AGGENEYS ***INTERNATIONAL ACADEMY*** **Quality Assurance** **Policies & Procedures**			**Document Title:**	**Quality Management System** **BEHAVIOUR MANAGEMENT POLICY**
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AGGENEYS INTERNATIONAL ACADEMY

BEHAVIOUR MANAGEMENT POLICY (PRIMARY SCHOOL)

1 RATIONALE

1.1 Underlying principles (statements of belief / where we are coming from)

a. The creation and maintenance of an orderly and safe working environment are prerequisites for effective learning and teaching.

b. The approach to discipline is to focus on the behaviour itself, rather than to label the child ("good" or "bad").

c. Learners will behave positively when they:
   - Are afforded dignity in the face of their social, physical and educational challenges
   - Are understood by all staff members
   - Receive support for underlying emotional or social problems
   - Are sufficiently stimulated
   - Are able to overcome barriers to academic performance
   - Are aware of the consequences of inappropriate behaviour

d. The school is an extension of the home. Whilst the home represents the primary site for the emotional and cultural development of the child, the school represents a continuation of the guidance received in the home.

e. In some cases the school represents a haven from domestic conflict and the "duty of care" function of the staff becomes primary, especially in terms of managing behaviour.

f. A restorative approach to behaviour management is preferable to a punitive one as it addresses underlying causes and links the remedial action to the inappropriate behaviour.

1.2 The purpose of the policy is

a. To capture the philosophical and ethical approach to behaviour management that should inform the *modus operandi* of all staff;
b. To ensure clarity among all role-players regarding expectations for conduct at Aggeneys International Academy, sanctions and procedures for dealing with inappropriate behaviour or infringement of school rules;
c. To ensure consistency among staff in the management of learners;
d. To ensure accountability on the part of staff and Academy Management to the BoG and parents in relation to treatment of learners on disciplinary matters;
e. To improve co-ordination of the process of behaviour management and disciplinary sanctions;
f. To improve management and reporting of the efficacy of the programmes, and oversight by the BoG in the area of behaviour management;
g. To enhance the school's capacity for improved overall performance.

1.3 The policy is intended for:

a. All participants in the Academy – staff, parents, and learners in the primary school department

2 MEANING AND VALUE OF BEHAVIOUR MANAGEMENT

As in any community, and especially in a school, there is a need for a recognized structure relating to acceptable behavior and appropriate relationships, which supports the common good and enables the community to function.

Aggeneys International Academy strives to foster such an environment in which all learners may develop socially, emotionally, intellectually, and morally.

The aim of behaviour management is to provide a system which:

2.1 Contributes to a happy / purposeful school where solid learning can take place because of teacher and pupil engagement.

2.2 Fosters consideration for others and for the school environment

2.3 Supports the development of each individual

3 RIGHTS AND RESPONSIBILITIES REGARDING BEHAVIOUR MANAGEMENT

	Rights	Responsibilities
Learners	• To receive education in a positive, safe and secure environment • To be valued as a person • To have their needs addressed • To work without distraction from others	• To show respect for their school teaching and support staff and peers • Respect the classroom and resources in it • To abide by class and school rules
Staff	• To work in a positive, valuing, safe and secure environment • To receive the respect their position demands • To teach classes without interruption or distraction	• To care for all learners in the school and address both cohort and individual learning needs when identified • To provide an appropriate learning environment in which learners can develop to their fullest potential • To demonstrate to their children that they support the school's policy on behaviour management.
Parents	• To feel assured that they are getting value for their contributions • To be treated respectfully as the client in all situations. • To be kept informed regarding school rules and the content of the behaviour management policy • To approach the school to discuss any issue in relation to their child's progress and general well-being.	• To demonstrate to their children that they support the school's policy on behaviour management • To co-operate with the class teacher or school management in implementation of the policy • By accepting a place at Aggeneys International Academy, parents undertake to carry out this duty

4 CLASS AND SCHOOL RULES

4.1 The school has established rules and / or expected standards regarding:

- Uniform and sports uniform
- Hair and use of make-up and jewelry
- Use of cell phones at school
- Management of private property
- Late arrival and tardiness
- Absence from school

[These established rules are to be developed and improved upon in conjunction with the management and staff]

- These school rules are clearly stated in the school's prospectus, as well as in the learners' diaries. They are also summarized and displayed in each classroom.

