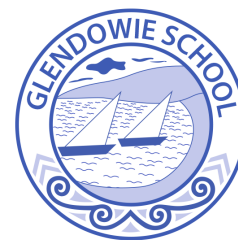


Policy Glendowie School

DISCIPLINE PROCEDURE



RATIONALE

To provide a safe, positive physical and emotional environment. Bullying is a risk to all students and as such, good practice guidelines and procedures will be put in place to protect students. These procedures can be fast-tracked to the Principal should it be required.

GUIDELINES.

Policy Guideline: Class programmes will reinforce coping strategies, conflict resolution and skills of self-management.

Policy Guideline: Children need to learn citizenship – to be social, tolerant, respect property and show courtesy to each other and adults (both face to face and online - cyber safety)

Teachers will:

- Explicitly teach the concepts, skills, attitudes and learner profile as identified and planned in the units of inquiry to help students learn about citizenship (including tolerance and respect).

Teachers will:

- Review with their class, what students can do when a conflict occurs between another student - to develop self-management skills. See Chart [Bullying Prevention Chart](#)
 1. Say "Stop it, I don't like it".
 2. Ask another friend for help, if not confident to speak out.
 3. Walk away
 4. If conflict continues after walking away, seek help from the duty teacher, office or the class teacher.

Teachers will:

- Review *Cyber Safety Responsible Use Procedure* at the beginning of the year (Y0-8) and ensure it is glued in homework books and UOI from Y3-8.
- Implement explicit teaching in accordance with our Health Overview and our school health statement.
- Implement 4-step procedure (listed below) should students breach our *Cyber Safety Responsible Use Procedure*.

Policy Guideline: Teachers will establish a class treaty to determine in-class rules and behaviour and co-constructed appropriate consequences.

Teachers will:

- At the beginning of the year, each teacher will unpack and display the school rules including possible consequences when the school rules or class rules are breached.

Possible consequences may include:

- Putting it right. Giving opportunity to remedy the breach (eg pick up paper thrown on the ground)
- Reminder or caution from the teacher (identify the rule and possible consequences need to be clearly spelt out)
- A community service (eg tidy up the books on the shelf)
- Child writes a letter during lunchtime (eg library) to show their understanding of the rule.
- Fast track to syndicate leaders or AP / DP if appropriate

Policy Guideline: The school will outline discipline procedures and consequences, so teachers can maintain a consistent and fair approach across all year levels and classes

Teachers will:

- Implement appropriate consequences both in class and when on duty.
- This may include (not in any particular order):
 - Use 'I Care' statements, and PYP attitudes to emphasize the correct behaviour or expectation that is required.
 - Give reminder or caution. Identify the rules and clearly reminded of the possible consequences.
 - Putting it right. Give opportunity to remedy the breach (eg pick up paper thrown on the ground)
 - Monitor by walking with the duty teacher for a short time or sit by the teacher during class time.
 - Exclude from a playground area or game or find another activity.
 - Say sorry to the person and fix the behaviour.
 - Do a community service eg pick up paper, wipe down the table tops.
 - Child writes a letter during lunchtime to show their understanding of the rule. Letter can be written in the library or picnic tables and given to teacher by 1:30pm.
 - Fast track to syndicate leaders or AP / DP if appropriate
 - Any physical harm - always same consequence. Redrawal student from playground, record in Green Discipline book and lose a lunchtime (See Physical Breaches below).

Cyber:

The teacher will:

- Monitor and act upon cyber safety breaches.
- Fast track any major incident (eg online bullying, vandalism, viewing at-risk material etc) to syndicate leader or senior management team.
- Implement the following procedure, each term begins a fresh start.
 - Step 1 lose one block of computer use
 - Step 2 lose two blocks of computer use
 - Step 3 lose three blocks of computer use
 - Step 4 sent to syndicate leader for significant withdrawal of computer use (eg 1 week) and student writes letter to parent.

Physical and Bullying Breaches:

The teacher will:

- Implement the step process of consequences, for each occasion when a student has responded physically to a conflict including play-fighting. In situations where the extreme behaviour is not being resolved through our interventions then an application will be made to the RTLB service.
- Record in the Green Discipline Book, (name, room, date, reason, consequence, teacher). Each term begins a fresh start.
 - Step 1: incident recorded, consequence, lost 1 lunch hour (60 mins total)
 - Step 2: incident recorded, consequence, lost 2 lunch hours (120 mins total)
 - Step 3: incident recorded, consequence, lost 3 lunch hours (180 mins total)
 - Step 4: Incident recorded, parent meeting called with the Principal. The offender may lose intervals for the remainder of the term, as decided by the Principal, in order to keep the rest of the children safe within the school.
- Ensure the child turn ups if the time-out needs to be completed over 2 days.
- Work with the student (and with management), around changing behaviour and school expectations.

Teachers of Y0 & Y1 will:

- ❑ When Y0 or Y1 are in the first term of them starting school, the following procedures will be implemented to help them understand our school rules and self-manage.

