



**John Colet School**

**Discipline Policy**

## Revision Schedule and Stakeholders

### **Revision Schedule**

<i>Date</i>	<i>Version No.</i>	<i>Changes</i>	<i>By:</i>
1/8/00	V1.0	New Document	Headmaster
1/6/05	V1.1	Minor revisions	Headmaster
26.3.07	V 1.2	Minor revisions – “extended time out” and “on report” added to consequences.	Headmaster
22/2/10	V 1.3	Revisions in anticipation of 2010 re-registration: added “co-ordinators”; added Latin motto; simplified student responsibilities pt 1 & school behaviours pt 11.	Headmaster
15/10/13	V 1.4	Removed short section entitled Moral Education as it expressed views which were no longer appropriate or relevant to what was actually taught at school.	Headmaster

### **Stakeholders**

<b>Document Owner</b>
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<b>Document Approval</b>			
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## Introduction

*“The child is like the refined clay of the potter.... The potter uses both his hands, one inside and the other outside. The hand inside is the hand of love, which gives support for expansion, and the hand outside is the hand of discipline, which keeps a firm control on the expansion within the required form. This will create a good character and a pleasant being”*  
Shantananda Saraswati, 1980

The twin themes of character building are love and discipline. Love promotes expansion and growth, and discipline is for measure - so that the child learns that there are rules which must be obeyed for his or her benefit and for the benefit of others.

The most important factor in the Discipline Policy of the School, especially in the development of self-discipline in the children, is the nature and actions of the teacher. The children should be in the company of men and women who set a good example. By means of this example the children may develop into self-confident, responsible citizens who are able to turn their hand to whatever comes their way.

Discipline is related to discipleship. Children are naturally full of faith and will readily imitate. One of the teacher's prime duties therefore is to act in a manner worthy of imitation. Their thoughts, words and actions should match.

In practice therefore the Discipline Policy of John Colet School seeks to implement the following:-

- The teachers should be disciplined and should present an example to the children worthy to be followed;
- They should present the best available material (literature, music, art etc);
- It should be presented in the most interesting way. If the attention flags the teacher should present new material or present himself differently;
- Nothing should be done to the point of boredom;
- The children should feel no pressure when any knowledge is being imparted;
- When imparting knowledge the teachers should become like children while retaining their experience as adults.
- Some sort of encouragement or inducement for good behaviour and work should be provided, and regular check on progress must be maintained

## **Core Values**

The aim of the school is to introduce the children to spiritual truth and to equip them to take their position as responsible members of society.

The duty to live by principle and to set an example is expressed in the school motto: *Testare de illa luce* which means *bear witness of that light*.

The core values upon which this discipline policy is based are:

**Know thyself**

**Speak the truth**

**Always give of your best**

**Serve all and everything**

**Work together with love, honour and respect for one another**

### ***Know thyself***

The school subscribes to the view that there is Absolute Truth and Justice and that both are discoverable in practice and can be taught.

The children are therefore encouraged to engage in self-enquiry and experience stillness and contemplation. Through this the children may connect with an inner presence and may discover in practice an answer to the question: Who am I?

The methods by which this stillness is engendered are as follows:

**The Pause:** between each lesson the teachers and children sit or stand still with eyes closed and are encouraged to release any physical, mental or emotional activity and experience peace in the present moment.

**Attention:** Teachers and children are encouraged to give their attention to what they are doing and to concentrate on one thing at a time. In particular all are encouraged to listen.

**Meditation:** At ten years of age children may, if they wish, take up a system of mantra meditation. This is purely voluntary.

In relation to the other core values, when speaking or acting, the children are encouraged to ask a few simple questions.

### ***Speak the truth***

- 1 Is it true?
- 2 Is it kind, pleasant and beneficial?
- 3 Is it uplifting?
- 4 Does it agree with the words of the wise?

### ***Always give of your best***

- 1 Am I giving full attention?
- 2 Is it beautiful?
- 3 Is it well presented?
- 4 Is it pleasing to others?

### ***Serve all and everything***

- 1 Does this action benefit everyone?
- 2 Am I setting a good example?
- 3 Am I enthusiastic?
- 4 Is my attitude positive?

### ***Work together with love, honour and respect for one another***

- 1 Does this action unify?
- 2 Is it safe for myself and others?
- 3 Is it considerate of the happiness and comfort of others?
- 4 Is it honourable, respectful and dignified?
- 5 Does this action reflect well on my nation, school, family and myself?

## **Responsibilities**

Our actions affect ourselves and others and should therefore be done with care and attention in a spirit of love and fellowship. We have responsibilities and, in fulfilling these, others and ourselves receive certain benefits. Harmony and a positive school spirit arise when we all fulfil our responsibilities. These responsibilities are based on the core values of the school.

