
The Mini Merit Awards indicate what category of behaviour is being rewarded - consistent class work, citizenship, responsible behaviour. Children are responsible for collecting the Mini Merit Awards.
Awards - citizenship (orange), classwork (yellow), playground (green) and social skills (purple).

MINI MERIT AWARDS > BRONZE AWARD
When a child has 10 MINI MERIT AWARDS they hand them to the teacher who converts them to a BRONZE AWARD. BRONZE AWARDS are passed onto the Principal, via the post box outside the main office, for presentation at Infants and Primary assemblies.

BRONZE AWARD > SILVER AWARDS
When a child has 3 BRONZE AWARDS they are converted to a SILVER AWARD by the Principal and presented at a whole school assembly.
SILVER AWARDS—GOLD AWARDS

When a child receives 3 SILVER AWARDS they are converted to a GOLD AWARD by handing them to the Principal.
Gold awards are presented at whole school assembly. A record of awards is to be kept on a class list in the front of the RED BOOK.

Procedures for managing inappropriate behaviour

These procedures for disciplining students take into consideration the school’s aim to develop the student’s ability to manage their own behaviour and play an active role in the correction of inappropriate behaviour.

The teacher will set up an area of the classroom for a review space. For older students display the school code and the negotiated class rules and the questions (attachment 1) the students need to consider while in this space. This could be done pictorially for the younger students (attachment 2).
All inappropriate behaviour in any class the student attends and on the playground, will be recorded in the CLASS RED book.

For inappropriate behaviour

**Strike 1: Verbal Warning** from teacher for student displaying inappropriate behaviour, clearly stating what the student is doing.

**Strike 2: Time Out** student’s name written on board and the child is to go to the review table set up in the classroom. This allows the child to reflect upon his/her behaviour – who has been affected by their behaviour, in what way, and what can be done to make things right? Upon completion of the time in the review space the student returns to the class group. Briefly review the problem and ensure the student knows what to do to make things right.

**Strike 3: Buddy Time Out** the student is then sent to “time out’ in a buddy support class for the remainder of the session. Students will be sent with work to complete while in another classroom.

**Strike 4: Red Book** The students’ name is placed in the Class Red Book. When entering a student’s name into the “Red Book” the teacher counsels the student using the “restorative practice” questions. If the student’s name is placed in the red book two times in a week they will spend time in the Review Room.

**Review Room:** Teachers must record student name with details of behaviours in the RR Red folder. Class teachers must inform executive on duty that day and write students name on the whiteboard.
This procedure is for 1 day duration. Each day is a new day – this allows the students to make a mistake, redeem trust and correct their behaviour.

1. The Review Room is supervised by an executive. The executive will counsel the student – the focus of this session is what’s happened and how it can be made right. This session also gives the student an opportunity to discuss any other problems they are having. Attendance will be recorded and a note will go home to be signed and returned to school the following day. Communication between the executive and the child’s class teacher following these sessions is important.

2. If a student attends the REVIEW ROOM a second time in a term, parents will be contacted and an appointment with the Principal will be made.

Consequences of a second REVIEW ROOM session in 1 term

- Children will be placed on a level 1 - 5 day behaviour plan. To be successful on this behaviour plan the student must receive 15 point (minimum) per day for 5 days (see below). If not successful the plan will be extended to level 2 - 10 day behaviour plan if necessary. At this stage the need for external intervention may become obvious.

- If the student is not successful on the 10 day plan he/she may lose the privilege of attending overnight or extended day excursions. This is up to the discretion of the principal. If this inappropriate behaviour happens early in the year the students must be given the opportunity to correct his/her behaviour.

Consequences of a third REVIEW ROOM session in 1 term

If a student is not successful on the 10 day plan or is sent to the REVIEW ROOM for a third session in a term the consequence will be

- Suspension

On return from suspension the student will be placed on a 5 day behaviour plan to reinforce appropriate behaviour.

If teachers are aware that a child in their class has been in the RED BOOK 3 times in a week before Friday, let the executive in charge know, so the child can attend the Review Room as soon as possible. It is important that when a child attends the review room that the executive is clearly aware of the inappropriate behaviour.

PLAYGROUND DISCIPLINE

Kegworth P.S Discipline March 2010
It is important to remember that part of a teacher’s role is to facilitate appropriate social interaction between children. If a child is behaving inappropriately the use of a 5 minute review, together with advice on how to make things right may be sufficient to diffuse a problem.

1. **Oral warning** addressing the issue.
2. **Second oral warning** accompanied by discussion of inappropriate behaviour and restorative questions to reflect and to make things better. Student has 5 minutes review time in an allocated space that is easy to supervise or alternatively the student may ‘shadow’ the teacher.
3. If inappropriate behaviour continues the student’s name is entered onto a **Playground Discipline Issue Slip**. The issue is again discussed and the student informed that because their inappropriate behaviour has not changed their parents will be contacted. **The Playground Discipline Issue Slip** is given to the students’ teacher who will contact parents within an appropriate timeframe and record the information in the **Class Red Book** and retain the slip for reference if required.

**Behaviours that needs immediate referral to an executive either from the playground or the classroom**

- Violence
- Verbal abuse
- Throwing objects and endangering others
- Threatening or intimidating behaviour

The school has a zero tolerance policy towards violence. Following removal from the classroom or the playground the child will be counselled by an executive then parents will be advised. Options for dealing with this behaviour include playground suspension, in-school suspension or home suspension. This will be at the discretion of the Principal and in accordance with the DET suspension policy.

**Specialist Teacher Class Discipline**

It is important to remember that part of a teacher’s role is to facilitate appropriate social interaction between children. If a child is behaving inappropriately the use of a 5 minute review, together with advice on how to make things right may be sufficient to diffuse a problem.

1. **Oral warning** addressing the issue.
2. **Second oral warning** accompanied by discussion of inappropriate behaviour and restorative questions to reflect and to make things better. Student has 5 minutes review time in an allocated space.
3. If inappropriate behaviour continues the student’s name is entered onto a **Class Discipline Issue Slip**. The issue is again discussed and the student informed that because their inappropriate behaviour has not changed then their name will be placed in their **Class Red Book**. **The Class Discipline Issue Slip** is given to the students’ teacher who will record the information in the **Class Red Book** and retain the slip for reference if required. **Parent contact to be negotiated between class and specialist teacher within an appropriate timeframe.**
Other discipline issues

If there is general conflict, especially relationship problems, between several students it may be more appropriate to deal with the students in a group using the RESTORATIVE PRACTICE FACILITATORS GUIDE 2. This guide is also useful when dealing with issues of racism etc.
If problems occur seek the support of the Stage supervisor and/or the Principal
Restorative Questions

Remember to use the WHAT HAPPENED? not WHY?

When things go wrong

1. What happened?

2. What were you thinking of at the time?

3. What have you thought about since?

4. Who has been affected by what you have done? In what way?

5. What do you think you need to do to make things right?

When someone has been hurt.

1. What did you think when you realised what had happened?

2. What impact has this incident had on you and others?

3. What has been the hardest thing for you?

4. What do you think needs to happen to make things right?
## CLASS RED BOOK

**Week ____  Term ____**

<table>
<thead>
<tr>
<th>Name</th>
<th>Day</th>
<th>Inappropriate behaviour</th>
<th>Discussed with…</th>
<th>Student’s name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>insert teacher’s name.</td>
<td>Student to write own name</td>
</tr>
</tbody>
</table>

Class: ……………………………………  Teacher: ……………………………

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### PLAYGROUND RED BOOK

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Class: ................................................ Teacher: ............................................

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CLASS RED BOOK

Each teacher has a class RED BOOK.
Two class lists must be placed in the front of the RED BOOK - 1 totally MERIT AWARDS and 1 to tally Red Book entries.

Specialist teachers will inform class teachers of any inappropriate behaviour that has occurred in their lessons and the stage in the process that the student is up to. This reinforces the understanding that all teachers have a common standard and expect appropriate behaviour at all times.

PLAYGROUND RED BOOK

A RED BOOK will go to the playground with each tub/equipment box; one for Infants and one for each Primary stage.

It is the responsibility of the teacher on second half lunch duty to ensure the book is returned with the equipment box to the designated place at the end of the duty.

Teachers on duty need to inform class teachers of any child who has been put into the “Red Book”.

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