DISCIPLINE

Rationale:
Within the context of the Catholic School, rules and sanctions should be formulated within a framework that clearly recognises Pastoral Care as the distinctive feature from which the ethos of the school emerges. That is to say, policies and practices of discipline within the Catholic School should develop from our understandings of the relationship between God and His people and that values of the Gospel should permeate all that we do in the name of education. From such an orientation emerges a school climate within which staff, parents, students, administration and the wider community recognises the contribution each can make to mutual growth and development.

Aims:
At St Bernadette’s we recognise the following points:
1. That we are nurturing a most precious gift - our children.
2. While aiming for an ideal, we believe that we need a clear set of rules and sanctions.
3. That the development of a growing sense of self-discipline is our aim and this takes its lead from the Christian concept of service. Our rules and responses are an aid to this, and foster self-discipline.
4. The need for justice and consistency in administering the rules.
5. That the discipline of all students in our school is based on the principles of procedural fairness and we do not permit corporal punishment.

Core Rules:
- RESPECT FOR OURSELVES
- RESPECT FOR OTHERS
- RESPECT FOR PROPERTY/ENVIRONMENT

These rules are to be expressed to the children in the context of what we need to live together as a community.

Our rules and procedures are based on the positive emotions of:
- being responsible for one’s behaviour;
- improving behaviour through counselling and setting personal goals;
- good efforts also deserve recognition; and
- changing poor behaviour and building positive self image in individuals and the school generally.
Staff will positively enforce good behaviour models through praise, and merits, thereby developing positive relationships.

At St Bernadette’s we implement a positive discipline policy based on Lee Canter’s book called ‘Assertive Discipline – Positive Behaviour Management.’

**TIME OUT** is a process to:

- allow constructive teaching;
- provide time for the children to stop their misbehaviour;
- give the opportunity to learn to develop appropriate behaviour for a full participating life in a community;
- provide time to reflect;
- provide a possible cooling off time;
- provide some personal space;
- involve loss of privilege; and
- allow a child to verbalise their inappropriate behaviour/ as well as expected appropriate behaviour.

**A POSSIBLE REASON FOR TIME OUT:**

- Inappropriate classroom behaviour
- Physical violence
- Inappropriate language/answering back
- Objects being thrown
- Being out of bounds
- Breaking our core school rules of:
  - Respect yourself;
  - Respect others; and
  - Respect property/environment.

**GUIDE FOR STANDARD AND APPROPRIATE LANGUAGE FOR STAFF:**

- What is the problem?
- Why am I speaking to you?
- What did you do?
- What behaviour of yours should we be concerned about?
- Are you showing respect for our school rules by your behaviours?
- Which rule do you think you have broken?
- What are the rules of this game? *(If it’s a game centred problem).*
• Brainstorm solutions (don't give yours).
• What else could you have done?
• What might have been a better solution?
• How else could you have responded?

**STEP 1**  
**TIME OUT IN CLASS**

You need a predetermined area away from the others where children can move for a short time. It will take time but the children should soon get used to hearing, “Kate, Time Out”, and responding. Obviously, they need to make up for work not completed.

**TIME OUT** should be used immediately and quickly, following an initial warning, so that minimum classroom disruption is the result. **TIME OUT** is given for any inappropriate behaviour.

**STEP 2**  
**MOVE TO ANOTHER CLASS**

If a child continues to behave inappropriately immediately after time out in the classroom then they should be removed to another class.

If the child refuses to move from the classroom don't get into any protracted argument but send for the Principal or Deputy Principal. Parents may be contacted at this point to keep them informed of the situation.

**STEP 3**  
**MOVE TO PRINCIPAL’S THE OFFICE**

If inappropriate behaviour continues after Step 2 has been followed then the child will be sent to the Principal or Deputy. At this time, the child will be expected to:

• Lose some privileges, e.g., sport, half lunchtime.
• Continue to report to the Principal's office to review their behaviours.

The length of this process will depend on the variables of child and issue.

**STEP 4**  
**SENT HOME**

If unacceptable behaviour occurs which puts children or staff at risk then parents will be notified and the child will be sent home. The next day the child will return with parent/s and report to Principal/Deputy Principal to review behaviour before returning to class.

The child will also be asked to reflect on the behaviour and help to formulate a plan to overcome the concern. The child will be expected to explain the situation to parents. School will contact parents if the situation is not resolved to arrange a meeting. Class teachers will also need to be involved in the ongoing process of improvement so that the child receives a consistent message.
AT RISK CHILDREN:
Staff will need to keep in mind any children with special needs and while these children will also need to accept the same consequences, particular care will need to be shown.

If the situation reaches the parent contact stage then other steps may be necessary, eg, use of an outside agency for counselling; review school program for any necessary adjustments. Continuing failure to note improvement of the situation should also lead to a review of the school as the most appropriate place for the child.

Evaluation:
This policy will be reviewed as part of the school’s review cycle.