

Half Way Tree Primary School



BEHAVIOUR TRANSFORMATION POLICY

“Striving for Excellence through Discipline”



Preface

The Behaviour Transformation Team

The Behaviour Transformation Team (formerly Student Intervention Team, SIT) is informed by the School Wide Positive Behaviour Interventions and Supports (SWPBIS) framework. The framework carries eight principles which guide stakeholders toward positive values, mental attitudes and behaviours, thus improving educational outputs. The team consists of stakeholders that make up the home-school-community partnership, including:

- Board
- Principal
- Vice Principals
- Guidance Counsellors
- Teachers
- Ancillary Staff
- Parent Representatives
- Student Representatives
- Community Representative

BTT is responsible for managing the activities and interventions that promote positive discipline. The scope of responsibility includes:

- Compiling the Behaviour Transformation Policy (disciplinary handbook) with information on the school rules, rewards and interventions.
- Guiding teachers, parents, and students on the structure of discipline in the school.
- Assessing complaints of student's misconduct or behavioural challenges.
- Applying interventions as outlined in the policy, or otherwise suggested as in the student's best interest.
- Promoting discipline as a key factor in making our school environment safe, in accordance with the CCPA, 2004, and the EA Regulations, 1980.

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BEHAVIOUR TRANSFORMATION POLICY

Half Way Tree Primary School under the governance of the Ministry of Education and Youth is charged with the awesome responsibility of contributing to the development of disciplined, productive and socially responsible citizens. The Ministry of Education is committed to creating an education system that uses positive discipline to mold students who are academically sound, technically competent and are of a sound, moral and ethical character. (Holness. A, 2011). As such, the Behaviour Transformation Team (**B.T.T**) of Half Way Tree Primary is likewise committed to an education system that uses positive discipline to promote the following:

- Respect for self, others, self-space and property.
- Sound moral and ethical character, resulting in good citizens.

The Board has endorsed this policy and, with the principal, will review its effectiveness periodically. They will ensure that the policy is administered fairly and consistently.

DISCIPLINE IS DEVELOPMENTAL

Discipline in school life is very important for students. We can't be well educated without discipline. Without learning and following discipline in school life can cost students later in their career. In school education, discipline is a set of rules & regulations that remind us of the proper code of behaviour. Discipline is not only important for school students, it is for all stakeholders. **Discipline is self-improvement practice.** It is what helps us all to achieve our goals in life. In light of this, we ask that all stakeholders uphold the following:

- ❖ Teaches self-control, by explaining reason
- ❖ Preserves mutual respect of feelings and dignity
- ❖ Focuses on restitution and natural outcome of events
- ❖ Provide conflict resolution options/suggestions at all time
- ❖ Model the appropriate behaviour to be followed in a learning institution
- ❖ Raises self-esteem, leaves students feeling satisfied about themselves
- ❖ Promotes growth in the five areas of development (*physical, intellectual, social, emotional and moral*)

KEY FEATURES OF A DISCIPLINE-ORIENTED SCHOOL ENVIRONMENT

As we work together in partnership, it is our goal to create a discipline-oriented school environment in which the following is maintained:

- ❖ Confident teachers and students
- ❖ Effective communication, collaboration, creativity and connection
- ❖ Child-centered teaching and learning practices
- ❖ Safe environment that stimulates learning
- ❖ Effective management of student behaviours

Strictly Positive: a Resource Guide on Positive Disciplinary Practices 2011.

Child Care and Protection Act, 2004

SECTION 28. (1) Every person having the custody, charge or care of a child between the ages of four and sixteen years shall take such steps as are necessary to ensure that the child is enrolled at, and attends, school.

Education Act, 1980 (Code of Regulations)

SECTION 29. (1) A student shall obey the rules of the school he is attending. (2) Where a student considers that he has been victimized or otherwise unfairly treated he may appeal to the principal and, if necessary, the Board. (3) Without prejudice to the powers of a principal under regulation 30, where a student breaches the rules of a school and if, after normal disciplinary actions and counselling have been taken, his behaviour continues to be disruptive and wasteful of time and resources, the matter may be referred by the principal to the student council for their study and recommendation.

