INTRODUCTION

When parents enrol their children at Mt Riverview Public Schools they enter into a partnership with the school staff. This partnership is based on shared responsibility and mutual respect. It aims to achieve effective learning and good discipline so that the school environment is both productive and harmonious. The partnership strives to create in children an understanding of appropriate behaviour. This understanding leads to the student developing a responsibility for his or her own behaviour. In realising these aims, the concept of self-discipline is an implicit requirement.

Social media – sites like Facebook, Twitter, Youtube, Flickr and others – are very new. The words, images, sounds or virtual actions that occur in these sites can be public to ‘the whole world’. What students do online may have consequences in the real world.

Your action and words on the internet (or using other devices like DS machines, mobile phones or other games) could harm others at this school. This includes other students, teachers, other staff, parents or friends.

If your conduct on line is likely to harm others connected with the school you may be subject to disciplinary action, whether or not that conduct happens at school, at your home, or anywhere else.

If you are concerned about whether your conduct, or that of others that you know or of seen online, may harm others – even by mistake – please talk to your parents or a teacher about it.

Self-discipline can be achieved only by:

- promoting self esteem;
- recognition of the needs and rights of others;
- developing the ability to make responsible decisions; and
- promoting realistic expectations of potential.

AIMS

All students at our school will be given the opportunity to develop:

- an awareness of themselves as important individuals;
- an awareness that for the running of any society certain rules and laws are necessary;
- an understanding that each individual has a role to play in the effective running of any social group;
- the ability to formulate values and make responsible decisions; and
- an awareness that standards of behaviour may vary from situation to situation and develop the capacity to adjust accordingly.

OUTCOMES

Through this policy students will be able to:

- respect the rights of others;
- accept and react positively to authority patterns of school, family and society;
- respect personal, private and public property;
- exhibit behaviour patterns acceptable to school, family and society; and
- accept that rights have corresponding responsibilities.
ROLES AND RESPONSIBILITIES FOR DEVELOPING DISCIPLINE

1. PARENTS
Responsibility: teaching, developing and maintaining self-discipline through:

- guidance and development of values and morals;
- upholding the efforts of the school to develop self-discipline; and
- support of school policies in maintenance and development of self-discipline.

2. TEACHERS
Responsibility: developing and maintaining self-discipline through:

- classroom management;
- constantly looking for opportunities to raise self-esteem;
- analysis of behaviour;
- application of pupil management techniques;
- supporting rules consistently; and
- supporting parental teaching of moral values.

3. PUPILS
Responsibility: developing and maintaining self-discipline through:

- responding to advice and direction;
- observable behaviour in accord with school rules;
- encouraging, and adding to, the self-esteem of their peers;
- developing realisation of need for self-discipline;
- developing realisation of responsibility to home and school; and
- students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment.

4. PRINCIPAL AND SCHOOL EXECUTIVE
Responsibility: development and maintenance of self-discipline through:

- overall evaluation of pupil behaviour;
- development of appropriate management techniques within the school;
- performing higher authority roles;
- supporting class teachers in analysis and application of approved techniques;
- adding to the self esteem of students; and
- supporting parental teaching of values and morals.

5. POSITIVE REINFORCEMENT
The teaching staff will acknowledge positive behaviour through:

- positive comments at assemblies;
- merit cards at weekly assemblies;
- stickers / reward systems;
- self esteem exercises; and
- sharing examples of same with parents.
PROGRESSIVE STEPS - DISCIPLINE PROBLEMS

These are the steps that will be implemented in the normal course of events for students experiencing difficulty with socially acceptable behaviour. The exception would be an incident involving malicious physical violence i.e. assault of a teacher or another pupil or violence to property, in which case there could be cause for immediate suspension.

1. Classroom and Playground Behaviour

Discipline is initially the sole responsibility of the classroom teacher or the teacher on playground duty. Minor misdemeanours should be dealt with at this level by the teacher concerned.

2. Warning re Misbehaviour

A School Behaviour and Detention Book will be kept. An offence is recorded in the Behaviour Book, dated and signed by teacher and student. After **two warnings** a detention will be given.

3. Detention

A more serious offence or repeated misbehaviour will result in the student being brought to the attention of an executive member who will determine if the student is to be placed on detention. His / her name, offence, date will be recorded in the Detention Book.

A student who is placed on Detention will take home a set note to inform parents of the reason for the detention.

The Executive will collect the list of names (if any) for detention each day.

Detention will take place at 12:50-1:10 pm on the day where names are listed for detention. The Executive member who is rostered for that week will act as Detention Supervisor. Students will be required to just sit for the detention period. They will already have been to the toilet and had lunch. At 1:10 they will be able to return to the playground. Detention will be given for breaking school rules, or when another person’s safety is involved. e.g. throwing stones, fighting, playing with sticks or for verbal or physical abuse.

