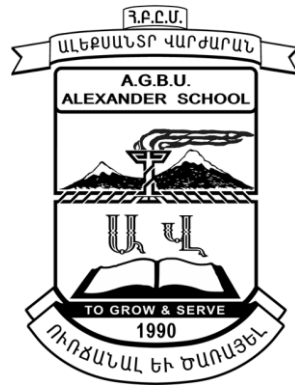


**ARMENIAN GENERAL BENEVOLENT UNION
ALEXANDER PRIMARY SCHOOL**



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***Discipline
Policy***

- Revised: 1997, 2001, 2004, 2009, 2014, 2019 -

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INTRODUCTION

It is expected that students attending AGBU Alexander Primary School will maintain an acceptable level of behaviour to ensure a happy, safe, interactive and co-operative environment. Students, staff and school community must each contribute toward creating a positive learning environment by preserving school rules and routine.

Nowadays many children are quite ready to challenge the authority of teachers (and elders, generally). They are aware of what teachers have the right to say and do, and some are prepared to engage in subtle and not so subtle defiant behaviour.

Teachers need to have good control and discipline, respect and authority in the eyes of the children and at the same time have a positive, friendly tone in the class. It is increasingly difficult for teachers to maintain discipline using an authoritarian approach. The sole use of negative, critical techniques is no longer acceptable by parents and the school community.

Teachers therefore need to maintain adequate disciplinary measures whilst providing a positive learning environment and developing good relationships with students.

RATIONALE

AGBU Alexander Primary School believes in a positive approach to discipline. This is achievable by ensuring that;

- Rules and expectations are clear
- Staff are positive yet firm and consistent
- Children achieve success from an interesting and stimulating program
- Children are engaged in constructive play at break times.

The School has rules to protect children and to ensure that children's behaviour is of an acceptable standard so that the school environment can be a pleasant, secure place for all.

Furthermore, young children learn to internalise standards of behaviour and become self disciplined through consistent management of their behaviour by parents and teachers.

PURPOSES

1. To provide clear rules and guidelines for children.
2. To ensure all children, staff and parents know the rules and expected standards of behaviour.
3. To encourage a positive, problem solving approach to discipline.
4. To encourage children to accept, practise and internalise acceptable standards of behaviour.
5. To have a clear set of disciplinary steps to deal with problem behaviour. Punishments will be fair and reasonable, appropriate for the nature of the misdemeanour.
6. To involve parents in ensuring acceptable standards of behaviour.

SCHOOL RULES

1. **WE USE OUR COMMON SENSE.**
2. **WE KEEP OURSELVES SAFE.**
3. **WE RESPECT OTHER PEOPLE, PROPERTY AND THE ENVIRONMENT.**
4. **WE STRIVE TO DO OUR BEST.**

CLASSROOM MANAGEMENT

Maintaining a positive learning environment within the classroom is the responsibility of the class teacher. Teachers will generally:

1. State clearly the expected behaviour, why it is necessary and have rules displayed in classroom. Teachers are expected to constantly reinforce these set of values / standards.
2. Show high level of praise and positive feedback to children for appropriate behaviour.
3. Be organised and have prepared an interesting and varied program so that all children achieve success at their level.

AGBU Alexander Primary School has established a "**Reward System**" which will apply to all students in P-6. Students will be rewarded for good behaviour and practice as follows:

1. Classroom Reward Chart

The classroom teacher will display a reward chart where students will receive a "tick" for good performance. This may include good behaviour, good work, completion of homework, remembering to bring items requested by teacher, etc.. For every 10 ticks a student receives in a week, he/she will receive an "Encouragement Award". However, students displaying bad behaviour in/outside the classroom will receive a cross on their chart. An additional 2 ticks must be earned to cancel the cross from the chart.

The same reward system will operate within Armenian classrooms. Due to the limited session times of each class, the 10 tick system will extend throughout a term instead of the weekly pattern in the mainstream classroom.

2. Encouragement Award

Students may receive more than one "Encouragement Award" in one week. Rewards will be based on performance. Students receiving an Assembly Award will have an additional "Encouragement Award" attached.

Students are responsible for the safe keeping of these Awards and cannot be replaced if they are lost. Students are also responsible for redeeming higher awards.

Students collecting ten "Encouragement Awards" will have them signed by the class teacher and will then receive a special "Teachers Award".

Special Note: Students on detention will not be eligible to receive an Encouragement Award until after detention/s is served. Level 4 students must fulfil the equivalent of 2 Encouragement Awards before Level 5 may be attained.

3. Teachers' Award

The "Teachers' Award" is very special as it recognises the continued good behaviour and achievement of a student. The class teacher will hand this award to students in class and the names of these students will be announced at each weekly assembly.

When a student receives 5 of these special awards, he/she will receive the major award - "Honours Award".