SECTION 30. (1) The principal of a public educational institution may suspend from the institution, for a period not exceeding ten days, any student - (a) whose conduct in his opinion is of such a nature that his presence in that institution is having or is likely to have a detrimental effect on the discipline of the institution; (b) who commits any act which causes injury to any member of staff or to any other student in that institution. (2) Where a principal suspends a student he shall forthwith (a) give notice of the suspension to the student council and the parent or guardian of that student; and (b) make a report to the board, stating the reasons for the suspension. (3) On receipt

of the report referred to in paragraph (2) (b), the Board of a public educational institution shall, during the period of the suspension, investigate the matter and may, after investigation (a) reinstate the student with or without a reprimand or a warning to the student and, where appropriate, to his parent or guardian; (b) suspend the student for a further period not exceeding five school days beyond the period of suspension already given; or (c) instruct the principal to exclude permanently the student from attending that institution and shall inform the Minister of such action. (4) At any hearing by the Board into the conduct of a student who has been suspended, the student and parent or guardian shall have the right to be present, and, if the student is aggrieved by a decision of the Board, he may appeal to the Minister. (5) A student who has been permanently excluded for disciplinary reasons from a public educational institution may be admitted to another public educational institution if a confidential report of the circumstances surrounding the exclusion is given to the principal of that other institution. (6) Where, in the opinion of the principal, the behaviour of the student appears to be abnormal, the principal may, with the approval of the parent or guardian, report the matter to the Minister who shall take steps to ensure that specialist opinion and treatment is obtained for the student. (7) Except in special cases, a student shall only be suspended or excluded from a public educational institution after other efforts have been made to effect an improvement in the conduct of the student.

United Nations Conventions on the Rights of a Child, 1990

Article 28 (2) State Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

Article 29 (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

Definition of Key Terms

Discipline

- A process of accountability that enables children to become social, productive and responsible adults.

Punishment

- Imposing external controls by force on students to change their behaviours.

Positive Discipline

- An approach to discipline, in which all efforts at managing behaviours contribute positively to a child's development.

B.T.T

- Student Intervention Team, which comprises the Principal, coordinator of the committee, a teacher from each grade and one Guidance Counsellor. A member of the P.T.A. Executive, the head boy and head girl will be invited to attend special meetings.

Disciplinary Ladder

- A hierarchy for behaviour transformation, involving dialogue, motivation by way of incentives and other tangibles.

Class Disruption

- Behaviour that violates the rules of the particular classroom and interferes with the teacher's opportunity to present the curriculum or interferes with other students' opportunity to concentrate on the curriculum.

In-School Suspension:

- On-campus setting, apart from regular classroom, where the student continues to receive instruction to the extent possible, not to exceed two days at a time. Three ISS may lead to a suspension on the fourth recorded misconduct.

Suspension:

- Removal of a student from school and its activities, for a period not to exceed five days at a time.

On-campus:

- The school premises.

Class Re-assignment:

- Removal of student from one class in the grade to another; temporarily or permanently.

Level One Offences:

- These can be considered as classroom offences and should be directly handled by the class teacher.

Level Two Offences:

- These are any level-one offences that have occurred more than three (3) times over a period of ten (10) days, or offences that occur on the school premises which impede the teaching-learning process or pose a danger to other students, teachers and school personnel.

Level Three Offences:

- These are any level-two offences that have occurred more than three times over a period of ten (10) days, or offences that occur on the school premises which endanger other students, teachers and school personnel and impede the teaching-learning process. They may also be considered emergency cases.

Intervention:

- Any action or combination of actions taken by the teacher, BTT or Administrators to respond to student's misconduct, as outlined in the policy.

Critical Incident:

- Incidents considered emergency situations or those that put students and or/other stakeholders at dire risk.

Roles of Stakeholders

Role of Students

A student shall obey the rules of the school. Students are also expected to observe and operate within the classroom and on the school campus maintaining our core values of **honesty, work ethics, team work, punctuality** and **self-control**. That means being truthful; being ready to learn and complete assigned tasks; collaborating and cooperating; attending school on time; as well as respecting the rights, space and belongings of others.

Role of Administrators

The principal and vice principals are referred to in this document as the Administrators. They are responsible for the oversight of the BTT, and can hear and intervene in matters relating to students' misconduct. They may instruct/guide teachers, BTT or parents as to students' disciplinary interventions and behaviour transformation.

Role of Teachers

Teachers are responsible for managing discipline in their classrooms and are thereby expected to promote positive discipline through our core values **honesty, work ethics, team work, punctuality** and **self - control**. Recommended incentives and interventions should be employed by the teacher to address behavioural concerns. Reports and referrals should be made for appropriate interventions.

