



# SJIS TERREY HILLS

Sydney Japanese International School  
シドニー日本人学校

## Discipline Policy

### Revision Schedule

Date	Detail	Approved by
7/8/06	Before school rules modified	Deputy Principal
15/9/06	Rewording of Corporal Punishment paragraph, procedural fairness added	BOS request
29/6/11	Minor language revisions	ESCOM
22/1/13	School name change to SJIS	ESCOM
2-09-16	Additional details Procedural fairness	ESCOM

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## Discipline Policy

### 1. Introduction

The Sydney Japanese International School perceives discipline as an integral part of education rather than a separate entity. Good discipline is achieved through the co-operative efforts of the entire school community, each member of which should become familiar with this document.

This document aims to provide a consistent code of appropriate conduct that guides the school community (parents, students, staff) on the most effective methods of student management. The policy aims to deal with the self-esteem, self-discipline and individual pupil development, all of which affect the areas of classroom management and discipline.

### 2. The Code of Conduct

A student's behaviour must be based on an agreed-upon set of **values** and **ethics**. The code of conduct must apply to the child's life in all parts of the school, and, idealistically, to the home and community.

#### *The Sydney Japanese International School Code of Conduct*

<b>Courtesy:</b>	Act kindly and in a courteous manner towards others
<b>Honesty:</b>	Be truthful in all relations with others
<b>Responsibility:</b>	Assume responsibility for your obligations and belongings. Be punctual and wear the school uniform proudly.
<b>Justice:</b>	Seek the fair and just way for all and be willing to compromise.
<b>Generosity:</b>	Be generous and giving to others.
<b>Perseverance:</b>	Try your best in all endeavours.
<b>Respect:</b>	Everyone at SJS has the right to teach and to learn in an environment of mutual respect and tolerance. Show respect to others, yourself and your environment.

### **3. Goals and Objectives of the Policy**

The school aims to promote and implement at all levels:

1. The best possible learning opportunities for each individual.
2. The development of co-operative behaviour and effective inter-personal relationships.
3. A pursuit of self-discipline and social responsibility.
4. An increased awareness of self and a greater concern for others.
5. An understanding of the code of conduct that defines the ideal SJS student.
6. An awareness of the need to maintain law and order.

### **4. A Shared Responsibility**

The school policy is the shared responsibility of all members of the school community. Each component of this community shares a concern for the well-being of the individual and the overall success of the institution.

#### **The School**

1. Is responsible for promoting itself as a caring institution.
2. Is responsible for establishing a climate of trust and mutual respect while nurturing the worth of the individual.
3. Is responsible for providing encouragement and success for each pupil.
4. Shares responsibility with parents, pupils and teachers for providing support and counselling for pupils, parents and staff in apparent need.
5. Shares responsibility with parents, pupils and teachers for formulating common sense rules and codes of behaviour.

#### **Strategies to Promote Good Discipline and Effective Learning in the School**

This section describes the things the school is doing to encourage effective discipline:

- \* providing appropriate curriculum to meet the needs of each student
- \* supporting children in achieving success in learning
- \* maintaining a small number of easily understood rules which are fair, clear and consistently applied
- \* encouraging parents in their role of promoting acceptable student behaviour
- \* attending appropriate training and development programmes
- \* providing appropriate support programmes; e.g. counselling, remediation
- \* providing programmes for students which develop self-discipline, self-evaluation, communication and conflict resolution skills; e.g. peer mediation and peer support
- \* Recognising & reinforcing positive behaviour and student achievement.

#### **The Students**

1. Need to understand the school's Code of Conduct.
2. Are responsible for one's own behaviour and the consequences that result in those behaviours.
3. Should regularly discuss issues related to co-operative and just living with both parents and teachers.
4. Should be aware that no pupil has the right to disrupt another pupil's opportunity to learn.
5. Should learn to utilise effective skills based on the school's code of conduct to solve personal and social conflicts.