### ***The school & staff responsibilities are:***

- 1 To aid the children in:
  - 1.1. Remembering the Creator;
  - 1.2. Living by the fine regulations of the Creation;
  - 1.3. Discovering and uniting with God;
- 2 To provide an atmosphere which promotes self-discovery, peace and order;
- 3 To expose the children to the best available materials, such as Shakespeare, Mozart and Michelangelo, and appropriate curriculum to meet the needs of each student;
- 4 To support children in achieving success in learning;
- 5 To develop a set of rules which are just, clear and consistently applied.
- 6 To comply with all school policies and procedures and any relevant legislation.

### ***The students' responsibilities are:***

- 1 To be truthful in speech and action and to conduct themselves in an open-hearted, generous and dignified manner. To deal with others fairly, politely and with respect. To treat others as one should like to be treated: with understanding and sympathy, and to refrain from treating others in a way in which one would *not* like to be treated.
- 2 To respect the authority of the teachers and staff. To be well behaved in class and not disturb others. To keep up to date with class work and homework. To attend school

regularly and to be punctual for school and classes. To present all work with the greatest care.

- 3 To care for the school environment, to keep it neat and clean. To respect the property of the school and others; not to steal, damage or destroy it; to ask permission before using it; and to take proper care of it.
- 4 To behave at school and in public so that the community will respect the school. To wear the proper school uniform neatly and correctly.

## **Rights**

Our rights follow as a consequence of the fulfilment of our responsibilities. Having fulfilled our responsibilities, we are entitled to expect others to do likewise.

### ***The school's rights are:***

- 1 Staff members have a right to be treated with respect by the students and other staff members, to be spoken to politely, courteously and truthfully by the students and other staff members and to enjoy a positive, friendly, cooperative and collegiate atmosphere at school.
- 2 The school has the right to expect students to care for school property and not to damage or destroy it.
- 3 To see that the school uniform is worn in accordance with the school uniform policy.
- 4 To see that the students' behaviour enhances the school's reputation both on and off school premises.

### ***The students' rights are:***

- 1 To be aided in the remembrance of the Creator and His fine regulations and to be aided in their search to return to Him;
- 2 To be provided with an atmosphere which promotes self-discovery, peace and order;
- 3 To have the best available materials, such as Shakespeare, Mozart and Michelangelo, and appropriate curriculum made available to them;
- 4 To be supported in learning and personal development;
- 5 To have the school rules clearly explained and justly and consistently applied.

## **School behaviour**

There are some simple behaviours around the school which will help to make the core values clear to ourselves and others:

- 1 Stand for teachers and adults when they enter a room;
- 2 Address teachers and adults respectfully;
- 3 Stand back for teachers;
- 4 Exhibit good table manners and consideration for others at lunch;
- 5 Boys stand for girls when they enter a room;
- 6 Leave rooms in a tidy and neat condition;
- 7 Enter a classroom or other parts of the buildings during recesses only with a teacher's permission;
- 8 Enter the staff work room only with a teacher's permission;
- 9 Respond to the bells;
- 10 Stay within the school grounds;
- 11 For your safety and that of others refrain from activities which might injure yourself and others;

12 For harmonious, dignified atmosphere in the school:

- 12.1. Don't swear;
- 12.2. Don't bully;
- 12.3. Don't draw or write on your body, books or desks;
- 12.4. Don't damage books, desks or other school property

The school Courtesy Guide is issued to each student and has further information on expected behaviour.

### ***Recognition & reinforcement of student achievement***

Good work, appropriate behaviour and displays of virtue by the children should be appropriately rewarded. Rewards may come in many forms including:-

- 1 Praise and teacher approval;
- 2 Privileges - extra play time, being chosen as monitor etc;
- 3 Acknowledgements of effort such as stars, stickers, merit cards, Headmaster's Awards etc.
- 4 Phone contact or notes to parents advising meritorious behaviour;
- 5 Commendations in assemblies;
- 6 Rewards such as sweets etc;
- 7 House points are sometimes given as rewards, (usually to build a sense of team identity rather than to honour individual effort).

### **Strategies for dealing with unacceptable behaviour**

All behaviour has consequences. Acceptable behaviour should result in good consequences or rewards and unacceptable behaviour in bad consequences or punishments.

Unacceptable behaviour ought to be met with an appropriate, measured response excluding corporal punishment. Some basic principles relating to punishment are:

- 1 The aim of punishment is to correct misbehaviour - not to inflict harm;
- 2 Punishment should never be humiliating;
- 3 Failure to learn is not, under any circumstances, seen as misbehaviour on the part of the child.
- 4 The school does not sanction the use of corporal punishment to enforce school discipline by staff or non-staff including parents.