Role of Ancillary and Support Staff

Ancillary and support staff will not carry out disciplinary measures against students. However, in true support of our core values, if they witness students' misconduct, reports and referrals should be made for appropriate interventions.

Role of Parents

Parents are expected to abide by the school's Behaviour Transformation Policy and use the appropriate channels to make queries and/or settle disagreements with students, teachers, administrators or other parents. Parents are also expected to promote our core values of **honesty, work ethics, team work, punctuality**; and **self-control and respect**, by instilling positive discipline at home and supporting students' psychosocial and educational developments.

Rights and Responsibilities of Key Stakeholders

Stakeholders	Rights	Responsibilities
Students	<p><i>To education of the highest quality</i></p> <p><i>To a safe and enabling environment.</i></p>	<p><i>To respect the rights of others and all applicable laws.</i></p> <p><i>To demonstrate honesty and integrity.</i></p> <p><i>To attend school on time and be ready to learn.</i></p> <p><i>Obey the rules of the school</i></p>
School Personnel <ul style="list-style-type: none"> • <i>Administrative</i> • <i>Academic</i> • <i>Ancillary</i> 	<p><i>To be able to carry out their professional responsibilities.</i></p> <p><i>To be safe at school.</i></p> <p><i>To be treated with respect.</i></p>	<p><i>To respect others and all applicable laws.</i></p> <p><i>To demonstrate our core values: honesty, work ethics, team work, punctuality, self-control.</i></p> <p><i>To facilitate learning and development.</i></p> <p><i>To ensure all actions are in the best interest of the student.</i></p>
Parents	<p><i>To participate in school activities and decision making processes.</i></p> <p><i>To be treated with respect.</i></p>	<p><i>To respect the rights of others.</i></p> <p><i>To respect all applicable laws.</i></p> <p><i>To demonstrate our core values: honesty, work ethics, team work, punctuality, self-control.</i></p> <p><i>To instill discipline.</i></p> <p><i>To foster independent learning.</i></p> <p><i>To guide and assist with assignments/projects.</i></p>
Community	<p><i>To participate in school processes.</i></p> <p><i>To be treated with respect</i></p> <p><i>To contribute to the protection and development of children.</i></p>	<p><i>To support school initiatives and reinforce character building efforts.</i></p> <p><i>To contribute to the protection and development of children.</i></p>

How does the Behaviour Transformation Team (B.T.T) Operate?

The Education Regulations of 1980, Sections 29 and 30 stipulate the following:

- *A student shall obey the rules of the school (s)he is attending. Section 30 stipulates, “.....where a student breaches the rules of a school and if, after normal disciplinary actions and counselling have been taken, his behaviour continues to be disruptive and wasteful of time and resources, the matter may be referred by the Principal to the student council for their study and recommendation.”*
- A teacher-representative will be selected from each grade to collect any report prepared by any teacher in the grade, or any other member of staff or stakeholder, regarding infractions. This will be done whenever an infraction takes place.
- A compiled report of incidents and referrals will be submitted to the Principal and the Guidance Department, which will be stored as part of student’s file.
- B.T.T will meet once every two weeks, or otherwise, as deemed necessary, to examine reports and make written recommendations, which will be signed off by the Principal.
- The parent/guardian of the student being monitored will be informed of the incident(s)/referral(s) and the intervention(s) to be employed.
- The team will engage in ongoing monitoring of any student, as well as the level of responsiveness to the intervention.
- Maintaining dialogue with parent/guardian, student and teachers on the status of behaviour is a critical element of intervention. *“Managing discipline is a core function of teaching and learning. Through a positive disciplinary approach, teachers view ‘misbehaviours’ as opportunities to further aid the development of the child” (Fuderich, R.2011)*

Recording of Behaviours and Interventions or Incentives

A teacher:

- Should record incidences of students’ misconduct in the class or grade log book.
- Likewise, incidents that promote the core values should be recorded and highlighted.
- May refer student to the Guidance Counsellor.
- Submit Incident and Referral Forms to the Guidance Counsellor and the Principal/Vice Principals

A counsellor:

- May recommend suitable intervention for the best interest of the student.

- Should keep confidential record of session with students.
- Should keep record of all incidents and referrals received.
- May refer student for external intervention – counselling, assessment, etc.
- May convene case conferencing in determining best interest of child and next steps.
- Should keep record of students who exemplify the core values and to whom incentives have been given.