## **The Teachers**

1. Are responsible for providing a classroom environment conducive to efficient learning.
2. Are responsible for protecting the rights of each individual to learn.
3. Are responsible for developing relationships built on trust and acceptance.
4. Are responsible for creating a class atmosphere conducive to peaceful social relations and cooperation among students.
5. Share in the responsibility of promoting the school's code of conduct through discussions, lessons, and personal example.
6. Are responsible for developing an effective classroom management plan and enforcing it.
7. Share in the responsibility for the total discipline of all pupils by enforcing proper behaviour and applying logical consequences for students misbehaving.

## **The Parents**

1. Need to know the school's policy.
2. Must give support of the established code of conduct for the Sydney Japanese School by providing good examples at home, by encouragement of appropriate behaviour and by defending the school in their child's eyes.
3. Inform the school of any circumstances that may result in their child's change of behaviour. (i.e. change of residence, death or serious illness of friends or family members, separation or divorce of parents, birth of a sibling, parental absence for a time, medications, or other major events which might cause a child deep concern.)
4. Share in the responsibility with the school and its teachers for encouraging courteous and co-operative behaviour and for supporting the school's policies.
5. Respond to recommendations made by the school to rectify improper behaviour demonstrated by their child.

**There must be a partnership between parents, teachers and students to teach and promote socially responsible behaviour.**

## **5. School Rules**

The following rules warrant review by students, parents, and teachers. It cannot be assumed that rules not listed here do not exist. Instead, we will assume that most misbehaviour does not need to be specified if it fall outside the code of behaviour, a code which guides all behaviours.

### **MISCELLANEOUS RULES:**

1. Students must arrive to school and to all classes on time. Students arriving late for a lesson must give a valid reason and apologize to the teacher. (*Responsibility*)
2. **Before school** students must place their bags outside their classroom and go straight to the supervised playground areas. Once the bell rings they proceed to their classrooms, lining up outside the room until the teacher arrives. Japanese Division High School students are allowed to enter the classroom when they arrive to school. (*Responsibility, Respect*)
3. **Recess** periods are meant to be a break and rest for the students. On a fine day recess is held in the playground area and Oval 1. All students must wear a hat when playing outdoors. If weather is inclement, a red cone is placed on the long jump track to indicate an indoor recess. Students remain in the classrooms and have a quiet playtime. (*Responsibility*)
4. **Entering Special Rooms and the Staffroom.** Students should have their teacher's permission prior to entering special rooms or the staff room. They should be respectful and quiet. It is customary to use the correct greeting when entering the staff room ("Shitsurei shimasu"), and leaving ("Shitsurei Shimashita"). (*Respect, Courtesy*)

5. **Lunch Orders** must be taken in the morning, via downstairs front entrance. Any uneaten food is to be taken home except the ordered Japanese lunch. (*Responsibility*)
6. **Various rules** of courtesy, respect and responsibility
  - Exchange greetings and bow slightly when greeting teachers or visitors. Kind and courteous greetings should be used with friends.
  - Avoid using words or language that is impolite.
  - Bullying and swearing is not permitted.
  - Keep to the left and walk quietly in the corridors.
  - Leave valuables or unnecessary belongings at home.
  - Watches are not allowed at school.
  - All articles of clothing and personal property must be marked with your name.

### **LOST PROPERTY**

Articles of clothing and other belongings found lying about the School are deposited in the Lost Property outside staff room. Enquiries about mislaid valuables such as wallets, watches, bus passes, etc. should be made at the office.

Property left unclaimed at the end of the year will be given to charity.

### **VALUABLE ARTICLES**

Under normal circumstances, articles of high value and/or large sums of money should not be brought to school. If there is a special reason for doing so, valuables should be left in the care of the class teacher.

### **JEWELLERY**

The only jewellery permitted is "sleeper" type ear-rings for girls. No pendulum or "chunky" ear-rings are permitted. Necklaces and bangles are not permitted.

### ***School Property and Boundaries***

1. Students must keep within the defined boundaries of their school area.
2. Students may not be in any room without a teacher supervising.
3. Be considerate and responsible in public areas, including their journey between home and school.
4. Take care with school furniture and buildings.
5. Keep the school buildings and play areas clean and tidy.
6. Running is not permitted in classrooms or corridors.

