



SYDNEY JAPANESE
INTERNATIONAL
SCHOOL

シドニー日本人国際学校

Discipline Policy

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 (students, parents, staff) on the most effective methods of student management. The policy aims to deal with the self-esteem, self-discipline and individual student development, all of which affect the areas of classroom management and discipline.

2. Regulations on behaviour

A student's behaviour must be based on an agreed-upon set of values and ethics. The school values 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 : Our Seven Values

Through our values, we reflect a school community that everyone—students, staff, and families—can be proud to be part of. These values help build our common culture. They guide us in our decisions, our day-to-day conduct and they form the basis of our school spirit.

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|------------------------|--|
| Courtesy: | Act in a courteous manner towards others. |
| Honesty: | Be truthful and sincere in all your relations with others. |
| Responsibility: | Assume responsibility for your obligations, your actions and your belongings. Be punctual and wear the school uniform proudly. |
| Justice: | Seek the fairest and most just way for all. |
| Generosity: | Consider others in your daily activities and be generous in your thoughts, deeds and words. |
| Perseverance: | Continue in a course of action even in the face of difficulty. |
| Respect: | Be respectful of 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 School Values that defines the ideal SJIS 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 every student.
4. Shares responsibility with students, parents and teachers for providing support and counselling for students, parents and staff in apparent need.
5. Shares responsibility with students, parents and staff 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 at home
- 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.

There must be a partnership between students and staff to teach and promote socially responsible behaviour.

The Students

1. Need to understand the School Seven Values.
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 student has the right to disrupt another student's opportunity to learn.
5. Should learn to utilise effective skills based on the School Values 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 student 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 values 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 students by enforcing proper behaviour and applying logical consequences for students misbehaving.

The Parents

1. Need to know the school policy.
2. Must give support of the established school values for the Sydney Japanese International 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 staff or 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.

5. School Rules

The following rules warrant review by students, parents, and staff. 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.

SJIS SCHOOL RULES

ALL DAY

- Students must keep within the defined boundaries of their school area.
- Students may not be in any room without a teacher supervising.
- Ensure safety. Stay within sight of the teacher.
- Keep to the left and walk quietly in the corridors.
- Running is not permitted in classrooms or corridors.
- Chewing gum, lollie, chocolates and nuts are prohibited on school premises.

BEFORE SCHOOL

- If you arrive at school earlier than 8:30am, place your bag downstairs and go to the oval or courtyard.
- When the 8:30 bell rings, wait for your teacher calmly in front of your classroom
- If you arrive at school after 8:50am, or leave before 3:20pm, get a late/early leave note from Reception. However, this does not apply when the school bus is late.

LESSONS

- Be prepared and ready for class when the bell rings

EATING TIME

- Eating time: 1) 10:25 – 10:30 for morning tea
2) 12:30 – 12:50 for lunch
- Do not share food and drink with friends
- Do not leave the classroom for lunch recess until 12:50
- Do not walk while eating.
- Wash hands before eating
- Any uneaten food is to be taken home.

RECESS

- Wait at the stairs until the duty teacher arrives.
- No hat, no play, sit in the shade or play in the undercover area.
- Play according to playground allocations (Primary)
- Wear your own helmet when riding a unicycle and ride in the designated area
- Spend time quietly in the supervised classroom when it's raining
- Balls must not be used in the classrooms, upstairs corridors or courtyards
- Do not play out of bounds (the hills near NBCS, the hill where the flag places are, behind buildings)

STAFFROOM • OFFICE

- Only enter the staff room when absolutely necessary
- Conduct yourself quietly and with respect, using the correct greeting when you go in and out
- To ask for photocopies, go to the ground floor office.

BUSES

- Students must be in bus lines by 3:20
- Students must only be picked from front main gate, not the side gate or classroom

SCHOOL UNIFORM • PERSONAL ITEMS

- Winter uniform is worn in Terms 2 and 3, and summer uniform is worn in Terms 1 and 4
- All articles of clothing and personal property must be marked with your name.
- School uniform must be worn in class and to and from school (exceptions made for some excursions, Kindergarten and Year 1).
- Black leather shoes are to be worn to and from school. Change into sports shoes at school (Primary)
- When PE classes are held in the morning, students may change in the morning. If PE or clubs are in the afternoon, they may change during lunchtime. (Japanese Division only).
- Only school regulated jackets are to be worn in colder months including PE lessons.
- Full school uniform must be worn for special ceremonies.
- Caps with flaps to protect the neck and ears must be worn during PE lessons, excursions and recess (Primary).
- In colder days, students are permitted to wear scarves or gloves (navy) only to and from School.

