

CASTLEMAINE NORTH PRIMARY SCHOOL

DISCIPLINE POLICY

RATIONALE

The Discipline Policy/Student Code of Conduct and the Wellbeing and Engagement Policy provide a framework for all students and teachers to be part of a safe, secure and caring school environment.

AIM

This policy aims to put in place agreed processes for managing student behaviour within the school.

GUIDELINES

1. Students, teachers and parents will be made aware of the school's Discipline Policy/Student Code of Conduct and the Wellbeing and Engagement Policy. These policies will be included in the enrolment packs and newsletters as needed and will be available on the school website.
2. Staff, students and parents have a role to play in supporting the school's Wellbeing and Engagement Policy and the Discipline Policy.
3. The Student Code of Conduct will –
 - follow established DET guidelines;
 - recognise the need for an agreed and consistent whole school approach;
 - encourage students to develop self discipline, respect the rights and feelings of others and accept responsibility for their own actions.

IMPLEMENTATION

1. The school will operate an Assertive Discipline model. Assertive Discipline is a direct and positive approach to make it possible for the teacher to teach and the students to learn. It is based on six principles:
 - a) Teachers should insist on responsible behavior.
 - b) Teachers have basic rights as educators:
 - The right to maintain an optimal setting for learning;
 - The right to expect appropriate behavior;
 - The right to expect help from administration and parents when appropriate.
 - c) Students have basic rights as learners:
 - The right to have teachers who help them develop by helping them limit self-destructive and inappropriate behavior;
 - The right to have appropriate support from their teachers for their appropriate behavior.
 - d) Teachers will clearly states the expectations, consistently applies the consequences, and never violates the best interests of the pupils.
 - e) Assertive discipline consists of:
 - Stating and teaching expectations early;
 - Persistence in stating expectations and wishes such as, "I need you to..." and "I like that.";
 - Use of a clear, calm, firm voice and eye contact;
 - Use of non-verbal gestures that support the verbal statements;
 - Influencing student behavior without threats or shouting;

-Practising the broken record technique (calmly repeating the message every time the student tries to argue) rather than escalating into an argument.

- f) The assertive teacher is able to maintain a positive, caring and productive climate in the classroom. A climate of care and support produces the climate for learning.
2. At the beginning of each year, the classroom teacher and their students will establish and display a set of class rules.
Rules show an awareness of health and safety, consideration of others, the rights of other students to learn and the teacher to teach and the responsibility of all to look after property.
A key component of Castlemaine North's discipline program is teaching about, and using logical consequences to address behavior. A logical consequence addresses present and future behavior.
Students will be made aware of the consequences of both acceptable and unacceptable behavior choices.
Where conflict occurs a restorative practices approach will be used i.e.
When things go wrong, we ask:
What happened?
Who or what was hurt?
How can we fix it?
3. The process for addressing unacceptable behavior is as follows:
 - a) A reminder is given to the student that the behavior is unacceptable;
 - b) 2. If the behavior continues, the student's name is recorded in class or by the yard-duty teacher;
 - c) 3. The behavior will be discussed with the classroom teacher and if the behavior continues, a set time-out period is given. This may be time-out from the playground or time spent in another classroom;
 - d) Contact will be made with parents by teachers or the principal to discuss any incidences of repeatedly unacceptable behavior;
 - e) Severe breaches of the Student Code of Conduct will be referred directly to the principal or delegate and contact will be made with the parents/carers;
 - f) Where necessary the student will be placed on an Individual Positive Behavior Support Plan;
 - g) Repeated misconduct may result in a student's withdrawal from major events e.g. camps, excursions;
 - h) School Psychologist support will be offered to students with additional behavior management needs.

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at this school under any circumstances.](#)

REFERENCES

1. CNPS Student Wellbeing and Engagement Policy
2. CNPS Code of Conduct
3. <http://www.restorativepractices.org.au>
4. <http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

EVALUATION

This policy is to be reviewed triennially as part of the School Council's review cycle.

(Principal)

(President of School Council)

This policy was ratified by School Council 2017.

Date: 2017

Review Cycle Date: 2020