



Pittwater House

6.4 Junior School Discipline Policy

Introduction

Pittwater House School is a community in which HEROIC Core Values are promoted as the foundation of the School. Each interlinked value provides guidance to students, staff, and parents on how to respond to challenges and opportunities that present in our daily lives. In collaboration with our parent community, Pittwater House holds a distinctive role in the socialisation of all its students. Pittwater House hopes that each student comes to realise that they belong to a wider community, and more than that, that they are a unique member of our community.

Pittwater House has high expectations and when those expectations are not met, Pittwater House will respond appropriately, justly and in-line with the procedures set out in this Behaviour Management Policy. Responding in this way is to ensure students are made aware of their actions, the impact of their actions and are given appropriate guidance and time to rectify their behaviour. Pittwater House understands that this Schema may at times require manipulation to suit the specific needs of a particular student.

Positive Behaviour at Pittwater House is brought about by a structure of rules, rewards, sanctions, support systems and relationships. This is achieved through a number of means: self-discipline, consistency of action, standards of behaviour and student responsibility.

Consistency

Students respond best when standards are high, shared and consistently applied. Teachers and administrators should systematically set boundaries for student behaviour, establish clear expectations, and communicate these boundaries and expectations to students and parents. These expectations and boundaries are enforced with School-wide consistency.

Teachers should routinely evaluate their teaching performance and adopt consistent positive management of student behaviour. The importance of positive management strategies which reinforce desired behaviour is strongly emphasised in the classroom.

Standards of Behaviour

School rules need to be clear, reasonable, enforceable, supportable, and kept to a minimum. Clear guidelines for dealing with behavioural problems need to be articulated, discussed, and published with all members of the School community. Guidelines that outline acceptable behaviour are clearly articulated for older students within the *Years 5-12 Student Code of Conduct*.

Student Responsibility

Two prime responsibilities should guide each student throughout their school life:

- a) To avail themselves of all opportunities, academic and otherwise, to maximise their learning potential.
- b) To play a constructive role in helping create a positive and happy educational climate where they and others can achieve their potential.

The key word for any student is **respect**: for others; for property; for self; for school; for family.

Self-Discipline

In all their endeavours, students are expected to strive for personal self-discipline. As a School we seek the promotion of self-esteem and self-respect, and the acquisition of full personal growth in each student. Students are expected to act respectfully in all situations, moderate their behaviour and uphold the behaviours outlined in the Student Handbook.

Behaviour Management Strategies and Procedural Levels

When standards are not met, Pittwater House will respond justly using the following behaviour management policy (published in the front of the Student Diaries each year) The K-2 and 3-6 Junior School *Behaviour Management Policies* each consists of three levels. The main aims of the policies are to provide optimum opportunities for the learning engagement and wellbeing of every student. The policies will:

- Enable teachers to be the first managers of classroom behaviour and to build their relationship.
- Communicate early with parents when academic and behavioural problems arise.
- Communicate effectively with the Coordinator of Wellbeing when academic and behavioural problems arise.
- Provide students with an opportunity to reflect upon and improve their choices and behaviour.
- Provide a clear and systematic means of dealing with behaviour and academic problems.
- Where possible, distinguish between academic and behavioural concerns.
- Encourage
 - ownership of the problem.
 - communication.
 - consequences for actions; and
 - reflection.

Years K-2 Behaviour Management Policy

Goal: To provide optimum opportunities for the learning, engagement and wellbeing of every student.

LEVEL 1	LEVEL 2	LEVEL 3
BEHAVIOUR:	BEHAVIOUR:	BEHAVIOUR:
<ul style="list-style-type: none"> • Intentional or repeated low-level physical violence (pushing, shoving). • Repeatedly hurting a friend’s feelings on purpose. • Disrespecting a teacher • Repeatedly going out of bounds. • Using inappropriate language. • Intentionally and repeatedly preventing a friend from learning in class. • Repeatedly disregarding class behaviour system. 	<p>Repeated Level 1 3 Incident Reports within one term</p> <p>OR</p> <ul style="list-style-type: none"> • High level physical violence on purpose (punching, kicking). • Repeated disrespect towards a teacher or disobedience. 	<p>Repeated Level 2 Timing at the discretion of the Head of the Junior School and Assistant Head of the Junior School (Wellbeing).</p> <p>OR</p> <p><i>Significant consequences for:</i></p> <ul style="list-style-type: none"> • Physical violence that has resulted in serious injury • Vandalism • Behaviour that compromises the wellbeing and safety of other students.
ACTION:	ACTION:	ACTION:
Behaviour Report issued. Discussion with teacher who witnessed the behaviour. Refer to K-2 self-regulation zones to discuss future strategies.	Assistant Head of the Junior School (Wellbeing) to manage behaviour reflection session.	Individualised behaviour plan. Examples may include any of the following or a combination: <ul style="list-style-type: none"> • Counselling • Playground suspension • In-school suspension
RESPONSIBILITY:	RESPONSIBILITY:	RESPONSIBILITY:
Teacher who witnessed the behaviour.	Teacher who witnessed the behaviour. Assistants to the Head of Junior School to manage lunchtime consequence.	Referred to Head of Junior School / Assistants to the Head of Junior School. Classroom teacher informed. Counsellor informed (when necessary).
COMMUNICATION:	COMMUNICATION:	COMMUNICATION:
Behaviours recorded in an Incident Report and placed in diary, thereby informing parents. Parents need to acknowledge receipt with their signature Class teacher to keep a record	Recorded in diary, thereby informing teachers and parents Reflection Sheet added to the database Send copy of student reflection home	Head of Junior School / Assistants to the Head of Junior School organise parent interview Discuss options with parents for significant consequence Summary notes of parent interview added to database

Years 3-6 Behaviour Management Policy

Goal: To provide optimum opportunities for the learning, engagement and wellbeing of every student.

