



# Gulfview Heights Primary School

## School Discipline Policy

### Rationale

Our school is committed to providing a safe and supportive environment for all staff and students. Social skills, including the '5 Keys to Success' (Getting Along, Persistence, Resilience, Organisation, Confidence) are explicitly taught to promote personal responsibility and ownership of behaviour choices.

### Guiding Principles

Our School Behaviour Code is based around our school values of **Respect, Excellence, Empathy, Integrity** and **Collaboration** and around the following guiding principles:

- Actions and consequences imposed as a result of inappropriate behaviour choices will be in the best interest of the student, class, teacher and school.
- Building and strengthening positive relationships will guide the implementation of this policy.
- The principles of Restorative Justice will be used to guide the implementation of this policy.

### Restorative Justice Principles

This policy is structured around the principles of Restorative Justice which include:

- All parties who have been injured, harmed or affected by the behaviour choices of others will work together to restore positive working relationships.
- Those most directly involved and affected by the actions of other parties should have the opportunity to participate fully in the response.
- Gulfview Heights staff have a 'duty of care' to ensure the safety and general well-being of all members of our school community and for the maintenance of a safe, supportive learning environment.

### Student Expectations / Responsibilities

Students are expected to:

- Do their best as a learner
- Develop and use effective listening skills
- Use appropriate tone and body language when communicating with others
- Work cooperatively / collaboratively
- Monitor individual / group noise level
- Move safely and quietly in class and around the school
- Respect the rights and property of others
- Follow class / school rules

In the school grounds students are to observe the following expectations:

- Use non-offensive language and act in an appropriate and respectful manner
- Promptly follow directions given by teaching, support staff and school volunteers
- Be punctual to class
- Play in a safe and orderly manner
- Remain in the school grounds at all times

- Not participate in bullying behaviour. All forms of bullying are unacceptable and will not be tolerated. These include:
  - a) Persistent teasing or name calling
  - b) Racial or sexual taunts/harassment
  - c) Victimisation
  - d) Emotional abuse
  - e) Extortion
  - f) Ostracism of individuals by others
  - g) Physical abuse
- Students will understand and use grievance procedures where necessary. These are taught and on display in all learning areas across the school. The 'Wheel of Choice' supports students in making responsible, safe choices when responding to inappropriate behavior.

## **Staff Expectations/Responsibilities**

Staff members are expected to:

- Ensure that students are aware of their rights and the rights of others in the school community.
- Be consistent in the implementation of this policy.
- Reinforce and model appropriate behaviour regularly.
- Respectfully apply consequences for behaviour providing students with opportunities to change inappropriate behaviour.
- Use professional judgment when determining how they respond to behaviour to ensure that the student is supported at all times.
- Treat students fairly.
- Respect students and protect their dignity.
- Assist students to develop negotiation and conflict resolution skills.
- Develop and teach programs in line with school social skills expectations (eg: Program Achieve)
- Raise parental awareness of the whole school social skills program and seek their support in its implementation.
- Establish and maintain meaningful, regular communication between home/school in relation to student behavioural progress.
- Use school grievance procedures to work through and respond to issues of concern.

## **Parent Expectations/Responsibilities**

Parents are expected to:

- Familiarise themselves with the school behavioural expectations.
- Support staff in the implementation of the behaviour code.
- Assist children to develop skills to interact in a socially responsible manner in the class/school.
- Assist children to develop age appropriate assertiveness skills, to take responsibility for their behaviour and to take positive steps to overcome issues in the class/yard.
- At an appropriate time, make contact and communicate respectfully with teachers and staff when requiring clarification of behaviour issues.

## **Implementation**

- Each classroom teacher will develop a classroom behaviour code consistent with the school values and behaviour code.
- All members of the class will be involved in the development of class rules and consequences.
- Strategies/social skills are explicitly taught and reinforced to promote and encourage appropriate year level behaviours.
- The class culture will focus on the positive aspects of student behaviour.
- Teaching staff will regularly communicate positive and negative behaviour instances via phone calls, diary or other notes/letters, parent/teacher/student meetings/conferences.

## **Classroom Rules & Consequences**

Individual classes are responsible for establishing classroom rules and consequences based upon school values and expectations. Staff at our school use positive techniques to encourage students to make positive behavioural choices.

## **Counselling by Leadership Staff**

Counselling by leadership staff is an option that can be used at any time throughout the process as a proactive strategy to support positive behaviour recovery.

## **Yard Management**

At Gulfview Heights Primary School we aim to promote a safe, caring environment for all members of our school community, our school facilities and our natural environment.

