



**KNOWLEDGE IS THE ULTIMATE SOLUTION**

## **Discipline & Behaviour Management Policy**

**Western Grammar School**  
**15 Cannery Road, Plumpton, NSW 2770**

# Discipline Policy

## STUDENTS CODE OF CONDUCT

### **Rationale:**

At Western Grammar school, our vision is the promotion and development of a safe and supportive environment where everyone understands the value respect, tolerance, trustworthiness and safety.

There are common underlying behaviour expectations that govern all social behaviour. Therefore, it is important to establish a School Code of Behaviour that can be accepted by all school community members as fair, equitable and consistent not only with expectations of students in the classroom and playground but also in the home and wider community. This Behaviour Code promotes and reinforces the baseline principles and values of society.

### **Aims:**

- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner.
- To establish well understood and logical consequences for student behaviour.

### **Philosophy:**

Before the rationale and mechanics of Western Grammar School's behaviour system it is crucial to note that we cannot get lost in the objectivity of this system. Rules and consequences are set out very clearly and serve as a system that the school should follow in order to manage misbehaviour and to create a positive school culture where teaching and learning thrives. These misbehaviour consequences are drafted with the acknowledgement that human behaviour is influenced by a whole array of variables. The following points are taken into consideration when applying this system:

- Behaviour management is subjective and needs to be treated case by case.
- Every teacher has an insight of their student's personality and must take many variables into consideration when applying discipline protocols for breaches school rules.
- Apart from the proposed model, teachers need to have a repertoire of relevant punishments they deem fit.

While this system on the outset seems to be driven only by corrective discipline polices, this is not the case. Teachers are taught and trained to use this system as a 'tool' for behaviour management. Supportive and preventative discipline strategies should always be used first and alongside this system.

### **Implementation:**

- Our code of conduct will place significant emphasis on the development and recognition of positive behaviours.
- Student individual academic reports will include details regarding student behavioural achievement.
- We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.
- Positive student behavioural achievement will be appropriately recognised (Merit Award System).
- An up-to-date database of student behaviour will be maintained.
- All staff will undertake professional development on student behaviour and discipline management.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Consequences for ongoing inappropriate behaviour may include counselling, loss of privileges or suspension.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

## Classroom Behaviour Discipline Policy:

Ensures that fairness and justice is adhered to at all times, following any verbal or written warning given by a teacher, then a teacher/student conference will ensue.

During the conference, the teacher will explicitly explain the reason/s for the warning, and the student will be given the opportunity for a right of reply, whereby they can explain/tell, to the teacher, what has happened and why it has happened.

This conference will be conducted in a professional, non- threatening (so that the student does not feel intimidated in any way) and calm manner. The result/outcome of the teacher/student conference will determine whether the warning is validated and enforced by the teacher, or dismissed / erased by the teacher.

All misbehaviour is categorised into either one of three levels consequently earning warning points. A warning slip will be issued to the student outlining the reason and warning points allocated. These warning points accumulate and eventuate into a consequence as detailed in the table below.

WARNING POINTS	ACTION	STAFF INVOLVED
1-2	Warning/relevant punishment	Classroom Teacher
3-4	After school Detention	Classroom Teacher/ Head of Discipline
5-6	After School Detention Conduct card for 2 weeks	Classroom Teacher/Head of Discipline
7	After School Detention Conduct card for 2 weeks Parents called in for interview	Classroom Teacher/ Head of Discipline/Principal
8	Parents called in for interview In school suspension Imminent suspension letter sent to parents	Classroom Teacher/ Head of Discipline/Principal
9	Suspension	Classroom Teacher/ Head of Discipline/Principal
10	Interview with parents and punishment to be imposed as Principal sees fit	Classroom Teacher/ Head of Discipline/Principal

Warning points will be given to students who misbehave. The extent of misbehaviour will determine the number of warning points given for any single incident of misbehaviour. Students will be issued with a warning slip outlining the

reason for the warning points, as well as the number of warning points allocated. These warning points will accumulate, and subsequent warning points will result in gradually severer action taken by the school.

**WARNING SLIP**

**Student's Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

This Warning has been issued due to a breach of the school Discipline policy

Teacher..... Period/Time..... Date.....

**THE LEVEL OF RULE THE STUDENT BROKE WAS**    **1**    **2**    **3** (Please circle one)

Action already taken.....

Brief Description .....

*NOTE: Students must be informed that this slip has been issued and why*

### **WARNING SLIP**

Warning slips should only be issued by staff after discussion with students and after the teacher has counselled the student. Warning slips should not be issued during class or when teachers are angry or upset. The discussion and counselling is vital to the process.

**4.3.2**—This warning slip ensures that all discipline issues are addressed:

1. Promptly – rather than relying on teacher notes or memory teachers address issue right away by using warning slip. This avoids the discipline issue being distorted and forgotten and ensures authenticity of issue
2. Fairly – action already taken demonstrates teachers have used all necessary methods and strategies before issuing this slip. This makes it fair on students and ensures that students have had a chance to rectify misbehaviour prior to the warning slip being issued. In addition to this, action already taken ensures that teachers are using supportive and preventative strategies. This ensures fairness in the discipline management procedure. The nature of behaviour management is subjective and needs to be treated case by case. Apart from this guide the teacher needs to have a repertoire of relevant punishments they deem fit. Every teacher has an insight of student personality and must take many variables into consideration when applying discipline protocols for breaches school rules.
3. Respectfully - students are informed about the reason as to why they are issued with the warning slip . The teacher respectfully explains the reasons for the warning slip and what rules they breached. This is communicated privately so that the student is not embarrassed. The warning slip also serves as an effective strategy to deescalate potentially destabilising situation within the classroom.