

# **Dhahran British Grammar School**



## **Affirmative Discipline Policy** 2007 – 2010



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### **Statement of Intent**

We believe that the school should guide students towards appropriate behaviours so they can enjoy school work and life to the full. The school aims to provide a framework of affirmative, positive and caring discipline through effective and timely intervention. The school has a clear expectation that students and staff will be courteous, polite, tolerant, and respectful of the views and values of others. The school recognises that rewards are more important than punitive disciplinary measures.

Students are expected to comply with the ethos of the affirmative discipline policy to benefit both themselves and the wider school community. Students will be actively praised for positive actions: excellent work, acts of kindness and consideration, demonstration of community spirit, good effort, excellent attendance, looking smart and other areas worthy of private/public mention. While students are attending school, present on the school premises, attending any school sponsored function, or while in any vehicle being used for school-related transportation, they are expected to conduct themselves in a manner which will bring credit to themselves, their parents and our school.

Staff members positively encourage the development of student independence and self-discipline, and take every opportunity to give appropriate praise and celebrate students' achievements. The staff members recognise that students may occasionally experience difficulties in conforming to school expectations. When this occurs the school has a clear obligation to identify issues and support students as appropriate to enable them to overcome their problems. Staff members have a clear responsibility to encourage and positively enforce the accepted standards of discipline.

### **Five Stage Discipline System**

Students deviating from the school's expectations will be guided under the following 5-Stage discipline system. Parents will be informed as soon as disciplinary issues arise. Through applying an early intervention strategy discussions may be held with the parents and child so that a course of action can be initiated at an early stage to prevent escalation.

At each stage the school will provide guidance to students on moderating their behaviour or actions in order to be ultimately successful in school. When a disciplinary incident occurs the pupil will be moved to the appropriate stage depending on the nature of the incident. In the



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majority of cases students will not go beyond Stage 3 and it will be very rare for Stage 5 to be reached.

**Stage 1:** Verbal warning(s) to pupil

**Stage 2:** Letter to Parents

**Stage 3:** First formal meeting between school and parents

**Stage 4:** Second formal meeting between school and parents

**Stage 5:** Suspension/Exclusion

Under no circumstances may staff members apply corporal punishment. It is recognised that exceptional circumstances may require staff to physically restrain a child. Such circumstances might include the purpose of preventing physical harm to self, others or property.

Inappropriate actions and language should ideally be corroborated by a second member of staff. Students may also be asked to corroborate events if they witnessed unacceptable actions and/or offensive language.

### **Stage 1 (Verbal Warnings)**

Where a student experiences difficulties in aspects of their schooling, e.g. behaviour, classwork, homework, uniform, punctuality, etc., the relevant member of staff (teaching assistant, class or form teacher) will reaffirm the school's expectations and issue a specific verbal warning.

Telephone calls may be made to the parents in addition to any home-school dialogue through notes/homework diaries/reading logs etc. Please note that telephone calls and notes may be used at any stage of the discipline process to keep parents informed. Teachers should log incidents when a child begins to exhibit a pattern of poor behaviour. Teachers should proactively engage parents in a dialogue to address difficulties at an early stage. Teachers and teaching assistants may also apply appropriate sanctions (see Appendix 2).

Class, specialist teachers and teaching assistants should inform their respective Key Stage Coordinator when a pupil is receiving verbal warnings of a specific and serious nature. The Key Stage Coordinator will speak with the child and may apply appropriate sanctions (see Appendix 2). The Key Stage Coordinator will also advise the child that a more serious stage has been reached.



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### Stage 2 (Letter sent to Parents)

- In conjunction with a telephone call a letter will be sent to the parents by the relevant Key Stage Coordinator and copied to the pupil's cumulative folder.
- The student's area of difficulty will be clearly stated and parental support sought.
- Minor sanctions may be imposed (see Appendix 2)

### Stage 3 (1<sup>st</sup> Formal Meeting)

- If there is no resolution to the problem after Stage Two the parents will again be contacted.
- A meeting will be arranged with the parents, the appropriate teacher and Key Stage Coordinator. The student may also be invited to attend the meeting.
- The Headteacher /Deputy Headteacher will be informed and receive a copy of school-home letters.
- Positive steps to resolve the problem and relevant action will be discussed so that a consistent approach is taken both at home and at school.
- A student may be placed on a daily or weekly 'report'. The report has a section for parent comment and for signing on a daily basis.
- The pupil monitoring report requires a comment from each teacher who teaches the student during the school day.
- Teachers and teaching assistants informed of discipline problems so all staff can support the process;
- Teaching assistants and/or duty teachers will also complete the report where behavioural/social problems are taking place before school, at break or during lunchtimes.
- Completed monitoring reports should be placed in the student's administrative cumulative folder.
- A completed monitoring meeting report, with actions/recommendations, will be completed by the Key Stage Leader/Upper School Leader and placed in the student's cumulative file.

### Stage 4 (Second Formal Meeting)

- Where problems persist or develop in severity, the Headteacher/Deputy Headteacher will initiate a meeting through sending a standard letter (see Appendix 3) to be attended by parents and relevant members of staff.



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- The purpose of the meeting will be to establish a clear course of action indicating the steps to be taken to rectify the inappropriate behaviour and to place in writing an agreed plan for the student.
- In-school or out-of school suspension may be a course of action at this stage.
- A standard meeting report form will be completed by the Headteacher/Deputy Headteacher and placed in the student's administrative cumulative folder.
- The student and the parents will be informed that expulsion is the next step.

### **Stage 5 (Expulsion of Student)**

- Where stages 1- 4 have fail to accomplish a positive change in a student's behaviour the parents will be informed in writing that their child has been recommended to the Superintendent for permanent exclusion.
- The Superintendent will decide whether to expel a student according to the procedures stipulated by the International Schools Group Board of Trustees - Student Discipline Policy 2050.

### **Summary**

It is the responsibility of the headteacher to ensure that accurate, objective documentation of all disciplinary actions involving students are kept.

Cumulative folders will be scrutinised when a child withdraws from the school. Only relevant and current documentation will be forwarded; details of disciplinary issues that were resolved will be removed from the child's folder before forwarding to the parents or to the next school.

The school recognises that effective discipline utilises a wide variety of interventions and may include: positive role modelling, a nurturing environment in which effort, achievement, safety, and mutual respect are highly valued; judicious rewards; clear rules of behaviour; verbal correction and effective home-school communication.