1st time the behaviour occurs

Teacher isolates child in class, and articulates the reason (eg We are an 'I Care' school, we do not hit others.)

Teacher talks to parents about the behaviour and works with them to address the issue.

2nd time the behaviour occurs, the child is referred to the syndicate leader

3rd time the behaviour occurs, the child goes to the AP offices for time-out.

4th time the behaviour occurs the child is written into the Green Discipline book and is placed on Step 1 for Discipline.

Swearing:

The teacher will:

- ❑ Record the incident at the back of the Green Discipline Book.
 - ❑ The student will write lines "*I will use appropriate language at school*".
 - ❑ Guidelines are 30 -50 lines depending on age/level of student.
 - ❑ Monitor any recurring incidents within the same term, and increase lines as appropriate.
- Please note:* This is the ONLY time students write lines in the school, unless instructed otherwise, by the Principal.

Behaviour Monitoring System:

Member of the Management team will:

- ❑ Syn leader/AP/DP/Principal will record each incident brought to their attention ie Date, people involved, consequences stated.
- ❑ Monitor patterns of behaviour and act upon the data (see monitoring procedure below)
- ❑ Notify parents when there is a serious concern or a pattern of behaviour is forming, to help decide solutions for the problem.

Please note: parents are not notified on every incident, as the student should have the opportunity to change their behaviour and fix the problem first.

Definition of Bullying

Bullying behaviours can be physical, verbal, or social, and can take place in the physical world or digitally. The school is committed to ensuring that all staff and students are able to work and play and learn in an environment free of harassment so they are able to meet their potential. Bullying is one form of aggressive behaviour. It can be covert or overt in nature. Bullying behaviour is based around four characteristics of:

1. Deliberate
2. Involves a power imbalance
3. Has an element of repetition
4. Is harmful

Bullying behaviours can include:

- Physical such as hitting and punching
- Verbal such as teasing, intimidation, taunting, threatening and name-calling
- Non-verbal such as ignoring and excluding
- Harassment such as sexual, threatening, stalking,
- Discrimination such as racial, cultural, religious, special needs and sexual (including homophobic & transgender).
- Digital - emails, social media, sharing of images

Bullying:

The teacher will:

Investigate the issues and people involved.

If teacher believes this is not bullying

- Teacher puts in place conflict strategies and solutions.
- Teacher will monitor to ensure it has been resolved.
- Teacher may need to inform AP, DP to be aware of the situation or to provide further support.

If teacher believes this could be bullying

- Inform syndicate leader of any serious concerns
- Syndicate leader decides the next step (inform teacher of new solution, inform AP/DP or fast track to Principal) to investigate the concern further.

Members of the management team will:

Implement an investigation following the process below:

1. Interview affected parties (either separately or together) to have the opportunity to give their perspective. This can be written or oral.
2. Collect other perspectives if required eg student bystander, teacher observation, information from parents via email etc.
3. Identify the issues or causes.
4. Identify the students who are bullying.
5. Identify the students who have been bullied.
6. Record all data and information.
7. Senior Management informed (or are already aware).
8. Senior Management will decide the consequences to those bullying eg, investigating if a support service is required, intervention strategies or if Principal intervention is required.
9. Parents of all students involved are contacted.
10. Implement consequence or next step
11. Implement ongoing monitoring this will include:
 - a. Ensuring the bullying behaviour has stopped.
 - b. Implementing support to those being bullied as identified by management / LSC SENCO and parents.

Teachers or members of the management team will:

- At any time, if a teacher or member of the management team consider an issue to be of major concern, the 4 step process does not need to be implemented, but can be fast-tracked to the Principal who will decide the next step.

Policy Guideline: Strategies to reduce bullying (including cyber bullying), will be part of the learning programme and will support students to learn.

Policy Guideline: Discipline procedures will be reviewed on an ongoing basis and as needs arise eg syndicate meetings, management and staff meetings.

Policy Guideline: The Principal will inform the BOT of major incidents or in some cases, directly to the Chairperson if specific incidents require an urgent response.

Monitoring for Trends

Members of the management team will:

Each member of the management team will collate their data on discipline and behaviour under the headings of:

- Rude eg When someone says or does something unintentionally hurtful and they do it ONCE.
- Mean eg When someone says or does something intentionally hurtful and they do it ONCE.
- Disrespectful or disobedient to staff members
- Cyber issue within school
- Cyber issue outside school (support for families)
- Gross Inappropriateness
- Deliberate, Power-Imbalance, Repetition, Harmful (our bullying definition)
- Other eg swearing, disrespecting property, stealing etc

Each term, management will monitor any trends emerging within syndicates and across the school. Frequency and causes will be analyzed to decide whether new initiatives and/or school

programmes are effective, and to identify possible next steps. Modifications to school procedures are made if required.

Principal will report to the BOT once a term on any trends or findings.

Reviewed 2019