



Assertive Discipline Policy

Sunbury West Primary School

Description

At Sunbury West Primary School, we provide a safe, caring and happy environment which encourages children to take responsibility for their own actions in order to develop self esteem, self discipline and social responsibility. Through the Assertive Discipline Program we promote positive and acceptable behaviours and encourage the children to be aware of the consequences of their actions and to accept responsibility for them.

1.0 Purpose:

- 1.1 To guide students to choose responsible behaviour by providing a program that recognises positive behaviour and has consequences for inappropriate behaviour.

2.0 Objectives:

- 2.1 To establish responsible behaviour in the classroom, in the play ground, on excursions and camps, school events, travelling directly to or from school.
- 2.2 To establish a set of rules in the classroom that will provide guidelines and expectations for appropriate classroom behaviour.
- 2.3 To establish a set of rules for the playground that will enable students to play appropriately within a safe environment.
- 2.4 To provide positive reinforcement to students who behave in an appropriate manner.
- 2.5 To provide consequences to students who behave in an inappropriate manner.
- 2.6 To encourage students to develop appropriate behaviours based on intrinsic motivation and not a need for rewards.
- 2.7 To assist students in developing accountability for their actions and consistently making the 'right' choices in regards to appropriate behaviour.

3.0 Implementation:

- 3.1 Classroom rules/rewards/consequences are to be established at the beginning of the year. These rules are to be negotiated between the teacher and the students. Rules comply with the Rights and Responsibilities as set down in the Student Code of Conduct. The rules should be worded in a positive way and be limited to 5 or 6.
- 3.2 Playground rules/consequences are established at the beginning of the year. These rules are established by the Principal and Staff in order to provide a safe playing environment for all students.
- 3.3 Positive Feedback is used to recognise and reinforce positive behaviour – either individual or whole class. Individual feedback may include praise; incentives such as stickers, certificates; awards such as Student of the Week; a positive note or phone call to parents; special short-term privileges like being a leader in line. A whole class reward may be achieved by reaching a milestone such as 50 marbles in a jar. This reward will be chosen by the grade as a whole and may include such things as a

special lunch, grade party, DVD or a game outside. Cost for the grade reward is to be kept to a minimum.

3.4 Consequences are a series of conditions that the teacher may apply in turn when a student chooses not to follow the school's behavioural expectations. They are designed to give the student a chance to reflect on his/her behaviour before stringent measures are applied.

3.5 Restorative Practices – this series of questions may be used when questioning a child about his/her misbehaviour –

- (i) What happened?
- (ii) What were you thinking at the time?
- (iii) What have you thought of since?
- (iv) Did you do the right or wrong thing?
- (v) Who has been affected by what you have done? In what ways?
- (vi) What do you think you need to do to make things right?
- (vii) Can we put this behind us and move on?

3.6 These steps are followed when a student breaks a classroom rule.

CLASSROOM:

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| Step 1 | Warning and record name in Behaviour Book |
| Step 2 | Withdrawal from the group (for a short period of time eg.5 -15 minutes) to another part of the room. Record in Behaviour Book. Conference the child (using Restorative Practices questions) at the end of the session or next recess break. |
| Step 3 | Removal to another grade until the end of the session. Record in Behaviour Book. Conference the child (using Restorative Practices questions) at the end of the session or next recess break. Behaviour Notification note may be sent home to parents. |
| Step 4 | Detention. Record in Behaviour Book. |
| Step 5 | Sent to Principal/Assistant Principal. Record in Behaviour Book. |

Severe Clause: A student who engages in severe misbehaviour may be sent to the Principal/Assistant Principal and /or a detention given without proceeding through the steps. Behaviours deemed severe may include: vandalism, injuring another person, offensive language/behaviour, bullying, fighting.

Drop Down Clause: If the child's behaviour does not begin to show some improvement, then the teacher, in consultation with the child, may 'Drop Down' a step.

Further possible actions: Behaviour Diary/ Communication Book, Contracts, parent meeting with Principal.

