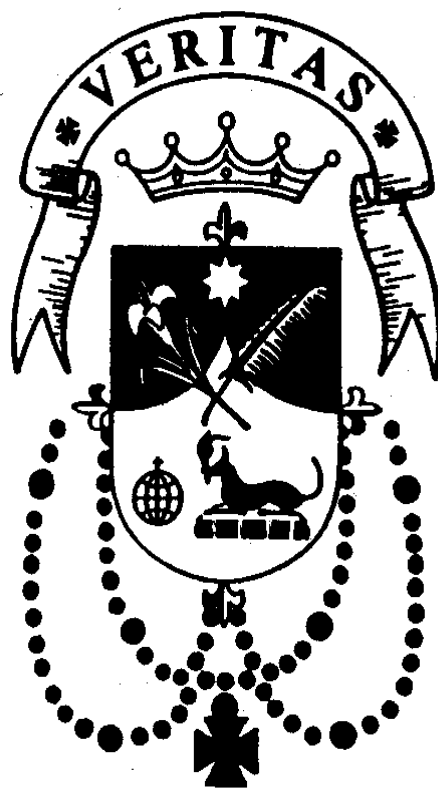


Prouille Catholic School Wahroonga



STUDENT DISCIPLINE POLICY & PROCEDURE

Revised October 2008

PURPOSE

Prouille has a special responsibility for the pastoral care of students at Prouille and for ensuring the right of teachers to teach and students to learn in a safe and caring Christian environment.

As a Catholic school we seek to proclaim the Good News in words and actions, treat each person in a respectful manner and live with each other in the love of Christ. This Student Discipline Policy provides a framework in which students, staff and parents are aware of the expectations, responsibilities, consequences and support structures in place to ensure all members of the school community are treated with equality, respect and fairness.

POLICY FRAMEWORK

We believe that pastoral care is based on the vision of each individual growing into a fully human person in the image and likeness of God. We believe that pastoral care and discipline are interrelated. Discipline is leading, guiding, encouraging and instructing children within a framework of rights, rules, responsibilities, routines and consequences. We acknowledge the support of parents in providing a safe, secure and supportive environment for students at Prouille.

POLICY CONTENT

At Prouille we believe that student discipline must be congruent with the school's Mission Statement. The Student Discipline Policy at Prouille draws its expression and strength from the life of Jesus to show the values of love, compassion, reconciliation and justice.

At Prouille we believe that student discipline is intrinsically related to the Catholic worldview and the Christian vision of Pastoral Care as expressed in the *Pastoral Care Policy for Diocesan Systemic Schools*:

Pastoral Care...

...has as its focus the life of Jesus Christ.

I have come that you may have life and have it to the full.
(John 10:10)

The Catholic worldview perceives Jesus as God's Son, who saved us through his life, death and resurrection, and through whom we enter into the life of God.

Pastoral Care in the Church and hence in a Catholic school draws its expression and strength from the life of Jesus Christ. In Jesus we see God's paramount expression of love, compassion, reconciliation and justice. In Jesus we experience God as a caring shepherd who is faithful to the flock, who knows them intimately, who frees and saves.

Jesus demonstrates by his own life what we have been created to be — fully human, fully alive and able to participate in the life and love of God. It is this vision of human life which the Catholic school communities of the Diocese of Broken Bay seek to embrace and emulate in their approaches to pastoral care.

... is concerned with the dignity and integral growth of the person.

God created humankind in God's image. (Genesis 1:27)

The Catholic worldview perceives each human being as a unique person created in the image of God, having an inalienable dignity that is always to be respected.

We are made in God's image and at the core of all the Church's pastoral action is a deep respect for the innate dignity and uniqueness of individual persons.

As an agent in the mission and ministry of the Church, the Catholic school aims to offer to all a vision and experience of learning that is an exercise of love (cf, *The Catholic School on the Threshold of the Third Millennium*, n15). In a community that provides a strong sense of wellbeing, belonging and security, students are given every opportunity to be affirmed in their dignity and worth, confirmed in their personhood, and assisted to grow to the fullness of their potential. Likewise, the dignity of parents and their noble place as prime educators of their children is respected and affirmed.