Teachers may as appropriate to age and class apply the following consequences for unacceptable behaviour:-

- 1 **Ignoring inappropriate behaviour.** (This can have the effect of reducing disruptive and/or attention seeking behaviour);
- 2 Warning and/or **admonishment**;
- 3 **Time out** - either in the classroom or temporary removal from class - including sending the child to another teacher, the stage co-ordinators, Deputy Headmaster or the Headmaster;
- 4 **Extended time out** involves children who need some time and/or space away from their class to help break a cycle of disruption or aggression. The child does all his or her work in another classroom and may also be excluded from group activities such as recess, lunch and sport for a designated period;
- 5 **Lines** or some other form of writing such as a letter of apology;
- 6 **Withdrawal of privileges** (excursions/library privileges etc);
- 7 **Recess detention:** Either half (10 minutes) or full (20 minutes);

- 8 **After school detention** (3rd Class upwards) from 3.30 pm to 4.00 pm. Parents will receive advance notice of detentions.
- 9 **On report** – to assist a child get a fetch of their own behaviour this involves a child taking a report book to each lesson and having the particular teacher sign off on their behaviour. The process is supervised by the Headmaster or Deputy Headmaster or stage co-ordinator to whom the child reports several times a day;
- 10 **Suspension or expulsion** may take place where the actions of the child may lead to harm to other children or indicate that he or she can no longer function at the school. The Headmaster will consult the Chairman of the Board of Governors where such action is contemplated and any final decision will only be made after a process governed by rules of procedural fairness.
- 11 **Procedural fairness** is:
  - 11.1. A basic right of all when dealing with authorities. Procedural fairness includes the ‘hearing rule’ and the ‘right to an unbiased decision’.
  - 11.2. The **hearing rule** includes the right of the person against whom an allegation has been made to:
    - know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
    - know the process by which the matter will be considered
    - respond to the allegations
    - know how to seek a review of the decision made in response to the allegations. In the event of the Headmaster making a decision to suspend or expel any student, that student or his or her parents or caregiver may appeal within 28 days to the Board of Governors for a re hearing of the matter.
  - 11.3 The **right to an unbiased decision** includes the right to:
    - impartiality in an investigation and decision-making
    - an absence of bias by a decision-maker.
  - 11.4 Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This may involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, the school will establish whether there is any need for parents/caregivers to be provided with interpreter services and, if required, will make arrangements for such services to be available.

## ***Restitution***

**Restitution** may be used either with consequences or on its own.

Restitution is an act done to repair damage. It is not a punishment. It is a collaborative problem solving process, in which the student concerned faces the consequences of his or her actions and focuses on restoring the balance or redressing the damage. It enables a student who has made a mistake to make full reparation.

Key points for effective restitution are:

- 1 The offender must make the effort;
- 2 It is not imposed;
- 3 It will be relevant to the general area of the offence;
- 4 The teacher doesn't use guilt, anger or criticism;
- 5 The emphasis is on compensation and learning a better way;
- 6 The victim should feel adequately compensated;

- 7 It will discourage further offences;
- 8 It will reflect the school's core values;
- 9 As far as possible it should be a positive experience for all, and it should restore a situation of conflict and disunity to harmony and balance.

## Self-discipline

The ultimate aim of the **John Colet School Discipline Policy** is that the children become self-disciplined. Allied to this is self-confidence. An environment based on simple, clear, consistently implemented rules nurtures confidence in children.

The school uses a number of methods to encourage self-discipline:

- 1 The class teacher, at the commencement of the year or term, often discusses class rules with the children. These should reflect the school's core values. They are usually formulated into three or four simple rules appropriate to the particular class. These rules are regularly referred to and form the basis of general classroom behaviour.
- 2 There are regular discussions with the teacher about principles of behaviour. These can take place at any time but often Assembly, Philosophy classes or lunchtime discussions are used for this. The principle here is that there be no tension and that the teacher present behaviour against a background of universal principle.  
For example, if a student has disrupted a class activity through argument with a fellow pupil, after the situation has been resolved the teacher may discuss the importance of unity and harmony in the conduct of human affairs using examples from, say, Scripture or History.
- 3 Individual practices: Sometimes it becomes clear to a teacher that an individual or a class may benefit from the practice of a particular virtue. For example, a child who appears keen to get the good things before others, may be asked to practise putting others first; a child who appears frightened at unimportant things may be encouraged to practise fortitude. This is, again, supported by discussion and examples from the writings of the great teachers of mankind.