

# SCHOOL OF KNOWLEDGE

## DISCIPLINE POLICY

### BEHAVIOUR POLICY

1. Good behavior is the key to good education.

The behavior of the student should be analyzed in different situations in the school community. The school's behavior policy sets the disciplinary action that will be taken against students who are found to have done a misdemeanor in school. The golden rules to be followed are displayed in the class rooms, corridors, library and lab.

Some of the rules are

- . Be polite and respect each other.
- . Speak kindly to everyone.
- . Look after all school property.
- . Move around the school safely and quietly.
- . Always do your best.
- . Listen to each other.
- . Treat others the way you would like to be treated

2. The aims of the policy are:

- . To emphasize good behavior through good adult role models.
- . To have high expectations of good behavior.
- . To support schools vision and mission.
- . To emphasise positive aspects of behavior through reward system.
- . To have clear sanctions for inappropriate behaviour.
- . To consistently apply rewards and sanctions.
- . To promote self-discipline and self-control.
- . To create a school community in which all people are equally valued and respected.

3. Rewards

Students who continually behave well are rewarded for their good work by giving incentives, certificates, badges, smiles, appreciation cards, stickers and displaying good work in corridors and classes.

4. Sanctions

Misbehaviour and disruption are always challenged and dealt promptly. Low level behaviour such as chewing gum, dropping litter, bullying, telling lies, arguing, incomplete work, coming late, leaving the classroom without permission and copying during exams are strictly monitored.

5. In SOK we follow the Traffic Lights Behaviour Management system that is explained below.....

## **THE TRAFFIC LIGHTS BEHAVIOUR MANAGEMENT SYSTEM**

This is a whole school approach to general classroom behaviour management.

### **STEP ONE-GENTLE REMINDER**

**Children start each day with their name on the Green light. If a child is engaged in low level disruption for example:**

*Interrupting teacher and others ; attention seeking; being silly; spoiling others' games; avoiding work; wasting time; eating in class; being noisy .....*

The teacher will respond in a low key, minimal way for example by:

- Praising other children'
- Using eye contact-a stern stare
- Use the child's name and then pausing
- Being close and whispering a gentle reminder
- A gentle touch on the shoulder or pat on the back
- Reminder of the Golden Rules
- A quiet word
- Directing to their seat
- Quietly saying, "What should you be doing?" or "Are you O.K? Is there a problem?"
- Not allowing to sit with a friend

### **STEP TWO-WARNING WITH A CHOICE**

**If the child does not respond to the adult's first actions for example:**

*Continued low level disruption; not completing a reasonable amount of work in a set time due to behaviour; deliberate disruption for example by trying to distract other children from their work; kicking a child under the table; lying.....*

A warning with a choice will be given. The adult gives the child the opportunity of choosing to behave appropriately or accept the **CONSEQUENCE** of having their name moved on the Traffic Light Chart to the Yellow light should they continue to misbehave.

The aim is NOT to move a child too quickly to the **YELLOW** light. Try and "Catch the child being good" so that praise can be given.

### **STEP THREE- THE YELLOW LIGHT**

**If the child does not respond to the adult's GENTLE REMINDER AND WARNING WITH A CHOICE and persists with the kind of behaviour indicated above their name will be moved to the Yellow light and there is a CONSEQUENCE:**

An appropriate action will be carried out by the teacher. For example:

- Moving the child's seat in the class

- A time limit is set for their behaviour to improve
- A strong reminder of the expected behaviour as stated in the Class or Golden Rules
- The child is encouraged to return to GREEN by the end of the lesson
- If in assembly or in the hall, the child is moved to the end of a row
- Time spent in class at playtime to repay the behaviour-example-practising sitting still; competing work
- Sit in the "Time-out" chair if the class has one
- Send to another class for 10 minutes, upon previous agreement with the other class teacher to complete work
- Record the child's name and any relevant details in the child's diary ( A gentle request to the parents to speak to their child about their behaviour)
- Child made to apologise
- An informal conversation takes place with the parent

The intention is to make the child realise the effect of their behaviour and subsequently modify it by the end of the lesson so that the teacher can praise them and move them back to **GREEN**. If this does not happen the next teacher, or in the next lesson the intention remains to ensure they move back to **GREEN**.

**EVERY SANCTION IS BACKED UP AT ALL TIMES BY A CLEAR AND CONCISE EXPLANATION OF WHY CERTAIN BEHAVIOUR IS INAPPROPRIATE**

#### **STEP FOUR-SERIOUS INAPPROPRIATE BEHAVIOUR**

Certain types of behaviour mean that a child will be moved to the **RED** light. For example:

*Violence; Damage to property; Refusal; Defiance; Persistent rudeness; Bullying*

**ACTION/CONSEQUENCE:** This is usually managed by a member of the Senior Leadership Team who must be informed.

- Miss playtime
- Formal letter home ( using the agreed template)
- Possible playtime and lunchtime exclusion
- Possible involvement of the School Counsellor
- Letter of apology
- Meeting with parents

Any child who is on **RED** can only move back to **YELLOW** as a result of consistently good behaviour.

Any child who is on **RED** will have their name recorded and their behaviour will be monitored by a Senior Leader who may decide to refer the child to the School Counsellor for further support to be investigated.