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## **Behaviour and Discipline Statement**

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*All pupils are expected to behave in a responsible manner both for themselves and towards others, showing consideration, courtesy and respect for other people at all times. The emphasis lies in positive reinforcement and rewards and praise rather than on sanctions and punishments. Setting and expecting high standards of behaviour, courtesy and mutual respect is our aim. This policy sets out to address this issue and seeks to reinforce procedures acceptable to all, with a commitment from all staff to endorse the guidelines. It is important that the guidelines work towards achieving high standards of behaviour. Behaviour should be exemplary, where relationships are conducive; and where all adults associated with the school treat pupils with respect. Staff will provide firm and patient insistence on high standards and will take practical steps to transmit high expectations from other adults and pupils. It is important to note that the quality of teaching and learning activity has a direct effect on behaviour. Positive behaviour patterns are thus a direct by product of positive teaching – learning experiences. We aim for lively and stimulating teaching, quality learning experiences where attention is paid to differentiation and engagement. Parents will be regularly informed and will be encouraged in a climate of trust, to feel confident to visit school and be a part of their child's life at school. Open discussion will be encouraged and solutions will be sought together, to identify and diffuse potential behavioural and emotional problems. The ethos of the school is central in establishing and maintaining high standards of behaviour.*

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## **Behaviour and Discipline Policy**

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### ➤ **Rationale**

There is a need for the school to have a whole school approach to behaviour that all staff, children and parents are aware of. The school adopts a whole school approach to pastoral and disciplinary issues. There is an on going process of training to help all staff deal effectively with behaviour and discipline. All members of staff accept their responsibility for establishing and teaching acceptable codes of behaviour and for the use of rewards and sanctions.

### ➤ **Purpose**

The school has codes of behaviour, which are made aware to both the pupils and their parents. This ensures that everyone in the school is working to the same standards and fully understands them. The

majority of children who experience behavioural or emotional difficulty in school will have these dealt with in school, if this is possible. For those children who require additional help, recommendations are made to visit the school counsellor or a child / educational psychologist for further assistance.

Throughout school life, we are seeking to develop positive attitudes, bolstering the self esteem of pupils and establishing school and education as being of value. This is hoped to be achieved through friendly internal competition where children can achieve and gain recognition. Trophies and certificates are awarded for effort as well as achievement. Work is also displayed for wider audiences. We are very keen to involve families in all aspects of the child's education - academic, social and moral. The social skills and standards of behaviour, which we teach our children, need to be perpetuated in their home lives as well as in school

➤ **Guidelines**

The attached list is devised to be useful to the staff in dealing with all forms of behaviour and discipline they may encounter in school. These guidelines are there to serve as practical help to all staff to follow in a consistent manner.

➤ **Conclusions**

This Policy is linked with the School's Mission Statement Aims and Equal Opportunities policy.

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***Procedures adopted in school for promoting and inculcating Positive, Responsible Behaviour Patterns***

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Some ways of encouraging children to show signs of **good behaviour intrinsically and more consistently are** as follows:

➤ **Special Assemblies**

- ❖ This is a time when the children are applauded and appreciated before the school's student body and faculty for work and good behaviour shown during the week. It is a time to talk about the good things going on in the school and to recognise the contribution of people.

➤ **Personal Praise/Appreciation Certificates for each child**

- ❖ Particular focus on praising a student for their behaviour and attitude reinforces good behaviour, ensures higher levels of self esteem and thus, a happy school climate. It teaches the entire school community to notice, appreciate and value the small good things in every individual and spreads the idea that everyone is special, important and relevant to the school community. The Appreciation

Certificate is to help each child realise a certain area of his/her personality/skill/character/behaviour, which is appreciable or has shown improvement. The teacher observes each student carefully and is specific and sometimes even simple about appreciating the child, e.g.: *'She has worked hard to improve her understanding of addition in Maths* or *'For adjusting well into the new school environment* or *'For helping to organize the class resources'*. It is a great tool to create a certain ethos in the school about progress and the unique abilities of each child.

➤ **Displaying Student's Work** – Classroom, School Displays, Website

- ❖ Displaying a student's work develops pride and motivation in a student to excel.

➤ **Circle Time**

- ❖ A safe environment is created within the classroom by way of a set and well-planned Circle Time format followed by the school and conducted by the Class Educator and assisting educator. A series of questions and activities ensure that this small group interaction allows for maximum and uninhibited participation by all. This time is used to discuss, deliberate, formulate and reflect upon agreed code of behaviour and to agree upon class sanctions. It is also a time to disseminate information regarding this aspect and to inculcate desired behaviour patterns and traits through well-designed activities, using a variety of resources. It is also a time that allows for the group to connect, get to know each other and nurture a feeling of community and belonging and a time to communicate and share freely.

➤ **Engaging / Stimulating Lessons**

- ❖ Students spend a large chunk of their time spent at school in their classrooms and in lessons, Educators are trained and required to create engaging, stimulating and challenging lessons that take into consideration different learning styles and abilities of all students, ensuring that all students are engaged and included. Experiential and hands on activities allow for a skill-based learning environment and high involvement of all, leading to a positive sense of worth and achievement amongst students. Collaborative learning methods allow for taking responsibility for own learning and facilitate constructive and purposeful interaction with fellow students and Educators.

➤ **Variety of Events and Extra –Curricular Activities**

- ❖ Learning is not restricted to the classroom alone. It goes beyond, by impacting students' environment, their societal interaction and inculcating in them, qualities of leadership. We recognise that education needs to focus on the development of the whole child. Children need to be nurtured,

engaged, and challenged intellectually, emotionally, spiritually and physically before they can lead a happy and fulfilled life and contribute to the community around them in ways that are productive and meaningful.

- ❖ We organise and encourage students to participate in a host of activities and events that allow for each child to explore, develop and showcase his/her talents. Students have access to and the school calendar incorporates events and competitions involving Western Music, Indian Classical Music, Instrumental Music, Sports, Dance, Theatre, Public Speaking, Literary acumen, Science acumen, Business acumen and Entrepreneurship, Art etc. Each student is given an opportunity to showcase his/her talents and feel a sense of achievement, to get appreciation from others resulting in the development of a positive self-belief and self esteem. Students with high self-esteem and sense of worth are less likely to exhibit undesirable behaviours.

### ➤ **Community Service Projects**

- ❖ Students must go through their schooling years building a strong sense of rootedness - to their culture, society, peers and alma mater. This process is incomplete without the participation of parents and community members. They are sensitised to issues which affect their lives and the lives of the larger interdependent community and are groomed towards an adulthood which ensures they be responsible and caring members of their community, sharing, serving and giving back.
- ❖ The students must engage in and lead several community service projects. This inculcates values such as compassion, consideration, selfless service and gratitude, which inherently help the students to develop positive behaviour patterns and make more responsible choices.

### ➤ **Life Skills and Leadership Programme**

- ❖ The school also runs a Life Skills and Leadership Programme for Classes 8 -12 in partnership with The Global Education & Leadership Foundation (tGELF) which is a program initiative of The Nand & Jeet Khemka Foundation with the vision to nurture ethical leaders who will be the future agents of change.
- ❖ The Life Skills and Leadership Programme focuses on identifying and nurturing young leaders from all spheres of life and its objective is to impart ethical leadership and life skills education in an impartial and unobtrusive manner. It is a unique programme, which is designed as a sustained activity that continues from Grade 8 to 12. Integrated with the school curriculum, it starts with building awareness among the students. During grades 8-10, all students are exposed to basic leadership skills, attitudes and values. In Grades 11-12, students who demonstrate leadership

potential are selected to be part of the curriculum where they adopt social causes as a team and work towards attaining them.

- ❖ The programme methodology concentrates on developing individuals who are positive, responsible, committed, passionate and sensitive team players with a global outlook and ready to make choices for the good of others.

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### ***Positive Behaviour Patterns that the School Encourages***

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- Endeavour to do one's best.
- Be kind and respectful to all.
- Behave sensibly and with consideration at all times.
- Take responsibility for your own learning.
- Participate wholeheartedly and fairly in all school activities.
- Use school facilities with respect.
- Respect school property and the property of fellow students.
- Treat fellow students and all members of the school community with care and compassion, showing respect for all.
- Use appropriate and respectful language at all times and while interacting with all members of the school and parent community.
- Respect and follow the school routines and practices related to daily functioning.
- Respect and follow all classroom norms and guidelines.
- Show respect towards the learning environment and abstain from disturbing lessons and class proceedings.
- Bullying and harassment of fellow students or any other members of the school community in any form is strictly discouraged and termed as unacceptable behaviour.
- Physical aggression of all kinds is strongly discouraged and termed as unacceptable behaviour.
- Always attend the scheduled lessons and abstain from truancy and absenteeism.
- Play properly and safely in the playground and follow all safety norms on campus.
- Arrive punctually at school.
- Follow all uniform related guidelines
- Follow guidelines related to articles not permitted in school. (Refer to the School Diary for these aspects as well as for important school norms.)

Teachers must make use of an extensive range of management skills in establishing an ordered, calm and purposeful school and classroom climate where misbehaviour is unacceptable to other pupils, rather than enforcing standards of behaviour by the use of authority alone. Teachers are advised to employ novel management skills, in their individual and distinctive ways to achieve the desired results.

➤ **Suggestions to manage Inappropriate Behaviour:**

➤ *Consider*

- clear and precise verbal reprimand
- option of change of seat
- repeat of work
- withdrawal of privilege
- additional work
- referral
- remediation
- communication with other staff
- consultation with parents
- recording / noting behaviour for future discussion

➤ **Sanctions**

Behaviour problems, which are not solved by the Rules, Praise and Ignoring approach will necessitate the use of sanctions. The methods recommended treat behaviour problems as mistakes rather than sins and take a positive approach in emphasising to pupils what they should have done rather than harping on about what the pupil did wrong. Only sanctions, which are immediately available to the class teacher are likely to be effective. Sanctions, which involve delayed detentions or referrals may allow time for the situation to get worse. The sanctions below form a continuum so that teachers do not over react to minor problems and do not under react to major problems.

1. *The motivational challenge*

This indicates to the pupils what behaviour you want from them, it enlists them in a commitment to try to behave in this way and it expresses confidence in them E.g. Katie, I know you find it difficult to stick to the rule about putting your hand up, but I want you to do your best to do that in this lesson. Do you think you can do that? Well I think you can do it so do your best. Having used a challenge, the teacher must make frequent use of praise to reward the pupil's efforts.

2. *Ignore/reward*

Using this procedure the teacher ignores the inappropriate behaviour and instead praises pupils who are close to the "target" pupil and who are behaving correctly. This procedure may need to be repeated several times. Once the "target" pupil responds by behaving correctly the praise should be used to reinforce the appropriate behaviour.

3. *Positive reprimands*

This tells the pupils what mistake they are making and what they should do instead. It does not involve nagging or scolding. It should be stern but not threatening or provoking. The teacher should

approach the pupil to a distance of about two metres. Attention should be gained and the problem behaviour should be described. The alternative and appropriate behaviour should be described, echoing the specific rule. Opportunities should be found to praise the pupil during the rest of the lesson.

4. *Warnings and separation*

Warnings and separation should only be used when other approaches have failed. The teacher should approach the pupil to a distance of about two metres and briefly describe the mistake the pupil is making, echoing the appropriate rule. The pupil should be told that she or he will be moved to a separate seat if the rule is not followed. If the rule is not followed, the pupil should be moved for a short period. If the rule is followed the pupil should be praised as often as possible.

5. Rules, Praise, Ignoring (RPI) is a classroom management approach for dealing with social and academic behaviour problems. The approach has been extensively researched over the last twenty years, e.g. Madsen et al. (1968). Frankland et al. (1984) -

- a) The approach is based upon the simple premise that pupils who continue to misbehave do so because they receive some sort of reward or pay-off for their misbehaviour. This may often be in the form of attention from an adult or recognition from peers. By setting a small number of rules, which are positive, reasonable and easy to understand, by praising as much as possible the pupils who follow these rules, by ignoring minor infractions and reprimanding only when necessary, good behaviour can be reinforced and the rewards for misbehaviour minimised.
- b) Rules should be clear and positive so that pupils understand what is expected of them rather than emphasising what they are not supposed to do, e.g. put up your hand to answer a question rather than do not shout out the answers. Rules should be explained and their importance should be discussed with the pupils. Rules should be reviewed regularly and where appropriate, should be discussed with the pupils. Rules should be reviewed regularly and where appropriate, revised or replaced. Where possible pupils should be encouraged to suggest rules themselves, perhaps in response to a specific problem, e.g. how can we ensure that everyone gets a fair chance to answer questions?
- c) Praise should be used as much as possible with those children who are following the rules. When praise is used the most appropriate rule should be echoed in the praise, e.g. "Well done, you put up your hand to answer the question." Minor infractions of rules should be ignored but when a reprimand is required the appropriate rule should be specified, e.g. Daniel, the rule is to put up your hand to answer a question. The number of reprimands should be far outweighed by the number of instances when praise is used. When behaviour is satisfactory, a simple reward may be used, e.g. a five-minute quiz at the end of a lesson. After a few weeks these rewards should be used only intermittently and when behaviour is exceptionally good.

➤ Consequences

The age, needs and abilities of the young person should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction. The school will apply the following sanctions for breaches of the school's standards of expected behaviour and for displaying any of the unacceptable behaviours listed above. The school will always consult parent/guardians if any of the following may have to be considered and will attempt to be as supportive as possible during the exclusion process including regular communication with parents/guardian and providing appropriate work for the young person.

1. Initial consequences or sanctions that may be used for office managed behaviour:

- Verbal reprimand/correction
- Apology/reparation
- Withdrawal away from the main group
- A restriction for more serious issues, usually disrupting other students. Students are restricted to certain area for a period of time.
- Restrictions or removal from organised activities
- Loss of break - Student will stay in class and provided with opportunity to complete work or discuss behaviour
- Daily monitoring of behaviour
- Detention with missed or incomplete work
- Fines relating to damage

2. Reflection Sheet

All students who engage in unacceptable behaviour or serious inappropriate behaviour are required to fill a reflection sheet in the office of the Coordinator for classes 3 to 12, where they are given time to think, reflect and articulate their behaviour in writing, allowing for thinking and self-realisation. Coordinators must maintain reflection sheets and record with dates, all serious, inappropriate behaviour. In case of students below that age group, the class educator must keep a record of all such behaviour.

3. Detention

For incidences of inappropriate behaviour, students from Grades 7 upwards can be kept back on Monday, Tuesday or Wednesday for detention. This must be done in consultation with the Middle and High School Coordinator. The Coordinator is required to maintain a record, together with their signature before and after the detention.

4. Consideration of Fixed Term Exclusions :

The School will consider applying fixed term exclusions for continuous breaches of the following unacceptable behaviours:

- Bullying, racism, sexism, homophobic behaviour, intimidation
- Infringement of the non-smoking rule
- Persistent disruption of lessons over a long period of time
- Persistent health and safety issues e.g. unsafe travel in transport to and from school, unsafe behaviour off site during the school day
- Persistent display of physical aggression

5. Consideration of Permanent Exclusion

- Violent physical assault on another individual that causes actual bodily harm
- Sexual offence
- Use of alcohol or prohibited drugs
- Knowingly carrying weapons onto the school site

6. Considerations of Police Involvement

Only the Principal and the Head of School/Director are permitted to sanction police involvement on the site of the school. The guidelines of the Administration are to be followed to decide the same for specified offences.

➤ Support After Exclusion

Support after exclusion or concerning behaviours: An Individual Behaviour Plan and Reintegration Contract is an agreement to monitor concerns after a period of exclusion or concerning behaviour. We initiate a meeting between school, student, and the student's parents/guardian that sets limits for student behaviour, rewards, good choices, and outlines consequences for poor choices.

We focus on 1-3 particular behaviours that we would like to see changed. Our aim is to take steps toward improvement so that it feels more "do-able" to the student. We emphasise that the parent, student, and school are all part of the same team. The method to be used on a daily basis for monitoring student behaviour includes a contract signed by all parties that will state rewards and consequences that correlate with behaviour choices. Good school-to-home communication helps significantly with progress with students. The student is asked for input which encourages him to connect into the process even further.

Teachers are consistent with the student in the classroom, adhering to the wording of the behaviour contract agreement, emphasizing the positives that come along with good behaviour choices and encouraging the student to get used to new habits of good behaviour.

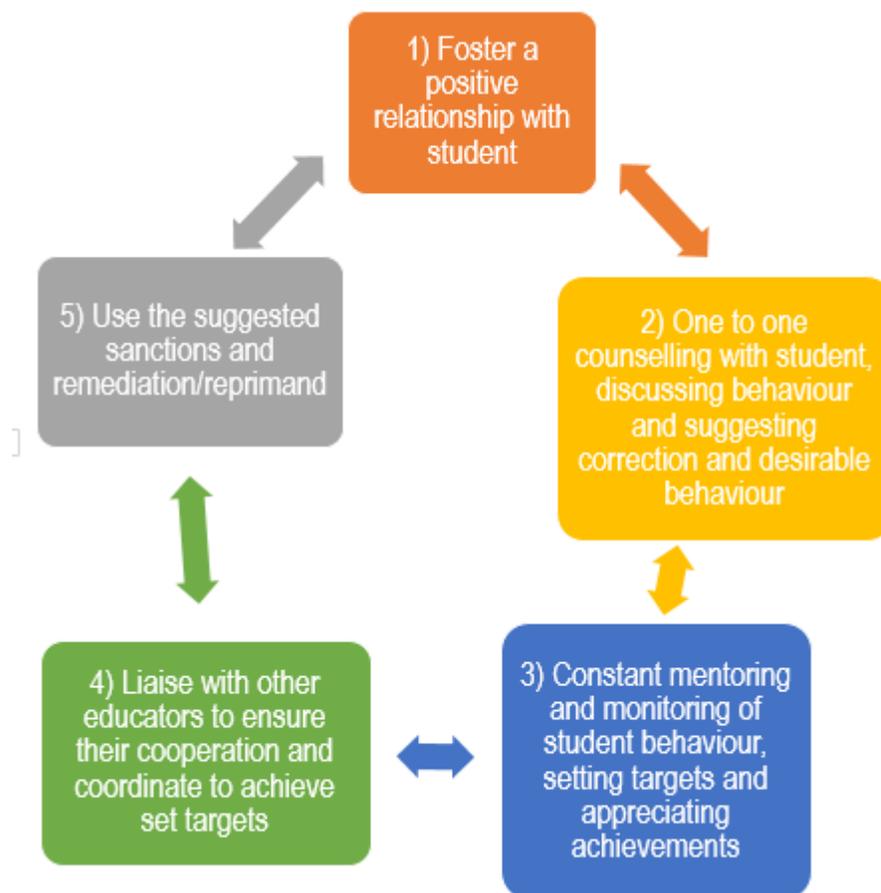
The school will make every attempt to promote positive behaviour. The school hopes that by promoting positive behaviour, all students will access the wide range of rewards and incentives available.

The flow chart specifies the school protocol to help deal effectively with **inappropriate and unacceptable behaviour**:

1<sup>st</sup> point of Contact

Class Educator / Mentor

Note: The Educator is required to record the inappropriate/unacceptable behaviour in the given format and submit to the Class Educator (in case of Middle and High School) to keep in the Class/Section Behaviour Record file.

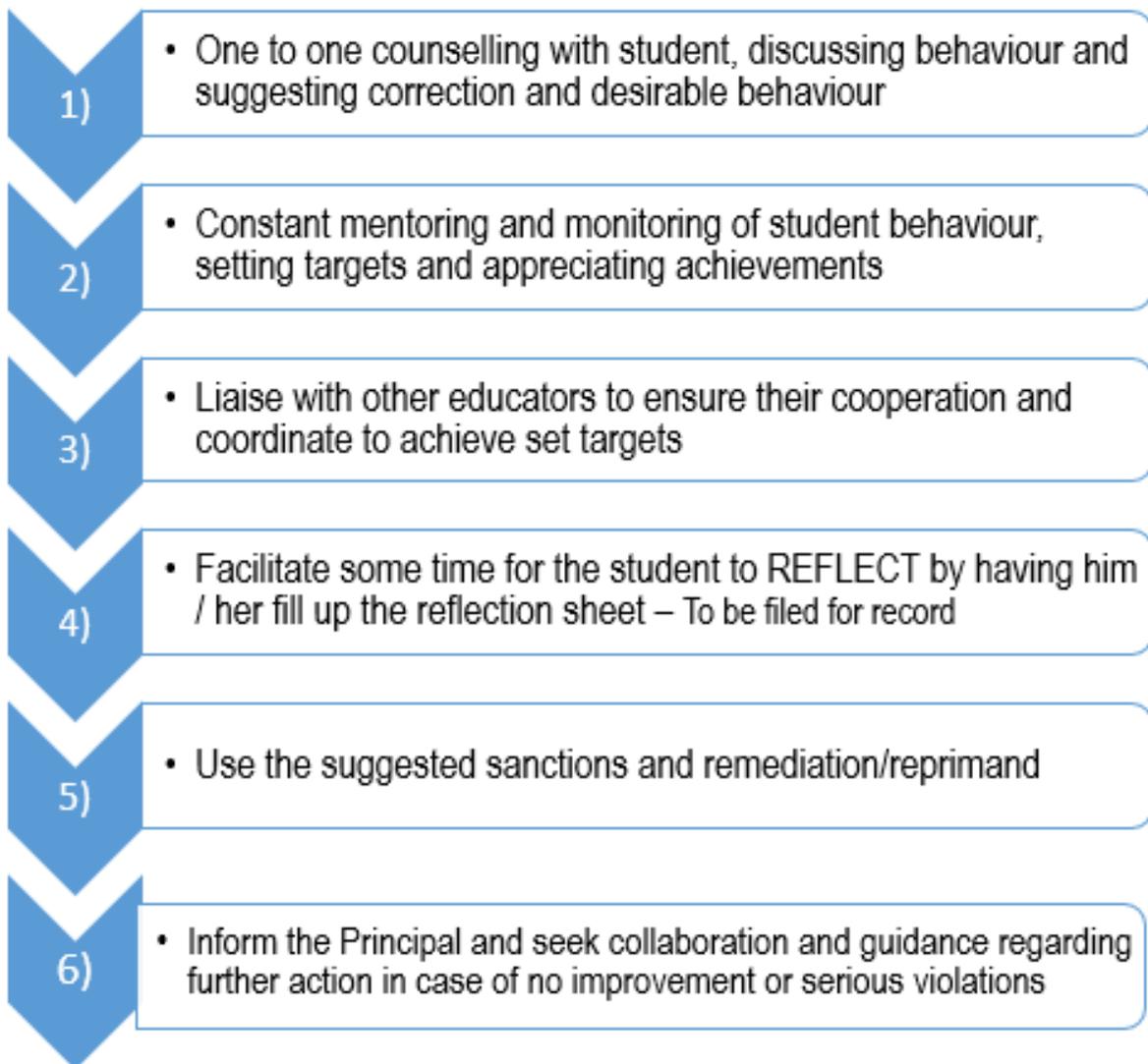


**In case** of no improvement or serious violations inform / update the Department Coordinator

2<sup>nd</sup> point of Contact

## Department Coordinator

Note: The Coordinator will ensure the filling up of the Reflection Sheet by the student and keep a record. The Referral form is to be filled for all cases being referred for counselling to the counsellor, the Incident Form needs to be filled for all serious cases of injury, serious medical issues or other serious incidents of unacceptable behaviour.

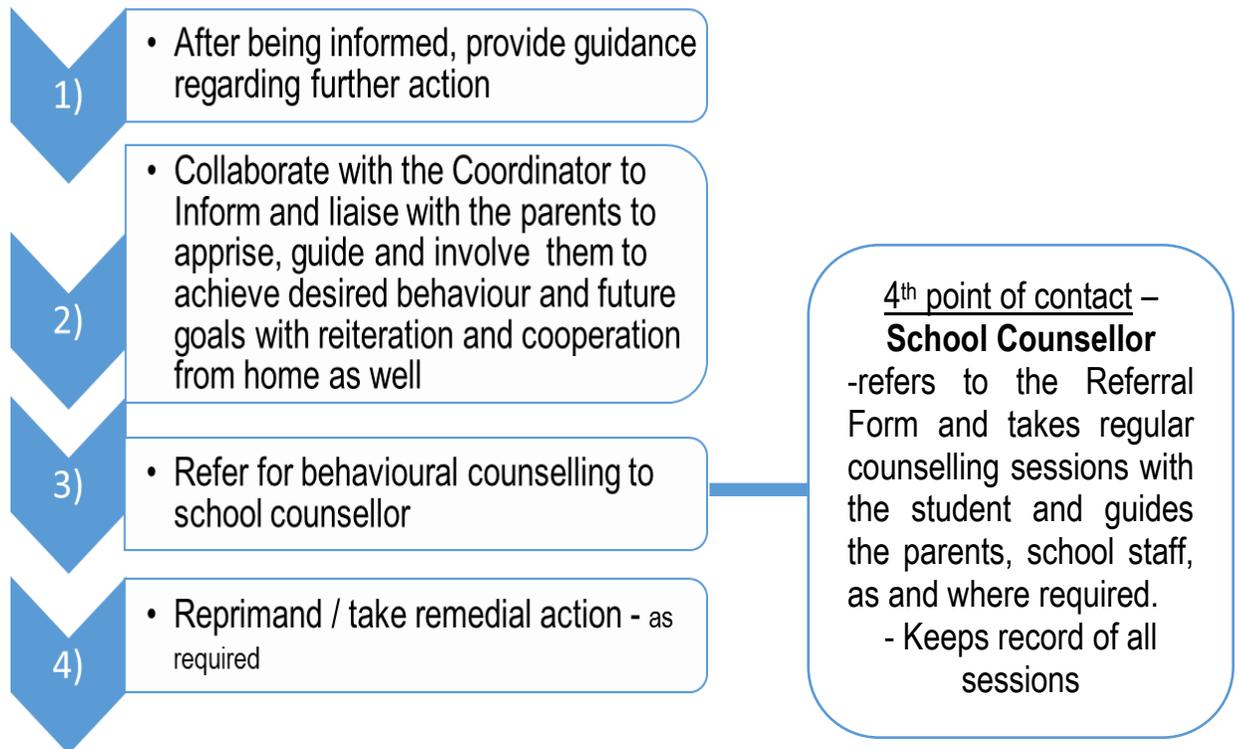


**In case** of no improvement and serious violations inform / update the Principal

3<sup>rd</sup> point of Contact

Principal

Note: The Principal must review all Incident Forms and Referral forms and sign them for record.



**In case** of no improvement and serious violations inform / update the Head of School / Director

5<sup>th</sup> point of Contact

Head of School / Director

- Inform / apprise / seek collaboration & guidance from Head of School / Director – present unacceptable behaviour record – file with reflection sheets, teacher’s report, coordinator reports, referral forms etc.
- Act as discussed and decided
- Present and file final report

Chart to segregate behaviour patterns: NOTE: (repetitive inappropriate behaviour in the 'Teacher Managed' section may also be referred for 'Office Managed' behaviour)

Teacher Managed	Office Managed
<ul style="list-style-type: none"> <li>• Talking in Class</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing objects that may cause body injury or damage</li> </ul>
<ul style="list-style-type: none"> <li>• Chewing Gum</li> </ul>	<ul style="list-style-type: none"> <li>• Obscene or inappropriate language, gesture or physical contact</li> </ul>
<ul style="list-style-type: none"> <li>• Being out of seat</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical or racial slurs or name calling</li> </ul>
<ul style="list-style-type: none"> <li>• Cutting in line</li> </ul>	<ul style="list-style-type: none"> <li>• Possession of tobacco including electronic / vapour cigarettes or any other addictive substance.</li> </ul>
<ul style="list-style-type: none"> <li>• Violating safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Possession of pocket knife, weapon, matches or lighter</li> </ul>
<ul style="list-style-type: none"> <li>• Making rude, loud and / or inappropriate noises</li> </ul>	<ul style="list-style-type: none"> <li>• Fighting, aggression</li> </ul>
<ul style="list-style-type: none"> <li>• Eating and drinking outside designated areas</li> </ul>	<ul style="list-style-type: none"> <li>• Insubordination</li> </ul>
<ul style="list-style-type: none"> <li>• Failing to complete assigned work</li> </ul>	<ul style="list-style-type: none"> <li>• Use of force or threat</li> </ul>
<ul style="list-style-type: none"> <li>• Disturbing other students – verbal disturbance</li> </ul>	<ul style="list-style-type: none"> <li>• Truancy</li> </ul>
<ul style="list-style-type: none"> <li>• Being inattentive and / or disturbing a class</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying, harassment</li> </ul>
<ul style="list-style-type: none"> <li>• Refusing to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Vandalism</li> </ul>
<ul style="list-style-type: none"> <li>• Using insulting language</li> </ul>	<ul style="list-style-type: none"> <li>• Stealing</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to have supplies and / or material</li> </ul>	<ul style="list-style-type: none"> <li>• Technology violation</li> </ul>
<ul style="list-style-type: none"> <li>• Breaking decided class norms</li> </ul>	<ul style="list-style-type: none"> <li>• Falsification of documents - forgery</li> </ul>
	<ul style="list-style-type: none"> <li>• Academic dishonesty</li> </ul>
	<ul style="list-style-type: none"> <li>• Particularly Unacceptable Behaviour includes:               <ul style="list-style-type: none"> <li>○ Physical assaults</li> <li>○ Verbal abuse</li> <li>○ Play fighting</li> <li>○ Bullying and intimidation</li> <li>○ Discrimination and prejudice towards age, ability, gender and gender identity, race, sexual orientation or religion.</li> <li>○ Smoking is NOT permitted and will be treated as a serious breach of the school</li> </ul> </li> </ul>

	<p>code of conduct.</p> <ul style="list-style-type: none"> <li>○ Alcohol and the use of prohibited drugs will also be treated as a serious breach of the school's rules.</li> <li>○ The intentional disruption of lessons will not be tolerated. All students are entitled to learn in their lessons; students who prevent learning will face consequences.</li> </ul>
<ul style="list-style-type: none"> <li>● Not following the established routines and practices</li> </ul>	<ul style="list-style-type: none"> <li>● The use of mobile phones is prohibited in school.</li> </ul>
<ul style="list-style-type: none"> <li>● Arguing and entering into verbal suabble with fellow students</li> </ul>	

**Note:**

Sanctions and punishments –All Responsible Adults – Follow the School Approach and Protocol (Refer to the flow chart above)

- **Emergencies** - in an emergency, escort the offender to the most accessible senior member of staff. If the class cannot be left, send a reliable pupil with a message to a senior member of staff.