

## GUIDELINES ON SCHOOL DISCIPLINE

### Health Policy 5    Guideline 6

#### GUIDELINES

- Discipline of children will be applied in a spirit of Christian understanding and respect for all involved or affected.
- The school aims to assist the pupils attending the school to grow and mature. It aims to develop them into worthwhile citizens.
- School discipline in general will be achieved by positive reinforcement.
- The school rules are intended to be fair, few and positive and are designed to promote mutual respect amongst the children for the safety, harmony and well being of others.
- As part of the educational process, children are taught to accept the responsibility for and the consequences of unacceptable behaviour. The school encourages its pupils to develop the ability to resolve conflicts in an amicable, Christian manner.
- Administration of discipline will be consistent with the guidelines set by the Ministry of Education. Corporal punishment is not permitted at the school.

#### PROCEDURES

- I. The positive reinforcement of responsible and acceptable behaviour can take a number of forms. These include special mention at assembly, a special activity, a stamp from the Principal, a sticker, a certificate of merit etc.

Recognition of achievements in academic, cultural or sporting areas is also made in a similar manner.

Consequences for unacceptable behaviour should relate to the misdemeanour. Actions can include: reprimands, timeout and detentions. Such actions aim to be constructive in their application.

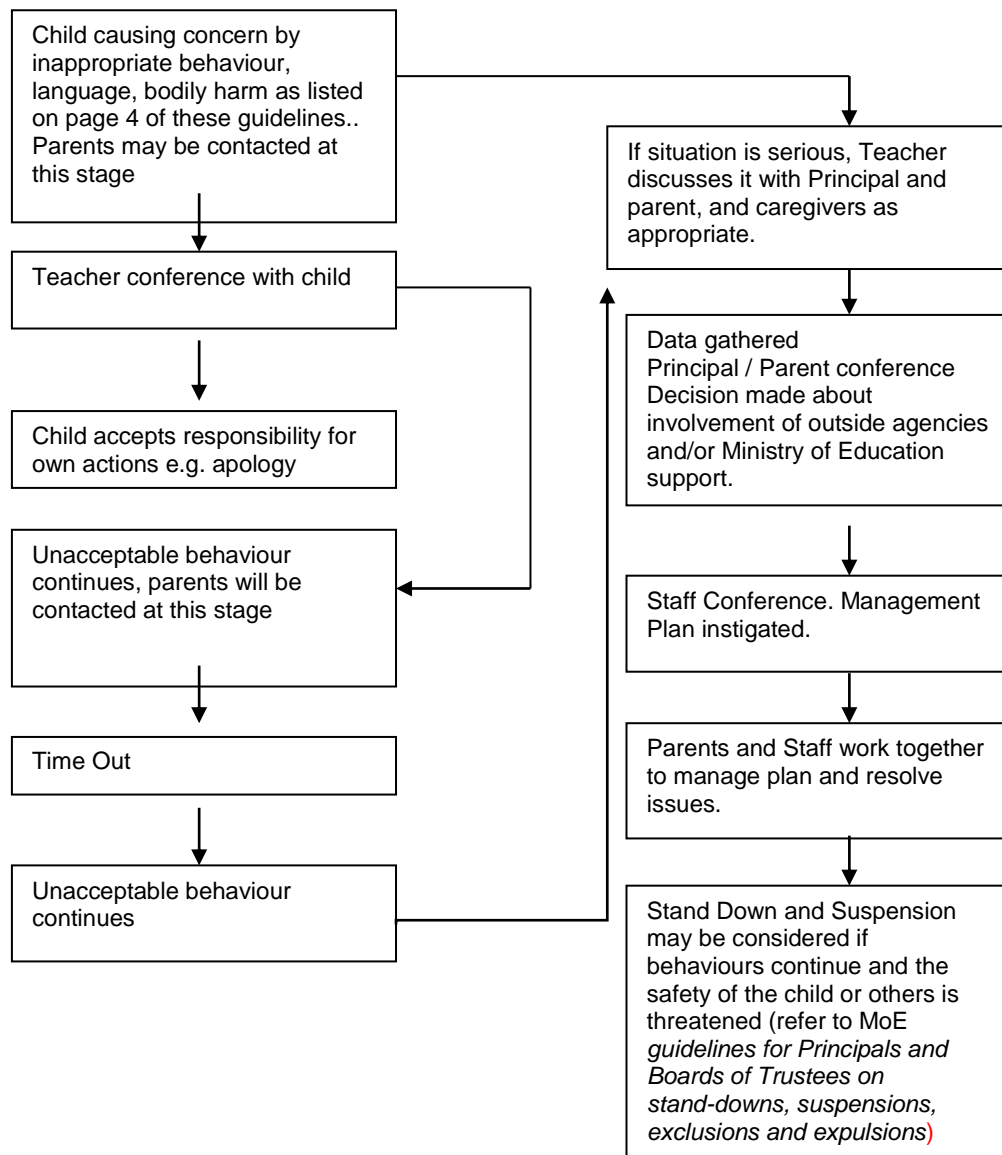
## OPERATIONAL MODEL

Children need to be aware that disregarding school rules results in a step by step consequence system followed by ALL staff. This is a staff-sharing scheme, which is operative across the whole school and is especially significant during playground duty times.

When the school staff perceives a serious problem developing with a child, the parents will be consulted. Similarly if a child is involved in a serious breach of behaviour, his/her parents will be advised.

At the commencement of each year classroom teachers will discuss with the children appropriate behaviour so that the children are fully aware of the implications for themselves and others.

## THE MODEL



The following are regarded specifically as unacceptable behaviour:

*Vandalism*  
*Smoking*  
*Drug and substance abuse.*  
*Bullying, physical or verbal intimidation and exclusion.*

## ANTI-BULLYING PROCEDURE

### What is bullying?

Bullying behaviour intentionally hurts the other person. It may be verbal, physical, social or psychological and is done repeatedly.

- Bullying is about using destructive power over another person.
- It can be planned and organized by individuals or groups.
- It is difficult for those being bullied to defend themselves appropriately.
- It is difficult for those who bully to learn new social behaviours

### There are three main types of bullying:

- Physical: eg: hitting, kicking, taking belongings.
- Verbal: eg: name calling, insulting and racist remarks.
- Indirect: eg: spreading nasty stories, excluding from groups.