## **Common Sense Statement**

- Teachers on yard duty will interact positively with students to prevent inappropriate behaviours from escalating through redirection, walking with the teacher and discussing/resolving conflict.
- Teachers will apply logical consequences for inappropriate yard behaviour. Eg: Drop a paper, pick it up; cool down time by sitting out or walking with teacher
- Teachers are actively involved in implementing common sense strategies to empower students to choose appropriate behaviours thus avoiding an escalation of unacceptable behaviours.

## **Refocus / Rethink Process**

A student may be referred to leadership staff for a wide variety of reasons to assist them to refocus their behaviour choices and be more successful in the yard and in the classroom.

Students who are referred to leadership will via the blue referral note will be collected by the leadership staff member and returned to class once students have worked through a resolution and are ready to re-engage with learning successfully.

Class teachers may choose to keep these referral notes for their records and use them when communicating concerns with parents.

Students who have been referred to leadership staff may work through a refocus sheet / conversation, receive counseling and support. Where appropriate this follow up will be negotiated with the teacher referring the student.

## **Office Referral Process**

A student may be referred to the front office for an Office Re-Think for the following reasons:

- Violence (Threatened or Actual)
- Threatened the good order of the school by refusing to follow the schools behaviour code
- Threatened the safety or well being of a student, member of staff or other person
- Acted illegally
- Interfered with the rights of other students to learn or teachers to teach
- Shown persistent and willful inattention or indifference to school work

## Office Referral Expectations

- Where assistance from leadership staff is required teachers will complete an **Office Referral Slip (blue note)** and forward this to the office. Students will remain in class until collected by a leadership team member.
- When available, a leadership staff member will collect the student from class, counsel them and make a determination of further consequences or follow up if required.
- If a leadership staff member is unavailable students will be returned to class with appropriate card until leadership staff become available. They will then be collected by a member of leadership staff and counselled.
- Students who are referred to the office may work on a behaviour refocus sheet. Leadership staff will communicate with relevant teaching staff on any follow up provided.
- Where possible students will be re-entered to the class after refocus time in consultation with class teacher.
- In emergency situations where the safety and wellbeing of staff and/or students is being threatened teachers will send a red emergency card to the office.

These may include:

- a) Take home for the remainder of the day
- b) Additional office time out
- c) Removal from yard
- d) Alternative class placement for the remainder of the day
- e) Additional intensive counselling

## Office Re-Think Management

Leadership staff members are responsible for the management of this section of the school discipline policy and will apply appropriate consequences using their professional judgment and discretion.

Each office referral case will be treated on an individual basis and consequences for referral will be applied accordingly.

Where possible leadership staff will:

- Identify the facts behind the referral and the circumstances surrounding the referral
- Consult with relevant parties
- Determine the level of previous parent contact between class teacher/home
- Check the behaviour management register to determine the most appropriate action
- Counsel the student in an effort to promote behaviour recovery and positive behaviour change
- Re-enter the student in consultation with the classroom teacher.

## General Office Re-Think Guidelines

Once referred to the office the decisions regarding consequences for inappropriate behaviour lies with leadership staff. A leadership team member may choose to consult with the referring teacher before reaching their decision.

## Take Home

Take home may be utilised by leadership staff if:

- A student is referred to the office twice in one day for medium – high level behaviours (at the discretion of leadership staff)
- A student is unable to follow class/school behaviour code after re-entry
- A student is continually disruptive and unresponsive during counselling

## **Suspension**

Suspension may be employed as a consequence if a member of the leadership team believes on reasonable grounds that a student has:

- Perpetrated violence (Threatened or Actual)
  - Threatened the good order of the school by refusing to follow the schools behaviour code
  - Threatened the safety or well being of a student, member of staff or other person
  - Acted illegally
  - Interfered with the rights of other students to learn or teachers to teach
  - Shown persistent and willful inattention or indifference to school work
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- Leadership staff will determine the type (internal/external) and length of each suspension. Senior staff may choose to consult with the referring teacher before making this decision.
  - If suspension is to occur parents will be contacted and asked to collect the student and will be provided with a notice of suspension outlining the reason/s for suspension, suspension details and re-entry conference details.
  - A student development plan will be drafted in consultation with the student, parent, senior staff member and teacher before the student is re-entered into the classroom.
  - Parental permission may be sought at the re-entry meeting for interagency referral and behaviour support.

## **Exclusion From School**

A student who has acted illegally, put others at significant risk, been suspended four (4) times in a year, or who has been suspended for a total of fifteen (15) or more days in one year can be excluded from the school for up to ten (10) weeks.

The student will be expected to work towards changing their behaviour at an alternative location before returning to school.