... is a responsibility entrusted to all members of the faith community.

All members may be concerned for one another. If one member suffers, all members suffer: if one member is honoured, all members share this joy. You then are the body of Christ. (1 Corinthians 12:25-27)

The Catholic worldview perceives an imperative to proclaim to others the love we receive from Jesus, by loving them as Jesus loves us.

In the Catholic school community responsibility is entrusted to all members — students, parents, staff, clergy, administrators — to contribute to one another's growth and journey towards wholeness.

It endeavours to provide to all the experience of high quality interpersonal relationships of care and support. Thus each member is both a provider and recipient of Pastoral Care.

... is a force for healing, reconciliation and liberation.

I shall look for the lost one, bring back the stray, bandage the wounded and make the weak strong. I shall be a true shepherd to them. (Ezekiel 34:16)

The Catholic worldview perceives the action of the Spirit in the world, inviting and empowering all people to respond to the divine love.

The Scriptures present God's work of redemption fully realised in Jesus, and it is in and through Jesus that we learn to be a welcoming, forgiving and reconciling people.

A Catholic school community immersed in the Gospel of Jesus and filled with his Spirit is committed to the values of compassion, tolerance, forgiveness and reconciliation. Pastoral Care supports and provides a context for the growth and expression of these values in all aspects of the school's life.

... is an expression of and commitment to justice.

He has sent me to bring good news to the poor, to proclaim liberty to captives and to the blind new sight, and set the downtrodden free.

(Luke 4: 18)

The Catholic worldview perceives an obligation to work to create social conditions in which the unique dignity of each person is respected and all human rights protected.

The pursuit of justice for individuals and communities has long been a core focus of the mission and ministry of the Church. Pastoral Care in our Catholic schools endeavours to uphold and sustain policies and practices that foster the values of mutual respect, responsibility and service within the community. A commitment to democratic processes, co-operation and concern for the common good are principles that students are progressively encouraged to emulate in their relationships with others.

A school community needs to respond with increasing sensitivity to the social and cultural diversity of its members. It is in and through Pastoral Care that much can be done to promote respect and to support such things as diverse family structures, different ways of giving expression to Christian faith, and awareness of cross-cultural issues. School policies and practices must be respectful of the dignity, rights and fundamental freedoms of individual students and must provide learning opportunities for individual students which are responsive to their unique needs for growth and fulfillment.

As the Lighthouse sheds light on the darkened ocean, so does the light of Christ shed light on the heart and minds of people. From the witness of Catholic educators emanates the light of the gospel message, faith, community and Christian service.

*Statement of Interpretation of the Broken Bay
Educational Ministry Plan*

Staff at Prouille will be provided with resources / inservice to support them in implementing successful student management.

Children will know that Prouille Catholic School includes: teachers, students, the Principal, office and ground staff, friends, children, parents, carers, relatives, priests, visitors, cleaners, teacher assistants, casual teachers, parent helpers.

Children will know that everybody has the **right** to:

- be and feel safe at all times
- be treated with equality, respect and fairness
- communicate and be listened to
- learn without interruption
- use, share and respect equipment within the school
- feel they are special members of our school community

Children will know that every person has the **responsibility** to:

- | | |
|-----------------------------------|--|
| *respect others | * listen and discuss |
| *be honest, polite & to cooperate | *respect and care for school equipment |
| *try to understand each other | *work and play safely |
| *share attention & equipment | *keep the school clean |
| *be on time | *work out problems in a fair manner |
| *help others belong | * try their best |
| *look after each other | *ask for help when needed |

At Prouille, every person has a responsibility to follow our rules. At the beginning of each term, staff will revisit school rules with the students. If students choose not to abide by a rule, there will be a consequence. Positive consequences follow positive behaviour and negative consequences follow negative behaviour. The consequences will be fair, known in advance, logical and related to the action. The logical consequences lead to the child developing self discipline by taking responsibility for his/ her own actions.

