



# DISCIPLINE POLICY

## 1. Background

### The Focus of Discipline at Sun Valley Group

The focus and tone of our discipline is positive and encouraging. This needs to be balanced with the reality that all children blossom in an environment where there is structure and routine. Boundaries must be set. When these boundaries are crossed, there must be a response. The response may include an opportunity for personal REFLECTION, a CONSEQUENCE and a chance to learn from mistakes.

## 2. Legislation

2.1 In terms of section 63(1)(cE) of the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997), read with section 9(3) of the South African Schools Act, 1996 (Act 84 of 1996), the Provincial Minister responsible for Education in the Western Cape makes the regulations set out in the Schedule.

2.2 The Constitution of Sun Valley Group of Schools.

## 3. The Role of the Educator

### 3.1 The Nurturer

- 3.1.1 The educator is responsible and accountable for the behaviour of the children in her/his register class.
- 3.1.2 The educator's role is to nurture the child's development towards responsible adulthood. Educators and parents share this responsibility.
- 3.1.3 The class teacher may make use of the following nurturing behaviours:
  - 3.1.3.1 Engage in an Ei (Emotional Intelligence) check-in in the morning.
  - 3.1.3.2 Identify GOOD WORK and send the student to the Director of Curriculum for encouragement.
  - 3.1.3.3 Issue CHAMPION AWARDS in Assembly. Celebrate successes. Use positive marking of class work. Make use of a reward system, class competition, group points, etc. Give the children special attention like Spotlight Days. Send GOOD WORK notes to the parents. Award each child with a certificate at Prize Giving. Meet with each parent at least twice a year at Parentline.

## 4. Managing Whole-School Discipline

### 4.1 Introduction

4.1.1 The discipline portfolio is managed by the Director of School Family Affairs. The vision remains paramount. We want to maintain a conducive culture of teaching and learning. This cannot happen in a climate of disorder. The Be Promises, Family Rules, Great Expectations and Core Values have been developed to support whole-school discipline.

4.1.2 From time-to-time the Director of School Family Affairs will be faced with a serious disciplinary situation. This can range from blatant defiance to severe dysfunctional behaviour patterns. There is always a reason for this behaviour. Many times the child is simply testing the boundaries. Other times it is a cry for help.

4.1.3 The Director of School Family Affairs relies on all the role-players to make an informed decision in order to deal decisively, but effectively, with the child. Defiant behaviour demands a decisive victory by the educator. A cry for help requires a listening ear and a programme of intervention. School Family Affairs makes use of a qualified Counsellor to provide the listening ear.

4.1.4. Systems for Whole-School Discipline:

4.1.4.1 The Robot System (warning system to alert the student that their behaviour is unacceptable)

4.1.4.2 Red and Yellow Cards

4.1.4.3 Hurtful and Helpful Hands

4.1.4.4 The PLAY and PAUSE button chart

4.1.4.5 The Pause and Rewind Chart

4.1.4.6 The Executive Access procedural structure referred to as the Executive Access Reflection Programme.

### 4.2 Executive Access Reflection Programme

4.2.1 EXECUTIVE ACCESS is the laying of *Neural Pathways* from the sensory receptors to the executive brain so that we learn to **RESPOND** instead of **REACTING**.

4.2.2 CLASSICAL DISCIPLINE uses punitive measures in order to bring about a change in behaviour. This has little effect changing behaviour in children.

4.2.3 REFLECTIVE discipline creates an opportunity for metacognition (thinking about thinking). Students are required to THINK in a safe environment about their actions and how they could have done it differently.

4.2.4 CLASSROOM RULES are referred to as the Great Expectations. The Great Expectations are displayed in each classroom. They are also printed in the Homework Diary along with the Family Rules, Be Promises and Core Values. These guidelines reflect behaviours that will create a *learning space* where all feel **SAFE** and have a **SENSE of**

## **BELONGING.**

### **4.2.5 CONSEQUENCES**

4.2.5.1 When students make a mistake, the **CONSEQUENCE** is an opportunity to **REFLECT** on their behaviour and carry out the **REFLECTION** as instructed by the teacher. This involves pondering and recording their thoughts. This will assist them to lay a neural pathway to the **THINKING** brain. **CONSEQUENCES** for breaking the Great Expectations are printed in the Homework Diary. Parents are requested to **GUIDE** the **REFLECTION** and use it as a teaching moment. The **REFLECTION** sheet is returned to school, signed by the parent and handed in to the **REFLECTION MONITOR**. Consequences may vary depending on nature of the action.

4.2.5.2 **ABC RATING:** Students are given a 1-4 rating each Friday for their **ATTITUDE**, **BEHAVIOUR** and **CONDUCT**. Students who receive a 2 are not permitted to leave the school grounds without parental supervision. They may not make use of school transport, participate in sport matches or attend outdoor education unless they are accompanied by a parent. The Director of School Family Affairs and the Principal are the only people empowered to award a student an ABC rating of 1. When this is applied, the student may only attend class. He/she may not participate in any extra-mural programme, attend outdoor education or off campus excursion activities or use school transport. This student is regarded as a risk to himself, his/her peers and others.