An Administrator:

- Should submit all critical incidences to the Ministry of Education via the Education Officer.
- Should refer to the school Board any student who has been/is being suspended.
- Should keep account of incidents of indiscipline, interventions employed, incidents of discipline and incentives applied.

Guidelines on Punctuality

- If the child is perceived as a habitual late comer, having no apparent reason for lateness, the parent/guardian will be notified, for a meeting with the Principal, by way of a letter, a phone call or through WhatsApp messaging from the school.
- If unpunctuality is not addressed, a meeting will be convened with the parent.
- The Attendance Register will be marked at 8:00 a.m. for the morning session and 12:00 p.m. for the afternoon session after lunch. Students are required to respond to the bell, as they will be recorded as late.
- Although not compulsory, early work is considered to be important and beneficial. As such, students are encouraged to be present by 7:30 a.m. to participate in this process.
- The record of unpunctuality will be included on the child's report card.

Guidelines for Behaviour and Procedures of Service at the Canteen

- Prefects, Student Police (Police Youth Club members) as well as classroom teachers will monitor lines and behaviours.
- Students are encouraged to pre-order cooked lunches in their classroom, in order to alleviate the long lines at the canteen.
- Students are expected to observe **courtesies**, such as '*may I*', '*please*', '*excuse me*', '*thank you*', and '*you're welcome*' and **core values** – *honesty, work ethics, team work, punctuality and self-control and respect*, while being served at the canteen.

- Canteen attendants are also expected to observe courtesies and core values, while serving students and others.

Guidelines for Movement along the Corridors

- Students are expected to observe and understand the sign 'SILENT ZONE'. Such a sign will be mounted in specific areas, such as Principal's office, Staffroom, Guidance Room, Library and the Reading Room.
- Students are expected to properly use stairways (where applicable) that are closest to their classrooms and should avoid running, jumping, pushing or bundling.
- Students will walk along the corridors, when going to the following classes: Library, Guidance and Counselling, Reading and Physical Education; or gathering for assemblies. Running along the corridors is **prohibited**.

Guideline for the Use of the Quadrangle

Students are expected to observe the following rules:

- Place litter in the rubbish bin or recycling bin.
- Sit on chairs, not on the tables/desks, or in passage ways.
- Turn off pipes when not in use.
- Follow the instructions of a designated adult.

Also avoid:

- Stone throwing
- Bottle playing (whether kicking or throwing)
- Horseplay (karate, choking, jumping on the back)
- Water playing
- Kicking
- Wild running
- Climbing, jumping or sliding on the perimeter fence, grilles or railings
- Climbing and swinging on erected tents
- Playing on the stage
- Screaming, unless there is an emergency
- Other aggressive activities or play
- Playing in the Administrative Office, Staff Room or any other SILENT ZONE
- Leaving the quadrangle space without the company of a designated adult

Students are expected to sit orderly while waiting for pick up. Students not participating in extra lessons or extra-curricular activities must be picked up at 2:30 p.m., or as otherwise directed by the teacher, on behalf of the Principal.

Guidelines for Involvement in Extra-Curricular Activities

Only students who are enrolled in extra-curricular activities are allowed to stay on the school grounds beyond 2:30 p.m. After training or participation in any extra-curricular activities, students must be picked up by 5:00 p.m. Students who are in breach of Levels 2 – 3 offences will be exempted from representing the school, during the period of intervention.

Guidelines for Late Pick Up

The Community Safety and Security Branch (CSSB) of the Half Way Tree Police Station will be notified of any student left on the school campus after 5:00 p.m. without arrangements being made with a teacher or administrator.

Levels of Behaviour Indicators

Level 1	Level One: Interventions
<ul style="list-style-type: none"> ● Spitting ● Disrupting class ● Distracting others ● Disregard for authority ● Disregard for the school's dress code ● Destruction of school property ● Disobedience <ul style="list-style-type: none"> ○ Not completing a task on time ○ Talking out of turn ○ Not following directions/instructions ● Quarrels and verbal abuse ● Missile throwing ● Dress code violation ● Being tardy to class ● Cheating, copying another student's work ● Other (determined by the class teacher) 	<p><i>Intervention may be ONE of OR any COMBINATION of interventions that best suit the situation.</i></p> <ul style="list-style-type: none"> ■ Teacher-Student Conference ■ Parent-Teacher Conference ■ Confiscation of Material ■ In-class Action/Assignment ■ Withdrawal of Student Privileges ■ Reflection Time ■ Quiet Time