4.2 The school has a Code of Conduct for learners, teachers, governors, support staff, and parents.

4.3 Each Grade Teacher develops a set of classroom rules at the start of each year together with the learners and these govern conduct and processes in the classroom.

5 STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

5.1 The School Code of Conduct and any additional class agreements / rules are displayed in all classrooms. A file of all school rules is available in all classrooms and at Reception.

5.2 All learners are expected to adhere to the Code / class agreements.

Class educators:

5.3 Have a Pastoral Care role for every learner in their care since behaviour management is integral to the pastoral care responsibilities of every member of staff.

5.4 Should not only be concerned about academic progress but also general behaviour, attitudes, personal and social development.

5.5 The teaching staff has the following objectives for each individual:

The development of	The recognition and rejection of
• Self-discipline, self-control, self-esteem, self-respect and self-confidence • Respect for order and discipline which are necessary for achievement and efficiency • A spirit of co-operation and courtesy in all relationships • Habits of consistent work, punctuality, regular attendance and tidiness • High moral and social values in the classroom and elsewhere	• Anti-social behaviour of any kind e.g. bullying, dishonesty, discourtesy to others, insolence to members of staff • Self-centeredness • Uncontrolled language • Damage to property • Failure to adhere to school rules • Stealing • Physical violence

5.6 These objectives should be the target of the system of pastoral care, which has as its aim the development of a relationship between the grade (and other) teachers and each learner. The teacher should strive to know about the interests, capabilities, and limitations of each learner.

5.7 All staff should refer to school guidelines for maintaining good discipline, and discuss approaches, in an effort to maintain consistency throughout the school.

Learners in positions of responsibility as peer mediators, line monitors and LRC members should

5.8 Provide role models for problem solving through communication.

5.9 Manage learners with respect, according to disciplinary guidelines and the induction training offered by staff responsible for leadership training.

5.10 Be familiar with guidelines in relation to their own conduct and procedures for dealing with learner misbehaviour

5.11 Not abuse their powers.

6 BALANCED APPROACH TO THE USE OF REWARDS AND SANCTIONS

6.1 The school places a strong focus on rewarding positive behaviour and acknowledging achievement and success in behaviour, *inter alia:*

- Positive comments to highlight examples of good conduct
- Recognizing and highlighting of a learner's improvement e.g. in self-discipline, work ethic or conduct
- 'Good work' notes to parents
- Certificates in Assembly, including character development and academic achievement / merit
- Principal's awards
- Token rewards, group and 'House' points
- End-of-term parties / outings

6.2 The following guidelines should be used when applying sanctions:

- Sanctions will be applied whether the offence takes place on the school premises, at a school-related activity or while in school uniform.
- Sanctions should:
  - Be used sparingly
  - Be age-appropriate
  - Fit the transgression
  - Be redemptive
  - Be fair, just and consistently applied
  - Be issued for actual offences / incidents, rather than labeling or categorizing the learner and punishing them accordingly
- Detention may be given for an academic or pastoral issue. The timing and duration of the detention should reflect the seriousness of the misdemeanor.
- Detention of a whole class should be avoided.

6.3 A break detention may be issued:

- When the Class Teacher has had cause to record three infringements of the class rules in his/her 'Disappointment Book'
- A learner leaves his/her sports clothes/equipment at home twice in a term
- A learner is late for school more than three times in one term
- Incidents of misbehaviour as contemplated in **Section 7.1**
- Break detention is less of a punishment than Friday detention and parents need not be informed

6.4 Friday detention may be issued for incidents of misbehaviour as contemplated in **Section 7.1**. The following guidelines apply:

- Friday detentions should be reserved for more serious offences
- Parents and the Deputy need to be informed by break time of Thursday. Any offender after this time is moved onto the Detention list for the next Friday.