LEVEL 1	LEVEL 2	LEVEL 3
BEHAVIOUR:	BEHAVIOUR:	BEHAVIOUR:
<ul style="list-style-type: none"> • Hurting a schoolmate’s body • Hurting a schoolmate’s feelings • Disobeying a teacher • Being disrespectful to an adult • Constant interruptions during a lesson • Not caring for our school • Not caring for our uniform • Unexplained or repeated lateness to class • Repeated homework not done with no note • Repeatedly wearing incorrect uniform • Inappropriate use of technology • Going out of bounds • Inappropriate possessions 	<p>Repeated Level 1 3 Incident Reports within one term</p> <p>OR</p> <ul style="list-style-type: none"> • Not honouring commitments • Breach of IT contract • Lying • Poor bus behaviour • Swearing • Punching • Teasing • Spitting • Stealing • Repeated disobedience 	<p>Repeated Level 2 With timing at the discretion of the Head of Junior School / Assistants to the Head of Junior School (two-three lunchtime detentions)</p> <p>OR</p> <p><i>Significant consequences for:</i></p> <ul style="list-style-type: none"> • Major vandalism • Physical violence • Pattern of bullying • Racism • Truancy • Severe Breach of IT contract
ACTION:	ACTION:	ACTION:
Issued with a Level 1 Incident Slip. Counselling with teacher who witnessed the behaviour / 10 minute related consequence.	Assistants to the Head of Junior School to monitor lunchtime detention, offer further counselling and complete Reflection Sheet.	Two-three lunchtime detentions result in a meeting with Head of Junior School / Assistants to the Head of Junior School / Parents, to discuss incidents and options. <ul style="list-style-type: none"> • Counselling • Playground suspension • In-school suspension • Expulsion
RESPONSIBILITY:	RESPONSIBILITY:	RESPONSIBILITY:
Teacher who witnessed the behaviour.	Teacher who witnessed the behaviour. Assistant Head of the Junior School (Wellbeing) Amy Tickle to manage behaviour choice reflection session. Classroom teacher informed.	Referred to the Head of the Junior School Ruth Achurch. School Counsellor involved (when necessary). Classroom teacher informed.
COMMUNICATION:	COMMUNICATION:	COMMUNICATION:
Behaviours recorded on a Behaviour Report and placed in School diary to inform parents. Class teacher to keep a record of Behaviour Report.	Recorded in the School diary to inform teacher and parents. Behaviour Reflection sheet provided to class teacher. Copy of Behaviour Reflection sheet to be sent home to parents.	Head of Junior School / Assistants to the Head of Junior School organise parent interview. Discuss options with parents for significant consequence. Summary notes of parent interview added to database.

Corporal Punishment

No corporal punishment is permitted at Pittwater House School. The *Education Reform Amendment (School Discipline) Act 1995* does not *permit corporal punishment of students attending the school*. As such, the School does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce the discipline policies of the School.

Procedural Fairness

For serious matters, interviews with the involved student/s will be conducted by the Head of School and the class teacher. In some cases, parents may be called in to support students. The student will be advised of the necessity to conduct a formal interview, the investigative process, the reason for the interview, and that it is a requirement of the interview that it is documented. Where statements from involved parties are taken, they will be written in isolation, with due discretion and confidentiality ensured. Students are given the opportunity to read their statement over or, if they wish, to have the documented notes of an interview made available to them or to their parents. The School will work closely with the student and parents to ensure procedural fairness and impartiality.

If safety is of concern and there is a need for a bag, locker or pocket search, each student is entitled to the right to privacy and dignity. Should they wish a search to be conducted privately, that will be arranged. If a student refuses to have their bag or desk inspected, the bag or desk will be impounded by the Head of School. After consultation with the Principal, the Head of Junior School may seek the involvement of either parents' authorities to proceed.

Students may be directed to not attend school while the investigation process takes place (eg. where there are safety concerns). All students are given every opportunity to have a witness present to support them in any interview procedure. The student will be given the opportunity to respond and provide their version of events. The investigation process will be conducted in a timely manner appropriate to the circumstances.

Appeals

Parents and students may respond to any decision, sanction, or consequence by discussing the matter fully with the Head of Junior School or the Principal, as appropriate. Within seven days of any decision, sanction or consequence, parents and student may appeal an outcome of an investigation. The appeal should be directed to the Head of Junior School or Principal as appropriate.

Junior School Awards System

Pittwater House values and endeavours to reward positive behaviours within our Junior School student body. Personal points and Honour Cards are awarded in class by the teacher, Achievement Certificates are presented by the Head of Junior School in Assembly and the Excellence in Diligence Certificates are awarded at the Final Junior School Assembly at the end of the year. Each level of award attained from Achievement Certificate level is noted in the student's report.



Version	Revision Details	Revised by:	Authorised by:	Date:
2	Replaces old policy	CRH, LIP, RMA	JSW	15 Feb 2019
3	Replaces old policy	A. Tickle	JSW	30 Aug 2023