<p style="text-align: center;">Level 2</p>	<p style="text-align: center;">Level Two: Interventions</p>
<ul style="list-style-type: none"> • Physical abuse such as: kicking, strangling and pushing aggressively. • Missile throwing • Bullying/threatening • Fighting • Expletives • Stealing • Vandalism, defacing school property • Insolence (against authority) <ul style="list-style-type: none"> ○ Prefect ○ Adult • Level one offences which have occurred more than three times (among others) 	<p><i>Interventions may be ONE of OR any COMBINATION of interventions that best suit the situation.</i></p> <ul style="list-style-type: none"> ▪ Administrator-Teacher-Parent-Student conference ▪ In-School Suspension (ISS) ▪ Supervised campus assignment ▪ Withdrawal of student privileges ▪ Counsellor-Student Session ▪ Reflection Time ▪ Quiet Time
<p style="text-align: center;">Level 3</p>	<p style="text-align: center;">Level Three: Interventions</p>
<ul style="list-style-type: none"> • Sexual harassment • Pornography • Weapon use/wounding • Extortion/theft • Truancy • Extortion • Gambling • Sexual Activity • Weapon Possession • Other 	<p><i>Interventions may be ONE of OR any COMBINATION of interventions that best suit the situation.</i></p> <ul style="list-style-type: none"> ▪ Administrator-Teacher-Parent-Student Conference ▪ Counsellor-Student Conference ▪ Re-assignment of Class ▪ External Referral <ul style="list-style-type: none"> ○ Counselling ○ Assessment ▪ Suspension ▪ Refer/Report to School Board ▪ Refer/Report to Education Officer

Guidelines for Conferences

Reason for Conferences:

- To promote positive discipline and behaviour change.
- To hear all sides of the story.
- To facilitate mediation.
- To facilitate suggestions on the way forward.
- To encourage a healthy home-school partnership.

Conference Procedure:

- ❖ Be punctual and respectful of the time agreed upon by all stakeholders.
- ❖ Listen without prejudice; do not interrupt someone who is speaking.
- ❖ Be respectful to each person and of his/her point of view.
- ❖ Respond based on what is said, not on what you assume.
- ❖ Attack the problem, not the person.
- ❖ Agree on a meeting place and time.

Remember!

- ✓ The recommendations should reflect the best interest of the child at all times.
- ✓ We will not always agree on every point, but we can strike a compromise.
- ✓ Anger tends to cloud our judgment. Keep calm - think before you speak, think before you act.

INTERVENTIONS

- Conducting a professional assessment of referred students, through parental consent.
- Scheduling forums to educate parents, students about acceptable behaviours.
- Empowering the prefect body, through training.
- Values and Attitudes Training for parents and other stakeholders.
- Publishing newsletters about discipline and behaviour modification initiatives.
- Organizing orientation sessions for all grades, in order to engage stakeholders in discussion about the school's disciplinary policy.
- Mandatory ***Pull-Out Programme***.
- Establishing a ***Behaviour Transformation Ladder***, for the purposes of educating stakeholders about the policy promoting discipline, rewards /merits and systems of demerits.

- Inclusion of the core values and Behaviour Transformation Policy in Inter-House Sports Competitions, club activities and other extra-curricular activities.
- Modeling the appropriate/desirable behaviours.
- Internal counselling - individual and group.
- Termly awards session – upper school and lower school
- Evening of Excellence to recognize students with improved behaviours.
- Delegating positions of responsibility.
- Publishing names in the school’s magazine/newsletter, Children’s Own, Grade board.
- Using field trips as an incentive for improved behaviours.
- Student of the Week
- Pin of Pride, I’m a Star certificate
- Parent Support Group to offer training and support for parents experiencing difficulties with their children’s behaviours and/or academic performance.
- Mentorship programme for students.
- Peace Garden – self-reflection area
- In-School Suspension – student spends a pre-determined number of days in a cooperating teacher’s class to separate student from the stimuli contributing to undesired behaviour.
- Detention – student spends a pre-determined number of hours in a cooperating teacher’s class to separate student from the stimuli contributing to undesired behaviour.

