

# PRIMARY BEHAVIOUR & DISCIPLINE PROCEDURE

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*Last amended: June 2017*

*Next review: June 2019*

## **Rationale**

This document outlines discipline procedures in the Primary School at NCS. The Behaviour & Discipline Policy provides a detailed rationale for the aims and intent of this procedural document.

## **Detail**

Classroom teachers should be consistent in their approach to classroom management. Behaviour that is disruptive or disrespectful should always incur consequences. Where possible, consequences should be naturally linked to the behaviour.

If a student is regularly having behavioural difficulties, the following questions should be considered:

- Have parents been contacted?
- When do these behaviours seem to be most common?
- Does the student in question have learning difficulties?
- Is the student disengaged/bored?
- What support network exists for the student (is there a team of professionals who can provide expert opinion and help)?

Initially the classroom teacher should seek to deal with all classroom discipline concerns, using informal and formal strategies.

### **Informal:**

- Communication with parent/carer expressing concern - initially by phone call or email;
- Well-planned, resourced, engaging lessons and units of work;
- Seating plan;
- Withdrawal from activities/privileges, eg - seating;
- In class/stage detention - complete work/behaviour (opportunity for pastoral care);
- Send to a prearranged "support" person (always with a note and work for student to do);
- Send to "buddy" class as arranged (always with a note and work for student to do);

Teachers do not record these incidences on SEQTA. Where a behaviour adjustment plan is in place, the plan should be recorded, not each instance of its implementation.

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## Formal:

**Level One** formal strategies to be implemented in discussion with the stage leader/ Coordinator.

- Formal lunchtime detention - (overseen by Executive staff member);
- Referral to Stage Leader/Coordinator;
- Conference with parent or carer/teacher/Coordinator (Coordinator may attend);
- Implementation of a behaviour management plan in consultation with parents.
- Use of Behaviour Monitoring sheet in consultation with parents.

**Level Two** formal strategies to be implemented in discussion with the Head of Primary.

- Withdrawal of privileges, eg: excursions/school representative sport;
- After-school detention;
- Internal suspension from class;
- Conference with Head of Primary, parents/carers and other qualified professionals.

**Level Three** formal strategies to be implemented in discussion with the Principal.

- Conference with Principal, parents/carers and other health professionals;
- External Suspension;
- Expulsion.

Each situation will be dealt with on an individual basis. Staff are able to make professional judgements with due attention to procedural fairness. Each instance of a formal disciplinary action should be recorded on SEQTA and shared with relevant staff.

## Note:

- Students should not be left outside classrooms for extended periods of time. They should always be supervised by a teacher;
- The writing of repetitive lines is not an appropriate sanction;
- When dealing with confirmed instances of bullying behaviour, refer to the NCS Anti-Bullying Policy for guidance;
- Issues related to behaviour on buses to and from school should be referred directly to the Head of Primary.

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## Playground

The following playground rules are expected of all students:

- Pay attention to bells, whistles and announcements;
- Staying within playground boundaries;
- No hat, no play;
- Hands off other people;
- Ask permission to visit the toilet, library or canteen.

## Playground Folders

- Folders to be returned to the Stage One Coordinator after each duty.
- A designated Primary staff member will collect and distribute playground folder class lists once a term;
- Duty teachers to take playground folders at all times;
- Record misdemeanour code against child's name on relevant class list, initial and date entry;
- Use key to record nature of misdemeanour:
  - DO - Disobedience
  - DP - Dangerous Play
  - OB - Out of Bounds
- Consequences (to be overseen by the relevant class teacher):
  - 3 or more entries in 5 weeks = 1 lunchtime detention & phone call to parents/carers. Other options to consider in discussion with a Coordinator include:
    - playground monitoring card;
    - playground restrictions.
- Each student has a clean slate at the start of each new term, unless they have entered level three of the discipline flowchart;
- When dealing with confirmed instances of bullying behaviour in the playground, refer to the NCS Anti-Bullying Policy for guidance;
- Positive re-enforcement:
  - General playground behaviour is also monitored on a class basis each week - a special trophy is given to the winning class at the Monday morning assembly;
  - Individual merit cards to be given out for consistently good behaviour at the end of each term;
  - Duty teachers can award merit cards to students while on playground duty. Reasons for awarding a merit could include:
    - exemplary sportsmanship;
    - outstanding concern for the well-being of other students;
    - outstanding service during playtime.

