



# St Michael's Primary School

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## Discipline Policy

The School Discipline Policy at St. Michael's Primary School aims to provide a safe, caring and supportive learning and teaching environment. The policy helps students to demonstrate responsible behaviour and a sense of self worth, and respect and consideration for the feelings, rights and property of others. It also aims to maximise opportunities for learning and teaching. Procedural fairness is used in dealing with all issues.

- We believe that positive behaviour can be developed and supported through:
- the provision of a relevant and age appropriate curriculum
- the provision of opportunities to negotiate learning tasks
- encouraging students to make positive choices about how to satisfy their needs
- high expectations for students and their learning
- empathy for students' out-of-school lives
- acknowledgement, reinforcement and feedback for appropriate behaviour
- setting of expectations and standards of behaviour across the school
- establishing consistent mechanisms across the school for promoting positive and appropriate behaviours as well as dealing with situations involving inappropriate, challenging or at risk behaviours so as to allow for growth in individual students as well as to ensure that all students' learning is not disrupted or negatively impacted

### Definitions

**Behaviour** is defined as anything a person says or does.

**Appropriate / Positive Behaviour** is any behaviour that contributes to the positive learning environment.

**Inappropriate Behaviour** is any behaviour that does not meet the school rules and behavioural expectations.

**Challenging Behaviour** is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students' and staff's capacity to function in a safe and orderly environment.

**At Risk Behaviour** is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.

## **1. School Behavioural Expectations**

Students and staff developed an agreed outline and definition of what constitutes behaviours that are appropriate /positive around a framework of 4 statements. These statements form the philosophy of the school's behaviour management plan and are;

AT ST MICHAEL'S WE ARE DETERMINED TO BE OUR BEST BY:



## **2. Procedures for Teaching and Communicating Behavioural Expectations**

A system of encouraging / promoting positive and appropriate behaviours has been developed that is consistent across the school, as have procedures for discouraging and managing inappropriate and challenging behaviours as well as serious offences. In order to promote appropriate student behaviours, St Michael's School Community is committed to teach and practise the behavioural expectations of the 4 statements above. The teaching of these expectations is seen to be a proactive approach to preventing inappropriate behaviours.

## **3. Procedures for Discouraging Inappropriate Behaviours**

St Michael's Primary School has developed a system of managing inappropriate behaviours. These are outlined in a 4 step process;

There is a provision for a warning to be given for low level Negative or Inappropriate behaviours, however if these continue after the warning or if the behaviour is of a more serious level, we move to Step 1.

Students who display continued low level Negative or Inappropriate behaviour have a dot placed next to their name.

### **Step 1:**

-Students are given a visual reminder to behave in an appropriate manner, if they persist in behaving inappropriately, by having their name removed from a class list that is on display in the room.

### **Step 2:**

-If the student continues behaving inappropriately he/she is placed in a time-out area within the classroom for a period of approximately 5 minutes to complete a Step 2 self reflection form, relating to their behaviour, on the school Google Drive. Teacher verifies that the information that the student has entered.

-If the inappropriate behaviour continues the student moves to Step 3.

-If a student reaches Step 2 two times in a week, they progress to a Lunch-time Coaching Session.

### **Step 3:**

-If the student still continues to behave inappropriately teachers send the student to a buddy class where he/she completes a step three reflection form via the school Google Drive..

- Students are to be accompanied by another student to a buddy class.

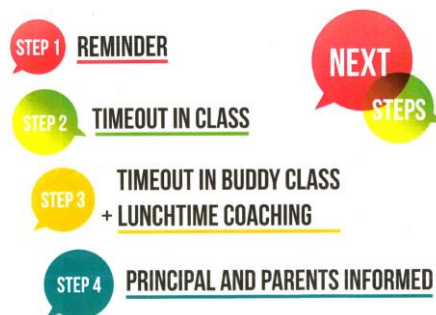
-Time out is to be 5 minutes for K-2 and 10 minutes for 3-6.

- Forms are given to Principal for follow up.

- Behaviour reflection sheets are to be kept on file **automatically in the school's Google Drive.**
- If a Step 2 or Step 3 is given to a child on the playground, the student completes the form when returning to class..
- If the student has been sent to buddy class they also attend a lunch-time coaching session..
- The Teacher on Lunchtime Coaching duty will meet with the student and implement appropriate behaviour modification strategies and give feedback to the teacher who has sent the child. The Step 3 Reflection Sheet for Student Behaviour is completed by the student in this Lunchtime Coaching Session. This is conducted over the second half of lunch and is intended as time out for a student to reflect on his/her behaviour and consider alternative appropriate behaviours. Class teachers are to be informed of the outcome and the completed Step 3 Reflection Sheet for Student Behaviour is kept on file.

