



BEHAVIOUR EXPECTATIONS AND DISCIPLINE PROCEDURE - ISCT PRIMARY SCHOOL

The goals of the Primary School's Behaviour & Discipline Policy are to create a safe and orderly environment that is conducive to learning for all students, and to develop in our students an awareness of how their personal actions affect others and the overall school community.

EXPECTATIONS ON STUDENTS: In general terms, Students should avoid any behaviour which could bring the school's reputation into disrepute and observe the following:

- Comply with instructions and the general rules of the school;
- Behave responsibly and not endanger the safety and welfare of others
- Respect and care for the property of the School and others
- Maintain sound relations with others at School, be courteous and respect the dignity and self-worth of others and their property
- Be punctual and observe the timekeeping practices of the School
- Demonstrate a positive attitude towards the opportunity to learn, and be diligent in their efforts to learn
- Behave honestly and conduct themselves with integrity
- Accept legitimate punishment and disciplinary action taken against them as being both consequential and corrective.
- The School has a number of specific rules, which define the kinds of behaviour expected of its students; students are advised of these rules and expected to conduct themselves within the rules provided.
- It is impossible for this procedure to list every possible rule infringement and this guideline and the attached Code, therefore, we have set out the broad principles of fair discipline at the School. The Staff and Prefects are entitled to apply action that they believe is appropriate in the circumstances, within the guidelines provided by this procedure.

If a student engages in any behaviour that brings the school into disrepute, the school reserves the right to address this within this framework.

Any instances of bullying or peer on peer sexual harassment or abuse will be dealt with separately according to the Bullying and Peer on Peer Abuse Policy and Safeguarding and Child Protection Policy.

We rely on parents to partner with us in raising awareness of behaviour concerns with the class teachers. If a parent feels like something has not been dealt with sufficiently, they are encouraged to follow the steps outlined in our [Policy on the Handling of Concerns and Complaints](#).

PART 1- STUDENT RIGHTS

At ISCT we believe that all students have the right to:

- Study and learn in a safe and secure environment that is free of harassment, prejudice and intolerance
- Express their point of view respectfully regarding matters which affect them
- Participate in the use and exercise of democratic methods and freedom of speech
- Fully participate in the academic, social and activity programs
- Fair, impartial and consistent application of rules and expectations



PART 2- BEHAVIOUR EXPECTATIONS

School values form the foundation of our expectations and how we respond to individual actions.

Student actions, reflections and personal development as related to behavior are guided by the school values. In Struben House, the values are summed up in our life orientation programme: *ISCT is T.E.R.R.I.F.I.C*: trustworthy, effort, respect, responsible, independent, fair, integrity, caring (Thumbs Up [Document link](#)).

NORMS FOR COMMONS SPACES

CLASSROOM RULES

- Teachers and students work together to build classroom community rules and expectations that are in line with the school's behavior agreements.
- Each teacher has the professional discretion to establish and enforce his or her own Classroom Rules that are in line with the school's behavior agreements within the classroom.
- Each teacher's Classroom Rules are consistent with the School Agreements and Student Code of Conduct.
- Each teacher's Classroom Rules are posted in each classroom.
- Each teacher is responsible for communicating his or her Classroom Rules and consequences with parents.

ADULTS EXPECTATIONS

ISCT staff and administration are responsible for enforcing a firm, fair, and consistent discipline policy.

Students are encouraged to develop positive qualities and strategies of self-discipline. The entire school is engaged in teaching and practicing the school values and appropriate behaviors that promote a safe and caring school environment.

PART 3- DISCIPLINE GUIDELINES

Discipline at ISCT Primary School is based upon the following assumptions:

- Students have the capacity to behave responsibly and make appropriate choices; however, our expectations adapt as they grow due to the developmental stages of children.
- There is a continuum of inappropriate behaviours that range from rude, to mean, to bullying. Any disciplinary measure taken by the school should be a reasonable response in line with the severity of the initial behaviour.
- A school environment, in which appropriate behaviour is consistently expected and recognised, creates a sense of security for students that will increase their attention to learning and to self-responsibility.
- Disciplinary consequences should be productive, reasonable and related to inappropriate behaviours.
- Students benefit most from the educational process best when teachers, administrators, counsellors and parents work cooperatively to ensure that they recognise mistakes and develop strategies to avoid them in future.

The aims of discipline procedures at ISCT are:

- To help students recognise that freedom and responsibility go hand in hand
- To help students learn from their mistakes
- To help students develop effective communication skills, problem solving skills and other important social skills
- To ensure all students feel safe and comfortable in the school environment



What bullying is and what it is not at ISCT:

In all situations there should be an equal balance of power (emotionally, socially, and physically.)

