



EDUPLEX

CODE OF CONDUCT

THE SYSTEM OF ASSERTIVE DISCIPLINE

The aim of the Assertive Disciplinary programme is to teach pupils how to make the correct choices when it comes to their behaviour and in so doing their self-esteem is raised and thus their academic success will be boosted. The programme is based on consistency, follow through and positive relationship building. The key is the belief that the teachers have the right to teach and the pupils the right to learn and thus all who are concerned are being empowered.

Teachers, through established rules and clear routines, leave pupils no doubt as to what is expected of them at all times.

Pupils are rewarded for following instructions through supportive feedback.

Firm disciplinary boundaries are secured within the classroom which encourages a secure learning environment for all. With this sense of security comes academic success.

Eduplex Management Plan

The Management Plan is made up of three components:

1. The Rules
2. Corrective Actions
3. Supportive Feedback.

1. The Rules

The body of rules are agreed upon by all through consultation. The rules are displayed on the classroom wall and are referred to all the time. These rules apply to behaviour and focus on the required behaviour before real learning can take place.

There are 5 school rules that the children will follow:

- Follow instructions.
- Keep your hands, feet, objects and unkind words to yourself.
- Listen while somebody else is speaking.
- Look after all property.
- Behave appropriately.

2. Corrective Actions

- Children deserve structure, and they deserve limits. There is nothing more harmful to children than allowing them to misbehave.
- Corrective actions are consequences.
- Corrective Actions must be things that students do not like but, they must never be physically or psychologically harmful.
- Corrective Actions do not have to be severe to be effective.
- Corrective Actions must be appropriate to the pupils and easy to implement e.g. written assignment in the behavioural journal, detention etc.

- It is the prerogative of the class teacher to institute everyday corrective measures. The grade leader should be consulted before any disciplinary cases are deemed serious enough to be referred to the SMT.
- In severe disciplinary cases, prior to instituting Disciplinary Procedure for Serious Misconduct, it may be necessary to remove the guilty party's privileges such as taking part in extra murals, going on school trips, representing the school in particular forms or in any forms or attending school functions. The SMT decision at this level is all that is required.
- Should a case be so severe the SMT can consider expulsion.

Keeping track of Corrective Actions

- The Recording Sheet is our system of keeping track of Corrective Actions.
- The Coordinator of discipline will monitor records of misconduct.

3. Supportive feedback

- Supportive feedback is the sincere and meaningful attention given the pupil for behaving according to the teacher's expectations.
- Supportive feedback is a system of rewarding pupils when they follow the rules.
- We have a system called "Super Stars".
- Pupils with no demerits are rewarded at the end of each term.

Teach responsible behaviour

- General and Specific Routines must be established.
- General Routines will include for example, how pupils enter and leave a classroom, how they line up in the mornings and in front of class rooms.
- Specific Routines will describe for example, what the teacher expects pupils to do during lessons, how much noise the teacher will tolerate, what level of movement is allowed and how pupils manage their materials.
- These routines need to be consistently planned and applied throughout the school to be effective.

Handling difficult pupils

Approximately 5 % of pupils will probably fall into this category. The challenge facing us is how to effectively deal with them.

- **Build positive relationships.** A special effort needs to be made to establish positive relationships with difficult pupils. The difficult child needs to be shown that the teacher cares for him/her as a unique individual and that the teacher is deeply concerned about the child's behaviour. NB: Treat pupils the way you would want your own child to be treated in school.
- **Conduct one on one problem solving relationships.** This is the meeting that takes place between a pupil and the teacher to discuss specific behavioural problems. The interview includes reaching agreement on a course of action to be taken to remedy the problem/s.
- **Develop an individualized behaviour plan.** The purpose of this plan is help the pupil behave responsibly and to help the teacher develop a positive relationship with the problem child.
- **Gain support from parents and administrators.** The support of parents and the SMT for the child's individualized behaviour plan is critical. Personal contact with the parents is vital.

Procedure for serious misconduct

This procedure deals specifically with severe disciplinary cases where the school will hold a disciplinary hearing to sort out the problem. The procedure for serious misconduct is clearly defined in the South African Schools Act and is bound by specific rules and regulations. Where disciplinary action needs to be taken, the school must satisfy itself that whatever action it proposes is in compliance with the aforementioned Act and any relevant regulations.

Serious misconduct that might lead to suspension and/or expulsion falls into two categories, namely:

- Schedule 1, being conduct which by itself is serious enough that it might lead to suspension and which, if repeated, might lead to expulsion; and
- Schedule 2, being conduct which by itself is serious enough that it might lead to expulsion.

The 'Superstars' Reward System

"Superstars" that has no demerits at the end of term 1 may come to school one day dressed in casual clothing and will be acknowledged in the Auditorium.

"Superstars" that has no demerits at the end of term 1 and 2 may come to school two days dressed in casual clothing and will be acknowledged in the Auditorium.

"Superstars" that has no demerits at the end of term 1, 2 and 3 may come to school three days dressed in casual clothing and can collect a complimentary Chips and cool drink from the tuck-shop.

"Superstars" that has no demerits at all for the whole year will be taken to Sun City on the schools' expense as reward for their cool behaviour.

Procedures for dealing with misconduct

- Detention
- Meeting with parents
- Refer to counsellor
- Expulsion

Detention classes

There is one form of detention at our school.

Fridays from 13:45 until 15:00. A formal detention notice is issued to the child that needs to be signed by the parents and returned to the school.