ST FRANCIS XAVIER CATHOLIC PRIMARY SCHOOL
MACKAY

SCHOOL BOARD

POLICY IDENTIFICATION

Policy Classification: M300

Policy Area: Discipline

Update: 16.08.99

Notes:

Policy Areas:
(R/C) ~ Relationships/Communication
(E) ~ Enrolment
(F) ~ Finance
(B) ~ Building: Facilities – Maintenance and Planning
(M) ~ Management/Organisation
(C) ~ Curriculum
(S) ~ Staffing

Policy Identification Key ~ Levels
100 ~ State
200 ~ Diocesan
300 ~ Local

Ref: /mydoc/board/polidentsheet
○ As adults who have freely sought enrolment for their children at the school and thus have agreed for their children to be subject to the authority of the school, parents are expected to co-operate with, support and show loyalty to the school in its disciplinary efforts.

○ If parents perceive that a problem has arisen concerning their child’s life at school they have a responsibility to approach the school in an appropriate manner (normally the child’s teacher in the first instance) so that a co-operative effort between school and home can be established and maintained.

○ The school will have in place discipline procedures which will inform and support school staff in achieving the goals of this policy.
POLICY AREA

Discipline (defined as: the approach used in our school community to promote desired behaviour in the school to achieve our goals for student development and to allow all community members (students, staff and parents) to exercise and enjoy their rights and accept their responsibilities).

VALUES

Excellence in Education, Compassion, Love, Forgiveness, Justice, Respect, Dignity.

POLICY

St Francis Xavier School community seeks to provide a safe and caring environment in which the rights of all students to learn and all teachers to teach are supported and respected. All members of the community accept their responsibility to assist students achieve the goal of self-discipline.

CONSEQUENCES

- School staff, especially classroom teachers, have a responsibility for promoting the learning process and the welfare of the students in their own classes, in particular, and throughout the school. This responsibility for student development and welfare occurs within the complexities of the reality that students will always display a wide range of needs and abilities. Other school staff are employed to provide support for classroom teachers in this responsibility.

- The relationship between staff member and student should be characterised as a relationship between adult and child which is founded upon the greater experience and knowledge of a caring adult.

- All members of the school community – staff, students, parents are expected to act in a manner which seeks to ensure that everyone is treated with respect, fairness, compassion, consistency and thoughtfulness.

- Staff will seek to maintain a conviction and belief in the worth and dignity of the individual and an awareness of individual needs within the demands of their role.

- In order for parents to be aware of and support the efforts of the school they should be kept informed of the behavioural expectations of students and advised if significant difficulties arise concerning their child. In such instances parents should be provided an opportunity to participate in the resolution of difficulties.

- When approached by a parent with concerns, staff should seek to listen openly to the information presented. Where a conflict of opinion may exist, efforts at communication should endeavour to remain open and honest between teacher and parent(s). Staff have the right to make an appointment time with parents if it is not possible (for example, because of other commitments) to give adequate attention, at the time of being approached, to discussion of the problem in an appropriate setting.