Positive rewards will be given at morning assemblies for improvement or outstanding examples of positive behaviour.

4. Referral to Principal

After repeated detentions or for major incidents a student will be reported to the Principal who will interview the child and formulate a plan of action - **in consultation with the parents**.

Students being disciplined will be counselled on alternative behaviour. Each of these referrals will be documented and amendments will be suggested to the action plan worked out by the teacher and the supervisor.

5. School Counsellor Involvement

This can only take place after permission has been granted by parents and may involve interviews between both parties and the Principal. At this meeting a Behaviour Modification Program or Behaviour Contracts may be instigated.

6. Consequences of Repeated Detentions

After three detentions in a school year the student’s attendance at any out-of-school event, including excursions, sporting events, choir and camp will be reviewed.
7. Suspension

Only the Principal in accordance with the strict guidelines set down by the Department of School Education can do this.

Suspension can also occur where there is a clear and close connection between the school and the conduct of the students. Suspension can also apply while students are away from the school site on school endorsed excursions.

8. Expulsion

In extreme cases, the Principal can also take this step.

NOTE- Parent Involvement

When students are placed on detention, the Executive on Detention Duty will notify parents that there are difficulties being experienced by their child. After repeated detentions the Principal will request an interview.

At this interview parents will be made aware of the situation and the action plan that is in operation will be discussed and possibly amended. Parents may also be contacted by the Counsellor to be part of the Behaviour Modification Program.

In the extreme case of suspension or expulsion, parents will be notified immediately.

STATUS:

Compiled by School Discipline Committee in 1988
Revised by the Discipline Committee in Sept 2006
  Revised by the Staff in March 2010
  Revised by the Staff in February 2011
  Revised by the Staff in February 2012
Appendix 1

WARNINGS AND DETENTION

Some examples of behaviour, which will lead to detention:

- Disobedience or insolence
- Dangerous play or behaviour
- Rough play, wrestling or fighting
- Intimidation or bullying
- Misbehaviour on excursions or camps
- Leaving school grounds without permission
- Verbal abuse or swearing at other students or adults
- Throwing dangerous objects (sticks / stones)
- Out of bounds - repeated offence
- Damaging school property or the school environment
- Stealing
- Misbehaviour at assemblies or scripture
- Playing prohibited games (tackle football)
- Constantly interfering with other people's games
PLAYGROUND RULES

1. GENERAL
   • **BE RESPECTFUL**
   • **BE SAFE**
   • **BE A LEARNER**
   • No students in library or classrooms unless a teacher is present
   • During rain – stay under COLA or in weather shed.
   • No playing in toilets
   • Only walking allowed on all concrete areas
   • Hall is out of bounds
   • Scooters and bikes must be walked in and out of school grounds

A. Mornings
   • Students to remain on concrete until 9:00 am bell
   • On bell move quickly to assembly area

B. Recess
   • Time to be used to eat morning tea and go to the toilet
   • Students are to sit and eat their recess for 10 mins
   • Minor tennis ball games and skipping only to be played
   • All students to remain in concrete courtyards and lower grass area only
   • No eating while playing games
   • On bell, assemble outside classroom

C. Lunch
   • 12:40 – 12:50 Lunch in rooms
   • 12:50 – 1:10 1st lunch until bell.
     Children are restricted to oval, hall grass and complex
   • 1:10 – 1:30 2nd lunch
     Children are restricted to oval, hall grass, complex and play equipment
   • Play equipment can be used according to roster during 2nd half lunch only
   • No forms of soccer or football games are to be played in the complex or the use of hard cricket balls
   • Children must get teacher’s permission to retrieve balls outside of the school
D. Bus

- Students to line up at front gate to wait for the bus.
- If raining, students to wait under shelter at the front of the Administration building.

E. Afternoon Road Crossing

- Only cross at the crossing and under supervision of teacher or parent.
- Bikes and scooters are to be walked in and out of school and across crossing.

F. Play Equipment

- Students allowed on equipment according to roster during second half of lunchtime sessions (Terms 1&4 only)
- Sensible behaviour at all times
- Only one person at a time on each piece of equipment
- Slippery dip
  - down on your bottom, feet first
  - landing area to be clear before you slide
  - walking up slide not allowed
- Passive activities allowed in other areas but not under equipment
- No play if area is wet
Rights and Responsibilities

Rights

- To have friends.
- To feel safe at school.
- To be happy at school.
- To feel good about themselves.
- To feel confident.
- To be able to trust teachers and friends.
- To be able to ask for help when they need it.

Responsibilities

- To care for others at school.
- To be able to work out what to do next, on their own.
- To do the best they can in everything they do at school.
- To be honest in all situations.
- To show respect towards teachers, parents and other students.
- To solve their own problems in a sensible way.