### ***Equipment at School***

1. Bicycles, rollerblades may not be ridden on school property at any time.
2. Buying, swapping and selling is forbidden except with the express permission of the Principal.
3. Items that are valuable, dangerous or may cause fear may not be brought to school. (e.g. electronic games, radios, skateboards, knives, toy weapons, animals, jewellery, large amounts of cash, etc.)
4. Take care with all equipment.

### ***Uniforms***

1. Students must be in the correct, full school uniform at all times. (Including sports uniform)
2. Keep uniform neat, tidy and clean.
3. One centimetre sleepers and studded earrings are the only permissible jewellery during school. (No earrings for boys.)

**Food**

1. Chewing gum is prohibited on school premises.
2. Students are not allowed to use zip boilers to make instant soup or noodles.
3. All children should wash hands before eating.
4. Respect other students' right to eat lunch in a pleasant environment.

**Attending and Leaving School**

1. Students must have an approval note from the office signed by a member of administration to leave prior to the regular dismissal time.
2. In the case of absence, a letter of explanation signed by a parent or guardian must accompany the student to the class teacher for every absence, upon the student's return to school.
3. Students must arrive to school and to all classes on time. Any student arriving late to school must bring a letter of explanation signed by a parent or guardian. Students arriving late must also report to the office before going to class.
4. Students must keep to the defined boundaries of the school area.
5. All children must have appropriate passes to leave school premises.

**Respectable Behaviour**

1. Respect other student's right to learn.
2. Students should listen to their teacher and look at the person speaking to them.
3. Be polite and well-mannered to all staff and visitors.
5. Accept responsibility for your actions.

## 6. Strategies for Dealing with Unacceptable Behaviour

Given the school's dedication to encouraging outstanding behaviour, it is expected that any misbehaviour will be the exception rather than the rule. However, the strategies below will be used to deal with any unacceptable behaviours:

### **Minor Breaches**

For minor breaches, the teachers have classroom management plans and strategies. Included in these strategies:

1. **Talk it over.** As warrants, a student is spoken with to determine whether he/she recognises his/her behaviour as unacceptable.
2. **Time out.** Consequences could include a short period of "time-out", loss of privilege or in-class isolation. Giving a student a period of "time-out" removes a child from a situation where he/she is having difficulty with self-control. For example, the child may be repeatedly disruptive, extremely angry or abusive to others. A teacher may use "time-out" as a classroom strategy without the approval of the Deputy.
3. **Praise.** Most teachers will know that positive recognition of good behaviour works best in maintaining order within a class of students. Consistent reinforcement and responses by the teacher in charge will assure the best results

### **Serious Breaches**

In cases where serious breaches of the school rules require a heavier consequence, care should be taken to be consistent with school policy. It is for this reason that the Deputy Principal should be involved in situations that go beyond the teacher's effective efforts in the classroom. A serious breach may include a single act of misbehaviour, or an ongoing problem that has been dealt with by the teacher without success.

1. **Give warning** Be sure the student has been made aware of the seriousness of his/her behaviour. If dealing with an escalating problem, make it clear that if misbehaviour continues the problem will involve a more serious level where the Deputy Principal and/or Principal will become involved.
2. **Discipline referral.** When a student is referred to the Deputy Principal the teacher must clearly state the reasons for the referral and any steps taken previously to rectify the problem (if applicable). It is preferred that this is done in writing.
3. **Time Out – Problem Solving.** When a child is sent to the Deputy Principal, the first thing he/she will do is discuss the problem with the student. Then the student will be given a "time-out" during a recess period where the child must complete a Problem Solving Form. He/she will have the opportunity to express, preferably in writing, the circumstances that led to the referral and then to work out a way of solving the problem. The Deputy Principal, or representative, will speak to the child if necessary and determine if he/she is ready to return to class. A "time-out" that extends for more than 2 periods will be considered an in-school suspension and must have the approval of the Principal.

In all matters relating to student behaviour, reference to the Code of Conduct must be made. The purpose of any effort on the part of staff to correct behaviour difficulties is to raise an awareness of the virtues which constitute proper conduct.

