

# DISCIPLINE POLICY FOR TEACHERS AND ASSISTANTS

HPP School, February 2016

The discipline policy is based on a '**DO NO HARM**' policy. Our primary aim when dealing with discipline is to help children develop the skills needed to fit into and function well in the school environment. Children need to develop discipline, self control, responsibility and a positive self-image. This we create through a process of consequences, choices, consistency and positive reinforcement.

Socially acceptable behavior is a life skill and one that all children need to develop and refine as they are exposed to different social environments, social structures and norms. This helps them become well-adjusted adults.

It is with this intention that we have a '**DO NOT HARM**' policy and have rules that are reinforced at school on a daily basis. If a child presents any harmful behavior to other children or teachers, the school will act accordingly. The rules are as follows:

- No hitting or smacking
- No shouting
- No ridiculing or mocking
- No rough or wild play
- Sharing is caring
- No throwing toys or other objects
- Be respectful of each other's space and privacy
- Respect others
- Follow the routine and consequences of harmful behavior.

Our policy is to encourage each learner to respect their peers in a way that does not infringe on another child's rights or privacy. We believe the consequences will always match the action. Children learn from the consequences of the choices they make.

## Plan of Action

The following is an outline of the Plan of Action in the case of either socially acceptable or unacceptable behavior.

- Socially acceptable behavior: Praise and continued inclusion in the group.
- Socially unacceptable behavior: Time out and exclusion from the group.

## Consequences

**Time out:** The child is asked to spend 'time out' away from the rest of the group in a specific area. Use time out (preferably still in the classroom) after two warnings. Use a timer or your clock. The learner may watch his own time and then return to the group.

**Exclusion:** The child will be excluded from the group and class activities.

**Praise:** The child will be acknowledged for their efforts and good work.

**Continued Inclusion:** The child is continuously included in the activities of the class.

## Examples with infringements

Infringements and steps taken to help develop discipline are as follows:

### A: Minor Infringement:

*Example: Not follow through with an instruction.*

Step 1: Reprimand and reminder of appropriate behavior and consequences

Step 2: Reminder: choice vs consequence (timeout vs socially acceptable behavior)

Step 3: Time out: 5 minutes in extreme cases

Step 4: when timeout is complete, the child is to apologies and continue with his/her work.

### B: Zero Tolerance (serious infringement):

*Deliberately harming people, property or animals; any form of violence, aggression or bullying.*

Step 1: Timeout for 10-15 minutes

Step 2: Child to apologise afterwards and continue with his/her work.

Step 3: Keep a record and inform parents.

### C: Repeat infringements of a serious nature:

Step 1: The matter is taken to the principal and teacher support group is involved.

Step 2: Parents notified and called in for meeting.

Step 3: Parents are asked to fetch child from school or suspension for the following day, thus reinforcing socially acceptable behavior.

### D: Continued serious infringements:

Step 1: Principal involvement and possible suspension from school for remainder of week.

Step 2: Parents, teachers, principal meeting and possible permanent exclusion from school.