HAIR

- Hair styles should be conservative (no colouring)
- Hair longer than shoulder length must be tied back with simple black, navy or brown elastic

OTHERS

- Moving classrooms (HS only) and preparing for the next lesson should be done during break time.
- Valuable and unnecessary items are not permitted
- Smart Watches must be switched to 'School mode' (the school takes no responsibility for lost/damaged watches). If bringing your own, set it to 'school mode' and lock it so that children cannot switch school mode on and off by themselves.
- Mobile phones must be turned off at school, and keep in the school bag or leave it with the classroom teacher. They are only for emergency use, cannot be used for leisure on the bus.

MISCELLANEOUS POINTS:

❖ Conduct:

- Act with respect of Our Seven Values.
- Be considerate and responsible in public areas, including their journey between home and school.
- Bullying and swearing is not permitted.
- Exchange greetings and bow slightly when greeting staff or visitors. Kind and courteous greetings should be used with friends.
- Accept responsibility for your actions.
- Avoid using words or language that is impolite.
- Respect the right of other students to learn.
- Listen to the teacher and see who is speaking.
- In the morning, all grades use the oval, so take extra care not to injure yourself.
- Do not disturb other students who are enjoying their lunch.

❖ **Lost Property**

- Articles of clothing and other belongings found at school will be deposited in Lost Property at Reception. Office staff will contact the classroom teacher if valuable items are found (such as wallets, watches, bus passes, etc.).
- Property left unclaimed at the end of the year will be regularly sorted out and disposed of.

❖ **Equipment at School**

- Take care with school furniture, all equipment and buildings.
- Keep the school buildings and play areas clean and tidy.
- Return all equipment at the end of morning /lunch recess.

❖ **School Uniforms/Personal Items (details to refer the uniform rules – see the attachment)**

- Students must be in the correct, full school uniform at all times. (Including sports uniform)
- Keep uniform neat, tidy and clean.

❖ **Attending and Leaving School**

- When the student needs to leave early, their parents must inform the office by Apps prior to the regular dismissal time.
- In the case of absence, a parent must inform the notice by Apps.
- When a student will be arriving late to school, a parent must notify the office by school Apps, email, or phone.

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 Principal or Head. ‘

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 Head 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**

- a. 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 Head and/or Principal will become involved.

2. **Discipline referral.**

- a. When a student is referred to the Head the teacher must clearly state the reasons for the referral and any steps taken previously to rectify the problem (if applicable).
- b. It is preferred that this is done in writing.

3. **Time Out – Problem Solving.**

- a. When a child is sent to the Head or the 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. 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 Head, 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 School Seven Values must be made. The purpose of any effort on the part of the teaching staff to correct behaviour difficulties is to raise an awareness of the virtues which constitute proper conduct.

All behaviour, positive/negative/minor/serious need to be recorded in Sentral so that management can monitor the pattern of behaviour. In some cases, this record will need to be marked as 'confidential'.

Corporal Punishment:

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

Managerial guidance :Steps taken once a student is referred to the Head or the Principal

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

STEP 1 The first time the child is sent to the Head, he/she will talk to the Head to address the problem and will be suggested solution. 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 Head, 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 Principal or Head, 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 staff 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. The following policies refer to the student's rights and obligations when an allegation of misconduct is made by the school authority.

- 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. 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 not permitted.
- 5) Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be
 - i) Informed of the alleged infringement;
 - ii) Informed as to who will make the decision on the penalty;

- iii) Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- iv) Afforded a right of review or appeal.

