

11th November, 1987.

SOUTHWOOD PRIMARY SCHOOL.

DISCIPLINE POLICY.

Discussion Paper.

We are endeavouring to develop a school where children can feel successful and happy, and not disrupt other children's learning or interfere with them in the school environment.

AIMS:

1. To encourage positive social behaviour.
2. To develop children's positive self-esteem.
3. To encourage respect for, tolerance of, and co-operation with other members of the school community.
4. To encourage a caring attitude towards the school environment on the part of teachers, parents and students.

GENERAL RULES:

1. No child will be permitted to interrupt another child's education.
2. Members of the school community should be courteous towards each other.
3. No child has the right to endanger himself or other members of the community.
4. No child should be unsupervised at any time.
5. The schools' and private property should be respected by all members of the school community.

The staff accepts that all discipline and learning problems within the school are the shared responsibility of the School Community.

RIGHTS AND RESPONSIBILITIES:

1. Rights of Students:

- (a) You have a right to be respected, care about yourself and have others care about you.
- (b) You have a right not to have others interfere with your work and games.
- (c) You have a right to express yourself and be an individual.
- (d) You have a right to be safe at school, and have your personal property cared for.

2. Responsibilities of Students:

- (a) You have a responsibility to help make our school a happy and safe place by co-operating with other people in our school.
- (b) You are responsible for your work and your actions.
- (c) You have a responsibility to follow School Rules.
- (d) You have a responsibility to care about our school and its equipment and the personal property of others.

For students, these rights and responsibilities are most important, as they involve caring about:

- 1. Oneself.
- 2. Other children.
- 3. Teachers.
- 4. Parents and visitors.
- 5. School and Property.

RIGHTS AND RESPONSIBILITIES:

3. Rights of Teachers:

- (a) Teachers have a right to teach without disruption.
- (b) Teachers have a right to teach in their own individual style, aimed at achieving maximum student growth.
- (c) Teachers have a right to discipline students.
- (d) Teachers have a right to be safe at school, and have their personal property cared for.

4. Responsibilities of Teachers:

- (a) To encourage acceptable behaviour patterns in children.
- (b) To accept existing school rules and encourage all others to accept school rules.
- (c) To see that the discipline policy is consistently implemented throughout the school.
- (d) To formulate school rules, and periodically review the discipline policy.

5. Rights of Parents:

- (a) To be treated as individuals.
- (b) To be respected and treated as the major influence on a child's development.
- (c) To express their ideas on matters of school policy.
- (d) To be safe at school and have their personal property cared for.
- (e) To have access to school personnel at a mutually arranged time.

6. Responsibilities of Parents:

- (a) To encourage good behaviour habits in children.
- (b) To encourage children to accept school rules.
- (c) To provide support to the school in implementing this discipline policy.

BEHAVIOURS AND CONSEQUENCES:

Unwanted Behaviours:

1. Interrupting others' education.

- * calling out, talking, distracting noises, etc.

Consequences:

- (a) Being asked to stop;
- (b) discussion between teacher and child;
- (c) removal from the situation if appropriate;
- (d) if behaviour persists, contact parents and/or counselling by Staff Support Group;
- (e) detention;
- (f) suspension.

2. Discourtesy to others.

- * verbal aggression, such as swearing, rudeness to others in the school community, insolence, bad manners, chewing gum at school or sweets in class, playing in another's adventure playground area.

Consequences:

- (a) - (f) As above.

3. Endangering self and others.

- * fighting, stick/stone throwing, physical interference with others in the school community, playing in the toilets or breezeway, climbing trees, or onto the roof to retrieve equipment, bringing dangerous toys or games to school, riding bicycles in the school grounds, running in the school building, playing in out-of-bounds areas, such as:

- Teachers' car parks.
- Rear of west boundary buildings.
- Entry to A. D. Alexander Hall.
- Northern area behind perimeter of oval.
- Stairways used to enter buildings.

BEHAVIOURS AND CONSEQUENCES: (Cont.)

Unwanted Behaviours: (Cont.)

3. Endangering self and others (Cont.)

Consequences:

Removal of offending article(s) and

(a) - (f) as per Page 4.

4. Being Unsupervised.

- * being inside the school building without teacher knowing, leaving the school grounds without permission, crossing roads at places which are not school crossings.

Consequences:

(a) - (f) as per Page 4.

5. Failing to Respect Others' Property.

- * stealing.

Consequences:

Return or replace property, and

(a) - (f) as per Page 4.

- * eating or drinking in the corridor.

Consequences:

(a) - (f) as above.

- * deliberate damage to any aspect of grounds and buildings.

Consequences:

(a) replace where necessary;

(b) beautification - social restitution;

(c) contact parents if appropriate.

??

Where do the children play ^{or go} at recess times if it suddenly begins to rain as the shelter shed is locked and full of equipment, the breezeway is out of bounds, the hall is out of bounds except for special events. When the teachers become aware of the rain, then the children are called into the classrooms, but unless they are aware of the rain ~~then~~ ~~to~~ ~~that~~ the children remain outside getting wet.

Consequences:

(a) - (f) as per page 4.

Failing to Respect Others' Property

stealing

Consequences:

Return or replace property, and

(a) - (f) as per page 4.

eating or drinking in the corridor.

Consequences:

(a) - (f) as above.

deliberate damage to any aspect of grounds and buildings.

Consequences:

(a) replace where necessary;

(b) deidentification - social restriction;

(c) contact parents if appropriate.