**The use of corporal punishment is not permissible at any time at the Sydney Japanese International School.**

### **Steps taken once a student is referred to the Deputy Principal**

Over the course of one school term, or a ten week period:

**STEP 1** The first time the child is sent to the Deputy Principal, he/she will complete a "Problem Solving Form" that addresses the problem and suggested solution. This form will be signed by the student, teacher and Deputy Principal. A recess "time out" is served. The visit will be noted in an office register.

**STEP 2** The second time the child is sent to the Deputy, the parents will be contacted and informed of the problem. The student serves a recess detention.

**STEP 3** The third time the child is sent to the Deputy, he/she will be asked to make a plan for improvement, which will become a contract between the student and the school. Parents will be given the opportunity to give input and will receive a copy of the contract. The student will be on 'probation' for a period set by the contract, with behaviour monitored on a daily basis.

**STEP 4** The fourth time the child is sent to the Deputy, a serious pattern of misbehaviour is occurring and will require a meeting with parents and the Principal. The student's continued enrolment at the school will be considered and a more thorough plan for improvement will be developed.

**Displays of gross disrespect for a teacher and violent behaviour may result in an immediate move to Step 3.**

#### **Please note:**

**This support system will only be possible if it is used judiciously and not abused. Indiscriminate sending of children to the office totally devalues the very support structure established to assist the teacher! Appropriate Classroom Management strategies must be exhausted before this occurs.**

#### **Procedural Fairness**

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the right to an 'unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker.

The following principles refer to the student's rights and obligations when an allegation of misconduct is made by the school.

- 1) Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.
- 2) Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.
- 3) The disciplinary procedures undertaken by the School 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 by the Principal. 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.

4) The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is prohibited by the school and the school does not explicitly or implicitly sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

5) Parents and caregivers are informed annually of the discipline policies and procedures in January at the start of the new school year when they receive a copy in the Parent Handbook at Parent Teacher Meetings. Parents or caregivers not in attendance at those meetings are followed up and a copy of the Parent Handbook sent to them by the Deputy Principals. The Discipline Policy can also be found on the school's website.

6) Parents will be provided with an interpreter service (English/Japanese) if required or requested, or if any other language background other than these, the Principal will make arrangements for this to be provided if necessary.

### **Suspension and Expulsion**

Suspension is the temporary removal of a student from all of the classes that they would normally attend for a set period of time.

Suspension highlights for the student and the parents the unacceptability of the student's behaviour and the parents' responsibility for remediation of that behaviour.

Suspension may, in certain cases, be served at school (in-school suspension), but carries with it equal seriousness.

Students will be expected to complete all assigned classwork while on suspension. The isolation from peers and the usual learning environment defines clearly for the offenders **and** classmates that certain behaviours are clearly dangerous, unacceptable, and/or in gross opposition to the Code of Conduct.

The school will work in partnership with parents in assisting the student to rejoin the school community and to develop a plan for improvement

This will include the provision of counselling and access to special behaviour programmes.

As long as the behaviour is unacceptable, the student's continued enrolment will be in jeopardy.

In most cases, the **first suspension** will be for one day. Thereafter, the student may be suspended for three days.

Expulsion is the permanent removal of a student from one particular school.

### **Suspension and Expulsion Procedures**

A suspension is at the discretion of the Principal once it has been discussed with the Deputy Principal. A class teacher may not suspend a student, nor threaten a child with suspension without consulting the Deputy.

As the Principal is conducting both the investigative and decision-making stages, he or she must be reasonable and objective. To be procedurally fair, the Principal must act justly and be seen to act justly. Should there be a perception of bias in regard to the Principal as the decision maker an alternative person will be allocated to consider the matter. In the majority of cases this will be the Deputy Principal.

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the following procedures will be followed:

- a) Prior to finalising a decision to suspend or expel a student the Principal and if required, the Deputy Principal, will convene a meeting with the student and their parents/caregivers. The Principal will inform the parents/caregivers that they may wish to bring a support person.

At this meeting they will be provided with an opportunity to hear the details of the allegation and also the opportunity to respond to the allegation.