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## Playground Incidents

The duty teacher/s will deal with **minor** incidents of inappropriate behaviour as they occur:

- Brief "on the spot" discussion and debriefing.
- Temporary withdrawal from play (this must be within duty teacher's sight and is his/her responsibility);
- Recording in the playground folder;
- Examples of a minor incident may include:
  - rough play
  - out of bounds
  - no hat
  - playing during eating time
  - verbal disagreements

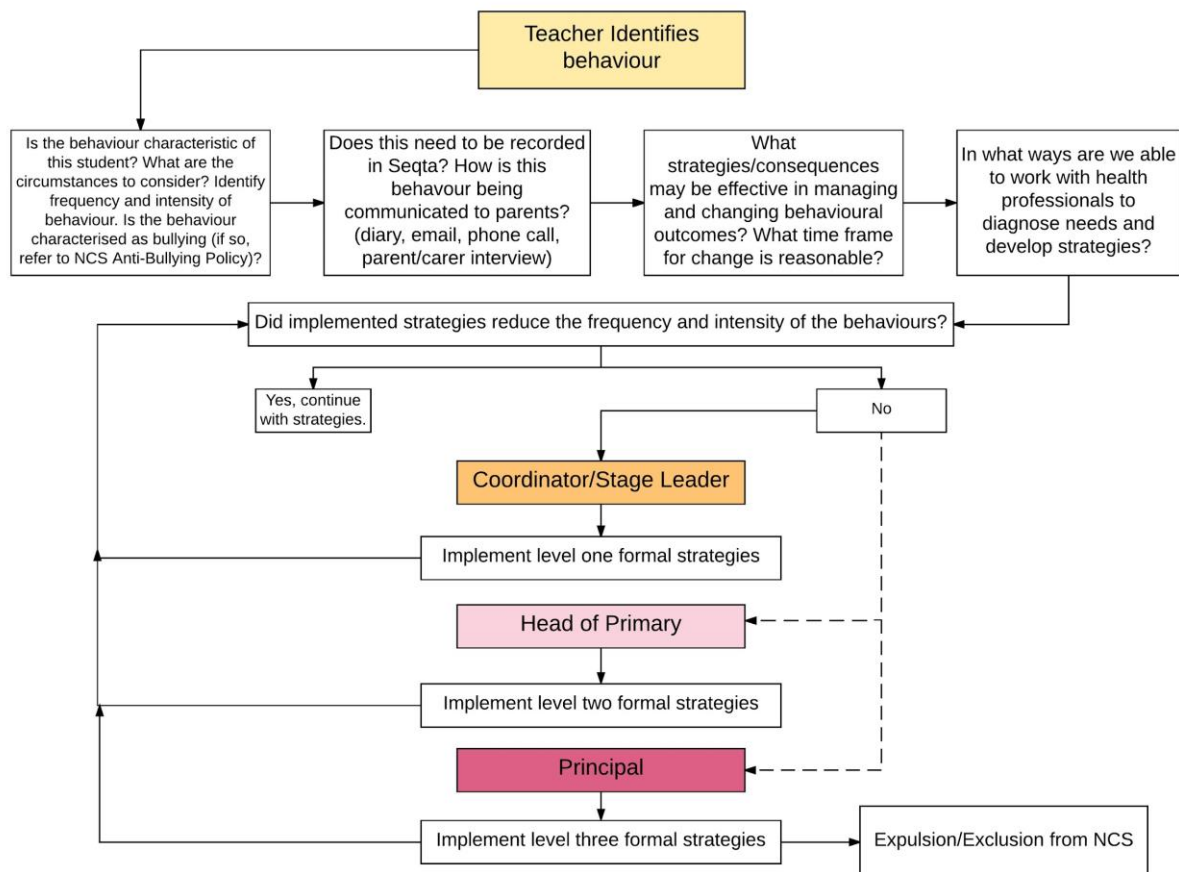
The duty teacher/s will deal with **significant** incidents of inappropriate behaviour in the following ways:

- Record action against the student's name on the relevant class list;
- Examples of a significant incident may include:
  - Disobedience
  - Dangerous Play
  - Bullying type behaviour
  - Verbal disagreements

The duty teacher/s will deal with **serious** incidents of inappropriate or dangerous behaviour in the following ways:

- Assess the situation: monitor and record circumstances;
- If there are ongoing safety concerns, contact the school office, and a Stage Leader/Coordinator will be sent out to the playground;
- The duty teacher will refer the incident, verbally and in writing (via SEQTA), to the relevant Stage Leader/Coordinator/Head of Primary;
- Serious incidents include (incident/age appropriate):
  - Any action that endangers the wellbeing or safety of any child or adult;
  - Wilful damage to school or personal property;
  - Wilful disobedience, defiance or insolence to teachers;
  - Fighting, bullying, dangerous play, dangerous use of equipment.
- Students involved will be asked to write, depending on age, a statement as to what occurred;
- Parents of the perpetrator and victim will be punctually contacted by phone;
- The Stage Leader/Coordinator will consult with the teacher and student, and then take appropriate action as outlined in level two and three above.

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Primary School Discipline Flowchart

## Related Documents

- Student Behaviour & Discipline Policy
- Anti-Bullying Policy
- Pastoral Care Policy
- Student Code of Conduct and Code of Respect