



**Sun Valley**  
Group of Schools



**ASHOKA AFRICA**  
changemaker school



**Sunbird**  
Pre-Primary School



**Sun Valley**  
Primary School



**Silvermine**  
Academy

# DISCIPLINE POLICY

## 1. Background

### The focus of discipline at Sun Valley Group

1.1 The focus and tone of our discipline is positive and encouraging. This needs to be balanced with the reality that all children blossom in an environment where there is structure and routine. Boundaries must be set. When these boundaries are crossed, there must be a response. The response may include an opportunity for personal REFLECTION, a CONSEQUENCE and a chance to learn from mistakes.

## 2. Legislation

2.1 Section 63(1)(cE) of the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997), read with section 9(3) of the South African Schools Act, 1996 (Act 84 of 1996), the Provincial Minister responsible for Education in the Western Cape makes the regulations set out in the Schedule.

2.2 The Constitution of Sun Valley Group of Schools

## 3. The role of the educator

### 3.1 The nurturer

- 3.1.1 The educator is responsible and accountable for the behaviour of the children in her/his register class.
- 3.1.2 The educator's role is to nurture the child's development towards responsible adulthood. Educators and Parents share this responsibility.
- 3.1.3 The class teacher may make use of the following nurturing behaviours:
  - 3.1.3.1 Engage in an Ei (Emotional Intelligence) check-in in the morning.
  - 3.1.3.2 Identify GOOD WORK and send the student to the Director: Curriculum for encouragement.
  - 3.1.3.3 Issue CHAMPION AWARDS in Assembly / Celebrate successes / Use Positive Marking of class work / Make use of a rewards / Class Competition/ Group Points / Give the children special attention (Spotlight Days) / Send GOOD WORK notes to the parents / Award each child with a certificate at Prize Giving / Meet with each parent at least twice a year at Parentline.

## 4. Managing whole-school discipline

### 4.1 Introduction

- 4.1.1 The discipline portfolio is managed by the Director of School Family Affairs. The vision remains paramount. We want to maintain a conducive culture of teaching and learning. This cannot happen in a climate of disorder. The Be Promises, Family Rules and Core Values have been developed to support whole-school discipline.
- 4.1.2 From time-to-time the Director of School Family Affairs will be faced with a serious disciplinary situation. This can range from blatant defiance to severe dysfunctional behaviour patterns. There is always a reason for this behaviour. Many times the child is simply testing the boundaries, other times it is a cry for help.
- 4.1.3 The Director of School Family Affairs relies on all the role-players to make an informed decision in order to deal decisively, but effectively with the child. Defiant behaviour demands decisive intervention by the educator. A cry for help requires a listening ear and a programme of intervention. School Family Affairs makes use of a qualified Counsellor to provide the listening ear.
- 4.1.4. Systems for whole-school discipline:
- 4.1.4.1 The Robot System (warning system to alert the student that their behaviour is unacceptable)
  - 4.1.4.2 Red and Yellow Cards,
  - 4.1.4.3 Hurtful and Helpful Hands
  - 4.1.4.4 The PLAY and PAUSE button chart
  - 4.1.4.5 The Pause/Kyk Weer chart
  - 4.1.4.6 The Executive Access procedural structure referred to as the Executive Access Programme.

### 4.2 Executive Access Programme

- 4.2.1 EXECUTIVE ACCESS is the laying of **Neural Pathways** from the sensory receptors to the executive brain so that we learn to **RESPOND** instead of REACT.
- 4.2.2 CLASSICAL DISCIPLINE uses punitive measures in order to bring about a change in behaviour. This has little effect in changing behaviour in children.
- 4.2.3 REFLECTIVE discipline creates an opportunity for metacognition (thinking about thinking). Students are required to THINK in a safe environment about their actions and how they could have done it differently.
- 4.2.4 CLASSROOM RULES are referred to as the Great Expectations. The Great Expectations are displayed in each classroom while Family Rules, Be Promises and Core Values are printed in the Homework Diary. These guidelines reflect behaviours that will create a learning space where all feel SAFE and have a SENSE of BELONGING.

#### 4.2.5 CONSEQUENCES

4.2.5.1 When students make a mistake, the CONSEQUENCE is an opportunity to REFLECT on their behaviour and carry out the REFLECTION as instructed by the teacher. This involves pondering and recording their thoughts. This will assist them to lay a neural pathway to the THINKING brain. CONSEQUENCES for breaking the Great Expectations are printed in the Homework Diary. Parents are requested to GUIDE the REFLECTION and use it as a teaching moment. The REFLECTION sheet is returned to school, signed by the parent and handed in to the REFLECTION MONITOR. Consequences may vary depending on nature of the offence/misdemeanour.

4.2.5.2 **ABC RATING.** Students are given a 1-4 rating each Friday for their ATTITUDE/BEHAVIOUR and CONDUCT. Students who receive a 2 are not permitted to leave the school grounds without Parental supervision. They may not make use of School Transport, participate in Sport matches or attend Outdoor Education unless they are accompanied by a Parent. The Director of School Family Affairs/Principal are the only people empowered to award a student an ABC rating of 1. When this is applied, the student may only attend class. He/she may not participate in any extra-mural programme, attend Outdoor Education/Excursion activities and use School transport. This student is regarded as a risk to himself, his/her peers and others.

4.2.6 **CARE CIRCLES** Issues facing the class are processed during a CARE Circle weekly. CARE stands for Conflict And Resolution Education. A problem is posed and each student, using a Talking Stick, has the opportunity to give an opinion using “I messages!”

4.2.7 **MOVEMENT AND EXERCISE.** Class Teachers make regular use of movement to ensure attention, retention and behaviour modification. Music, Movement, Mind Moves, Dance and the Walking Circuit are used to ensure a good flow of oxygenated blood to the pre-frontal cortex.

