

# St Edward's Primary School



## Discipline Strategies

(Read in conjunction with the Anti Bullying, Pastoral Care & Violent Behaviour (flow chart),  
Grievance Policy & Critical Incidents)

# General Principles

St Edward's staff will:

1. Endeavour to be exemplary role models;
2. Provide students with positive reinforcement and praise for acceptable behaviour;
3. Communicate clear expectations of standards of behaviour;
4. Provide and consistently implement rules for safety of pupils;
5. Encourage a warm, non threatening and communicative attitude towards students;
6. Encourage and acknowledge the wearing of correct school uniform;
7. Recognise and acknowledge good behaviour, sporting achievements, academic achievements and cultural achievements;
8. Provide opportunities for students to respect and support peers;
9. Encourage acceptance and respect for cultural and racial difference;
10. Expect respect and appropriate behaviour towards any adult involved in school activities;
11. Emphasise respect and acceptance for self, others and their property;
12. Encourage self discipline and responsible behaviour.
13. Provide lunch time activities to cater for the interests of every student. These activities take place at Recess and Lunch time at both campuses under the supervision of teachers.
14. Keep in regular contact with parents.

St Edward's students will:

1. Follow all school rules
2. Display acceptable behaviour at all times
3. Wear the school uniform correctly
4. Respect self, others and their property

## CLASSROOM AND PLAYGROUND POSITIVE MANAGEMENT

In order to create an environment of co-operation and support, the following implementation strategies should be applied within the classroom context to assist with and encourage positive management of behaviour.

### Classroom

- Develop class set of rules consistent with whole school rules.
- Regularly revisit / revise school rules and expectations for behaviour.
- Begin every term with PD/H lessons incorporating school rules and facilitating positive relationships between staff and students.
- Develop a class reward system tailored for students. For example sticker chart, tick system, behaviour charts and traffic lights.
- Develop visual and verbal cues to cater for student needs. Teachers must have a visual timetable displayed in their classroom every day.
- Ensure classroom programs and procedures are consistent with school and diocesan policies and expectations.
- Utilise alternate strategies to prevent the escalation of a situation i.e. safe place in the classroom, Buddy Class and Reflection Room.
- Review the school rules, Positive Behaviour Flow Chart and school values at the beginning of every term. These will be displayed around the school for students to refer to.

- Continue to educate Students in Affective Questioning of Restorative Justice Philosophy.
- Utilise Affective Questioning when dealing with Students.

### Playground

- Teacher on duty continually moving around the playground to monitor games and behaviour
- Teacher be aware of the 'hot spots' on the playground, particularly at the end of duty eg. Bubblers and Toilet Areas
- Utilise alternate strategies to prevent the escalation of a situation i.e. Safe place on the Playground, Passive Play, Library, Reflection Room.
- Pick up papers
- Walk with teacher
- Sit out of a game
- Quiet time on the playground
- Passive Play – remind Students that it is an option
- Continue to educate Students in Affective Questioning of Restorative Justice Philosophy.
- Utilise Affective Questioning when dealing with Students.

## **Teacher Strategy Restorative Practice questioning of Students**

### **When things go wrong:**

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

### **When someone has been hurt:**

1. What did you think when you realised what had happened?
2. What impact has the incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

## Awards System

Affirming the good behaviour of students is a priority at St Edward's so our Policy incorporates an awards system. Students receive a merit card for consistently being well behaved in class and on the playground.

- 10 Merit Cards = Bronze Award
- 10 Merit Cards = Silver Award
- 12 Merit Cards = Gold Award



Each teacher keeps a record of Merit Cards given and these Awards are given out at weekly assemblies. Recipients are noted in the weekly newsletter. Students attaining a Silver Award will also receive a bookmark and Gold Award recipients a book voucher. Gold Award recipients also have their names displayed in our annual School Year Book.

## Assembly Awards

Students also have the opportunity to receive Assembly Awards.

1. Student of the Week is presented for academic effort and achievement, as well as citizenship and initiative.
2. Curriculum Award is presented for effort and achievement in the nominated curriculum area.

3. Respect Rules Award is presented to a student who has been exhibiting the key value of Respect at school. This is one student per campus and will be chosen by the Campus Coordinator.

### **Values Awards**

Value Awards are based on the school values of 'Respect, Acceptance, Caring, Integrity, Learning, Friendship, Teamwork, Fun and Doing Your Best.' These school values are closely linked with our School Rules. These awards are announced in our weekly newsletter and discussed with Students at all school assemblies.