4. Honours Award

Students receiving this award should be extremely proud of themselves. They have shown exemplary achievement and will be recognised for it. These students will have a letter sent to parents with an invitation to attend the weekly assembly where presentation of the "Honours Award" will take place.

Students who receive at least one "Honours Award" in the year will be rewarded at year end.

BEHAVIOUR PROGRAM AND PROCEDURAL FAIRNESS

While AGBU Alexander Primary School will emphasise a positive approach to discipline, it believes that children should connect between their behaviour and the consequences of their behaviour. For this reason the School has retained the Behaviour Level Program (Appendix A) which details the consequences for misconduct that are based on procedural fairness.

Generally speaking, teachers will deal with minor incidents as they occur. It is important not to escalate minor incidents into major confrontations.

The disciplinary procedures will vary according to the seriousness of the alleged offence. When advised of the allegation, the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

The penalties imposed will vary according to the behaviour and the prior record of the student. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will also be:

1. Informed of the alleged infringement.
2. Informed as to who will make the decision on the penalty.
3. Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations.
4. Afforded a right of review or appeal.

UNIFORM CODE

Students at AGBU Alexander Primary School are expected to wear correct uniform at all times. Guidelines for correct uniform form part of the Uniform Policy, which is available from the Office.

To ensure students adhere to the Uniform Code the following disciplinary measure will be enlisted. Students who:

1. Wear incorrect uniform, and/or
2. Do not bring school hat, and/or
3. Do not bring sports shoes on fitness days

and do not have a note of explanation from a parent, will receive a cross against their name on the class teacher's Uniform Record Sheet. Four crosses over a period of 2 weeks will automatically constitute a detention (without a drop in Behaviour Level). A detention notice will be sent home for parents to sign.

Students who lose an article of school uniform e.g. hats, jumpers, will have one week's grace after which time the article must be replaced. A note must be presented in this instance.

HOMEWORK CODE

Similarly to the Uniform Code, teachers will keep a record of students who do not complete homework regularly. Four crosses against a student's name will result in a detention (without a drop in Behaviour Level). A detention notice will be sent home for parents to sign.

DETENTIONS / RECORD OF MISBEHAVIOUR

Detentions or a record of misbehaviour is at the discretion of teachers and within the guidelines (Appendix B). Repeated minor infringements or misconduct of a serious nature will impose a detention and possibly a drop in level.

Parents will have a "Misconduct / Detention Slip" sent home on the day of infringement. This letter is to be signed and returned to school (with provision for comments) the following school day. Students who do not return the detention slip the following day will serve an additional detention.

A record of misconduct will be kept on file for each student. This record will be made available for parents on request.

Detention Procedure

A teacher issuing a Detention Slip is responsible for its collection. S/he must record the name of the student on detention on the staffroom noticeboard so that the lunchtime duty teacher is aware of any student serving a detention. S/he must also ensure that the

Detention Slip is sent to the School Office for record keeping purposes. It is the responsibility of the lunchtime duty teacher to remind students of their detention.

Detentions are held daily throughout the lunch period. Students will be seated in a well-ventilated, well-lit area. Generally, detentions will be held in the administration block. However, in the event that 4 or more students are to serve a detention, students will be supervised in a classroom or school hall. Lunch will be eaten during this time and students will be given the opportunity to go to the toilet at the commencement of the detention and in the final 5 minutes of the lunch period. Dismissal from detentions to go to the toilet is discouraged.

A staff member will supervise students on detention at all times.

CORPORAL PUNISHMENT

AGBU Alexander Primary School expressly forbids the use of corporal punishment. It does not condone, permit nor exercise corporal punishment for the enforcement of discipline of the students by staff of the School.

AGBU Alexander Primary School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

The School defines "corporal punishment" in the same terms of the Education Reform (School Discipline) Act 1995 as

"corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student)."

BEHAVIOUR LEVELS

Behaviour Levels were introduced into AGBU Alexander Primary School in 1995 as a system of disciplinary measure. Whilst the system is now less frequently relied upon, it is however, implemented in its modified form as an ancillary to the 'Reward System'.

There are **SIX LEVELS** numbered from the lowest, 0, to the highest, 5.

At the start of each year, each student is placed on **LEVEL 5**. It is expected that most students will remain on this level during their time at this school because they co-operate with their teachers and other students.

1. LEVEL FIVE

Students at this level:

- Obey school rules.
- Recognise and respect the rights and feelings of others.
- Co-operate with all teachers, school personnel, parent helpers, etc.

RESULTS AND CONSEQUENCES

Students:

- May participate in school excursions, events and activities.
- Will receive positive reinforcement and recognition by teachers and peers for their efforts.
- May be given positive recognition on school Reports.
- May be given a Misconduct Slip and placed on detention for minor incidents.

