



St Patrick's School Lithgow
Discipline Policy:

Mission and Values

We believe that ALL children in our school should be given the opportunity to succeed and reach their full potential. In an atmosphere of love and concern, the whole person will be developed SPIRITUALLY, MORALLY, SOCIALLY, ACADEMICALLY, PHYSICALLY and EMOTIONALLY.

We believe that each child that is immersed in a faith filled Christian community will develop as an integrated person, striving for excellence, growing in relationship with God and having respect for self and others.

Our Vision for Learning:

St Patrick's School collaboratively facilitates *meaningful learning opportunities* that develop creative, confident and independent lifelong learners. Our students will have the skills to contribute to an ever changing world, while demonstrating a strong sense of empathy, social justice, compassion and connection to the Catholic faith.

Rationale

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the development of a supportive and co-operative school environment.

Aims

- to build a school environment based on positive behaviour, mutual respect and co-operation
- to manage inappropriate behaviour in a positive and professional manner
- to establish clear expectations for student behaviour
- to establish clear and consistent consequences for inappropriate behaviour that are well-understood by the students.

Corporal Punishment Statement:

St Patrick's School expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Education Reform Amendment (School Discipline) Act 1995

In January 1996, the Board of Studies, NSW, advised schools that each registered school must have "official school policies relating to student discipline that do not permit corporal punishment of students attending the school".

The Act specifies that:

“Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to, or the destruction of property of, any person (including the student)”.

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school. The policy is in accordance with Diocesan guidelines and is supplementary to the staff handbook.

A. BEHAVIOUR CODE

1. Behaviour Towards Each Other:

At St Patrick’s we expect that:

- Students take care of and are fair to each other
- Students share school grounds fairly and equally
- No child will attempt to bully another child either physically or verbally
- Disputes will be settled without fighting
- All students will respect the needs and rights of others and no one should disrupt the learning of others
- Students should not throw objects or engage in any behaviour that could cause harm to others
- Students should not use undesirable or abusive language
- Students understand that deliberate nastiness, teasing and malicious and harmful gossip is never acceptable
- Students will be honest at all times
- Students will respect the property of others
- Students learn from their mistakes, accept consequences and grow in tolerance and maturity

2. Behaviour Towards Teaching Staff, Ancillary Staff, Coaches and Visitors:

At St Patrick’s we expect that:

- Students are respectful towards adults
- Students follow the directions of teachers, teachers aides, ancillary staff (eg: office staff, cleaners, grounds persons, canteen helpers), coaches and visitors.
- When representing St Patrick’s School, students are expected to display exemplary sportsmanship and give due respect to coaches and parents who may assist with the training and management of teams.

3. Behaviour at School:

At St Patrick’s School we expect that:

- Students wear correct school uniform everyday
- Students remain within allocated school grounds areas unless special permission is given
- Prohibited items such as chewing or bubble gum, trading cards, questionable magazines, fireworks, cigarettes, knives and any other items that can cause harm, are not to be brought to school
- Students help to keep the grounds tidy and place all litter in the bins provided
- Sports equipment will be used safely
- Students will move quietly inside buildings, including corridors
- School equipment and buildings will be treated with care
- Deliberate damage will be repaired, replaced or paid for by the person/s responsible
- Students will be punctual
- Students will aim at developing a positive attitude toward school work, taking pride in work well done and completing set tasks
- Students will arrive at school between 8:30am and 8:55am. If students arrive before 8:30am they are to remain seated at the tree stump and not play until the supervising teacher takes the students to the playground

4. Behaviour out of School and on Special Occasions:

At St Patrick’s we expect that:

- Students understand that their behaviour out of school reflects on the school and its reputation
- Students behave appropriately when travelling to and from school, on school buses, on school excursions, at the Church and when attending any other school event outside of the school grounds
- Students behave respectfully and reverently during class prayer and during Liturgies and Masses

B. POSITIVE BEHAVIOUR SYSTEM:

Behaviour code is intended to promote the good order of the community, and as such they are positive concepts. They should be aids to the fostering of self discipline and responsibility, so that students progressively grow in their capacity to exercise moral judgment and a concern for the common good.

At St Patrick's, positive behaviour is recognised formally by:

- Staff members issuing Purple Slips for positive actions and/or behaviours such as excellent work, displaying good manners, exhibiting care for others...in class, on the playground and on school sanctioned activities.
- Students who earn five Purple Slips receive a Golden Award. Five Golden Awards gains a special award.
- Students who earn ten Golden Awards in a year receive a Principal's Award.
- Golden Awards, Special Awards and Principal's Awards are presented weekly at the Infants and Primary Assemblies.
- Teachers are rostered each week to select a Primary and Infants student to receive the "Student of the Week" award. "Student of the Week" recipients are announced at the Whole School Assembly and their names are published in the Patrol.
- Additional positive initiatives can be implemented as determined by staff individually and/or collectively.
- Staff can contact parents/guardians by phone or mail to acknowledge exemplary behaviour.