### Guidelines:

- All staff should be role models in word and actions at all times.
- A 'telling' environment should be strongly encouraged.
- All members of the school community have responsibility to recognize bullying and to take action when they see it happening.
- The *Kia Kaha* programme will be run at all levels every second year. This will be supported by school-wide messages on the issue.
- All staff should treat any report of bullying seriously and follow the agreed procedures.

### Procedures:

- Duty teacher deals with playground incidents initially.
- Staff should first listen to victim to clarify exactly what happened. Clarify if it is actual bullying or not. Let the students know that they did the right thing by reporting the problem.
  - Possible questions to ask...
    - What happened?
    - What did you do?
- Let the child know that the bullying will be dealt with by the teachers and they did the right thing.

It is a one off incident or a misunderstanding ask pertinent questions such as:

- What can you do when you think people are calling you names?
- When they won't let you join in their games...
- When you think they are threatening you...
  
- Speak to the offender next (cool off time may be needed) and remind them about the need for appropriate behaviour. Ask them to suggest what needs to be done to improve the situation, etc. Decide on consequences according to severity of incident. Apology...time out...straight to Principal.
- All incidents of bullying must be documented and reported to senior staff. The class teacher must be informed so that the frequency of the behaviour can be ascertained.
- The emphasis must be on changing the behaviour of the bullying student(s) while providing support for the student who has been bullied.
- Further action may be taken, under the discipline and behaviour guidelines.

- Parents are to be contacted when a bullying issue is clearly established. The school will endeavour to work together with the families to manage and resolve bullying issues.
- The issue of bullying will be discussed at staff meetings as an agenda item.

**Refer serious behaviour to the Principal when there is:**

- Repeated disobedience.
- Vandalism.
- Going out of bounds.
- Insolence / bad language.
- Physical violence.
- Misbehaviour on a school bus.
- Theft
- Illicit drugs
- Misuse of electronic equipment
- Any other misbehaviour that need attention out of the classroom.

<p>Always keep written notes of discipline procedures for future reference in your class anecdotal notebook.</p>
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**Measures, which can be used for discipline purposes:**

- Ban on school trips or bus services for a limited time.
- Restitution of damaged property.
- Minder during duty times.
- Assignments for leisure time.
- Restrictions on activities: e.g. school camp / outings.
- A welfare project.
- Change of classroom.
- Supervision in Principal's office. Stand down, Suspension or Expulsion (refer to MoE *guidelines for Principals and Boards of Trustees on stand-downs, suspensions, exclusions and expulsions* .