Children will be informed of the following rules:

Prouille School Rules

1. Play fairly in all games and activities
2. Wear full school uniform with pride
3. Uphold classroom rules
4. Move around the school in a safe manner
5. Keep the school clean and tidy
6. Respect the culture and race of every person
7. Respect the privacy and property of the school and every person
8. Resolve conflict peacefully
9. Speak with respect to students, staff, parents and other members of the community
10. Respect requests by staff members
11. Play safely and be aware of others' safety
12. Travel to and from school in a safe and co-operative manner
13. Abide by the "hands off" rule

Children will be informed that the consequences for breaking these rules will be:

1. Child will be spoken to about the incident by the teacher witnessing the incident, and reminded of the school rule. Incident will be recorded in Observation Book and / or Student Behaviour Management Book (A4). The child could be asked to carry out some /all of the following actions:

- * Apologise
- * Rectify the situation
- * Take time out

2. If there is a recurrence of inappropriate behaviour, the child's teacher will be asked to personally speak to the child about their behaviour and inform them that a record of the incident will be passed onto the Assistant Principal. An appropriate consequence could follow.

3. If there is another incident, the child will be sent to see the Assistant Principal. Depending on the seriousness of the misbehaviour, the following action will be taken:

- 1) Time out from the playground or classroom to discuss the situation
- 2) Action plan decided upon by the child and Assistant Principal to promote positive behaviour
- 3) Follow up of action plan by Assistant Principal
- 4) Implementation of Behaviour Management Plan
- 5) Incident will be recorded
- 6) There will be continued monitoring and intervention if appropriate

Prouille's graduated processes and consequences for dealing with breaches of the school's behaviour code

Consequences are what happen as a result of behaviour. Consequences can be positive or negative depending on the type of behaviour. Consequences should be fair, predictable and certain to happen. They should be related to the rule that has been broken.

Major Sanctions are last resort actions which only occur with due process in the event of serious breaches of the school's behaviour code. All major sanctions are options that can be undertaken after Step 6 in any order deemed appropriate for the situation.

Graduated Response Chart for Prouille

Action	Step 1 Alert student	Step 2 Caution the student	Step 3 Teacher/ student/ parents develop program	Step 4 Call on external assistance	Step 5 Follow-up to external assistance
Why	To refocus, to return to the appropriate activity, to make the student aware that the behaviour is inappropriate.	To stop the disruptive behaviour.	To assist student to modify unacceptable behaviour.	To set up a support group to manage concerns about student behaviour.	To monitor and follow up formal action plan.
When	When student's behaviour is disruptive, or school rules are being broken.	When inappropriate behaviour continues.	When student's behaviour continues to intrude upon teaching and learning time, or school rules continue to be broken.	When the student's behaviour intrudes upon teaching and learning time beyond manageable limits, school rules being broken which threaten the safety or dignity of others, harassment or bullying. This is a serious breach of the Behaviour Code.	At regular intervals after action plan has been implemented.
How	Ask student to return to what he/she is supposed to be doing, student makes restitution.	Relocate student within classroom, student makes restitution.	Restitution, by negotiating a rewards system, through use of a communications book with parents, by making a contract between teacher and student.	Parents, senior staff members and external support bodies assist the teacher and student to develop a plan of action to manage student behaviour.	Through a series of support group meetings involving all members in Step 4.
Who	Student Teacher	Student Teacher	Student Teacher Parents	Student Teacher Parents Principal External Consultant(s)	Student Teacher Parents Principal External Consultant(s)