#### **Step 4:**

- In cases of continuous inappropriate behaviour (reaching Step 3 lunch time coaching sessions two times in half a Term) or serious misbehaviour (involving **Challenging Behaviour** or **At Risk Behaviour**) , teachers should refer the student to the Principal/Senior Teacher in Charge. Teachers are requested to send the Step 3 Reflection Sheet for Student Behaviour to the Principal/Senior Teacher in Charge. The Principal/Senior Teacher in Charge then contacts the student's parents to discuss ways of assisting the student to modify their behaviour. This is to be done in consultation with the student's teacher.
- In the event of a student having the Principal and Parents informed of this inappropriate behaviour, they may also make themselves ineligible for privileges such as attending a school excursion or representing the School or Diocese at events such as sport.



#### **4. Managing Serious Offences**

The Principal is involved in dealing with inappropriate behaviour which is repeated, illegal, dangerous or totally unacceptable. The school does not hesitate to contact parents when behaviour and discipline issues arise at this level. Parent support makes a difference. Parents will be called immediately to "Take Home" their child if a student reaches the suspension or exclusion level of the discipline policy.

#### **5. Procedures for Encouraging Positive Behaviour**

St Michael's Primary School is committed to acknowledging students in order to continue to encourage appropriate behaviours and adherence to school rules and expectations. We endeavour to acknowledge students through a variety of means.

Recognition of this affirmation can occur in a number of ways such as;

- verbal and written affirmation.
- stickers and rewards.
- visiting other classes/teachers/school executive to share their work.
- recognition through presentation at assembly.
- publication of work or achievement in school newsletter, display in school or on school website/social media.
- consultation with parents in informal discussions and parent teacher interviews.
- recognition through Class and Principal awards at weekly school assembly.
- End of year School Awards at Presentation Night.
- Fun activities

Additionally regular, scheduled reward activities are planned in classes and across the school for the benefit of students who have consistently displayed positive and appropriate behaviours. These rewards will consist of daily, weekly and half-termly activities that increase in significance according to the timing of their delivery (ie; daily rewards are smaller in nature than weekly and half-termly rewards) Students who have not displayed these behaviours consistently and have been sent to time-outs, lunchtime coaching or have had Principal and Parents informed of Inappropriate, Challenging or At Risk behaviours are not eligible for these rewards. Students who have accumulated two Step 3s over half the Term are not eligible to participate in the half Term reward.

#### **6. Procedures for Record Keeping and Tracking**

In order to assist in the process of preventing the reoccurrence of inappropriate behaviours, St Michael's is committed to collecting data to help inform decision making. If students reach step 2 in the process of consequences (Time out in the classroom) they are required to complete Student Behaviour Reflection forms which are kept on file. If students reach Step 3 (Time out in a buddy class & lunchtime coaching) they are required to complete a Student Report on Behaviour and a record of the Teacher's Summary of events is kept on file. Records are also maintained if student's parents are contacted. These records give the school information on;

- Student name
- Date & Time of incidents
- Referring staff
- Problem behaviour
- Location
- Person's involved

This data assists the school in decision making when considering whole school systems as well as individual intervention (such as behaviour management plans)

Intertwined in and underpinning this Positive Behaviour Process/System is a Restorative Justice approach to Discipline. This has been done to link to the Bishop's Mandate: 'In order to fulfil this mandate to evangelise, schools in the Wagga Wagga Diocese provide an education in which young people encounter and engage with Jesus and his message.'

The Restorative Practice focuses on:

- Compassion
- Inclusion
- Forgiveness

The Philosophy of Restorative Justice is that decisions are best made and conflicts best resolved by those most directly involved in them. The restorative practices movement seeks to develop good relationships and restore a sense of community in an increasingly disconnected world.