- It is important for parents to acknowledge the details of the detention by means of a signed note delivered to the Class Teacher prior to the detention.
- The learner should be given a meaningful task and supervised during the detention.
- Learners should complete a reflective exercise at the end of detention, to give them an opportunity to consider how they might have approached the problem differently.
- Teachers in the Primary department will rotate Friday Detention duty.

6.5 Extreme cases - serious misconduct - are referred to the Board of Governors which will apply its policy as per Regulations Relating to Disciplining, Suspension and Expulsion of Learners

7 SANCTIONS IN RESPONSE TO UNACCEPTABLE BEHAVIOUR

7.1 LEVELS OF MISBEHAVIOUR AND APPROPRIATE SANCTIONS – FOUNDATION PHASE

	Example of misbehaviour	Sanction
LEVEL 1: **Low level**	Excessive talking / talking out of turn	eg, Supervised Break detention Reflection discussion must be encouraged at the end of each session
	Being noisy	
	Distracting others	
	Being late	
	Persistent lateness for a lesson / Persistent homework problems	
LEVEL 2: **More serious Misbehaviour**	Kicking or punching someone	eg Friday detention Reflection discussion must be encouraged at the end of each session
	Swearing	
	Acts of harassment, bullying	
	Vandalism in toilets, playground, classroom	
	Acts of aggression, and not for the first time	
LEVEL 3 **Serious misconduct (as determined by the SASA & provincial acts**	Repeated acts of harassment, bullying	
	Deliberate acts of vandalism in the school	
	See (7) below	

7.2 LEVELS OF MISBEHAVIOUR AND APPROPRIATE SANCTIONS – INTERMEDIATE / SENIOR PHASE

	Example of misbehaviour	Sanction
LEVEL 1: **Low level**	Excessive talking / talking out of turn	eg, Supervised Break detention Reflection discussion must be encouraged at the end of each session
	Being noisy and disruptive, distracting other s in class	
	Being late for start of school	
	Persistent homework problems	

LEVEL 2: **More serious misbehaviour**	Kicking or punching someone	eg Friday detention Reflection discussion must be encouraged at the end of each session
	Swearing	
	Acts of harassment, bullying	
	Vandalism in the toilets, playground, classroom	
	Acts of aggression, and not for the first time	
	Repeated acts / serious acts of harassment, bullying, racist behaviour,	
	Deliberate acts of vandalism in the school	
	Serious acts of misbehaviour against another pupil or a teacher that even goes outside of the school	

7. PROCEDURES IN THE EVENT OF VERY SERIOUS MISCONDUCT

7.3 In terms of SA Schools Act and provincial regulations promulgated in Provincial Gazette 6939, a learner may be found guilty of serious misconduct if he /she:

- uses or has in his / her possession or sells or distributes a dangerous object, alcoholic liquor or illegal drugs;
- commits an act of bullying, assault, theft, arson or malicious damage to property;
- commits an act of gross insubordination or engages in immoral conduct;
- attempts to bribe any person in respect of any test or examination, with the intention of enabling himself or herself, or any other person, to gain an unfair advantage;
- uses hate speech, makes himself or herself guilty of racism, sexism, sexual harassment, possesses or distributes pornographic material or engages in any act of public indecency;
- falsely identifies himself or herself, or knowingly and wilfully supplies false information or falsifies documentation to gain an unfair advantage at school;
- endangers the safety or threatens fellow learners or teachers, disrupts the school programme or violates the rights of others;
- has repeatedly been found guilty of transgressing the Learner's Code Of Conduct; or conducts himself or herself, in the opinion of the governing body, in a disgraceful, improper or unbecoming manner.