Action	Step 6 Issue warning	Step 7 Suspension procedures	Step 8 Suspension pending negotiated transfer	Step 9 Negotiated Transfer	Step 10 Expulsion
Why	Action plan is deemed unsuccessful.	Action plan has failed to modify seriously disruptive student behaviour.	Suspension procedures have not modified student behaviour.	Negotiations are complete and suspension period is over.	Student's behaviour has not changed. Student is deemed to be a threat to the wellbeing or safety of others. Negotiated transfer has not occurred.
When	Prior to any action being taken towards putting major sanctions into play.	When all of the above steps have been unsuccessful. A serious breach has occurred.	When all internal and external resources available to the school have been unsuccessful in modifying student behaviour. A serious breach has occurred.	Negotiations with alternative location, parents and student are successful. A serious breach has occurred.	When previous major sanctions have been unsuccessful or deemed inappropriate. A serious breach has occurred.
How	A written warning, where appropriate, is issued outlining potential consequences for continued serious breaches and/or inappropriate behaviour.	The student's right to attend the school is withdrawn for a temporary time. Appropriate activities to be undertaken by the student to modify behaviour.	Through consultation with and research of alternative locations and environments. Consultation between staff and parents to determine optimal re-location.	Re-enrolment at new location. Where appropriate, offer assistance to student/ family to ensure positive re-location.	After consultation with Parish Priest & Schools Consultant, Principal makes recommendation to the Director of Schools. Recommendation is then reviewed by an Advisory Panel. Director shall make a determination based on report from the panel.
Who	Principal In the absence of the Principal Assistant Principal	Student Teacher Parents Schools Consultant Parish Priest Principal	Student Teacher Parents Schools Consultant, Parish Priest Principal	Student Teacher Parents Schools Consultant Parish Priest Principal	Student Teacher Parents Schools Consultant Parish Priest Advisory Panel Director of Schools Principal

Prouille School Student Behaviour Management Plan

This program aims to:

- provide the opportunity for the child to reflect on his / her behaviour and make appropriate changes
- Monitor the child's behaviour

In this program:

- the child and the classroom teacher jointly decide on the changes in the behaviour that are necessary. These are written down as goals. A copy is sent home.
- Each Friday the teacher and the child reflect on and record what progress has been made in meeting these goals.
- The child brings the proforma to the office and the Assistant Principal discuss with him / her strategies that have worked and those that haven't, so the child can assess the effectiveness of particular behaviours.
- A copy of this proforma is then sent home.
- This process will continue until the child has reached his / her goals

Parent Responsibilities

- Parents will encourage their children to be responsible for their own behaviour
- Parents will show positive support for the staff, especially in the area of behaviour management
- Parents will communicate first with the class teacher about matters of concern.

Prouille School Playground Procedure

(revised & amended May 2004)

1. First Warning: Teacher on duty records any misbehaviour, recording the child's name and the inappropriate behaviour. The child is informed their name has been recorded, the reason, the comment is dated and signed by the teacher.

2. Second Warning: Teacher who records the second warning (as above) speaks to the child's class teacher. As classroom teacher, you are asked to follow up with the child on a one to one basis.

3. Third Warning: Class teacher informs the child that they will meet with the Assistant Principal.

All records of misbehaviour will be monitored by Principal / Assistant Principal each Friday.

If the child is sent to or called for by the Assistant Principal, they will miss out on 30 minutes of play and will work on an action plan to address inappropriate behaviour. This will be monitored by the class teacher / teachers on playground duty. Any further problems and the child will go onto the Behaviour Management Plan

Student Behaviour Management Plan

- Children need to report to the AP each Friday
- Child's parents are informed that they are on the program and the reason
- They are told they will receive a copy of the reporting form each Friday
- The child's behaviour is monitored during the week
- On Friday, the class teacher is asked to write a comment on the child's behaviour for that week on a reporting form. The Playground Book is checked. The child is asked to comment on their own behaviour.
- If there are problems, the child will just need to keep reporting on Friday until the end of the term.
- If there are continued problems, appropriate consequences will be applied.
- Withdrawal from the playground for a period of time.
- Withdrawal from the classroom to work with a member of the Executive.

Prouille School Universal Playground Rules

(revised and amended November 2006)

1. There is no playground supervision until 8.25am. Sit on the seat until the teacher arrives.
2. Eat your lunch before you play. (10 minutes for Yr 3-6, 15 minutes for K-2). Do not put your lunch in the bin.
3. Place all rubbish into the bins.
4. No hat, sit in the shade.
5. Keep out of the gardens.
6. Do not play in or around the toilet areas.
7. Watch out for other people and respect others in the playground.
8. Respond to bells immediately –
First bell: toilet and wash bell,
Second bell: Walk to lines. DO NOT RUN.
9. Running is only permitted on St Thomas' playground.
10. No running on Primary Playground or Tennis Court. Half court game of basketball permitted on tennis court.
11. Verandahs and the Assembly Area are out of bounds.
12. No tackling.
13. Skipping ropes are for skipping only. Return to basket when finished.