### **House Awards**

House Awards are given to students who display Citizenship, School Spirit and respect for the school environment. At our Friday weekly assemblies, a winning house is announced at each campus and the house banner is displayed the following week. The House at each campus that wins overall for each term will be awarded a fun session during lunch time.

### **Pride and Presentation Award**

Pride and Presentation points are given to classes who show pride in their school uniform, classroom environment and are able to walk to their classroom and line up in a respectful manner. At the conclusion of the week, a winning class is announced at each campus.

# CLASSROOM - RESPONSIVE MANAGEMENT

Small breaches of school rules are dealt with immediately by class teachers or the teacher on playground duty. ***Let common sense prevail.***

When a student disregards or chooses to act in discord with School or Class Rules the following sequenced consequences should be applied. Each day is considered a new start for the students.

1. The primary responsibility for curbing irresponsible behaviour in the classroom belongs to the classroom teacher. Classroom teachers will establish rules and consequences within their classroom. The class and school rules are displayed and regularly revisited.

2. Buddy Class Reflection:

For non-compliance of classroom rules or a serious breach of school rules, all teachers have a buddy class. The student goes to the buddy class to reflect on the behaviour. The class teacher records the incident on Student Tracker. The class teacher and student must make time to discuss the behaviour that was displayed.

4. Respect Rules Room

If the Classroom teacher deems the incident to be disrespectful they will refer the child to Respect Rules Room at the following break. This will be communicated to the the Coordinator (or RE coordinator in their absence) and incident report will be available on Student Tracker. Incidents will be recorded on a class list by the campus coordinator. If a student is sent to RRR three times a phone call to parents will be made by the Classroom Teacher or Campus Coordinator.

3. Lunch Reflection:

For continued non-compliance or a severe breach of school rules, the class teacher communicates to the Coordinator (or RE Coordinator in their absence).

The class teacher records details of the incident on the student file on Student Tracker. The coordinator is able to access details of the incident prior to lunch time reflection so discussion can be held about the child's behaviour.

During lunch time reflection, the Coordinator will complete a Reflection Interview Sheet.

The Coordinator will send home a copy of the Reflection Interview Sheet, with an accompanying letter to be signed by the parents and returned to the Coordinator the next day. This letter and Interview Sheet is uploaded to the appropriate Student Tracker file.

4. Behaviour Reflection Meeting:

For serious behavioural concerns or repeat lunch time reflections, a meeting will occur with the Principal / Assistant Principal, Student, Teacher and Parent.

5. Suspension from School:

Initiated by the Principal, or delegated other. The suspension may take the form of 'In School' or 'Out of School' suspension.

6. Expulsion from School:

As per Diocesan Guidelines.

# PLAYGROUND - RESPONSIVE MANAGEMENT

Small breaches of school rules are dealt with immediately by the teacher on playground duty. ***Let common sense prevail.*** When a student disregards or chooses to act in discord with School or Class Rules the following sequenced consequences should be applied. Each day is considered a new start for the students.

1. The primary responsibility for curbing irresponsible behaviour on the playground belongs to the playground teacher on duty.
2. For non-compliance of playground rules, the teacher on duty will record details of the incident on Student Tracker and write up the incident. This ensures that all incidents involving a particular student are kept in one place. If the playground duty teacher deems the incident to be disrespectful they will refer the child to Respect Rules Room at the following break. This will be communicated to the the Coordinator (or RE coordinator in their absence) and incident report will be available on Student Tracker. Incidents will be recorded on a class list by the campus coordinator. If a student is sent to RRR three times a phone call to parents will be made by the Classroom Teacher or Campus Coordinator.
3. Lunch Reflection:

For continued non-compliance or a severe breach of school rules, the playground duty teacher communicates to the Coordinator (or RE Coordinator in their absence).

The Coordinator is able to access details via Student Tracker of the incident prior to lunch time reflection so discussion can be held about the child's behaviour.

During lunch time reflection, the Coordinator will complete a Reflection Interview Sheet.

The Coordinator will send home a copy of the Reflection Interview Sheet, with an accompanying letter to be signed by the parents and returned to the Coordinator the next day. This letter and Interview Sheet is kept in the Coordinator's Reflection Book.

4. Behaviour Reflection Meeting:

For serious behavioural concerns or repeat lunch time reflections, a meeting will occur with the Principal / Assistant Principal, Student, Teacher and Parent.