C. MANAGING CHALLENGING BEHAVIOUR:

Most incidents of misbehaviour will be dealt with by the classroom or playground duty teachers in accordance with the school's Discipline, Anti-Bullying and/or Pastoral Care Policies.

When an incident occurs that requires more serious intervention or follow-up, the Principal and/or a member of the Executive Team should be informed. A decision can then be made as to the appropriate course of action.

Corporal punishment is never to be used at St Patrick's School.

The Role of the Teacher:

Teachers deal with misbehaviour that may occur in the classroom or on the playground by interviewing the students concerned and deciding upon the appropriate consequences in accordance with the school's Discipline, Anti-Bullying and/or Pastoral Care Policies.

When a situation cannot be resolved, the teacher has the option to:

- Ask student/s to write down their version of events or come back at another suitable time to allow for further discussion and investigation, using the Student Incident report form.
- Contact parents or the classroom teacher for further discussion.
- Discuss the matter with an Executive Team member and involve them in the process of interviewing the student/s.
- Meet with the Principal and/or Executive Team member and the student to discuss appropriate consequences in accordance with the school's Discipline, Anti-Bullying and/or Pastoral Care Policies.
- Phone or send for the Principal and/or Executive Team member requesting immediate assistance and support in the event of a major incident in the classroom or on the playground.

The Role of the Principal and Assistant Principal:

The Principal/Assistant Principal has a role in supporting teachers, students and parents in resolving incidents of serious conflict in accordance with the school's Discipline, Anti-Bullying and/or Pastoral Care Policies, CEO and Child Protection guidelines.

The Principal/Assistant Principal have the option to:

- Discuss the matter with the teacher involved and if necessary request further investigation.
- Interview students to clarify, and if necessary, re-investigate the incident more thoroughly.
- Speak to the student's parents/guardians.
- Confirm that the issue has been resolved satisfactorily by following-up with a meeting or conversation with parties concerned.
- Seek advice and support from the CEO Behaviour Management/Support Team or the Schools Consultant.
- Keep the Parish Priest and staff informed when appropriate and necessary.

Consequences:

- Reprimand - reminder of School Rules and Student Code of Conduct.
- Time-Out - walking with a teacher or sitting out of play on the playground, going to another classroom or the Office.
- School Service - eg, picking up papers, (gloves to be issued - no chemicals to be used).

- Detention (see Detention procedure).
- Contact with parents - teacher/Executive member to phone parents.
- Interview with parents - teacher/Executive member to request an interview.
- Withdrawal from certain activities - such as excursions and representative sport.
- In-School Suspension - see In-School Suspension Procedure.
- Suspension from school - see Suspension Procedure.
- Expulsion - see Expulsion Procedure.

Consequences may vary for students who have been placed on an Individual Behaviour Modification Plan in consultation with the Executive and Support Team.

D. PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING - refer to School Anti-Bullying Policy.

E. DETENTION PROCEDURES:

Green Slips - Warnings:

- A teacher can issue Green Slips for minor misbehaviour.
- Green Slips are kept by the classroom teacher.
- Three (3) Green Slips in a term result in a Formal Detention Note (Blue Slip). The classroom teacher will issue the Detention Note and attach the Green Slips to the Blue Slip that is sent home.

Formal Detention Notes:

- A teacher can issue a Formal Detention Note to a student who exhibits serious misbehaviour.
- Teachers are asked to investigate incidents thoroughly, following the Managing Challenging Behaviours Guidelines before issuing a detention.
- A detention slip is given to the student to take to the Detention Room.
- A Formal Detention Note (Blue Slip) is sent home with the child to inform parent/s and explain the reasons for the detention. This note is to be signed by the parent/s and returned to the detention supervisor. It will be noted on the detention register as returned and then filed.
- Detention is held Monday to Friday during first half lunch (1:10pm-1:30pm). For serious offenses, a student may be required to be "Off the Playground" - supervision in the office will be provided for students who are "Off the Playground".
- If a student fails to go to Detention when required they must make it up the following day.
- Students are not permitted to go to the Canteen before going to Detention.

Detention Room Procedures:

- A small blue Detention Slip must accompany each student assigned to detention
- Teachers need to fill in the reason for the detention on the detention slip and indicate whether or not the student is "off the playground"
- Teachers must complete a Formal Detention Note, including details of the incident, to be sent home to parents. The note is to be given to the Principal for signing. The Assistant Principal will keep a record of the detention, address the detention to parents and return to the classroom teacher who sends the note home with the student.