Parental Agreement Notice

- We have received a copy of the Prouille School Student Discipline Policy
- We have read the policy and understand its contents
- We have discussed this policy with our children who are students at Prouille School.
- We will support Prouille School in this policy.

FAMILY NAME _____

SIGNED _____

DATE _____

ELDEST CHILD'S CLASS _____

4. POLICY RESPONSIBILITY

The Principal is responsible for the implementation and development of the school's Student Discipline Policy and Procedures.

RELATED POLICIES AND GUIDELINES

- *Anti-Harassment Policy for Diocesan Systemic Schools*
- *Pastoral Care Policy for Diocesan Systemic Schools*
- *Anti-Bullying Policy for Diocesan Systemic Schools*
- *Creating Safe and Supportive Environment – Child Protection Policy for Diocesan Systemic Schools*
- *Acceptable Use Policy for Internet/Intranet & Network Services in the Diocesan School System*
- *Occupational Health and Safety Policy for Diocesan Systemic Schools*

SUPPORT DOCUMENTS

Support materials and professional development resources to assist school communities with student discipline are contained in the Handbook for Diocesan Systemic Schools, Section 7, CEnet and CEC *Guidelines for Pastoral Care in Catholic Schools* www.cecnsw.catholic.edu.au

POLICY REVIEW

The Student Discipline Policy is to be reviewed periodically and not less frequently than once every three years from the date of implementation of policy.

POLICY DATES

Policy date of completion of formulation and adoption
Date of effective implementation
Revised

April 2005
April 2005
October 2008

APPENDIX 1

PROUILLE SCHOOL PLAYGROUND PROCEDURE

1. Teachers on playground to listen and act on all complaints made by students.
2. Inappropriate behaviour by a student will incur a warning/time out by the teacher on duty.
3. Students incurring a Second Warning will have his/her name recorded in the Discipline book.
4. Third Warning – The student will meet with the Assistant Principal/Principal or member of the Executive.
N.B. Class teacher will be informed.

Children meeting with an executive member for a third time will do so for no longer than 30 minutes. An Action Plan to address the area of concern will be implemented and monitored.

Further misdemeanor will move to the School's Behaviour Management Plan.

The Assistant Principal will inform the student that, if another unacceptable incident occurs, their parents will be notified immediately.

PROUILLE BEHAVIOUR MANAGEMENT PLAN

- Student on Behaviour Management to meet weekly with Executive members.
- Parents to be informed of program and reason why.
- A weekly report will be sent home to parents.
- Child's behaviour monitored throughout the week by classroom teachers, Specialist teachers and Playground teachers.
- Data collated from above stake holders.
- Student will verbally report on his/her behaviour.
- If no further incident is reported, the program is complete.
- If problems continue, appropriate consequences will be applied:
 - * Withdrawal from playground for a period of time
 - * Withdrawal from classroom to work with Executive member.

PLAYGROUND / CLASSROOM PROCEDURE – PARENTS

Children will be informed that the consequences of breaking the rules will be:

1. Child will be spoken to about the incident by the teacher witnessing the incident, and reminded of the School Rule. Depending on the seriousness of the misbehaviour, the child could be asked to carry out some/all of the following actions:
 - Apologise
 - Rectify the situation
 - Time out
2. If there is a re-occurrence of inappropriate behaviour, the child's teacher will be asked to speak personally to the child about their behaviour and inform them that a record of the incident will be passed on to the Assistant Principal/Executive member. An appropriate consequence could follow.
3. If there is another incident, the child will be sent to meet with the Assistant Principal/Executive member. Depending on the seriousness of the misbehaviour, the following action/s will be taken:
 - Time out from the playground or classroom to discuss the situation
 - Action Plan decided upon by the child and Assistant Principal to promote more positive behaviour
 - Follow up of Action Plan by Assistant Principal/Executive member.
 - Implementation of Behaviour Management Plan.