4.2.6 **CARE CIRCLES:** Issues facing the class are processed during a **CARE Circle** each week. **CARE** stands for Conflict And Resolution Education. A problem is posed and each student, using a talking stick, has the opportunity to give an opinion using "I messages".

4.2.7 **MOVEMENT AND EXERCISE:** Class Teachers make regular use of movement to ensure attention, retention and behaviour modification. Music, Movement, Mind Moves, Dance and the Walking Circuit are used to ensure a good flow of oxygenated blood to the pre-frontal cortex.

4.2.8 **HOOFIES:** This is made up of multi-age families. One student from Grade 7 to Grade 1 forms a **HOOFIE** family of 7. **HOOF** stands for **HEAD OF OUR FAMILY**. The group stay together until the Grade 1 eventually becomes the **HOOF** in Grade 7. This ensures that each child has a close friend in every grade should they need assistance on the playground.

4.2.9 **EXECUTIVE ACCESS INTERVENTION:** This refers to an intervention when the class teacher feels that the student requires intervention from a senior member of staff.

4.2.9.1 **RED and YELLOW CARDS:** Yellow Cards are issued as final warnings in class.

Once a student has been issued with a YELLOW CARD and transgresses again in the same day, he/she is issued with a RED CARD. The **RED CARD** results in the student being sent to the Director: Family Affairs. The Director or Counsellor will **REFLECT** with the student. The Consequence may result in a **TEAR** (Teacher facilitated Executive Access Reflection) and a resultant behaviour modification programme. Informal SUSPENSION may be negotiated with the parents for a short period of time to allow a cool-off period and settle the classroom learning space. Internal Suspension may take place within the school building where the student remains at school but not in the classroom.

#### **4.2.10 CONSEQUENCE Levels**

##### **4.2.10.1 Level 1: Infringements: Didactic Executive Access (Designed to Teach) DEAR**

If one of the Classroom Great Expectations are compromised at a level where REFLECTION is needed then a DEAR is issued by the class teacher. REFLECTION is the ability to think through the error and lay a pathway so that the student learns from the mistake. A REFLECTION sheet is taken home where parents are expected to assist their child to REFLECT on how he/she could have RESPONDED in an appropriate way without seeking to blame others. The emphasis is on personal awareness and development.

##### **4.2.10.2 Level 2: Infringements: Teacher Executive Access (teacher facilitated) TEAR**

The Level 1 REFLECTION was not completed accurately or, the behaviour warrants a TEACHER directed reflection and counselling under the supervision of the designated facilitator. The Deputy Principal issues a TEAR when a student is referred. The TEAR takes place after school with a TEACHER.

##### **4.2.10.3 Level 3: Infringements: Heads Executive Access Learning + Liaison (HEAL<sup>2</sup>)**

This is awarded when:

4.2.10.3.1 The student repeatedly challenges the classroom Great Expectations.

4.2.10.3.2 The student displays dangerous and/or anti-social behaviour.

4.2.10.3.3 The behaviour warrants the Deputy Principal to facilitate a round table discussion with all the role players. An investigation is conducted with the student, parents and educators in order to chart a course for healing.

##### **4.2.10.4 Level 4: HEAR-ING**

A Disciplinary Hearing is necessary when serious misconduct has taken place or when repeated challenges to the Great Expectations, Be Promises, Core Values or Family Rules occur. A Disciplinary Hearing is conducted according to the regulations set out in the Act.

## 5. GENERAL COMMENTS

5.1 The levels mentioned above are not necessarily consecutive. The CONSEQUENCE must fit the misdemeanour. The Director of School Family Affairs makes the decision to implement a particular disciplinary programme once he/she has heard from the role-players.

### 5.2 Parent Partnership with Educator, when REFLECTING

5.2.1 When parents refuse to sign a **REFLECTION Form** because they feel it is an inappropriate method of discipline or that the intervention does not fit the crime, an appointment must be made with the Deputy Principal to deal with the issue. These appointments must take place during the academic day (08:00 - 16:00). The Director of School Family Affairs is the only person who may excuse a child from attending a TEAR (Teacher managed Executive Access Reflection). Parents must negotiate with the Director and not the Class Teacher. Parents are encouraged to support, rather than challenge the school's intervention programme. Children often master the skill of parent manipulation. As soon as they can create conflict between their parents and the school, they feel that the focus is no longer on them. Although there may be times when a child may feel that he/she has been wrongly identified for a REFLECTION, it is sometimes worth teaching children to work through the REFLECTION, explain the situation and find some way to grow personally from the experience. This develops character in a world that is not always FAIR, but always full of learning opportunities. Executive Access Reflections are very positive behavioural management tools.