Parents/caregivers will also be informed of the process to be followed in regard to this matter. This will include the right to appeal the decision and how an appeal can be made. The Principal will inform the parents/caregivers that a translator will be provided if they require.

A transcript/record of this meeting will be maintained by the school and kept in the students file.

- b) Should the Principal confirm the decision to suspend or expel the student, following this meeting the Principal will formalise the reason for the suspension and expulsion and the length of the suspension or date of expulsion. This will be done by the Principal in writing to the parents/caregiver within 3 days of the meeting.
- c) The letter confirming the suspension or expulsion of the student will provide advice to the parents on the procedures for appealing the decision. An appeal of the decision must be made in writing to the School Board within 14 days of the date of the formal letter to suspend or expel the student.
- d) Any appeal will be considered by the full School Board within 30 days of receiving the appeal. The President of the School Board will provide the outcome of the appeal in writing to the parents/caregivers within 14 days of the decision. The School Board's decision is final.
- e) The Principal and Deputy Principal are responsible for ensuring all records of the above procedures being implemented are maintained in the students file.

A suspension is at the discretion of the Principal once it has been discussed with the Deputy Principal. A class teacher may not suspend a student, nor threaten a child with suspension without consulting the Deputy.

### **Expulsion**

Expulsion may be imposed once a disciplinary matter has exhausted all other strategies described above or when an offence is of an extremely serious or offensive nature. The school will follow the rules of procedural fairness, with parents being given a right of appeal to the Principal. Any decision to expel a student must be made by the Principal in consultation with the Board of Directors.

### **Corporal Punishment**

**The Sydney Japanese International School expressly prohibits the use of corporal punishment. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.**

### **Offensive Behaviours**

The Principal may suspend or expel, consistent with the rules for procedural fairness, any student who commits the following offences:

### **Possession of a suspected illegal substance**

The Sydney Japanese International School firmly believes that schools must be places which are absolutely free of illegal drugs.

Suspension is to occur immediately if the substance is being touted, held out or passed out by the student as an illegal substance, or on condition (in accordance with the relevant procedure or identification of illegal substance) that the substance is in fact illegal.

Under arrangements made with the NSW Police Service, the substance will be identified within 48 hours of the material being handed to the police by the school principal. The Police will hold the substance pending any legal action.

### **Violence**

Any student intentionally causing injury or threatening serious violence against another student or a teacher, is to be suspended immediately. Initially, the student will be suspended for a minimum of one day. On any future incident of this nature, suspension will be for at least 3 days.

### **Possession of a weapon**

Any student in possession of a prohibited weapon, or using, or threatening to use, any item or instrument as a weapon, is to be suspended immediately.

### **Persistent disobedience**

The relationship between student and teacher should be based on mutual respect.

Students who, in their relationship with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, are to be suspended.

### **Criminal behaviour**

If behaviour is criminal or there is evidence of a suspected crime, the Police Service will be notified by the school.

Students, like the rest of the community, are subject to the criminal law.

## **7. The Authority of the Principal and Deputy Principal**

The character of a school can depend crucially on the educational leadership of its Principal and Deputy Principal. The authority, responsibility and accountability of school leaders are derived from relevant State legislation and the policies and priorities of the Government.

The Principal is accountable for the educational leadership and effective management of the school. Part of that management involves ensuring the provision of a safe and harmonious work environment for students and staff and, in particular, an effective learning environment. In this context, Principals, in consultation with the Deputy Principal, have the authority to suspend, or exclude or recommend expulsion of students.

Consistent with legislation and school policy, the Principal has the authority to determine the conditions for a student's continued enrolment. This authority will be exercised in light of responsibilities to the entire school community. The Principal may delegate responsibilities with regard to student discipline to the Deputy Principal and staff, and co-operate with other members of the school administration in determining local discipline policy.

## Problem Solving

The purpose of this form is to allow the student to identify the problem and work out a good solution. It will help for you to look at the school's Code of Conduct.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

1. What did you do? \_\_\_\_\_

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2. Why was this behaviour a problem? \_\_\_\_\_

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3. What should you have done to prevent this problem from happening?

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal's Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_