

Discipline – Intermediate Phase

Big ideas

- We need to create a culture – ethos of what is acceptable behaviour which is self-perpetuating, and self-correcting. New students, as well as parents, must easily be able to learn / understand how we operate.
- We want to reduce the disruption of learning.
- Students will reflect on their behaviour and choices, as they aim towards responsible behaviour.

Guidelines:

We link our expectations to the following values and dispositions:

- We link our expectations to the following values and attitudes.

Lebonell Student Profile	Habits of Mind
<p style="text-align: center;"> Truthful Belong Respectful Dedicated Open Humble & Spiritual Passionate Visionary </p>	<p> Persisting Striving for accuracy Managing impulsivity Questioning and posing problems Finding humour Listening and understanding with empathy Thinking flexibly Creating, Imaging and Innovating Taking responsible risks Thinking about your thinking - Metacognition Thinking interdependently Responding with wonderment and awe Gathering data through all senses Thinking and communicating with clarity and precision Applying past knowledge to new situations Remaining open to continuous learning </p>

- We aim to be fair, consistent and linked to the rights of the students; we are also aware that students are unique and may require varied intervention.
- Discipline is about making good decisions – we believe we need to educate our students in a constructive manner and prepare them for the upper school.
- We promote self-responsibility and good decision making.
- The link between good decisions and students’ performance is important. We aim to lead students to become intrinsically driven.
- We aim to create a support structure which can assist students towards becoming the responsible citizens we wish them to be.
- There will be corrective consequences – ultimately that is what happens in life.
- We want to talk about ‘procedures’ rather than ‘rules’ .
- We will inform the students on the Rights and Responsibilities of staff and students.
- We will strive to be firm, assertive yet loving.
- We believe punctuality is a learnt habit and a form of respect.

Procedures:

- Good behaviour earns immediate praise and / or merits.
- Negative behaviour is dealt with by the teacher in charge, as soon as possible.
- Records will be kept as a means of intervention.
- Teachers have an open door policy – students with concerns have a course of action to follow, starting with teachers in the phase.
- We may involve students in deciding on consequences.
- We will involve the parents when deemed necessary.
- Anti-Bullying Policy **ANNEX 6**

Unacceptable behaviour :

- Verbal or physical bullying
- Disruption of classes
- Disrespect and theft of others’ possessions
- Homework repeatedly not done.

Consequences may include:

- Using a portion of a student’s break.
- Arranging time after school for intervention.
- Students explaining behaviour to the teacher, either verbally or in writing.
- Removing privileges so that students have time to reflect.
- Referring to LST or pastoral management.
- Calling in the parent/guardian for an interview.
- A hearing may take place if behavioural problems persist.