5.2.2 A **DEAR** (Didactic Executive Access Reflection) is issued to the learner by a teacher and the child has to REFLECT on the "What , When, Who and How" things could be different next time". The **Consequence Form** is signed by the Parents and returned the following school day. In more severe cases, a TEAR (Teacher Executive Access Reflection) is issued by the Director of School Family Affairs. If a HEAL<sup>2</sup> (Heads Executive Access for Liaison and Learning) is issued it will normally be followed by a telephonic interview and a meeting with the parents/guardians of the child with all the role players to seek solutions and set interventions. Should no resolution be reached after the HEAL<sup>2</sup> with a child, a HEAR-ing will be scheduled with the parents. During the period before the HEAR-ing the student may be suspended if the safety of other students' learning will be compromised or should a cooling off period be necessary. The Director of School Family Affairs consults with the parents telephonically and written notification is issued. Parents are welcome to discuss the charges with the Deputy Principal prior to the Hearing. Notice of the Hearing is sent to the parents via the pupil. Listed on the Hearing notice are the charges to be put to the parents. This affords the parents an opportunity to prepare themselves for the Hearing. In order to deal with the matter briskly, and reduce additional stress for the child, the Hearing is scheduled with at least 5 working days' notice, unless the parents agree to an earlier Hearing.

## **6. BE PROMISES, FAMILY RULES AND VALUES**

### **6.1 BE PROMISES**

*This is a set of Promises the children make in order to try to improve interpersonal attitudinal relationships.*

I promise to try to.....

Be Polite ... and avoid using bad language and respect the feelings of our friends and teachers.

Be Friendly ... and welcome new children to our school. Greet visitors, parents and teachers. Give visitors clear directions to Reception.

Be Conscientious ... and write down all homework on the Board. Complete all tasks set. Give of my very best at all times. Be punctual.

Be Self-controlled ... and control my tongue and temper. Walk quietly on the left hand side of the corridor.

Be an Advert ... and uphold the Be Promises. Set a good example for others to follow. Save chewing gum for home.

Be Wise ... and leave sticks, knives and dangerous objects at home. Hand in valuable items to my teacher. Mark my clothes. Leave my toys at home. Lock my bicycle. Hand in my cell phone at the beginning of the day.

Be Proud ... of my clothes, my hair and myself. Keep clean and tidy. Ensure that my hair is clean, lice free and correctly presented. Be Proud of my uniform and my school. Behave well while traveling to and from school.

Be Peace loving ... and avoid violence and violent people. Rather talk about my difficulties. Work at solving problems without force.

### **6.2 FAMILY RULES:**

A set of specific rules to assist day-to-day management of the School Family

**PASSAGES:** Walk quietly on the left hand side of the corridor. Never go upstairs during break unless it is raining.

**FOYER:** This area is for guests. Never use the adult toilets in the foyer. Only walk through the foyer if you are with a teacher. Report to the Reception window if you need assistance.

**TOILETS:** No eating in the toilets. Leave the toilet flushed and free of paper. Do not throw wet toilet paper around the toilet. Boys aim straight in order to keep the toilets smelling pleasant.

PLAYGROUNDS ... Play ball games with a soft ball. Ball games must be played away from the building. Never hurt flesh or feelings while playing.

STAFF CAR PARK ... This is not a play area. No running in the car park. Only staff cars and deliveries are permitted to enter this area. Remind your parents not to park on the RED LINES.

PUPIL LEADERS ... The Grade 7's are pupil leaders and some are prefects. Respect and listen to their directions. They are not policemen. They are teacher assistants. Remember – you will be a Pupil leader one day.

VARIFORM ... Your Variform must be neat, clean. Takkies should be clean. The Variform Formal Wear (White Shirt, Blue Board-shorts and Barefoot) must be worn to all school functions unless you have been instructed **not** to, by a teacher.

PUNCTUALITY ... Children are expected to be at school by 7.40 in the morning. Always be punctual. School starts at 7:45 sharp. Late arrivals – for whatever reason, receive a late report.

WHEELS ... No skateboards, scooters or roller blades may be ridden on the school grounds. Bicycles must be pushed on the school grounds. HomeBase children will be given WHEEL LICENCES during holiday periods.

### 6.3 VALUES

Virtues:	Respect, Discipline, Punctuality, Empathy, Integrity, Sportsmanship, Adaptability, Tolerance, Being an Example
Attitudes:	Conflict Management, Choices (apply the Fish Philosophy - Choose your Attitude), Remain Positive, Enthusiasm, Proactive, Goal Orientated – Future Career Orientated
Learning:	Continuous Assessment, Professional Development of Teachers and Staff, Application of Modern Teaching Styles, Co-operative Learning and Group Dynamics, Leadership, Global Village – Prepare Students for Active Participation in the Global Village
Unique:	CARE Programme (Conflict and Resolution Education), Inclusion Programme (all children can learn), Support – creative support methods for learners with challenges and barriers, Celebration of individual successes and outstanding performances, Self-worth, Good Work – regular visits to Leadership, Spotlight Day, Merits, Develop spirituality of children, Endure Balance
Excellence:	Art, Culture, Information Technology, Core Curricula, Reading, High Expectations, Sport
Synergy:	Community Involvement, Sport, Inter-personal Relationships, Creativity, Co-operative interaction, Teamwork and commitment, Parent involvement in all aspects of the school life