

DISCIPLINARY POLICIES AND PROCEDURES FOR WOLMER'S PREPARATORY SCHOOL

INTRODUCTION

The **Vision** of Wolmer's Preparatory school is 'to create well-rounded, well-balanced individuals achieving excellent academic performance who are capable of and committed to making a meaningful contribution to society', in order to achieve this it is imperative that discipline, among other virtues be the hallmark of our endeavours

Our aim therefore is to provide a guide for the disciplining\training of the children that will incorporate our, **Vision** and **Core Values**, is holistic, age appropriate, culturally relevant and is within the legal frame work of the Ministry of Education's Guidelines.

Discipline is not the same as punishment. Instead, discipline has to do more with teaching, and involves teaching children right from wrong, how to respect the rights of others, which behaviors are acceptable and which are not, with a goal of helping to develop children who feel secure, loved, are self-confident, self-disciplined and know how to control their impulses.

Discipline is not only a classroom issue, it impacts the entire school. As such classroom and school strategies should be similar, therefore co-operation and consistency among the staff will strengthen whatever individual teachers try to implement in their classes.

The fulfillment of our mandate as it concerns discipline requires that all stake holders be made aware of the disciplinary policies and procedures, and be made accountable in fulfilling their responsibilities.

The process of disciplining and training children is dynamic, revisiting the process, evaluating it, changing and improving things is inevitable.

DISCIPLINARY REGULATIONS

THE WOLMER'S SCHOOLS

Wolmer's Preparatory school is an independent school and is also a part of the Wolmer's Trust and as such embraces, is guided by and reflects in our overall approach to discipline the Vision, Mission and Core Value of the Wolmer's Schools.

LAW

All disciplinary measures are guided by the regulations of the Ministry of Education as it concerns corporal punishment.

NB: Corporal Punishment is prohibited by the Ministry of Education and the School's Board.

Corporal Punishment is any deliberate act against a child that inflicts pain or physical discomfort to punish or contain him\her. This includes, but is not limited to, spanking, slapping, pinching, paddling, or hitting a child with a hand or with an object; denying or restricting a child's use of the toilet, denying meals, drink, heat and shelter, pushing or pulling a child with force, Forcing the child to exercise. (www.childadvocate.org.htm)

FUNDAMENTALS OF DISCIPLING CHILDREN

- ¹ Thoughtful and strategic positive reinforcement and the modeling of good behavior
- ² Children must be trained and disciplined developmentally
- ³ Clear and consistent rules and expectations along with clear and consistent consequences must be reinforced
- ⁴ Outstanding conduct must be as highly regarded and rewarded (as academic performance) until it becomes the norm or the culture in our school

DISCIPLINARY PROGRAMME

The Disciplinary Committee coordinates discussions with relevant stakeholders involved, apply the sanctions involved and procure a report on the case for consideration of the Board.

Detentions: are given for the following infractions

1. Refusal to do class or home work
2. Rudeness
3. Untidy attire
4. Lateness
5. Noise on corridor or between classes
6. Lack of preparedness for classes

Detentions maybe given to whole classes, groups or individuals. Students are given some form of manual labour in class or around the school campus e.g. replacing preschool chairs at the end of school day. They will also lose house points.

Each class will have a house representative who will report the infraction to the house leader.

Demerits : are given for the following infractions and are recorded on the students' reports. Students must see Guidance Counsellor. The infraction and sanction will be reported to the parents.

1. Habitual tardiness
2. Rudeness to any stakeholder
3. Repeated incorrect school attire
4. Profanities
5. Offensive name calling
6. Failure to accept disciplinary action form staff
7. Fighting
8. Poor representation of school in sporting or performing events
9. Repeated infractions

Withdrawal of school privileges: Students **must** earn the privileges of holding offices, representing the school in any area and also to go on 'non-educational' field trips. Poor conduct automatically exempts any such student from the aforementioned privileges. Parents are informed.

'Debadging' of students holding offices will follow any level of infraction.

Suspensions: are recorded, and may result in loss of privileges (as decided by Disciplinary Committee). Length of suspension will be decided by Principal. Board and parents are informed. Students must see Guidance Counsellor.

1. Repeated serious infractions
2. Stone Throwing
3. Stealing
4. Cheating
5. Inappropriate fondling
6. Deliberate destruction of school or stakeholders' property
7. Possession of any pornographic material
8. Fighting
9. Fondling of other students

Expulsions: the school would have exhausted all possible intervention or options in an attempt to help the child. The following infractions will result in an expulsion.

1. Repeated suspensions
2. Violent behavior
3. Extortion
4. Intimidation

DISCIPLINARY SYSTEM

Infractions are rated according to the nature and severity of the misconduct. The scope of any misdemeanor is viewed as it relates to oneself and other stakeholders. These are adjudged by the disciplinary committee, school board and principal and disciplinary sanctions meted out accordingly.

In our quest to adequately serve the needs of the students and to provide holistic discipline and training for them our actions and decisions are guided by their impressionable age, the vast potential and resilience of each child, their innate value and the need to inculcate and practice the ideals of forgiveness and compassion.

Recurrent inappropriate and unacceptable behavior is often rooted in real life issues faced by the students; hence parental compliance to the schools intervention and recommendations becomes crucial. Recommendations may include counselling and assessments. Instances where there has been repeated non compliance the matter will be taken to the board and a decision made in the best interest of the particular child and other stakeholders.

PRELUDE TO BEHAVIOUR MANAGEMENT

1. Behavior management must start with student intake, i.e. students ‘transferring’ from other schools after kindergarten must fill out a recommendation form specifically designed by our school
2. Reminders must be provided for teachers concerning developmentally and age appropriate acceptable or unacceptable behavior, for e.g. profiles of a depressed child or one with (possible personality or behavioral disorder). This allows for early identification and intervention
3. Open honest dialogue with parents concerning child’s (possible) challenges and recommendations for assessment or intervention as deemed necessary. Compliance or repeated non compliance to same must be noted and reported to the principal and the board
4. Review memorandum of understanding and encourage all stake holders to sign
5. Post information on parenting tips and issues on notice board
6. Extra curricular support will be provided for children with particular challenges. The parents of any such student will be informed and consent secured (already in progress)
7. Placing students keeping ‘good-ness of fit’ in mind (already in progress)
8. Separation of particular groups of children (already in progress)
9. All classes must have classroom rules developed by teachers and students
10. Introduction of new offices for students e.g. Class monitors and house representatives. This selection will be done at the class level based on specific criteria.
11. Training of all students holding offices
12. Make criteria for leadership position in the student body available to parents
13. Parenting seminar held in conjunction with the PTA at least once per school year