



## APPLEWOOD PREPARATORY SCHOOL - DISCIPLINE POLICY

It is a primary aim of the School that every member of the school community feels valued and respected, and that each person is treated fairly and well. The School is a caring community, whose values are built on mutual trust and respect for all. The School's Behaviour and Discipline Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. The fact that our school aims to be a Hurt Free Zone underpins our discipline system:

The process of discipline starts with the development of a positive self-esteem. At Applewood this is achieved through a number of initiatives:

- Brag Bracelets or stickers are used in the Pre-primary. Children are recognised for positive behaviour by being awarded a paper bracelet to wear to reinforce what they have done
- The Kilembe tree from Grade 1 to Grade 7. Each week a number of children are publicly recognised for showing: Respect, Self-control, Grit, Initiative, Compassion, Effort and Integrity. These concepts are reinforced during lessons and opportunities to display these characteristics are regularly engineered
- General celebrations of success happen daily during lessons
- Praise for positive behaviour is done publically
- Good work is displayed in classrooms and in the school foyer
- Academic and sports awards at the conclusion of each term
- Identifying 'Good Work' and visiting the Headmaster for recognition
- Good News Letters, photos and other evidence of positive behaviour sent home to parents
- Various forms of recognition on the sports field
- The encouragement to become the best possible version of yourself one possibly can.
- Positive classroom management.

These initiatives are designed to promote and acknowledge positive behaviour as well as develop a positive self-image.



The establishment of well-defined, clearly communicated boundaries is of paramount importance in creating a positive environment. Our emphasis is on the positive however, upon transgression of boundaries, certain consequences must result. This is essential to allow the child to reflect on his/her actions, and to realise that the consequences are a direct result of his/her actions. Often these actions are a cry for attention, simply testing the boundaries, or a symptom of deep, imbedded problems.

Our approach is multi-faceted and entails close cooperation, and communication between all role-players and if necessary, additional professional support. We require support for, and understanding of our strategies from all role players. Modelling of positive behaviour by parents and teachers is a crucial element.

We recognise the various phases of development of children and for that reason each phase will deal with discipline in a slightly different manner. Central to each is:

- Children should be allowed time to be heard
- Children should have time to reflect on what they have done
- Conflict should be resolved not swept away
- Children should be given the chance to rectify their mistakes
- Consequences that are put in place for misdemeanors, must be efficient, action based, levelled, clearly understood, fair and reasonable

When a child does transgress the boundaries, one or more of the strategies indicated below are utilised. The selection of, and/or combination of strategies utilised is determined by the nature of the transgression, in consideration with other matters such as the child's history, personal circumstances etc.

The strategies include:

- Informal discussion with the child
- Informal class or group discussions
- Counselling with the class teacher or Headmaster
- Verbal warning
- In the Pre-primary, time-out or reflection time may be utilized.



- In the Junior Primary, 5 Demerits within a term will result in a meeting with parents to discuss the child's behaviour and decide on an appropriate penalty. The tracking of demerits is very important simply to ascertain possible patterns. Children are offered a clean slate at the start of each quarter
- In the Senior Primary, 3 Demerits within a term will result in Friday afternoon detention. Children are offered a clean slate at the start of each quarter
- Interview with parents.
- Daily Report: Daily Report is a positive, behaviour-changing tool. A discussion with the parents explaining the reasons for placing the learner on Daily Report ensues prior to this process. The learner collects the Daily Report from the relevant HOD or class teacher each morning. The class or subject teacher makes brief comments on participation, concentration, task application, completion of work, peer interaction and the like upon completion of each lesson. The HOD or class teacher discusses and signs the report at the end of the school day. The learner takes the report home and has it signed by, and discussed with the parents. The learner returns it to the HOD or class teacher prior to school commencing the following day. A learner is normally placed on Daily Report for a period of one to three weeks and is taken off the Daily Report when sustained improved behaviour is forthcoming.
- Detention: The final decision regarding a detention rests with the headmaster. Parents will be informed in writing that their child has to attend detention. Detention is supervised by an educator and takes place on a Friday afternoon, immediately after school, for one hour. Activities will result in school service in the form of constructive tasks which will benefit the school. Under no circumstances will a child be excused from detention. It is essential for the child to learn that a transgression of boundaries has certain consequences.
- In severe cases, the involvement of Professional Support may be required.
- In the event of serious disciplinary matters, temporary suspension from school may result.



A five-step process, based on the following questions, is advocated when dealing with negative behaviour:

1. What did you do wrong?
2. Why did you do what you did?
3. Who did your behaviour affect?
4. What can you do to fix the situation?
5. What can you do in future to prevent such a mistake happening again?

The list below serves as examples of negative behaviour which will carry consequences:

- Disobedience
- Disrespect
- Disruptive and uncooperative behaviour
- Inappropriate language
- Lack of application to school
- Littering
- Poor personal time management
- Repeated leaving of sports kit at home
- Dress code including hair and nails

The behaviours below will be considered as serious and will be dealt with accordingly:

- Any form of bullying
- Bringing the school's name into disrepute
- Bringing weapons or dangerous objects to school
- Cheating
- Inappropriate sexual behaviour
- Substance abuse and / or possession
- Theft
- Truancy
- Vandalism or graffiti

Any system of discipline is only effective when there is collaboration from all role players. Decisions are made in the best interest of each child.