BEHAVIOUR MANAGEMENT PLAN

This program aims to:

- Provide the opportunity for the child to reflect on their own behaviour and make appropriate changes.
 - Monitor the child's behaviour.
1. Parents are notified in writing that the child is going to be on the program and the reason why this action has been taken. A copy of the reporting proforma is also sent home.
 2. The child reports to the Assistant Principal/Executive member each Friday at lunchtime. The child brings with them the report proforma. On this proforma the teacher has commented on the attitude and behaviour of the child. The child also has to complete a self-evaluation of their attitude and behaviour. This process will continue over a period of weeks, until there is a consistent improvement in behaviour.
 3. A photocopy of the weekly report will be sent home with the child each Friday, so parents can also monitor the behaviour.
 4. Some follow-up action may also be required in the form of:
 - Detention for part of lunchtime
 - Community service

PLAYGROUND BEHAVIOUR – STAFF

The following is the suggested procedure for children whose names are recorded.

1. First Warning

Teacher on duty records any misbehaviour, recording the child's name and the inappropriate behaviour. The child is informed that their name has been recorded, the reason, the comment dated and this is signed or initialled by the teacher. If a situation occurs in the classroom, the same process can be followed. Appropriate consequences can be applied.

2. Second Warning

Teacher who records the Second Warning (as above) speaks to the child's class teacher. As classroom teacher, you are asked to follow up with the child on a one to one basis.

3. Third Warning

Class teacher informs the child that they will need to see the Assistant Principal.

4. If the child is sent to the AP, they will miss out on 30 minutes of play and will work on an Action Plan to address inappropriate behaviour.
5. AP will inform the child that, if they are again reported, their parents will be contacted and they will go onto the "Behaviour Management" program.

6. Behaviour Management Program

- Children need to report to AP each Friday.
- Child's parents are informed that they are on the program and the reason. They are told that they will receive a copy of the reporting form each Friday.
- The child's behaviour during the week is monitored.

On Friday the class teacher is asked to write a comment on the child's behaviour for that week on a reporting form.

The Playground book is checked.

The child is asked to comment on their own behaviour.

If there are no problems, the child will just need to keep reporting on Friday until the end of the term.

If there are continued problems, appropriate consequences will be applied.

UNIVERSAL PLAYGROUND RULES

- There is no playground supervision until 8.25 am each morning.
- Eat your lunch before you play (10 mins Yrs 3-6; 15 mins K-2).
Do not put your lunch in the bin.
- **NO HAT – SIT IN THE SHADE.**
- Keep out of the gardens.
- It is forbidden to play in or around the toilet areas.
- Watch out for other people and respect others on the playground.
- Respond to bells immediately.
 - **1st Bell** – Toilet & wash bell
 - **2nd Bell** – Walk to lines. **Do not run.**
- Running permitted **only** on Soccer Field or St Thomas' Playground
(1/2 court game of basketball permitted on tennis courts).
- **No tackling.**
- Verandahs and the Assembly area are out of bounds –
Before school, recess and lunch.
- Skipping ropes are for skipping only. Return to basket when finished.
- Place all rubbish into the bins.

PROUILLE SCHOOL BEHAVIOUR MANAGEMENT PROGRAM

NAME: _____

Teacher: _____

This program aims to:

- Provide the opportunity for the child to reflect on his/her own behaviour and make appropriate changes.
- Monitor the child's behaviour.

TEACHER COMMENT

BEHAVIOUR:

GOOD

ACCEPTABLE

UNACCEPTABLE

Comment:

ATTITUDE:

GOOD

ACCEPTABLE

UNACCEPTABLE

Comment:

CHILD'S COMMENT

BEHAVIOUR:

GOOD

ACCEPTABLE

UNACCEPTABLE

Comment:

ATTITUDE:

GOOD

ACCEPTABLE

UNACCEPTABLE

Comment:



**PROUILLE SCHOOL
PLAYGROUND PROCEDURE**

PARENTAL AGREEMENT NOTICE

(Please return this notice to your child's class teachers as soon as possible)

- We have received a copy of the Prouille School Behaviour Management Policy.
- We have read the policy and understand its contents.
- We have discussed this policy with our children, who are students at Prouille School.
- We will support Prouille School in this policy.

FAMILY NAME:

SIGNED:

DATE:

ELDEST CHILD'S CLASS:
