



Holy Family Primary School
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'We endorse Parramatta C.E.O. policies, procedures & guidelines.'

STUDENT MANAGEMENT (DISCIPLINE) POLICY

Updated April 2012

1.0 Rationale

Holy Family's Student Management (Discipline) Policy is intrinsically linked to the school's Pastoral Care Policy, which accepts responsibility for promoting respectful, secure and healthy environments in which the students can prosper.

At Holy Family Primary School we believe that every child has a right to feel safe at school. We respect the dignity of each child. The school motto says...'In Christ we live, love and learn'. Therefore, we use Gospel values including love, forgiveness and compassion as the basis of our student management strategies.

As we cultivate effective citizenship in our children and work together with parents building a loving community that is Christ-centred, we encourage each child to develop self-discipline and value based decision-making skills so that they can make appropriate choices and take responsibility for their actions. We also encourage each child be the best person they can be in their interaction with others in our community.

Therefore, Holy Family Student Management Policy is multifaceted to cater for the variety of situations that arise in the daily life of our school.

The various components include:-

- Individual classroom student management procedures;
- Integration of Bounce Back. A Wellbeing and Resilience Program
- Student Supervision Policy ;
- Behaviour Reward System (whole-school based);
- Suspension, Exclusion & Expulsion policy;
- Student Code of Behaviour – for students representing Holy Family Primary School in inter-school events;
- Access to counselling for students and family counselling services;

On occasions when student behaviour problems cannot be satisfactorily resolved, the Principal may use Student suspension, exclusion & expulsion strategies, in accordance with Parramatta Diocesan Policy guidelines.

Corporal punishment is expressly prohibited in all Catholic schools and the use of corporal punishment by non-school persons is never sanctioned at the school.

2.0 General Principals

2.1 Holy Family Primary School makes every effort to ensure that education is a rewarding and relevant experience for all students.

2.2 The Principal has the responsibility to ensure that students, parents and staff are fully aware of the school's pastoral care policy and discipline code of the school.

2.3 The Principal will seek early and positive support from parents or caregivers in resolving discipline and behaviour problems.

2.4 The Principal will use their available authority immediately if they believe that the safety of staff or students is at risk.

2.5 When considering these strategies the Principal will ensure that no student is discriminated against in terms of gender, race, religious or cultural background, socio-economic status, physical or intellectual disability.

2.6 The discipline of students will be underpinned by the principles of procedural fairness. These principles require that individuals have the right to respond (the hearing rule) and the right to an unbiased hearing (the bias rule). The 'hearing rule' includes the right of the person against whom an allegation has been made to know the allegations related to a specific matter and any other information which will be taken into account in considering the matter; know the process by which the matter will be considered; respond to allegations; and know how to seek a review of the decision made in response to the allegations. The 'right to an unbiased decision' includes the right to impartiality in an investigation and decision-making and an absence of bias by a decision-maker.

3.0 Aims

3.1 To create an environment where everyone is treated equally regardless of his or her differences.

3.2 To create an environment where all students are safe and feel they belong to the community.

3.3 To create an environment where justice and faith are central to the life of the school.

3.4 To encourage ownership of the Student Management (Discipline) Policy by all members of the community.

3.5 To develop a sense of responsibility for students' actions.

3.6 To provide consistent guidelines for students to make appropriate choices, and be made aware of the consequences of poor choices.

3.7 To develop the idea of fair play and good sportsmanship that will continue into adult life.

3.8 To promote and develop within the students self control and self discipline while enhancing a sense of belonging and positive self esteem.

3.9 To inform parents of their child's behaviour to ensure growth and learning for all involved.

4.0 Implementation

4.1 Discipline

Methods of behaviour modification used at Holy Family Primary School includes:

- Non Verbal Interaction – look, facial expression, eye contact and/or hand gesture.
- Verbal Interaction – 4W's
 - What did you do?*
 - What rule did you break?*
 - What is your explanation?*
 - What do you think you need to do to fix things up?*
- Classroom/Playground timeout – to take some cooling off time for both the teacher and student.
- Visit another classroom for timeout to allow the other students the time to settle into their work without further disruption.
- Removal from class for longer periods of time with a member of the Leadership Team

5.0 Budget

A budget will be provided for the professional development of staff and acquisition of resources.

6.0 Evaluation

It is recognised that this policy is subject to constant review and modification to best meet the needs of all members of Holy Family Primary School community. It is also recognised that the Principal may at any time modify this policy to cater for individuals and individual circumstances.

STUDENT MANAGEMENT CLASSROOM BEHAVIOUR

1. First Instance: For inappropriate behaviour a verbal reminder of the school expectations that everyone has the right to be: Safe, Accepted and Happy.
Eg. You are not being safe when.....

2. Second Instance : Verbal reminder of inappropriate behaviour. No discussion.

3. Third Instance : Student is instructed to move to a space to fill out Time Out Sheet.
What did you do?
What rule did you break? Who did it affect?
What do you think is an appropriate consequence?

4. Teacher discusses with child on re-entering classroom activities. Time Out sheet filed.

5. If behaviour re-occurs, student is sent to pre-arranged buddy classroom with a second Time Out sheet to be filled out and given to Module Leader.

Buddy Classes

Kindergarten - Year 6

Year 1 - Year 2 / Year 2 - Year 1

Year 3 -Year 4 / Year 4 - Year 3

Year 5 - Year 6 / Year 6 - Year 5

Discussion with teacher on re-entering the classroom.

6. At third Time Out, child sent to AP/Principal with blank sheet to complete. (All sheets stapled together)

7. Teacher makes contact with parents regarding behaviour, including Module Leader. Time Out sheets available for parents to see. Communication record kept by Principal.

PLAYGROUND INCENTIVE SCHEME

The staff at Holy Family developed additional activities to give selected children alternative options for the lunchtime breaks.

KID'S CLUB

Kid's Club is held in the Library/Year1 classroom on Tuesday/Wednesday for a selected group of children to have an opportunity to socialise with other children of mixed age groups. A child from each grade is asked to invite a friend to accompany them for the term.

LIBRARY

Library passes are given out to six children from each grade on Monday, Wednesday and Thursday.

PLAYGROUND ALLOCATION

The playground areas have been specifically allocated to allow optimum safety to all students.

Playground One: Early Stage 1
Stage 1
Year 6 (optional)

Playground Two: Stage 2
Stage 3

Handball Courts & Grass Area: Rotational for Stage 2 and 3.

STUDENT MANAGEMENT PLAYGROUND BEHAVIOUR

1. Teacher is on time for duty with a first aid bag, an orange vest and megaphone. Teacher is proactive in supervision, reminding children of school expectations.

2. Teacher on duty deals with minor issues that arise in playground. Children are encouraged to use the 3 steps :

- Stop it, I don't like it.
- Stop it, I don't like it, and walk away.
- Seek assistance from teacher if necessary.

3. Teacher deals with the situation at hand and can use these management strategies:

- Sitting down at a quiet, designated space to have some reflection time.
- Community service
- Follow up meeting with teacher.

4. When a follow up meeting has occurred, classroom teacher records this in child's classroom file.

5. When 3 follow up meetings have occurred, child is referred to the appropriate Coordinator.

6. After discussion with the child, the Coordinator makes contact with the parents to notify them of the child's behaviour and appropriate consequence. A record of the child's behaviour is placed in the school behaviour file in the Principal's office.

7. Child's behaviour is continued to be monitored in playground by supervising teachers, and classroom teacher.