5. Suspension from School:

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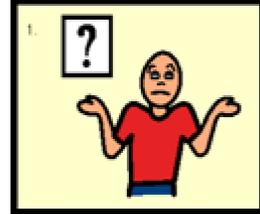
# Referral to Lunch Reflection

## LUNCH REFLECTION

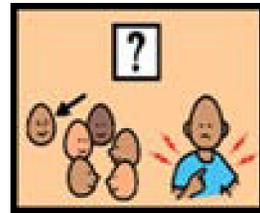
Name..... Date: ..... Time: .....

Date of Incident:.....Teacher who sent you to Reflection:.....

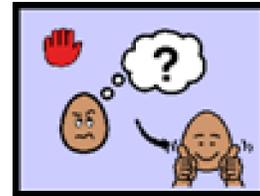
What happened?



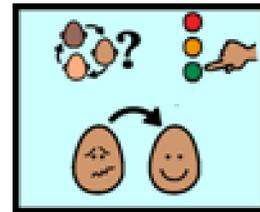
Who was hurt? Who was affected?



How can I make it right again?



What would I do differently next time?



Lunch Reflection Supervised by:.....

Parent/Carer Name (print): .....

Parent / Carer Signed: ..... Parents notified of this occurrence: Yes / No

**Please discuss this incident with your child then sign above and return to classroom teacher tomorrow. Thank you!**



# St Edward's School

Principal: Gary McSweeney

**All Correspondence to:**

**PO Box 5225**

**South Tamworth 2340**

**Primary Dept:**

Hillvue Rd

South Tamworth 2340

Ph (02) 67 657 847

Fax (02) 67 620 376

**Infants Dept:**

Robert St

South Tamworth 2340

Ph (02) 67 658 569

Fax (02) 67 621 694

Webpage: <http://www.stedwardtamworth.nsw.edu.au>

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

At St Edward's School we hold our School Rules and School Values in high regard.

After having received warnings for breaching our school rules and being reminded of the responsibilities required of St Edward's students, it has become apparent that \_\_\_\_\_ is having difficulty abiding by these rules. We now call on the family to discuss this matter at home in an effort to remedy the situation and point out the need for such rules and adherence to them. It is hoped that by working together we can resolve this problem.

We would appreciate if you could take the opportunity to talk to your child about this incident and sign the form.

Please be aware that if your child's behaviour continues, an Interview with the Principal will need to be organised.

Thank you for your continued support.

Class Teacher



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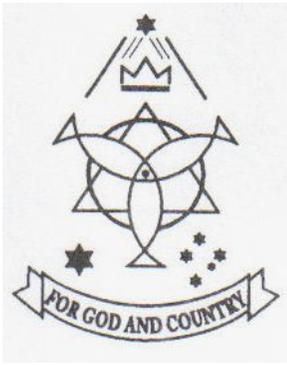
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Thank you for your continued support.

Playground Duty Teacher



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## **St Edward's Discipline Policy**

Dear Parents,

At St Edward's School we strive to encourage good behaviour, self discipline and respect for others in a positive and consistent manner. We recognise that children have a right to develop as unique individuals and we encourage children to be responsible for their own behaviour. We also believe students have a right to learn in a safe and happy environment.

Therefore, at St Edward's we have developed a school discipline policy to ensure that we cater for the whole child in an individual manner across the school community. It is imperative that we have the support of all parents for this policy to be effective, as we believe that a strong partnership between home and school is greatly beneficial in the overall development of your child.

### **Awards of Affirmations**

Affirming the good behaviour of students is a priority at St Edward's School. Students have the opportunity to receive Assembly Awards. Student of the Week, Curriculum Awards and Class Awards are presented each week to students displaying academic effort and achievement, as well as citizenship and initiative. Recipients are noted in the weekly school newsletter and on the school website.

### **School Rules**

Each classroom has a copy of the school rules that encompass the Values that are unique to St Edward's Primary School. Teachers go through the school rules with the children at the beginning of each term. Each class also devises a list of classroom rules at the beginning of the school year.

### **Classroom Reflection Book / Lunchtime Reflection Room**

Inappropriate behaviour procedures are explained to the students and monitored by the Principal / Assistant Principal. It is important to note that if a student is referred to the Lunch Time Reflection room for a breach of school rules, a letter will be sent home.

Letters are sent to keep lines of communication open between home and school. We believe that parents and teachers need to work together and keep in regular contact of problems occur. The letter also helps the students take responsibility for their behaviour and reflect on ways to avoid breaking the same rule again. We would appreciate your support by discussing the incident with your child and signing and returning the letter the next day.

A full copy of the St Edward's School Discipline Policy is available on our website.

If you have any questions or concerns regarding the school discipline policy, please contact your child's teacher.

We look forward to working with you during your time here at St Edward's School.

Yours faithfully,

Gary McSweeney  
Principal