Suspension

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

- 1) Suspension may, in certain cases, be served at school (in-school suspension), but carries with it equal seriousness.
- 2) 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 School values.
- 3) The school will work in partnership with parents in assisting the student to rejoin the school community and to develop a plan for improvement.
- 4) This will include the provision of counselling and access to special behaviour programmes.
- 5) As long as the behaviour is unacceptable, the student's continued enrolment will be in jeopardy.
- 6) In most cases, the **first suspension** will be for one day. Thereafter, the student may be suspended for three days.

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

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 International Japanese 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 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 staff member, 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 Heads

The character of a school can depend crucially on the educational leadership of its Principal and Heads of both divisions. 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 Head of International Division or Japanese Division, 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 Heads (of International Division or Japanese Division) and teachers, and co-operate with other members of the school administration in determining local discipline policy.

School Uniform

Summer Uniform: Terms 1 and 4

(Primary School)

Girls: Open collar dress with SJIS embroidery (no belt) with white socks or white short sleeve shirt with SJIS embroidery, ribbon, navy shorts and white socks.

Boys: White short sleeve shirt with SJIS embroidery, necktie, navy shorts and grey socks.



(High School)

Girls: Open collar dress with SJIS embroidery (no belt) with navy socks.

Boys: White short sleeve shirt with SJIS embroidery, necktie, navy long pants and grey socks.



Winter Uniform: Terms 2 and 3

(Primary School)

Girls: Navy base checkered tunic with white long sleeve blouse (no piping) and a red ribbon with navy socks/tights or white long sleeve shirt with SJIS embroidery, ribbon, navy long pants and navy socks. Navy cardigan.

Boys: White shirt with SJIS embroidery, necktie, navy shorts or long pants and grey socks. Navy jumper or vest.



(High School)

Girls: Navy base checkered skirt with white long sleeve blouse (no piping) and a red ribbon with navy socks/tights. Navy blazer or cardigan.

Boys: White long sleeve shirt with SJIS embroidery, necktie, navy long pants and grey socks. Grey blazer and/or navy jumper or vest.



【Year-Round】

Shoes : Black leather shoes to and from school (primary students change into sports shoes while at school).

Socks: Socks must cover the ankles; low-cut socks are not permitted. Girls should wear white socks in summer and navy socks in winter, while boys are required to wear grey socks year-round.

Hats: Navy hat with neck flap (one patch may be attached to help distinguish your child's hat from others)

PE uniform: T-shirt with SJIS embroidery, navy shorts or long pants. Not permitted to wear leggings (spats)
In colder months, students may wear SJIS PE long pants and jackets.

- Kindergarten and Year 1 only may wear PE uniform to and from school on the days PE is scheduled. The schedule and details will be informed by the class teacher on the entrance day.



【Cold weather】 : Students may only wear the school-designated cardigan, vest, sweater, light jacket, or heavy jacket. Thick long pants made of the same material are also permitted.



(Windbreaker samples)



(Soft Shell Jacket and PE long pants)

* In cold weather, students are permitted to wear scarves or gloves (navy) only to and from School.

Bags: Primary students may use the SJIS embroidered school bag or Japanese satchel. High School students may use the SJIS embroidered school bag or any other bag.



(Satchel in red as sample)



Rules for Uniform

- All school items must be clearly labelled with the student's name.
- All students are to wear black leather shoes to and from school (primary students change into sports shoes while at school).
- Only school jackets (with logo) are permissible.
- All socks must cover ankles and be simple with no patterns, marks, bows, frills, etc
- Leggings are not allowed underneath the uniform.
- Long hair must be tied up with a simple hair elastic (black, navy blue or brown). Half-up hairstyles are not permitted.
- Hair bands and scrunchies must be simple and black, navy blue or brown in colour. HS students are not permitted to wear hair bands and scrunchies.
- Boys' shirts must be tucked into their pants.
- Necktie and ribbons must be worn correctly at all times.
- Necklaces are prohibited.
- Plain earrings may be worn.
- Nail polish must not be worn
- Temporary tattoos must not be worn

- ❖ All items (except socks) are available at school uniform shop
- ❖ As uniforms are worn daily, please ensure that they are cleaned thoroughly, perhaps deep cleaning during the holidays in order for the students to be able to wear clean and fresh uniforms during the term.
- ❖ After club activities or other events where sports shoes are worn, students must take their black leather shoes home to wear to come to school on the next day.

