St. Theresa’s Primary School, Albion

Discipline Policy

Rationale:

All at St. Theresa’s have a right to a safe and positive environment at school. Students need to be educated to take responsibility for their own behaviour and actions and recognise that these have consequences that they must accept.

Beliefs:

At St Theresa’s we believe that,

- Everyone has a right to learn in a safe and positive classroom environment.
- Children should be treated fairly and in a consistent manner.
- Discipline practices should be consistent throughout the school.
- Behaviours and actions have consequences that must be accepted by the children.
- Children have the ability to develop self discipline.
- Parental support and cooperation are necessary to run a successful discipline program.

Aims:

- To adopt a Whole School Assertive Discipline Approach.
- Give children a clear understanding of the steps involved in the Assertive Discipline Modal.
- For the teachers to implement and maintain a consistent approach across all grade levels.
- That the students identify socially acceptable behaviour and act appropriately.
Implementation:

St Theresa’s School follows the Lee Canter “Assertive Discipline Model”. Assertive Discipline is a proactive and preventative behaviour management program which focuses on teaching students to assume responsibility for their own behaviour, therefore creating a cooperative learning environment.

It is essential that all staff members read the textbook “Lee Canter’s Assertive Discipline Elementary Workbook Grades K-6”- Canter & Associates and become familiar with the philosophy of the Assertive Discipline Approach and the strategies involved with its implementation. This textbook will also be made available to parents.

Each classroom needs to discuss and implement The Classroom Discipline Plan which clearly states the behaviours expected of students and what they can expect from the teacher in return. The Classroom Discipline Plan consists of three parts:

- **CLASS RULES** that students from Prep – Grade 6 must follow at all times. Rules are to be displayed in every classroom.

- **SUPPORTIVE FEEDBACK** that students will receive for following the rules eg. Verbal recognition, individual rewards, class rewards and communication with parents.

- **CORRECTIVE ACTIONS** that will be used when students choose not to follow the rules.

Accurate records must be kept. Each class is to have a Behavior Tracking Book which must also accompany classes to specialist lessons. (Behaviour Tracking Sheets can be found in the Canter Workbook or in the Teacher’s File under General – Discipline)

Individual Behaviour Plans will be developed where necessary.

The Playground Discipline Plan also consists of three parts.

- **PLAYGROUND RULES** that students must follow at all times. These rules are to be displayed in a clearly visible place.

- **SUPPORTIVE FEEDBACK** that students will receive for following the rules.

- **CORRECTIVE ACTIONS** that will be used when children choose not to follow the rules:

A clipboard containing Behaviour Tracking Sheets and Positive Play Cards will be taken out on Yard Duty.
A letter outlining the Classroom and Playground Discipline Plans will be given to each student to take home. Parents will be asked to go over the plan with their child, sign the plan and send it back to school.

Children and parents are also required to sign a Behaviour Agreement
There must be a letter sent home giving permission to attend any overnight activities. This is a requirement of the CEO.

**CLASSROOM DISCIPLINE PLAN**

- **CLASS RULES** that students from Prep – Grade 6 must follow at all times.
  Rules are to be displayed in every classroom.
  1. Follow directions
  2. Keep hands and feet to yourself
  3. No teasing, name-calling or put-downs
  4. Walk inside the building
  5. Do not leave the room without permission

- **SUPPORTIVE FEEDBACK** that students will receive for following the rules eg. Verbal recognition, individual rewards, class rewards and communication with parents

- **CORRECTIVE ACTIONS** that will be used when students choose not to follow the rules.

  **Prep – Grade 2**
  Step 1 : Warning
  Step 2 : Time out for 5 minutes away from the group
  Step 3 : Time out for 10 minutes away from the group
  Step 4 : Remove and send to another grade for 15 minutes
  Step 5 : Go to Principal & parents are contacted
  Severe Clause : Principal

  **Grade 3 – 6**
  Step 1 : Warning
  Step 2 : Time out for 10 minutes
  Step 3 : Time out for 15 minutes
  Step 4 : Remove and send to another grade for 20 minutes
  Step 5 : Go to Principal & parents are contacted
  Severe Clause : Principal
PLAYGROUND DISCIPLINE PLAN

- **PLAYGROUND RULES** that students must follow at all times:
  1. Sit down to eat lunch
  2. Keep away from fences
  3. No hat, no play. Children must sit in a designated area
  4. No running on the adventure playground
  5. No pushing on the tyres
  6. No aggressive play
  7. No balls on the asphalt before school

- **SUPPORTIVE FEEDBACK** that students will receive for following the rules:
  1. Verbal Recognition from the teacher on yard duty.
  2. Positive Play Cards that are filled in by the teacher on yard duty and kept until assembly at the end of the week, when they are all pooled together and one is selected. The child will then be appropriately rewarded.

- **CORRECTIVE ACTIONS** that will be used when children choose not to follow the rules:
  1. Time out for 10 minutes outside
  2. Time Out for 10 minutes inside (corridor outside the staffroom)
  3. Go to Principal
  Severe Clause: Go to Principal