7.4 In terms of its disciplinary procedures, the BoG may, after a fair hearing, suspend a learner from attending the school-

(a) As a correctional measure for a period not longer than one school week (5 days); or

(b) Pending a decision as to whether the learner is to be expelled from the school by the Board of Governors

8.3 The Principal of the Academy may also, after a fair hearing, suspend a learner from the school:

(a) Only if the Principal has confirmed that decision with the Chairperson of the Board of Governors

(b) As a correctional measure for a period no longer than two (2) days

(c) Immediately informs the parents of the learners of the intention to suspend the learner and confirms it to the parents in writing

7.4 A learner may be expelled only

(a) By the Board of Governors of the Academy, and

(b) If found guilty of serious misconduct after a fair hearing conducted by the Board of Governors or any duly-appointed sub-committee of the Board

(c) If the decision to the expel the learner is communicated to the parents within three (3) school days of the hearing

7.5 The disciplinary hearing must occur within 7 days of the date of an initial suspension unless the Board of Governors has motivated a special reason why it should be held later.

8 RECORDING – REFER TO BEHAVIOUR MANAGEMENT INFORMATION FORM

8.1 In the case of further action being required after a period of indiscipline, the Academy is required to maintain a written record of interventions by teachers, contacts with parents and any other steps taken to deal with the indiscipline.

8.2 It is therefore essential that all incidents are recorded by completing a DISCIPLINARY INCIDENT FORM, which will be lodged in the learner's file and / or the Discipline register

8.3 A standardized INCIDENT / INTERVIEW / INTERVENTION REPORT FORM should be completed and circulated to relevant staff (including, but not limited to, the Head, Head of Discipline and the class teacher), who should acknowledge, by signing and dating; then, having read these, filing them in the Learner's records.

