



### School Wide Discipline Plan

<b>Written by:</b>	Admin, EAS	<b>Reviewed:</b>	March, 2019
<b>Approved by:</b>	Principal, EAS	<b>Next Review:</b>	September, 2019

#### ✦ PURPOSE:

1. Enforce safety
2. Provide consistent, equitable standards
3. Teach students to exercise self-control and to be able to sustain their ability to do so
4. Enforce consequences
5. Sustain the right to a quality school environment for all students
6. Reinforce responsibility for actions
7. Maintain focus on learning and teaching
8. Build knowledge of appropriate and inappropriate behaviour
9. Model and encourage good choices
10. Inspire respect
11. Require an atmosphere conducive to learning—in all school areas
12. Model the virtues of ( Patriotism ,Self-Respect , Self-Discipline, Devotion to truth, Courtesy, Kindness, Loyalty, Faithfulness, Punctuality, Clean living ,Clean speech, Fair play, Courage, Helping others, Respect for authority, Perseverance, Humbleness, Respect for others and their property, Respect for all creatures, Respect for religious beliefs).
13. Model positive attitudes towards people, towards the environment, and towards learning by developing (Appreciation, Commitment, Confidence, Good Judgment Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Responsibility, Integrity, Respect, Ability to profit from Defeat and Success and Tolerance).



### ✦ CODE OF CONDUCT:

1. I am respectful
2. I am responsible
3. I am safe
4. I am prepared I am learning .Therefore:
  - i. I will respect myself, others, and the environment
  - ii. I will cooperate with my school family
  - iii. I will work conscientiously so that my teachers can teach and others can learn
  - iv. I will make choices that do not endanger myself or others

### ✦ COMMUNICATION:

When parents, teachers, and students work together toward a common goal, it will help students have a positive experience at School. Although discipline is not a formal subject, it is one of the most important lessons learned. Discipline underlies the whole educational process and is the key to good citizenship and proper consideration for other people. Our students deserve the most positive educational climate for their academic growth. Therefore, this school -wide discipline plan will be in effect at all times. Our Code of Conduct contains the expectations we know are important for maintaining a trusting, safe, and positive environment where all students will learn. All students will know these expectations. Positive techniques will be used in the class and throughout the school to encourage appropriate behaviour (e.g., Positive Referral to the Supervisor/Principal/Vice Principal/Assistant Principal). Each teacher has a classroom management system plan to address discipline in the classroom. Please ensure that you and your child understand these rules and procedures. If the teacher calls you about a discipline concern for your child, please be supportive and responsive to work with the school, so your child's behaviour results in positive consequences.

### ✦ Purpose of a School-Wide Discipline Plan

1. Maintain a safe environment
2. Promote an orderly environment
3. Maintain a productive environment
4. Teach students to exercise self-control
5. Provide consistent and equitable standards
6. Teach replacement behaviours

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Our Vision: To inculcate and develop 21st century skills in students and enable them to become productive and responsible citizens.

7. Enforce consequences (including logical and natural consequences)
8. Teach and model the right virtues
9. Sustain the right to a quality school environment for all students

#### ✦ **Beliefs Related to Discipline :**

Teaching and learning of the intended curriculum for all students is the highest priority. Therefore, the misbehaviour of one student;

1. Will not be allowed to interfere with the learning opportunities of another student.
2. Will not be allowed to interfere with teachers' responsibility to teach all students.
3. Will not excuse the misbehaving student from successfully completing the learning objectives.
4. Discipline is part of the daily routine, not a disruption of the daily routine. In the handling of unacceptable behaviours, the focus must be on the judgment of the behaviour, not the student.
5. Staff must not respond to misbehaviour by taking it personally.
6. Staff has an obligation to show respect for students and parents at all times, regardless of how they themselves are being treated.
7. Changing behaviour takes time. Self-discipline is the expected outcome.
8. Every discipline situation is an opportunity to teach expected behaviour.
9. Teaching and modelling of acceptable behaviours, along with providing appropriate consequences (punishment) for unacceptable behaviours, will change unacceptable behaviours to acceptable behaviours.
10. Expected behaviours must be communicated, taught, and modelled on a daily basis throughout the school year.
11. Parents have a responsibility to ensure that their children's behaviours do not take away from a safe, orderly, and academically productive learning environment for others.
12. All behaviour is purposeful. Seek first to understand the function of the behaviour.



### ✦ **DISCIPLINE PROCEDURES:**

Prior to an Office Discipline Referral:

1. Parents and students must know teacher expectations and procedures.
2. Parents and students must know the classroom teachers' and specialist teachers' (art, physical education, and home economics teacher) discipline plans and procedures.
3. Teacher/teacher assistant/staff member must document unacceptable behaviours and consequences imposed, trying several strategies/interventions to stop the inappropriate behaviour.