Merit/Demerit System

In order to help students make positive choices and to create a positive climate for learning, the school will use a merit and demerit system to address behaviour. The system below will provide rewards for desired behaviours and consequences for undesired behaviours. This system is intended to assist students in making good choices thus producing well-behaved students. Our ultimate goal is to develop students who are self-disciplined and good citizens. The merit/demerit system is a school-wide discipline plan that should be focused on behaviour and is not connected to academics. **Each child will begin every week with one hundred (100) merit points.** Merit or demerit can be given via any staff member and parents through logical reasoning, once communicated to the student’s class teacher. Twenty-five (25) demerits and over excludes a student from some *privileges*.

MERIT AWARD

Students who demonstrate the following appropriate, positive behaviours or exemplary performance can earn MERITS:

- 1 Demonstrating our core values:
 - **Honesty:** speaking the truth, returning lost items, being objective and fair
 - **Work ethics:** being responsible and focused, returning important documents, reporting incidents, setting smart goals, critical and creative thinking, problem solving
 - **Team work:** respecting/valuing other person's opinions, contributions and property; listening to peers and adults, being cooperative, and willing to do what is best for everyone
 - **Punctuality:** respecting/valuing other person's time, being dependable, finishing tasks ahead of or on time, being ready
 - **Self-control and Respect:** holding the door, using common courtesies, assisting a classmate or adult, making good decisions, walking away from trouble, wisdom
- 2 Demonstrating healthy food choices - a week's' worth of recognized healthy eating as laid out by the Ministry of Health and Wellness initiative.
- 3 Special academic achievement – improvement in grades, spelling champion, mathematics champion
- 4 School involvement – internal and external competitions, awards, extra-curricular activities, scholarships
- 5 Random Merits – display of school spirit, fire and earthquake drill behaviour; and general and grade assembly behaviour

Every student has an opportunity to earn merits over time. To earn merits, students must exhibit appropriate, positive behaviours in line with the school rules and core values. **Merits will be recorded on students' termly report.**

DEMERIT STIPULATION

The demerits are designed to document and track repeated minor discipline infractions. Accumulation of demerits by students who consistently disrupt the learning environment will eventually require the intervention of the B.T.T. **Demerits will be recorded on students' termly report.** Students who demonstrate the following inappropriate behaviours will earn DEMERITS:

Demerit Values

Level One Offenses	1-3 Demerits	Level Two Offenses	4-5 Demerits
<p><u>1 DEMERIT</u></p> <ul style="list-style-type: none"> • Dress code violation • Late to class • In unauthorized area • Other minor offenses <p><u>2 DEMERITS</u></p> <ul style="list-style-type: none"> • Misuse of privilege • Inappropriate public displays of affection • Horseplay in common areas or classroom • Unprepared for class • Malicious remarks <p><u>3 DEMERITS</u></p> <ul style="list-style-type: none"> • Forgery • Inappropriate conduct/horseplay • Vulgar literature / Drawings / Items • Profanity / Vulgarity / Obscene gestures • Arguing / Rudeness • Class disruption • Failure to report to office when told or requested 	<p><u>4 DEMERITS</u></p> <ul style="list-style-type: none"> • Leaving class without permission • Misuse of school technology (inappropriate searches, password sharing, pornography) <p><u>5 DEMERITS</u></p> <ul style="list-style-type: none"> • Vandalism/Minor damages to school property/misuse of school equipment and supplies • Disrespect for authority • Cutting class 	<p><u>Level Four Offenses</u></p> <p><u>9 DEMERITS</u></p> <ul style="list-style-type: none"> • Peer harassment (physical) - also includes suspension with external referral. • Intentional entrance/exist without consent from the authority into restricted, non-educational areas such as store/maintenance rooms, roof, playfield and garden/green area • Climbing/jumping the perimeter fence • Climbing/swinging on erected tents • Playing on the stage <p><u>10 DEMERITS</u></p> <ul style="list-style-type: none"> • Willful destruction of school property (extreme cases may lead directly to expulsion) 	<p><u>Level Three Offenses</u></p> <p><u>6 DEMERITS</u></p> <ul style="list-style-type: none"> • Leaving school building or property without permission • Truancy (class cut = 5 demerits) • Refusing to leave area when instructed to do so • Reckless Horseplay
Level Three Offenses		6-10 Demerits	
Level Five Offenses		15 Demerits	

8 DEMERITS

- Open defiance and contempt for authority
- Disruptive behavior which causes an interruption or disruption to the school and education environment and process
- Peer harassment (verbal)
- Reckless horseplay

