



Discipline

POLICY

Restorative Practices/Assertive Discipline:

Hallam Primary School draws upon *Restorative Practices*, and the Canter model of *Assertive Discipline*, as the basis for its whole school behaviour management procedures. At the commencement of each year, teachers negotiate a set of rules with their class, including consequences and rewards that are consistent with the whole school policy.

- These rules, consequences and rewards are to be prominently displayed in each classroom.
- A copy of the *Class Contract* brochure is sent home for discussion and to be signed by child and parent/s.
- Parents and teachers are expected to assist students to learn to appreciate their rights, and the rights of others.
- Restorative practices are used whole school. When an incident of inappropriate behaviour occurs, a restorative approach is used with the aim of resolving the conflict and mending relationships.
- **Corporal punishment is not permitted under any circumstances.**
- Hallam Primary School has a philosophy of more frequently and consistently acknowledging students who are choosing responsible behaviours. Some of the positive recognition strategies include:
 - Verbal encouragement
 - Classroom recognition and incentives (dojo points, stickers, raffle tickets, prizes)
 - Specialist Awards
 - Special reward days (free dress/sports days/discos)
 - Whole school assembly acknowledgements
 - Worker of the Week Nominations/Awards
 - ICAS Awards
 - Student Leadership opportunities
 - Student Leadership Team

While it is the philosophy of Hallam Primary School to adopt a positive approach to behaviour management, students *will* experience logical consequences if they choose inappropriate or irresponsible behaviour that violates or infringes the rights of others. Procedures for dealing with inappropriate behaviour are usually sequential in nature and reflect the age and maturity level of students involved as well as the severity, or frequency of misdemeanours:

- Discussion, with the understanding that everyone has the right to be listened to
- In severe circumstances, consultation firstly with team leader, then AP/Principal
- Restorative circle time with all concerned and/or
- Counselling for individuals in order to modify inappropriate behaviour
- Application of a whole school hierarchy of consequences as deemed appropriate:
 - Time out in Principal's Office
 - Detention (after school for 30 mins)
 - Suspension – playground, in-house, external
 - Expulsion
- Parent contact and Student Support Group meetings

- Individual behaviour/safety management agreements and plans for students who continually behave irresponsibly or inappropriately
- Explicit teaching of appropriate behaviours to relevant students (projects, social skills programs)
- Withdrawal from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school
- A Staged Response checklist for extreme breaches to be commenced
- Interventions – PWO, SSSO personnel, external agencies and health professionals
- Suspension and Expulsion: for serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No. 184.

Bullying

Category	Includes
Direct physical bullying	<ul style="list-style-type: none"> • hitting, kicking, tripping, pinching and pushing or damaging property
Direct verbal bullying	<ul style="list-style-type: none"> • name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
Indirect bullying	<ul style="list-style-type: none"> • action designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: <ul style="list-style-type: none"> -lying and spreading rumours -playing nasty jokes to embarrass and humiliate -mimicking -encouraging others to socially exclude someone -damaging someone's social reputation or social acceptance -being a bystander to bullying and not attempting to stop it
Cyberbullying	<ul style="list-style-type: none"> • direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

Harassment

Subtle:

Includes:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body
- Offensive name calling.

Explicit:

Includes:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.

- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.
- Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying, including cyber bullying, is seen as a serious breach of the Student Engagement Policy and will not be tolerated in any form. Students will be made aware of the provisions of the Racial and Religious Tolerance Act 2001 (which makes it unlawful for students to vilify other students on the grounds of race or religion), and the Charter of Human Rights.

All members of the Hallam PS community have a **right** to:

- fully participate in an environment free of discriminatory behavior
- be treated with respect and dignity
- feel valued, safe and supported in an environment that encourages freedom of thought and expression.

All members of the Hallam PS community have a **responsibility** to:

- acknowledge their obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community.
- participate and contribute to a learning environment that supports the learning of self and others
- ensure their actions and views do not impact on the health and wellbeing of other members of the school community.

Parents have a right to expect that their child will be educated in a secure environment where care, courtesy and respect for others is encouraged

Parents have an obligation to support Hallam Primary School in its efforts to maintain a productive learning and teaching environment

Parents have a responsibility to ensure students attend school and have the appropriate learning materials

Students have a right to :	Students have a responsibility to	All staff have a responsibility to:
feel safe at school	learn and obey all school rules	build positive relationships with students as a basis for engagement and learning
learn and socialise without interference or intimidation from others.	attend class prepared to learn and not interfere with the learning of others	use discretion in the application of rules and consequences
be treated with respect and in a fair and equitable manner	treat others with respect and resolve differences through discussion and compromise, not conflict	treat all members of the school community with respect, fairness and dignity

expect their property to be safe	take care of their own and other people's property	use and manage the resources of the school to create stimulating, safe and meaningful learning.
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Rights and Responsibilities:

Within our school environs, students will achieve this by:

- Being taught how to behave responsibly to ensure the rights of all community members are respected
- Learning the value of choosing to behave responsibly by being consistently recognised for responsible behaviour
- Being supported to express their experience of a breach of their rights and in turn, being required to respect other students' views, during the resolution of an issue (*Restorative Practices*)
- Experiencing logical consequences when they choose to behave irresponsibly (*Assertive Discipline*)

Values:

Values are rules that help us live our lives. They help us decide right from wrong, and tell us what to do in situations that occur daily in our lives. Values are important because they allow us to live more peacefully with others, and be better able to achieve whatever goals that we set for ourselves.

- Learning for success (taking every opportunity to pursue excellence)
- Persistence (seeking to accomplish something worthwhile, trying hard and not giving up easily)
- Positive Partnerships (being part of a productive team)
- Mutual Respect (treating one another and the environment with consideration and courtesy)
- Trust (others can depend on you to be truthful and responsible)
- Environmental Awareness (that there are many things we can do to protect the natural environment)

References Effective Schools are Engaging Schools – Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm

VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm

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Reference:	<ul style="list-style-type: none"> • <i>Effective Schools are Engaging Schools–Student Engagement Policy Guidelines</i>