2. LEVEL FOUR

Students at this level are a concern to teachers for the following reason:

- They break school rules.

RESULTS AND CONSEQUENCES

- Behaviour will be documented on Misconduct Slips.
- The teacher may discuss the problem with the Principal.
- Students may be placed on detention for up to 3 days.
- Student's parents need NOT be informed at this stage.

STUDENTS RETURN TO LEVEL 5 provided they have met their Detention or other Imposition requirements, attained the equivalent of 2 Encouragement Awards AND they have improved their behaviour.

NOTE:

1. STUDENTS RETURNING FROM LEVEL 3 OR LOWER MUST REMAIN AT LEVEL 4 FOR AT LEAST ONE WEEK.
2. STUDENTS RETURNING FROM LEVEL 4 MAY RETURN TO LEVEL 5 THE WEEK FOLLOWING THEIR DETENTION COMMITMENT HAVING EXERCISED ACCEPTABLE BEHAVIOUR.

Students below Level 4 may not participate in:

- **Excursions**
- **Visiting shows**
- **Special school activities, etc**

3. LEVEL THREE

Students are a concern to teachers and parents for one or more of the following reasons. They:

- Are too frequently on detention.
- Are not improving their behaviour.
- Are seriously disrupting class.
- Are affecting the safety of others in class and/or playground.
- Are disobedient to school personnel.
- Do not respect the property of others and the school.
- Are rude to staff (answering back, discourteous, etc).
- Use grossly offensive language.
- Use physical violence.
- Run away from school.

RESULTS AND CONSEQUENCES

- The Principal is aware of the student's behaviour.
- The student's parents are informed by the Principal and offered an appointment to discuss the situation.
- Goals will be set with the student to assist in moving up to Level 4.
- The class teacher and Principal regularly discuss the student's progress.
- The student may be required to sit at an isolation desk in class.
- Teachers for up to 2 weeks may monitor the student's behaviour on a Conduct Card.
- The student will attend 4 school detentions on consecutive school days.
- Special behaviour management strategies need to be implemented.
- Outside agencies may be involved.

NOTE:

THE STUDENT'S PROGRESS WILL BE REVIEWED WEEKLY. S/HE WILL RETURN TO LEVEL 4 AFTER ONE WEEK IF BEHAVIOUR HAS IMPROVED AND THE ABOVE REQUIREMENTS HAVE BEEN SATISFACTORILY MET.

4. LEVEL TWO

Students at this level are a great concern to teachers and parents for one or more of the following reasons. They:

- Have not tried to improve their behaviour.
- Have not responded to helper guidance.
- Do not display interest in their own learning and hamper the progress of other students.
- Jeopardise the safety of themselves and others.
- Exhibit extreme insolence.
- Are persistently disobedient.
- Are physically or non-physically aggressive.

RESULTS AND CONSEQUENCES

- The Principal will monitor the student's behaviour daily.
- The student's parents are informed and requested to make an appointment with the Principal and others.
- If the classroom is a problem area, the student is to work at an isolation desk in classroom or another supervised area.
- If the playground is a problem, the student may be withdrawn from the playground or required to walk with the teacher during breaks.
- Outside agencies may be involved.
- Special behaviour management strategies need to be implemented.

5. LEVEL ONE

Students at this level are of utmost concern to teachers and parents as they:

- Have ignored all attempts made to help them.
- Continue to display a poor attitude, and/or their behaviour is totally unacceptable.
- Are physically or non-physically violent to teachers.
- Use grossly offensive language to teachers and other visiting adults.

RESULTS AND CONSEQUENCES

- The Principal is informed of the student's behaviour daily. It will be closely monitored.
- The student's parents are again informed that school conduct is unsatisfactory.
- Outside agencies may be involved.
- The student is isolated in class and/or playground as appropriate.
- Special behaviour management strategies need to be implemented.

6. LEVEL ZERO

The Principal believes that students at this level are of utmost concern to teachers and parents as they:

- Are not making any obvious attempt to be part of the Alexander School Community.
- Have not responded to previous attempts by school personnel to moderate their serious behaviour
- Pose a threat to the welfare of staff and students.

RESULTS AND CONSEQUENCES

- After discussing the matter with: 1) the teacher 2) the student 3) the parents; the Principal will suspend the student for at least FOUR DAYS.
- The parents will be requested to collect the student.
- The student will be advised of the precise grounds for suspension.
- The parents will be advised IN WRITING of the suspension and the next step the school will be taking as part of the suspension process.
- The School Board will be consulted.
- If the suspension cannot be resolved in FOUR DAYS or if urgent (e.g. physical violence) the Principal will advise parents in writing of the procedures; provide an agreed study program; and record details on the student's file and in the School Suspension Register.
- The third suspension may result in expulsion from the school.