4.2.8 **HOOFIES (SVPS):** This is multi-age families. One student from Grade 7 to Grade 1 form a HOOFIE family of 7. HOOF stands for HEAD OF OUR FAMILY. The group stay together until the Grade 1 eventually becomes the HOOF in Grade 7. This ensures that each child has a close friend in every Grade should they need assistance on the playground.

4.2.9 **EXECUTIVE ACCESS INTERVENTION .** This refers to an intervention when the class teacher feels that the student requires intervention from a senior member of staff.

4.2.9.1 **RED YELLOW CARDS:** Yellow Cards are issued as final warnings in class. Once a student has been issued with a YELLOW CARD and transgresses again in the same day, he/she is issued with a RED CARD. The **RED CARD** results in the

student being sent to the Director: Family Affairs. The Director or Counsellor will **REFLECT** with the student. The Consequence may result in a **TEAR** (Teacher facilitated Executive Access Reflection) and a resultant behaviour modification programme. Informal **SUSPENSION** may be negotiated with the parents for a short period of time to allow a cool-off period and settle the classroom learning space. Internal Suspension may take place within the school building where the students remain at school but not in the classroom.

#### **4.2.10 CONSEQUENCE Levels**

##### **4.2.10.1 Level 1: Infringements: Didactic Executive Access Reflection (Designed to Teach) DEAR**

If one of the Classroom Great Expectations are compromised at a level where **REFLECTION** is needed then a **DEAR** is issued by the class teacher. **REFLECTION** is the ability to think through the error and lay a pathway so that the student learns from the mistake. A **REFLECTION** sheet is taken home where parents are expected to assist their child to **REFLECT** on how he/she could have **RESPONDED** in an appropriate way without seeking to blame others. The emphasis is on personal awareness and development.

##### **4.2.10.1 Level 2: Infringements: Teacher Executive Access (Teacher facilitated) TEAR**

The Level 1 **REFLECTION** was not completed accurately or the behaviour warrants a **TEACHER** directed reflection and counselling under the supervision of the designated facilitator. The Director of School Family Affairs issues a **TEAR** when a student is referred. The **TEAR** takes place after school with a **TEACHER**.

##### **4.2.10.2 Level 3: Infringements: Heads Executive Access Learning and Liaison HEAL<sup>2</sup>.**

This is awarded when:

4.2.10.2.1 The student repeatedly challenges the classroom Great Expectations.

4.2.10.3 The student displays dangerous and/or anti-social behaviour.

4.2.10.4 The behaviour warrants the Director of School Family Affairs to facilitate a round table discussion with all the role players. An Investigation is conducted with the student, parents and educators in order to chart a course for healing.

##### **4.2.10.3 Level 4: HEAR-ING**

4.2.10.3.1 A Disciplinary Hearing is necessary when serious misconduct has taken place or when repeated challenges to the Great Expectation / Be Promises / Core Values / Family Rules has taken place. A Disciplinary Hearing is conducted according to the regulations set out in the Act.

## 5. GENERAL COMMENTS

5.1 The levels mentioned are not necessarily consecutive. The CONSEQUENCE must fit the misdemeanour. The Director of School Family Affairs makes the decision to implement a particular disciplinary programme once he/she has heard from the role-players.

### 5.2 Parent Partnership with Educator when REFLECTING

5.2.1 When parents refuse to sign a **REFLECTION Form** because they feel it is an inappropriate method of discipline or that the intervention does not fit the crime, an appointment must be made with the Director of School Family Affairs to deal with the issue. These appointments must take place during the academic day 08:00 - 16:00. The Director of School Family Affairs is the only person who may excuse a child from attending a TEAR (Teacher managed Executive Access Reflection). Parents must negotiate with the Director and not the Class Teacher. Parents are encouraged to support, rather than challenge the school's intervention programme. Children often master the skill of parent manipulation. As soon as they can create conflict between their parents and the school, they feel that the focus is no longer on them. Although there may be times when a child may feel that he/she has been wrongly identified for a REFLECTION, it is sometimes worth teaching children to work through the REFLECTION, explain the situation and find some way to grow personally from the experience. This develops character in a world that is not always FAIR, but always full of learning opportunities. Executive Access Reflections are very positive behaviour management tools.

5.2.2 A **DEAR** (Didactic Executive Access Reflection) is issued to the learner after an incident and after an investigation by the Director of School Family Affairs, and the child has to REFLECT on the "What, When, Who and How things could be different next time". The **Consequence Form** is signed by the Parents and returned the following school day. In more severe cases, a TEAR (Teacher Executive Access Reflection) or a HEAL (Heads Executive Access for Learning) is issued by the Director of School Family Affairs. If a HEAL is issued it will normally be followed by a telephonic interview or a meeting with the parents/guardians of the child. Should no resolution be reached after the HEAL with a child, a HEAL<sup>2</sup> (Heads Executive Access for Liaison and Learning) will be scheduled with the parents. During the period before the HEAL<sup>2</sup> the student may be suspended if safety or other student learning will be compromised. Should no resolution be reached after a HEAL<sup>2</sup>, a Disciplinary Hearing will be scheduled. The Director of School Family Affairs consults with the parents telephonically. Parents are welcome to discuss the charges with the Deputy Principal prior to the Hearing. Notice of the Hearing is sent to the parents via the pupil. Listed on the Hearing notice are the charges to be put to the parents. This affords the parents an opportunity to prepare themselves for the Hearing. In order to deal with the matter briskly, and reduce additional stress for the child, the Hearing is scheduled with at least 5 working days' notice, unless the parents agree to an earlier Hearing.