### ✦ **Inappropriate behaviour – Level 3 and Level 2:**

1. The teacher may contact the parent and inform the parent of the incident and consequence given. Documentation of incident and consequence is encouraged for accurate records and information.
2. If behaviour continues, a teacher/parent conference will be necessary (phone or in person).
3. If behaviour continue after teacher/parent conference, a referral to the Principal will be made.

### ✦ **Inappropriate behaviour – Level 1 and Unacceptable level:**

1. Results in direct referral to Principal.
2. The Principal will contact the student's parent.
3. An appropriate consequence will be given.
4. Certain offenses require an immediate office referral (e.g., sexual harassment, possession of a weapon, making threats, inflicting bodily harm on others and other serious policy violations) and may involve the intervention of the Police. These incidents may immediately result in an Out-of-School Suspension or other consequence at the discretion of the Principal and School management and in accordance to the regulations issued by MOE. A student can be sent straight home in an emergency situation.

### ✦ **Examples of Level 3 Offenses Handled at the teacher level with documentation suggested.**

1. Not following directions
2. Running in hallways
3. Interrupting, laughing or talking during class
4. Consistent tardiness
5. Excessive talking and Name calling
6. Derogatory notes/ pictures

7. Misuse of materials
8. Teasing/Bullying other students
9. Degrading or mocking
10. Use of bad language
11. Wandering (in or out of class)

✦ **Examples of Level 2 Offenses Handled at the teacher level with Discipline Referral on file and signed by parent.**

1. Back answering/arguing with teachers
2. Open Defiance
3. Inappropriate gestures or language
4. Excessive Taunting
5. Refusing to study
6. Cheating, lying or putting others in trouble

✦ **Examples of Level 1 Offenses Directed at supervisors' level.**

1. Physical fighting
2. Inappropriate gestures or language
3. Bullying the teacher
4. Falsely blaming the teacher
5. Threatening
6. Obscene gestures
7. Stealing
8. Biting/Spitting
9. Damaging school property

✦ **Examples of unacceptable level offenses directed to Principal's office.**

1. Use of drugs or weapons
2. Carrying dangerous instrument
3. Leaving school without permission
4. Assault with intent to fight with another student or inflicting harm to any person in school
5. The use of foul language to any member of the school staff

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6. Using mobile phone
7. Taking photos or videos without permission.
8. Bribing
9. Smoking

#### ✦ **COMMON AREA BEHAVIOR EXPECTATIONS:**

The following highlights positive attitudes and behaviour in various common areas throughout the school. While every example is not listed, good judgment is a guiding principle.

#### 1. **School Wide:**

- **RESPECT & EMPATHY:**
  - I- Being kind
  - II- Caring
  - III- Listening to others
  - IV- Standing up for others
  - V- Using kind words and manners
  - VI- Helping others when they are sad or hurt
- **TOLERANCE:**
  - i. Accepting people and their differences
  - ii. Being supportive of the accomplishments of others
- **COOPERATION & COMMITMENT:**
  - i. Sharing
  - ii. Modelling the character traits
  - iii. Playing together
  - iv. Reporting problem situations
- **INTEGRITY:**
  - i. Playing fairly
  - ii. Apologizing for mistakes
  - iii. Being responsible for own actions



- APPRECIATION:
  - i. Being encouraging
- CONFIDENCE:
  - i. Being a good role model

2. **Canteen:**

- COOPERATION & APPRECIATION:
  - i. Standing in line quietly
  - ii. Keeping the cafeteria clean
  - iii. Patiently waiting for your turn
  - iv. Allow others to enjoy a conversation
  - v. Getting all your things before sitting down
  - vi. Staying in your seat until you finish eating
  - vii. Talking quietly
  - viii. Using good table manners
  - ix. Following adult directions
  - x. Leaving your table space clean
  - xi. Lining up correctly when entering to classes

3. **Libraries / Science labs/ Computer labs/ Art rooms/Play ground:**

- COOPERATION & RESPECT:
  - i. Speaking in a low voice
  - ii. Following directions from adults
  - iii. Returning books on time
  - iv. Handling books/materials/equipment's /machines with care
  - v. Playing in a safe manner
  - vi. Playing fairly
  - vii. Taking turns
  - viii. Working out problems with classmates
  - ix. Being a good sport
  - x. Making sure everyone is having a good time

#### 4. Restrooms:

- COMMITMENT & COOPERATION :
  - i. Getting permission to use the restroom(toilets)
  - ii. Checking stalls before entering
  - iii. Flushing the toilet
  - iv. Washing hands
  - v. Returning directly to class
  - vi. Throwing trash away

#### 5. Hallway & Corridors :

- COOPERATION & RESPECT :
  - i. Walking in a straight line facing forward
  - ii. Not interrupting other classrooms
  - iii. Keeping hands to your sides
  - iv. Staying on the right side of the corridor
  - v. Keep quiet while walking in the corridor's
  - vi. Following teacher directions

#### 6. School Bus :

- COOPERATION & RESPECT :
  - i. Speaking in a LOW voice
  - ii. Following directions from adults
  - iii. Staying in the seat until you reach destination
  - iv. Taking care of upholstery and seats