



## Discipline Procedures - Junior School

Nature of Behaviour and Procedures	Indicator
<p><b>Teacher Managed</b> No formal disciplinary consequences, not formally recorded, teachers may keep records and be guided by the indicators, questions and checklist in this document.</p> <p><b>Recognise, Respond</b></p>	<p><b>Safe</b></p> <ul style="list-style-type: none"> <li>- swinging on chair</li> <li>- out of bounds</li> <li>- hands to self</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>- low level talking and disruption</li> <li>- leaving seat</li> <li>- not on task</li> <li>- one off work or homework incomplete</li> <li>- late for class</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- boys shirts untucked</li> <li>- unkind comment</li> <li>- inappropriate behaviour in assembly</li> </ul>
<p><b>Significant</b></p> <p>1. The teacher who observes or manages the behaviour in the first instance will record the behaviour in the diary, on Compass and if a detention, notify the Stage Coordinator.</p> <p>2. Teachers may seek guidance from the Stage Coordinator to determine appropriate consequences.</p> <p><b>Recognise, Respond, Record</b></p>	<p><b>Safe</b></p> <ul style="list-style-type: none"> <li>- unsafe behaviour – throwing things,</li> <li>- non violent, low level contact, pushing others</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>- distracting the learning of others</li> <li>- repeated behaviour after warnings, no change in behaviour</li> <li>- homework or work not complete after warnings</li> <li>- misuse of technology</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- disrespectful to peers, unkind</li> <li>- 3 uniform or equipment infringements</li> </ul>
<p><b>Substantial</b></p> <p>1. The teacher who observes or manages the behaviour in the first instance will notify the Stage Coordinator or Head of Junior School. (HOJS)</p> <p>2. Possible responses include a phone call or meeting with parents, behaviour card or management plan, restricted playground access, playground suspension or in-school suspension.</p> <p>3. The nature of the misconduct and the consequence will be noted in Compass by the Stage Coordinator or HOJS.</p> <p>4. Counsellor support may be required.</p> <p><b>Recognise, Respond, Record, Report</b></p>	<p><b>Safe</b></p> <ul style="list-style-type: none"> <li>- endangering safety of others</li> <li>- physical violence</li> <li>- intent to harm or threaten others</li> </ul> <p><b>Learn</b></p> <ul style="list-style-type: none"> <li>- not complying or obeying teacher, defiance,</li> <li>- repeated significant behaviours impacting learning</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- swearing at, or in the company of, students or a teacher.</li> <li>- wilful destruction of property</li> <li>- bullying – verbal, physical, social media</li> <li>- inappropriate social or sexual behaviour</li> <li>- repeated significant behaviour</li> </ul>

<p><b>Serious</b></p> <ol style="list-style-type: none"> <li>1. The teacher who observes or manages the behaviour in the first instance will notify the Stage Coordinator or Head of Junior School (HOJS) as soon as possible.</li> <li>2. Possible responses include, parents phoned, parent interview, serious consequence such as In-school suspension, playground suspension, external suspension from school.</li> <li>3. The Principal is notified.</li> <li>4. The nature of the misconduct and the consequence will be noted in Compass by the Stage Coordinator or HOJS.</li> <li>5. Counsellor support may be required.</li> </ol> <p><b>Recognise, Respond, Record, Report</b></p>	<p><b>Safe</b></p> <p>endangering the safety of others physical violence towards a student or teacher intent to harm or threaten others</p> <p><b>Respect</b></p> <p>swearing directly at students/teacher not complying or obeying teacher, defiance wilful destruction of property bullying – verbal, physical, social media</p>
---	--

**Indicators** The indicators in the table above are designed to assist teachers to determine the seriousness of identified student misconduct. They are based on key principles of appropriate behaviour taught to Junior School students i.e. safe, learn, respect. Appreciating an overall context to the misconduct is necessary. For example, Student A was teasing Student B, who ignored or deflected this teasing for a period of time. Eventually Student B ‘snapped’ and hit Student A. Student B’s act of physical violence would not be considered to be as serious as a student who hit another student out of malice and without provocation.

### **Junior School Teacher Managed Responsibilities**

To ensure a safe classroom where students feel a sense of belonging, can learn and are taught and encouraged to respect one another, teachers are encouraged to consider questions such as ...

- Is my classroom a safe place?
- Do I have a classroom management plan?
- Do all the children know and understand the 3 essentials – safe, learn, respect?
- Are they displayed in the classroom?
- Do all the children know and understand the Student Code of Conduct and Rainbow Reminders?
- Are they displayed in the classroom?
- Do I know the relevant information about each student found on students LP or IP’s on Compass?
- What adjustments have I made in response to this?
- Have I communicated clear expectations and consequences?
- Have I put a positive reinforcement system in place?
- Is there a calm down/time out space for those that require it?
- Where do children go if they need to be removed?
- Have I communicated any concerns with parents?

Corrective Strategies Checklist	
Tactical Ignoring	Individual Close Talk
Pause In Talk	Proximity With Touch Interference
Proximity	Body Language Encouraging
Waiting And Scanning	Verbal Redirection – Directive Question
Cueing	Verbal Redirection – Directive Statement
Selective Attending	Give Choices (Incorporating Consequences)
Descriptive Encouraging	State Logical Consequence
Non-Verbal Redirection	Follow Through – Enforce Consequences
Distraction/Diversion	Move Student In Room
Non-Verbal Directional Action	Move Student To Reflection/Time-Out Area
Curriculum Redirection	Remove Student From Classroom
Oral Directional Phrase	Have Third Party Remove Student From Classroom
Calling The Student's Name	Remove Rest Of Class From Room/ Area
Questioning To Re-Direct	

Staff to refer to the Junior School Positive Behaviour Flowchart as needed.