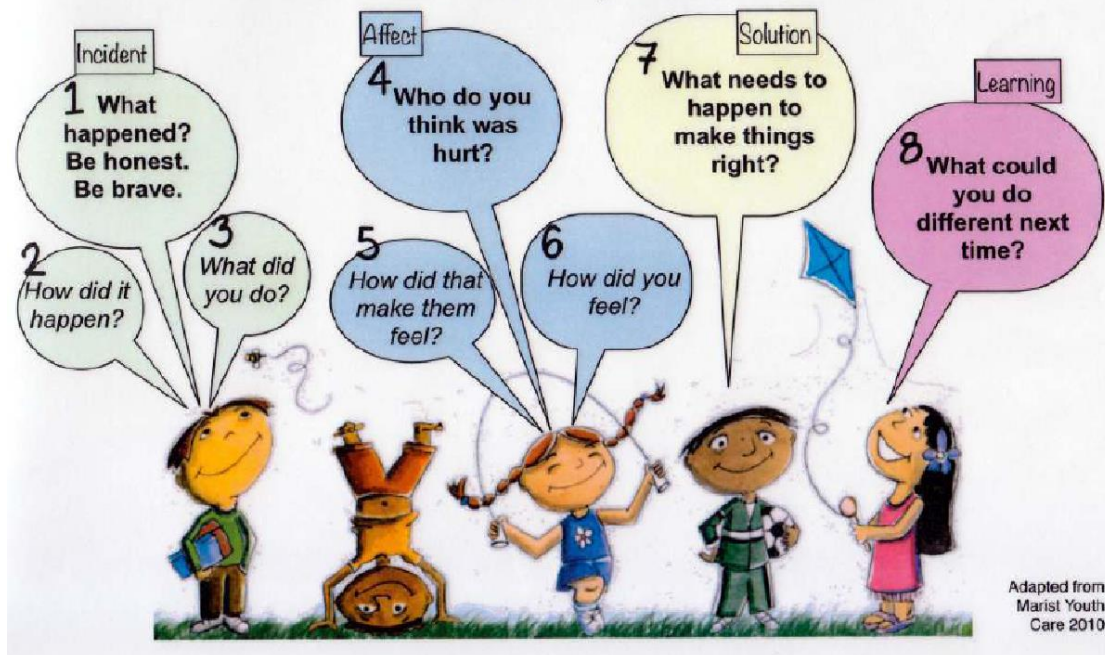
The Principles behind Restorative Practices are:

1. To foster awareness in the student of how other have been affected
2. Avoid scolding or lecturing
3. Involve the student actively
4. Be accepting of more than one interpretation.
5. Separate the deed from the doer
6. See every serious instance of wrongdoing and conflict as an opportunity for learning
7. Restorative practices must be systemic, not situational.

Restorative Justice Process- Affective Questions

1. What happened?
2. How did it happen?
3. How did you act in this incident?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again, how could you behave differently?

# Affective Questions



Adapted from  
Marist Youth  
Care 2010

St Michael's follows the Catholic Schools Office [Suspension, Expulsion and Exclusion Policy](#).

All incidents at St Michael's will be handled using Procedural Fairness. Procedural Fairness is a basic right of all when dealing with authorities. Procedural Fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

*The 'hearing rule' includes the right of the person against whom an allegation has been made to:*

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
  - know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

*The 'right to an unbiased decision' includes the right to:*

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker.

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, schools could establish any need for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available.

**Corporal Punishment will not be used at St. Michael's School, Coolamon. The use of Corporal Punishment by non-school personnel will also not be condoned or encouraged.**

**The matrix included in this policy of specific guidelines to follow supports the following guidelines.**

## **PLAYGROUND BEHAVIOUR MANAGEMENT POLICY**

At Coolamon, all children are expected to:

### **1. FOLLOW DIRECTIONS GIVEN BY SCHOOL STAFF**

### **2. RESPECT OURSELVES AND THE RIGHTS OF OTHERS**

Examples of violating personal safety and rights of others: riding bikes; kicking, hitting, teasing, bullying, harassing, fighting, pushing, swearing, smoking, spitting, throwing

### **3. RESPECT SCHOOL AND PERSONAL PROPERTY**

Examples of disrespect for school and personal property: breaking things; littering; not caring for sports equipment; misusing toilets; graffiti; vandalism

### **4. PLAY SAFELY IN THE YARD AND STAY WITHIN BOUNDARIES**

Examples of unsafe play: climbing on buildings and fittings; running in walk zones; not using equipment responsibly

Examples of out-of-bounds: outside the school yard without permission to leave; being inside rooms unsupervised

### **5. BE SUN SAFE**

No Hat - Play In The Shade

This policy was reviewed in October, 2020.