9 SUPERVISION ARRANGEMENTS AROUND SCHOOL

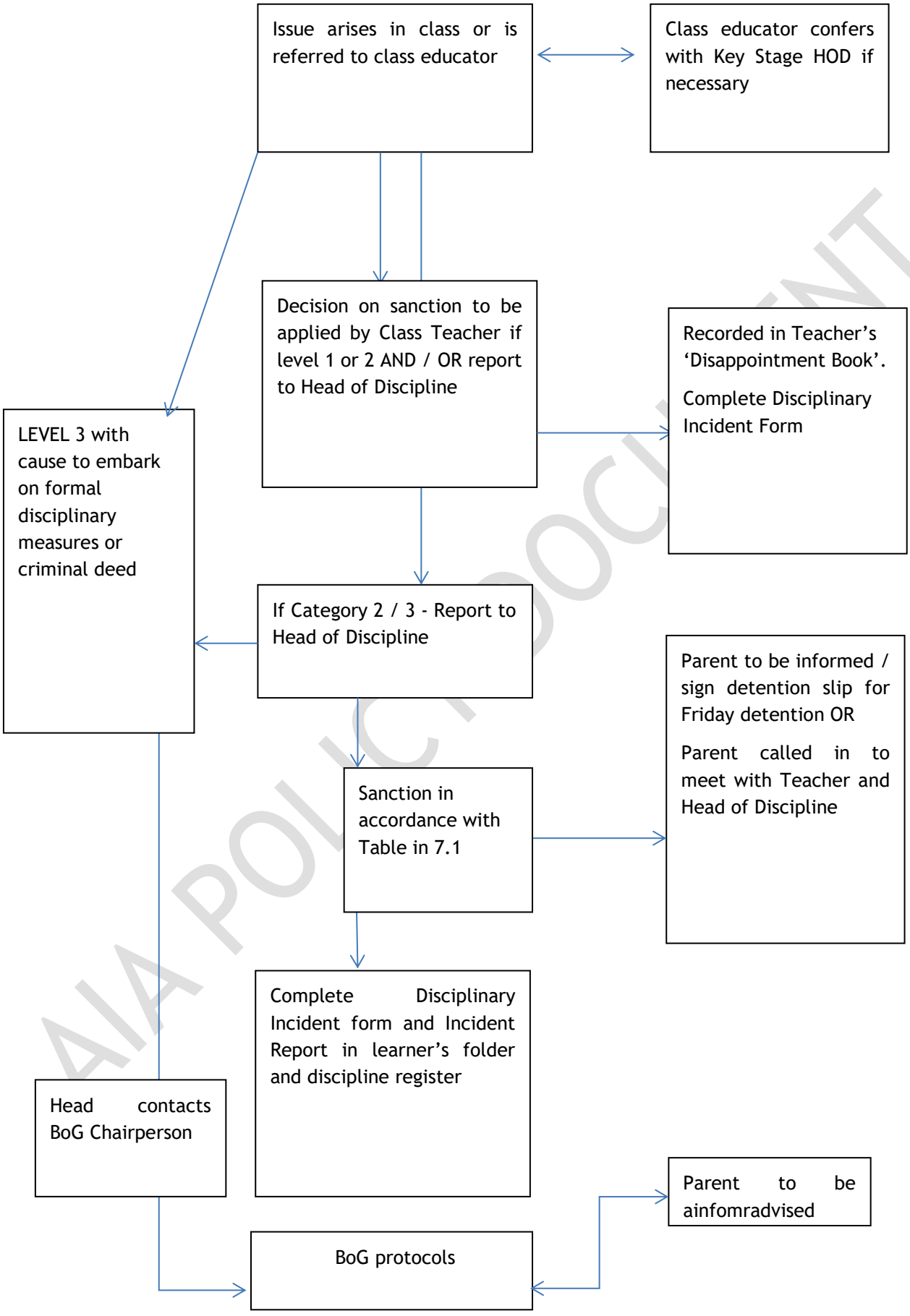
TO BE COMPLETED – not only at break but also in the mornings and afternoons….

Before School:

During Break interval

After School

10. Channels and processes for applying sanction



Disciplinary Incident Form

Today's Date: _____ Name of learner: _____ Stage : _____

Location of incident: _____ Time of incident:_____

Incident type:

Inadequate work		Theft	
Uniform/make up/jewellery		Damage to Property	
Defiance		Verbal abuse	Teacher
Disruption			other pupil
Fighting			Ancillary staff
Persistent homework problems			lunchtime supervisor
Persistent lateness	to school	Insolence	
	to class	Missed detention	
	other	Illicit substances	
Truancy		Smoking	
Use of mobile phone in school			
Other - specify			

Comment**:** (please note: this comment will appear in letters to parent/guardians)

_____

_____

Action taken: (please tick)

Extra work ☐

Lunchtime detention ☐

Friday Detention ☐

Other_____ Date of Action: _____

Given by:_____

Detention Form issued (if applicable)

Form returned (Attached) ☐

Is the incident resolved? YES ☐ NO ☐

Further Action required: _____

[Please leave this form in Head of Discipline's pigeonhole when complete]

If detention form is issued please attach the returned sheet.

INCIDENT / INTERVIEW / INTERVENTION REPORT

(To accompany Incident form where necessary, i.e. after a period of indiscipline)

Name of learner(s): _____

Location and time: _____ Day and Date: _____

Names of other staff or learners who witnessed the incident: _____

_____

How incident began and steps taken to contain the situation, including details of learners' behaviour, what was said or done by each party

_____

_____

_____

_____

_____

Action contemplated / sanction applied: _____

_____

Learner's response and outcome of the incident:

_____

_____

_____

Details of any injury suffered by the learner or other person and / or any damage to property

_____

_____

Details of contact with parents and / or comment from them:

_____

_____

Signature of the person reporting: _____

This policy has been adopted on behalf of all the relevant stakeholders. Signed original in school file.