- Deliberate physical attack on school personnel
- Fighting – two (2) or more individuals engaged in harmful and/or offensive contact
- Assault and battery – the application of force to another resulting in harmful or offensive contact
- Carrying of weapons
- Use of drugs or alcohol
- Sexual Harassment

Merit Values

Level One Incentives 5 Merits	Level Two Incentives 10 Merits
<ul style="list-style-type: none"> • Properly attired • Early to school and class • Use of common courtesies • Following instructions/rules 	<ul style="list-style-type: none"> • Completing assigned tasks and projects • Appropriate use of school environment and resources – walking on the left of the corridor, use of devices • Displaying chivalry – giving way, holding doors, etc
	Level Four Incentives 20 Merits
Level Three Incentives 15 Merits <ul style="list-style-type: none"> • Offering to help a class/school mate, teacher, staff member, parent • Using appropriate conflict resolution strategies • Special academic achievement • Random merits 	<ul style="list-style-type: none"> • School citizenship – keeping school environment clean • Reporting a fight • Reporting a weapon or prohibited item
	Level Five Incentives 25 Merits
	<ul style="list-style-type: none"> • Walking away from a fight • Expressing compassion - giving aid to someone in need, without being told

APPENDICES

**HALF WAY TREE PRIMARY SCHOOL
BEHAVIOUR TRANSFORMATION POLICY FOR STUDENTS**

Dear Parent/Guardian,

This handbook contains the **Behaviour Transformation Policy** for students of **Half Way Tree Primary School**. The information contained therein serves to inform you of the type of conduct that is expected and the possible response incentives and interventions.

We are confident that your child/ward will adhere to the rules and core values of the school and conduct him/herself in an appropriate manner, both on the school grounds and off the campus.

Sincerely,

BTT Coordinator

Principal

Please sign and return to the class teacher



**HALF WAY TREE PRIMARY SCHOOL
AGREEMENT
BEHAVIOUR TRANSFORMATION POLICY FOR STUDENTS**

This is to certify that I have received, read and understood the **Behaviour Transformation Policy**, and hereby agree to adhere to the core values, rules and processes outlined therein.

This agreement is binding for the duration of the student's tenure at Half Way Tree Primary School, unless otherwise updated or revised, at which time the latter will be binding.

School: Half Way Tree Primary School

Student's Class: _____

Student's Name: _____

Student's Signature: _____ Date: _____

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____ Date: _____

HALF WAY TREE PRIMARY SCHOOL

Detention (DT) Report

Student: _____ **Class:** _____ **Demerit:** _____

Start Time: _____ **End Time:** _____

Duration of DT: _____ **hours To be Served:** _____ **(Room)**

Incident List (Tick the box):

- | | |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> Did not do homework | <input type="checkbox"/> Disrupting with noises |
| <input type="checkbox"/> Refusing to work | <input type="checkbox"/> Teasing classmates |
| <input type="checkbox"/> Sleeping | <input type="checkbox"/> Moving out of assigned area |
| <input type="checkbox"/> Talking without permission | <input type="checkbox"/> Destroying property |
| <input type="checkbox"/> Making inappropriate gestures | <input type="checkbox"/> Using physical aggression |
| <input type="checkbox"/> Using inappropriate language | <input type="checkbox"/> Using excessive and inappropriate attention seeking behaviours |

Supporting Details: _____

Action(s) Taken (Tick the box):

- | | |
|-------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Verbal Warning | <input type="checkbox"/> Contacted Parent/Guardian |
| <input type="checkbox"/> Teacher Assistant | <input type="checkbox"/> Report to Supervisor/Principal |
| <input type="checkbox"/> Withdrew Privilege | <input type="checkbox"/> Refer to Counsellor |
| <input type="checkbox"/> Peace Garden/Reflection Time | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Detention | |

Student's Response (Tick the box):

- | | | |
|-----------------------------------------------------|-----------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Behaviour continued | <input type="checkbox"/> Student apologized | <input type="checkbox"/> Student appeared remorseful |
| <input type="checkbox"/> Student refused correction | <input type="checkbox"/> Student did duty willingly | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Behaviour improved | <input type="checkbox"/> Behaviour worsened | |

Supervisor: _____ **Date:** _____

HALF WAY TREE PRIMARY SCHOOL

Classroom Incident Record

Student: _____

Class: _____

Teacher: _____

Date: _____

Incident Number: _____

Incident List (Tick the box):