3.7 These steps are followed when a student breaks a playground rule.

PLAYGROUND:

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| Step 1 | Warning issued by the Yard Duty teacher. Name and misdemeanour recorded in Yard Duty folder. |
| Step 2 | Withdrawal from the activity (for a short period of time eg.5 -15 minutes) or walk with the Yard Duty Teacher. Conference the child (using Restorative Practices questions). Record name and |

- misdemeanour in Yard Duty folder (this will be monitored by the teacher responsible for the Yard Duty tub).
- Step 3** Withdrawal from the yard – sent to Office – Principal/Assistant Principal notified and he/she speaks to the child to discuss his/her behaviour and future action.
- Step 4** Detention.

Severe Clause: At any stage the child may be sent to the Principal/Assistant Principal and /or detention given without proceeding through the steps. Behaviours deemed severe may include: vandalism, injuring another person, fighting, throwing stones, offensive behaviour/language, bullying.

Further possible action: ongoing withdrawal from the yard, parent meeting with Principal, Behaviour Management Plan.

3.8 Suspension is a serious disciplinary measure applied where a student: fails to comply with the instructions of the Principal/Assistant Principal/Teacher; consistently interferes with the educational rights of other students; behaves in a dangerous or violent manner; engages in discriminatory behaviour (including harassment); or behaves in a way which threatens the school's programs. Suspension and expulsion procedures are applied according to DEECD guidelines.

3.9 Detention Procedure:

- (i) The purpose of detention is to allow the student to discuss/reflect on his/her behaviour; discover strategies that he can be used in the future that will enable him/her to improve his/her behaviour. This can be achieved with the use of Restorative Practices questioning.
- (ii) The Code of Conduct is used to discuss school rules and the need for everyone to feel safe and secure at Sunbury West P.S.
- (iii) The role of the teacher on Detention duty is to support the student while discussing strategies that can empower him/her to modify his/her behaviour. The Detention duty teacher should support the staff member who has issued the detention, as there is often a build-up of misbehaviours leading to the detention. It is not necessary to become involved in a discussion with the student as to whether the detention is valid, as this would have been explained earlier by the teacher who gave the detention.
- (iv) Detention will take place on Monday, Wednesday and Friday between 1.25 and 1.55 in Room 11.
- (v) In Terms 1 and 2, students in Prep -2 will attend for 15 minutes. This will increase to 30 minutes in Terms 3 and 4. Years 3 – 6 students will attend for 30 minutes from the beginning of the year.
- (vi) The teacher on Detention duty will receive the pink Detention form in their pigeon hole or it will be forwarded directly to his/her classroom prior to the lunch time duty. The Detention will be held on the day it was given can be given up until lunchtime and the student will attend on that day. If the student receives a detention after lunch then he/she will complete the detention the following day.
- (vii) The white Detention form is sent home detailing the student's misbehaviour, and is expected to be signed by the parents/guardians and returned to the classroom teacher the following day.
- (viii) The blue Detention form is forwarded to the student's classroom teacher and the behaviour is to be recorded in the classroom Behaviour Book.
- (ix) When undertaking detention duty the teacher completes the following paper work:

1. Overall sheet, detailing the misbehaviour/inappropriate actions of

students across the school (this information is used for the Annual Report);
2. Year Level sheet – noting individual detentions (this information is used to monitor how many detentions an individual student has in a term.

- (x) If a student receives three detentions within a term, he/she is informed of the implications of further misbehaviours. A meeting between the Principal, classroom teacher and parent may be held if necessary. The Principal and classroom teacher must feel confident that the student has the capacity to follow simple instructions immediately without compromising the safety of themselves or others. Attendance at camps and excursions is not automatic and can be jeopardised if the Principal remains unconvinced that a student can/will behave satisfactorily in an unfamiliar environment.

4.0 Evaluation:

4.1 Detention/ Student behaviour records(including class Behaviour Books)

4.2 Collation of student yard misbehaviours.

4.3 Analysis of data from DET surveys

This policy will be reviewed as part of the school's three-year review, next review 2018

This policy was last ratified by School Council on the 28/10/2015

Associated Policies:

Student Code of Conduct