

OUR LADY OF THE NATIVITY SCHOOL

Within a nurturing environment, inclusive of all its members, we uphold the dignity of the human person.

Our Lady of the Nativity Vision Statement

Assertive Discipline Policy and Procedures

Rationale

As people of peace and hope, we believe that positive responsible behaviour is essential for building relationships at all levels of interaction and to the development of a supportive and cooperative school environment. Positive relationships also contribute to the achievement of optimal learning opportunities for all. Through the Our Lady of the Nativity Assertive Discipline program we aim to build a school environment based on mutual respect and positive behaviour. Inappropriate behaviour is managed in a positive and professional manner.

Assertive Discipline Procedures:

At Our Lady of the Nativity we believe in the consistent application of rules throughout the school. These rules are:

- Follow directions
- Listen to the speaker
- Speak appropriately
- Act and move safely
- Take care of property

Consequences

At Our Lady of the Nativity we aim to provide a positive approach to discipline and management of student behaviour. In addressing behavioural issues we encourage students to learn personal accountability within a supportive environment which applies logical consequences.

In the event of misbehaviour, the following sequence of consequences will be followed by all staff:

- 1st Consequence: Warning -verbal with assertive statement
- 2nd Consequence: Warning -broken record strategy
- 3rd Consequence: Time out in class
- 4th Consequence: Time out in another class
- 5th Consequence: Exits to the Principal or representative

Severe Clause: Children will be exited straight to the Principal without proceeding through the above sequence of consequences. In such instances the child's parents will be contacted.

Implementation

- Teachers need to model the standards of behaviour they expect from the children.
- At start of year each teacher will discuss the meaning of each of the rules with children to ensure all children are aware of the meaning of each and associated expectations.
- Each rule will be ‘unpacked’ and the class community will decide what these rules look like within the class.
- Consequences of breaking these agreed school rules will also be discussed.
- Any reprimands will be kept low key so as uphold the dignity of the individual and not humiliate children;
- The nature of the inappropriate behaviour, with reference the rule infringed, will be explained to the child.
- An opportunity for improvement will be given.
- A Tracking Sheet (available on the school’s server/google drive) should be used by teachers to provide evidence of frequently occurring misbehaviour that needs to be addressed.

STRATEGIES TO BE USED BY STAFF

Assertive Statements

- Should be articulated in a calm, firm tone of voice

Broken Record Strategy

- Use the student’s name and give the instruction
- Repeat the same instruction
- Repeat the instruction and state the consequence and the choices he/she has made.

Time Out In Class

- If a child is in Time Out this means they are sent to a quiet area within their own classroom. Children are encouraged to reflect on their behaviour during the time out period and the teacher is encouraged to debrief with the child during or immediately after this time. It is vital that the period in time out is monitored carefully.
- The Time Out location should be in an area away from others but where a child can still be supervised and engaged with a task where possible and appropriate.
- Class Time Out is to be undertaken in the learning space. NOT in the yard, foyer or during breaks.

Exit Time Out

- During an 'Exit Time Out' a child will be sent to teacher(s) in the same level/next door for a designated period of time not exceeding 15 minutes. At the beginning of the year teachers are to organise which classrooms they will exit children to. Children should never be exited to a sibling's classroom. It is vital that the period in time out is monitored carefully.
- During an 'exit time out' a child will complete a Think Sheet (available on Server/google drive) in which they write/draw about what they have done and how they can improve next time. This sheet will be sent home, signed by a parent and returned to school to be filed in the student file.
- The teacher in the grade the child is exited to should not interact with the child in any way.
- It is the responsibility of the teacher who exits the child to ensure they return within the designated 15 minutes.

Exit to Principal or representative

- If after following the appropriate steps in the assertive discipline policy a child's behaviour has not improved the teacher should discuss with the principal action they have taken and then send the child to the principal for further discipline. The principal or representative will contact the parents where necessary.

Severe Clause

If hurt or harm has or will occur you may need to go straight to the Severe Clause. Use this clause if a student:

- Wilfully hurts by words or actions another member of the school community
- Wilfully destroys property
- Engages in behaviour that puts self and others at risk

In this case the principal, deputy or other available staff member will be contacted via the classroom intercom to come and remove the child. The principal will contact the parents in this situation.

Modified Procedures

- If, in a teacher's judgement, the Assertive Discipline procedure needs to be modified for a particular child, the modified procedure must be discussed with the principal. The parents of the child must also be informed of the modification and the reasons for it.
- For some children teachers may need to anticipate inappropriate behaviour due to change of routine, special days etc. and build in ways for children to cope with these changes.
- In the case of PE, if safety is compromised, the teacher will not follow the warning procedures and will go straight to time out.

Any time the procedures are modified for individual students all staff will be notified and alerted to the procedures in place for that student.

Think Sheets

The purpose of the think sheets is to provide a tool for the child to reflect on their behaviour. The think sheets also provide a basis for discussion between the child and the teacher about the child's behaviour.

Think sheets will be filed to ensure accurate records of student behaviour.

Should patterns in children's behaviour be noted, the teacher may refer the case to the Student Welfare Group.

See appendix for Think Sheet proformas.