- | | |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> Did not do homework | <input type="checkbox"/> Disrupting with noises |
| <input type="checkbox"/> Refusing to work | <input type="checkbox"/> Teasing classmates |
| <input type="checkbox"/> Sleeping | <input type="checkbox"/> Moving out of assigned area |
| <input type="checkbox"/> Talking without permission | <input type="checkbox"/> Destroying property |
| <input type="checkbox"/> Making inappropriate gestures | <input type="checkbox"/> Using physical aggression |
| <input type="checkbox"/> Using inappropriate language | <input type="checkbox"/> Using excessive and inappropriate attention-seeking Behaviours |

Supporting Details: _____

Action(s) Taken (Tick the box):

- | | |
|-------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Verbal Warning | <input type="checkbox"/> Contacted Parent/Guardian |
| <input type="checkbox"/> Teacher Assistant | <input type="checkbox"/> Report to Supervisor/Principal |
| <input type="checkbox"/> Withdrew Privilege | <input type="checkbox"/> Refer to Counsellor |
| <input type="checkbox"/> Peace Garden/Reflection Time | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Detention | |

Student's Response (Tick the box):

- | | |
|------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Behaviour continued | <input type="checkbox"/> Student apologized |
| <input type="checkbox"/> Student refused correction | <input type="checkbox"/> Student did duty willingly |
| <input type="checkbox"/> Behaviour improved | <input type="checkbox"/> Behaviour worsened |
| <input type="checkbox"/> Student appeared remorseful | <input type="checkbox"/> Other: _____ |

HALF WAY TREE PRIMARY SCHOOL IN-SCHOOL SUSPENSION (ISS) REPORT

Student: _____ Class: _____ Demerit: _____

Start Date: _____ End Date: _____

Duration of ISS: _____ days To be Served: _____ (Room)

Incident List (Tick the box):

- | | |
|-------------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Insolence | <input type="checkbox"/> Making inappropriate gestures |
| <input type="checkbox"/> Using inappropriate language /expletives | <input type="checkbox"/> Destroying property |
| <input type="checkbox"/> Using physical aggression/fighting | <input type="checkbox"/> Other: _____ |

Supporting Details: _____

Previous Action(s) Taken (Tick the box):

- | | |
|---------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Verbal Warning | <input type="checkbox"/> Contacted Parent/Guardian |
| <input type="checkbox"/> Teacher Assistant | <input type="checkbox"/> Report to Supervisor/Principal |
| <input type="checkbox"/> Withdrew Privilege | <input type="checkbox"/> Refer to Counsellor |
| <input type="checkbox"/> Peace Area | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Detention | |

Student's Response (Tick the box):

- | | | |
|-----------------------------------------------------|-----------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Behaviour continued | <input type="checkbox"/> Student apologized | <input type="checkbox"/> Student appeared remorseful |
| <input type="checkbox"/> Student refused correction | <input type="checkbox"/> Student did duty willingly | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Behaviour improved | <input type="checkbox"/> Behaviour worsened | |

Supervisor: _____ Date: _____

**HALF WAY TREE PRIMARY SCHOOL
COMMUNITY SERVICE FORM**

Student's Name: _____ Class: _____

Date of Service: _____ Area: _____

Time in: _____ Time out: _____ Merit: _____ Demerit: _____

Description: _____

Teacher's Name: _____

Teacher's Signature: _____ Date: _____

**HALF WAY TREE PRIMARY SCHOOL
COMMUNITY SERVICE FORM**

Student's Name: _____ Class: _____

Date of Service: _____ Area: _____

Time in: _____ Time out: _____ Merit: _____ Demerit: _____

Description: _____

Teacher's Name: _____

Teacher's Signature: _____ Date: _____

**HALF WAY TREE PRIMARY SCHOOL
COMMUNITY SERVICE FORM**

Student's Name: _____ Class: _____

Date of Service: _____ Area: _____

Time in: _____ Time out: _____ Merit: _____ Demerit: _____

Description: _____

Teacher's Name: _____

Teacher's Signature: _____ Date: _____

BEHAVIOUR TRANSFORMATION LADDER



positive discipline & behavior transformation



employ intervention



follow-up



identify behaviour



redirect behaviour



model core values



provide behavioural support



monitor structures promoting discipline