****For a full definition of bullying please refer to our Bullying and Peer on Peer Abuse Policy.***

Healthy relationships	Normal range of conflict in a social setting (not bullying)	Bullying
<ul style="list-style-type: none">Children are having fun together on the playground.Children invite each other on play dates.When playing the children are able to listen to each other and take turns directing play.Everyone is participating equally	<p>This behaviour may include mean moments, conflict and teasing but does not constitute bullying.</p> <ul style="list-style-type: none">Engaging in rough play with our friendsFinding new children to play with and former friends feel left outFriendship break up (mutual and sad)Teasing one another (once again balance of power is important here)Addressing or refuting an untrue rumourOnce off exclusion from a game/groupA disagreement or argument in which both sides express their views	<p>This behaviour is repeated, unwanted and involves a power imbalance.</p> <p>(Power can mean that the person bullying is older, bigger, stronger or more popular)</p> <ul style="list-style-type: none">Hurt on purpose physically, this may include a physical reaction out of frustration or anger. (Each situation needs to be unpacked)Name callingContinuous exclusion from a game or group



PART 4- DISCIPLINE PROCEDURES:

Type of Incident	Examples of Inappropriate Behaviours	Discipline Measures
MINOR INCIDENTS	<ul style="list-style-type: none">• Mild swearing or disrespectful comments• Rough play or play fighting• Playing in out-of-bound areas• Throwing food• Running in the school building• Chewing gum• Bringing banned games/toys to school (cards, electronic games)• Minor disruptions in class such as repeated calling out, being constantly out of seat, disturbing other students• Physical reactions out of frustration or anger, such as a single slap/bite/kick/pinch/push• Using iPad when not instructed to by teacher	<p>Step 1- The Teacher makes a verbal agreement with the student that may include:</p> <ul style="list-style-type: none">• A verbal warning• Time out• Loss of privileges• In instances where a discriminatory comment has been made, the child will first get a warning and parents will be informed. <p>Staff members on duty during break times informs class teachers of any incident with a child that required the above discipline measures</p> <p>Step 2- After the incident occurs repetitively* the parents are notified (email phone call or meeting) by the teacher** and teachers document the communication in one of the following ways:</p> <ul style="list-style-type: none">• Student writes a reflection signed by the student and teacher• Teacher sends a note home• Teacher calls home• Student placed on a behaviour contract <p><i>*Professional judgement of the teacher</i> <i>** Teacher refers to any teacher in the school, not necessarily the class teacher.</i></p> <p>Step 3- If the behaviour occurs again soon after it is addressed, it is treated as a significant incident</p>
SIGNIFICANT INCIDENTS	<ul style="list-style-type: none">• Repeated swearing or use of inappropriate gestures with intent to insult• Disrespectful behaviour towards others• Lying or cheating• Open challenge of staff member's authority such	<p>Significant issues can involve the Key Stage Head, and may include:</p> <ul style="list-style-type: none">• A verbal warning• Time out in the office• A written agreement outlining the intervention strategies and consequences. A copy will be sent to parents.



	<ul style="list-style-type: none">as defiance.• Fighting e.g. hitting, pushing, pulling• Inappropriate behaviour in the bathrooms or other unsupervised areas• Intentional damage to the school's property / the property of others• Minor theft i.e. common, low value, replaceable items• Repeated inappropriate iPad use such as removing self from Apple Classroom; taking photos without permission; signed in to incorrect wifi profile; sharing/communicating using school device or accounts without permission	<ul style="list-style-type: none">• The Head will contact parents by phone or arrange a meeting as needed.• Intervention by the Counsellor• Referral to the Principal if needed• Head will document the incident on EdAdmin and communicate with the teacher
SERIOUS INCIDENTS	<ul style="list-style-type: none">• <i>Bullying in any form falls in this category and the steps laid out in our Bullying and Peer on Peer Abuse policy must be followed</i>• Endangering self or others• Serious fighting• Inappropriate sexual behaviour• Racial, sexual or religious harassment• Possession of dangerous articles• Major theft	<p>All serious matters involve the Principal, who will determine which of the measures to take.</p> <p>A conference will take place between any combinations of the following: the student, teachers, counsellor, Head, and Principal of the School and / or parents, as needed. As a result of the conference, one of the following steps may take place:</p> <p><u>1- Behaviour Contract</u> A student on behaviour contracts will be required to have his/her teacher(s) complete a report at the end of each lesson/day for the determined numbers of weeks. Parents are to sign the report every day for the designated period of time.</p> <p><u>2- In school suspension</u></p> <ul style="list-style-type: none">• Student will remain in a designated and supervised area of the school for a specified period of time. The student will be assigned specific work during suspension.• "In school" suspensions will be documented by the Principal/ Key Stage Head.



		<ul style="list-style-type: none">• The Principal/ Key Stage Head will arrange meetings with teachers, parents, counsellors to further discuss strategies. <p><u>3- Out of school suspension</u></p> <ul style="list-style-type: none">• Behaviour judged to consistently deviate from accepted standards, or in a single more serious incident, will lead to suspension by the Principal for a period of from one to five days.• Consistent unacceptable behaviour or serious infringements of the rights, safety or welfare of others may result in suspension.• The Principal and the parents will be advised of the circumstances and action to be taken. A suspended student may not return to school until a conference is held between the administration and the student, parent(s) or guardian. A student shall be referred to the Counsellor on returning to school.• Repeated occurrence of an event leading to suspension may result in probationary enrolment. <p>Further measures will be at the discretion of the Key Stage Head and Principal of the school.</p>
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Mitigating circumstances

We are aware that any system needs flexibility due to some mitigating circumstances such as the following:

- The student is very young and still developing an understanding of appropriate behaviours and how to behave in social situations
- The student is new to the school and still learning the ISCT expectations of behaviour or is experiencing extreme transition issues
- The student was unduly provoked
- The student is under extreme stress for valid reasons e.g. death in family, divorce