Detention requires the student to sit quietly and complete an Incident Report in relation to the incident (if necessary), which can be discussed with the Detention Room supervisor (where appropriate).

All incident reports will be stapled to the small Detention slip and returned to the classroom teacher for filing. The Detention Room supervisor keeps a record of attendance on the Detention Register.

A Notification of Detention note (to be completed by the teacher issuing the detention and then signed by the Principal) is sent home to the parents outlining the reason for the detention and with the expectation that the note be signed by the parent as confirmation of their knowledge of the detention. If the student does not return the appropriate portion of the note signed by the parent, the Detention Room Supervisor records that the note was not returned.

Fourth Detention Notification Letter:

- Four (4) Formal Detention Notes in a term will result in parent/s receiving a Fourth Detention Notification letter in the post. A formal interview will be requested. The interview will take place to decide future corrective action. In attendance will be the child's parents, classroom teacher, Principal and/or Executive member, Support Teacher and counselor if required. During the interview:
 - parents will be shown the child's behaviour record
 - the child's behaviour will be discussed and the parents will be informed of the steps being taken to manage and discipline the child

- future disciplinary steps, including withdrawal of privileges for the remainder of the term, or longer if deemed necessary, will be discussed

Detention Transgression List:

Students can be issued with a first half lunch detention for minor transgressions or an “off the playground” detention for more serious behaviours. In the event of serious or persistent misbehaviours, three first half detentions or three days “off the playground” (Before School, Recess and Lunch) can be issued.

Examples of transgressions can include: physical aggression, verbal aggression, disrespect, disobedience, bullying, stealing, lying, spitting, swearing, rude gestures, playing dangerously, damaging property and being out of bounds.

Automatic “Off the Playground”:

- After receiving a Fourth Detention Notification letter, the next detention (5th) received will be an automatic “Off the Playground” detention for an appropriate period of time.
- After receiving 5 Formal Detention Notes, in consultation with the Principal, a student may be withdrawn from certain activities, such as excursions, carnivals, representative sport, as a consequence for continued inappropriate behaviour that may jeopardise the safety of themselves or others, or threaten the reputation of the school.

In-School Suspension:

In-School Suspension is a temporary withdrawal of a student’s right to attend class. It is a disciplinary measure, which may be invoked by the Principal or Assistant Principal where a student’s conduct and behaviour are deemed to be prejudicial to the good order or reputation of the school and the safety of staff and other students. A student may be suspended from classes for an appropriate period.

When a decision is made to suspend a student from class the Principal or Assistant Principal will inform the parents and arrange a meeting to address the issue. The student will be provided with normal class work (by the classroom teacher) to be completed under the supervision of a member of the Executive in the Office. The student will have supervised recess and lunch breaks away from the other students.

- If a child receives 6 Detention Notes in one term, the student will be placed on In-School Suspension.
- The student is suspended from class and the playground for an appropriate period.
- Parents are informed and a formal meeting with parents is requested.
- The student is provided with normal class work to be completed under the supervision of a member of the Executive.
- An appropriate Behaviour Plan may be implemented.

Suspension:

- When a student is not responding to the consequences outlined above or a Behaviour Plan, and there is little to no improvement in their behaviour at school, suspension may be required.
- Suspension is the temporary withdrawal of a student’s right to attend school. It is a disciplinary measure, which may be invoked by the Principal where a student’s conduct and behaviour are deemed prejudicial to the good order and reputation of the school.
- The decision to suspend a student is to be made in consultation with the Schools Consultant in accordance with Diocesan Suspension Guidelines.
- The student can be readmitted to the school after an appropriate period of suspension, following a re-entry meeting with the student and parents/guardians.

Expulsion:

- Termination of a student’s enrolment is an extreme disciplinary step reserved for cases of gross misconduct, persistently disruptive behaviour or other serious breaches of the school rules. Termination will only be imposed after all possible avenues of procedural fairness and a behaviour plan have been tried and exhausted. These include consultation with parents, students, relevant members of staff and, where possible, the Parish Priest.
- The right of appeal must be accorded to the student and his/her parents. Careful consideration must be given to the overall good of the student and the welfare of the school community.
- The Principal’s decision to terminate a student’s enrolment requires endorsement by the Executive Director of Schools before implementation.

Consequence Flow Chart for Behaviour Management:

4 Detention Notes in one term



Fourth Detention Notification Letter to parents via post



5th Detention - Automatic "Off the Playground"



6th Detention - In-School Suspension



Suspension and re-entry interview



Expulsion

Teachers work in consultation with the Executive Team and Support Team on Behaviour Management strategies and implement Individual Plans where required. Consequences may vary for students who are on Individual Plans for behaviour.

Date of Implementation	June 2015
Date of Last Review	February 2021
Date for Next Review	February 2022