DISCIPLINE GUIDELINES

SCHOOL RULES

1. WE USE OUR COMMON SENSE.
2. WE KEEP OURSELVES SAFE.
3. WE RESPECT OTHER PEOPLE, PROPERTY AND THE ENVIRONMENT.
4. WE STRIVE TO DO OUR BEST.

NO HAT - NO PLAY

Misdemeanours may be dealt with at the discretion of teachers, in one of the following ways:

NAME IN THE RED BOOK

For occasions when the student should know what is expected and has still not conformed to expectations, eg safety issue (using seats as steps), failing to heed bell appropriately, speaking when being addressed by playground duty teacher, walking around when supposed to be sitting to eat, failing to place rubbish in bin or compost, failing to come to assembly quickly.

NO PLAY / TIME OUT

For *P-2* especially, but available for *Years 3-6* as well, to punish in-class or outside behaviour which requires immediate response. If lengthy, this should be accompanied by a note home, especially *P-2*. Eg playing problems (rough play, dangerous play, unfair play), swearing at playmates (infrequent).

P-2: also, failing to heed teacher in class, inappropriate behaviour to other children in class, not completing work in class.

All classes: verbal or social bullying as well as minor physical bullying, first instance and therefore a warning and discussion with time-out.

RECORD OF MISBEHAVIOUR

For misbehaviour which is troubling, but possibly the child is not aware that it is not acceptable, eg

- bus behaviour which does not constitute a danger (noise),
- inappropriate use of equipment,
- inappropriate behaviour to solve a problem (hitting back when hit),
- playground misbehaviour in a group,
- no homework after a warning,
- not participating appropriately in a lesson,
- verbal or social bullying,
- minor physical bullying.

More serious misbehaviour can be dealt with in the following ways: -

DETENTION WITHOUT DROP IN LEVEL

- Disobedience to a teacher's request when 2 warnings already given.
- Swearing without offending after warning given.
- Standing / walking in bus after 2 warnings.
- At discretion of teacher - disrespect to House or School Captain.
- Throwing sticks or stones.
- Fighting at play.
- Verbal or physical bullying after warning and discussion with offender has not worked, or bad bullying.
- Bad sportsmanship.
- Uniform code, homework code or name in the Red Book - 4 crosses over 2 weeks.

LEVEL FOUR DROP

- Breaking school rules.
- Use of aggressive behaviour (punching, kicking, biting, spitting).
- Use of intentional verbal abuse in the bus, playground and classroom, during excursions and at school functions (at a student).
- Serving excessive detentions (to be reviewed at staff meetings).
- Use of constant inappropriate behaviour at school functions with risk of giving the school a bad name.

LEVEL THREE DROP

- Use offensive language to school personnel, canteen helpers, classroom helpers, school visitors (at an adult).
- Use offensive language outside of school when dressed in school uniform. This includes travel time on the bus.
- Affect the safety of others in the classroom, playground and on the bus.
- Continue unacceptable behaviour on Level 4.

LEVEL TWO DROP

- Continue unacceptable behaviour on Level 3.
- Violate school rules to the extreme.

LEVEL ONE DROP

- Exhibit gross violation of school rules.
- Have ignored all attempts made to help them.
- Continue to display a poor attitude, and/or their behaviour is totally unacceptable.
- Are physically or non-physically violent to teachers.
- Use grossly offensive language to teachers and other visiting adults.

LEVEL ZERO DROP

- Not making any obvious attempt to be part of the Alexander School community.
- Have not responded to previous attempts by school personnel to moderate their serious behaviour.
- Pose a threat to the welfare of staff and students.

BULLYING

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied and bystanders.

Bullying can take many forms including:

- Physical bullying
- Psychological bullying
- Indirect bullying
- Cyber bullying

Our Commitment to Anti-Bullying

We recognise our duty to provide a safe and positive learning environment for students where individual differences and diversity within the community are respected and accepted.

Bullying is not tolerated. It is our policy that:

- a. we create a 'no bullying' culture within our community
- b. bullying be managed through a 'whole of community' approach involving students, staff and parents/carers
- c. bullying prevention strategies be implemented on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately
- d. bullying response strategies be tailored to the circumstances of each incident
- e. staff establish positive role models emphasising our 'no bullying' culture
- f. bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

Reporting Concerns about Bullying

A key part of our bullying prevention and intervention strategy is to encourage reporting of bullying or harassment incidents as well as providing assurance to students who suffer any incidents that we do not tolerate bullying and harassment.

Bullying or harassment incidents can be reported to the school verbally (or in writing) by informing a teacher or the Principal.

Responses to Bullying

We take all bullying incidents seriously and will investigate and deal with each instance of bullying behaviour individually on its facts. Responses to claims of bullying or harassment may include counselling, follow-up strategies and/or disciplinary action in consultation with parents/carers. We maintain appropriate records of all bullying incidents and actions taken.