

## Discipline Statement

At Como we aim to:

Create a positive environment where children respect the rights of other children to learn and the rights of the teachers to teach.

We also aim to:

- Empower children to own and accept responsibility for their behaviour.
- Establish clear guidelines that protect the rights of all individuals, where the procedures, consequences and rewards are clearly defined and known by the school community.
- Establish procedures to communicate behaviour management information with the school community.
- Maintain a partnership between teachers and parents in the behavior management of Como Primary School students.
- Recognise that it is only through the united effort of the school and the home that high expectations for our students can be achieved.

Key:

SIS-School Information System

BMP- Behaviour Management Policy

## Code of Conduct

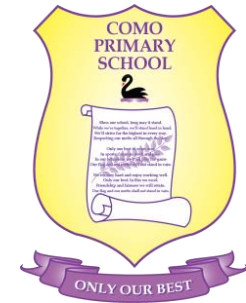
The school rules at Como Primary School are based on our Values and Virtues program.

### Code of Conduct:

- Consider the safety of others when playing games. Do not throw sticks, stones or objects likely to harm.
- Walk on verandahs and designated walk areas. These are not for running or noisy games.
- Fighting and rough games are not allowed.
- Keep the school in a neat and tidy condition. Eat food only in the designated area.
- Bicycles, skate boards, scooters and the like are not to be ridden on in the school grounds.
- Only enter or remain in a classroom during non-teaching time, when a teacher or Education Assistant is present.
- Always follow the teachers' instructions.
- No mobile phone usage by students inside school grounds.

### Roles and Responsibilities of Staff:

- Teach and model respectful, courteous and honest behaviour.
- Ensure the school environment is kept neat, tidy and secure.
- Establish positive relationships with students and parents.
- Ensure good organisation, planning and reporting on student progress to parents.
- Teach engaging lessons appropriate to the curriculum.



## BEHAVIOUR MANAGEMENT POLICY

Our school community believes that the students, staff and parents have a right to work together in a safe and caring environment, showing respect, cooperation and consideration towards others

## PLAYGROUND PROCEDURES

"Code of Behaviour" regularly revised in class and monitored by duty teachers

### CODE OF BEHAVIOUR

#### MINOR

1. No wide brimmed hat on your head, no play.
2. Walk on hard surfaces.
3. Keep our grounds and school buildings neat and tidy.
4. Sit in the Under Cover Area to eat . At lunch wait until you are dismissed
5. Return to class on time.
6. Play sensibly in the correct areas.
7. Care for your environment.
8. For safety reasons, we do not allow riding in school grounds.

#### MAJOR

9. Fighting, bullying, swearing or teasing are not tolerated.
10. We do not interfere with, damage or steal school or others' property.
11. We use toilets properly.
12. Students will not go into a classroom without a teacher.
13. We do not throw objects in a situation that may injure others.
14. We do not leave school during the day without permission.
15. Mobile phones cannot be used in the school grounds.

### TEACHER ACTION

#### APPROPRIATE BEHAVIOUR

Recognise and reward appropriate behaviour with positive comments and immediate action.

- ❖ Children may be issued with a House Point card if displaying a virtue particularly well.

#### INAPPROPRIATE BEHAVIOUR

##### Level One

Immediate correction by sitting on the spot for 2 minutes along with encouragement is generally the most suitable action.

The duty teacher records verbal warnings for minor breaches of the "Code of Behaviour" in the duty file alongside the child's name.

##### Level Two

After a second minor breach of the "Code of Behaviour" the student will be given an Orange Form which the student must present to his/her teacher who will reiterate the concern. Note in BMIS file.

##### Level Three

After a third minor breach of the "Code of Behaviour" or one major breach of the "Code of Behaviour" the student will be given an Orange Form and sent to the black bench. The student will give the card to the Deputy Principal, parents will be contacted and a suitable detention will be arranged during which students will complete a written reflection form. Recorded on SIS

## CLASSROOM PROCEDURES

School rules, Class Rules & Rights and Responsibilities will be clearly displayed in every room. Consistent and achievable standards will be set. A positive working environment will be evident.

#### APPROPRIATE BEHAVIOUR

Recognise and reward appropriate behaviour with positive comment and action.

Individual class incentives

Whole school incentives —Honour Awards, House Points, Only Our Best Award, Virtues Award, Citizenship Awards.

#### INAPPROPRIATE BEHAVIOUR

##### Level One—Warning

- Intervention without halting the flow of the lesson.
- Praise of children in close proximity.
- Refer to displayed rules.
- Verbal warning stating problem and required behaviour. Level

##### Two

- Loss of class privilege
- Withdrawal in own class Children complete **White** Reflection sheet
- Withdrawal to buddy classroom **Green** Reflection sheet and parents contacted. Record on SIS

##### Level Three

Out of class sanction will apply:

- If behaviour remains unchanged after repeated in-class sanctions.
- In the event of gross insolence
- In the event of wilful disobedience
- If behaviour threatens safety or property

Out of class sanctions include:

- Withdrawal in Buddy Classroom-**Yellow** Form
- Withdrawal in Admin Area- **Blue** Form
- Child sent to Deputy Principal
- Suspension

NB Non form room staff are to use an orange form to communicate misbehavior to class teacher/Admin who will then action it.

#### ADMINISTRATION OF SANCTIONS

##### CHILDREN SENT TO THE DEPUTY PRINCIPAL

1. Sent by the class teacher for out of class sanctions
2. Issued a Red card by duty teacher.
3. Continued Bullying

##### ADMINISTRATIVE PROCEDURE

1. Investigate the incident/s for which the child has been sent to the deputy principal.
2. Counsel the child, reiterate the inappropriate behaviour and explain the consequences.
3. A record of the incident and action taken to be placed in the Behaviour Management file and Student Information System.
4. Contact the parent/s of the child and children involved to discuss the inappropriate behaviour.

## DEALING WITH BULLIES

**Bullying is any repeated wilful, conscious behaviour intended to hurt another person, either physically or emotionally.**

### BULLYING WILL NOT BE TOLERATED

It is everyone's responsibility to prevent it happening. The school has programs established to promote a caring and supportive environment. These educative and positive programs should ensure that bullying and violence are minimised. However, in the event that bullying occurs the school will react firmly and promptly.

Through the Health and Pastoral Care Programs:

#### Children will all know:

- Bullying is not "OK". It is about power over others.
- Bullies come in many forms (alone or in groups).
- We can all be bullies or bystanders in given situations.
- Do not ignore bullying - support the victim.
- If you are being bullied tell someone
- REMEMBER: We all fall out with our friends. One quarrel is not bullying. No one has to put up with persistent unkindness- which is bullying.
- The school will counsel bullies to establish WHY?

**ALL INCIDENTS** of bullying should be reported to the school

#### ACTION ON BULLYING

- All incidents of bullying will be investigated.
- Contact the parent/s of all parties to discuss the bullying situation.
- A discussion with the bully/s and the victim/s present will be the initial approach to dealing with the issue. NO BLAME APPROACH. If the bullying continues, the bully/s will be subjected to sanctions deemed appropriate to the action.

#### ADMINISTRATION OF SANCTIONS

##### NEGATIVE SANCTIONS

Deprivation of privileges

Black bench at recess/ lunch time

Withdrawal to buddy classroom or admin area.

Suspension

##### SEVERE CLAUSE

For behaviour deemed by the Deputy Principal to be severely inappropriate, the child will be sanctioned in a manner appropriate to the behavior