



**PAIS**

**DISCIPLINE**

**POLICY**

Discipline is one of the most important aspects of a child's education, so much so that many educators are of the opinion that discipline comes first, academic excellence and others follow. If we look at the present condition of youth worldwide, it becomes apparent that indiscipline is becoming one of the greatest problems of the young generation throughout the world. Pan Asia International School believes that for building up a good citizen of the world, schools should also encourage good habits and strong moral character in its students. Discipline is the key in achieving this goal; both among the students and teachers.

Our student handbook clearly mentions certain disciplinary rules and regulations with proper reasoning and consequences. We believe that by following these rules we will be able to prepare our students for future challenges in a better way. Before we go into the details of misbehavior and the consequences in our discipline policy, we would like to add that our first goal should be on prevention, rather than cure. We have to find ways and means to encourage good behavior. There are two main ways to do that:

1. Keep them busy with rich extra curricular activities.
2. Teachers should have a detailed classroom and behavioral management plan.

If you look at our school calendar, you will notice that we have a healthy mix of extracurricular activities throughout the year. Apart from these fixed activities, we will have monthly competitions through our house project. These competitions will not only keep the students busy but also promote a healthy competition among the students.

That brings us to the next important aspect, behavior and classroom management. The following guidelines will help you in managing your students in a better way, thus minimizing the chances of students going astray.

# BEHAVIOR AND CLASSROOM MANAGEMENT TIPS

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**U**ninformed teachers often view discipline as being an iron-handed approach in which they control, demean, or berate students into compliance. However, negative disciplinary consequences are continually being removed from teacher's 'bag of tricks' by schools, at least by good, progressive schools. More importantly, research shows that while a punitive, coercive approach toward behavior management may gain superficial compliance, students feel alienated from those teachers (and school in general), lose motivation to achieve, and resist changing the undesirable behavior.

Behavior is more likely to change for the better when kids are guided and directed to show appropriate behavior, and then positively recognized (e.g., praise, thanks, rewards) for having done so. This approach also promotes a more cooperative and productive atmosphere in the classroom and builds a positive emotional bond between teachers and students. The days when people respected a stern teacher who kept students "under the thumb" are gone. The educator who yells or demeans needs to learn more about effective positive techniques that make kids feel good about school, teachers, and themselves.

## **Have a comprehensive Behavior Management Plan which includes:**

- positively stated rules that tell students what they ought to be doing.
- rules which are in addition to, but not opposed to existing school rules.
- a listing of consequences (series of 6 consequences, for example), the first being a 'reminder' to engage in the appropriate behavior (tell students what they **SHOULD** be doing, **NOT** what they are doing wrong). The last consequence will result in removal from the classroom to the principal's room.
- ways to recognize and thank students for having displayed appropriate behavior

Submit your behavior management plan to the supervisor and schedule a meeting to review the plan. Get your plan approved **BEFORE** you start implementing it. Ensure that rules should apply equally to all students.

## **Implement your plan**

- 1)** On the very first day, decide to 'take charge'. Post the rules.
- 2)** Review what you will say to your students. Look and feel confident.
- 3)** Greet them confidently and comment on something positive about them. This action makes it clear that they are entering territory in which **YOU** are the leader.
- 4)** Talk about future expectations with your students. Present your behavior management system. Implement it immediately.

- 5) Do something about every misbehavior. Stop threatening, nagging and giving another chance. React to each misbehavior calmly. Go through your series of consequences. Be consistent. Do not abandon your program.
- 6) Look around for students who are doing what you require. **REMEMBER TO CATCH 'EM BEING GOOD!**
- 7) Expect 1-3 days of complaints, defiance, and subterfuge until your students realize that you are going to stand firm in support of the new program. The final results will make these difficult days worth the effort. 'Loosen up' as kids fall into line and abide by the new system.

### **A Few tips for better Behavior Management**

- Don't allow yourself to be intimidated by certain students.
- Don't let crying or pleas for leniency keep you from administering consequences (unless you have made a mistake in judgment).
- See the humor in situations and enjoy some of the things students do. Don't penalize 'nutty' behavior that will go away in a second.
- Use humor or distraction to redirect mild misbehavior.
- Avoid 'empty comments' (e.g., 'Your book bag is in the aisle. '; 'You're talking. ') unless you are purposefully trying to give hints to behave.
- When students are misbehaving, give them clear, firm directions to do something (e.g., 'Open your book to page 67. '; 'Please go to your seat now. ') or ask 'What should you be doing right now?' (If they don't know, give hints or politely tell them.)
- If your direction is not followed, administer the first consequence from your list. Continue through the list until you gain compliance. Encourage that compliance all along the way rather than using the next consequence to threaten students.
- **CONSISTENTLY** enforce rules by moving through the hierarchy of consequences.
- Be in control of your emotions when disciplining.
- **NEVER** (ever) yell at students (except situations in which someone is in danger).
- Use respectful terminology when disciplining your students.
- Use a calm, firm, respectful tone of voice when administering consequences.
- **NEVER** 'nag' or lecture students who have misbehaved (Because they stop listening after the 4<sup>th</sup> word).
- **NEVER** plead with students to behave. They obey direction or receive a penalty from the list of consequences. Compliance to your direction is met by a polite 'Thank you'.
- If you decide that it is best to purposefully ignore a student's behavior, praise other students for showing appropriate behavior.
- Constantly watch for opportunities to **positively react** to students who are behaving.

- Be a good **role model** for the courteous and respectful behavior you desire from your students.

### **Few tips for prevention instead of reaction**

- Pleasantly greet your students in the classroom to keep rowdy behavior from entering your room. Students must first calm themselves before entering.
- Use a small warm-up activity before you begin your lesson.
- Ensure that your classroom is a structured place.
- Standardize routines for dismissal, assignment submission, pencil sharpening, bathroom use, asking questions, lining up, etc.
- Maintain a warm, helpful, and positive learning environment.

### **Managing Behavior by the Way You Teach**

- Be **organized** and **well-prepared** for each lesson.
- Your lessons should be well paced. Start promptly, keep things moving, and allow a few minutes before the buzzer for a quick review and/or clean up.
- Vary your methods. Remember that teaching involves more than giving out dittos and photocopies.
- Make your lessons interesting in order to motivate the students (e.g., multi-media use, 'hands-on' activities, humor, movement, relating material to student interests, etc.)
- Relate the lesson to the students' lives so that they see the relevance of learning it.
- Ask the question before you select a student to answer it. (Otherwise, other students will stop listening/thinking)

### **Outside of the Classroom**

- Knowing that students behave better for teachers they like, get to know your pupils on a somewhat personal basis and speak with them outside of class. Realize that kids don't listen to the message unless they like the messenger!
- Seek new teaching ideas and positive ways to manage behavior. Don't just go to the teacher's room to complain. Brainstorm with colleagues on better ways to handle concerns.
- Set goals for yourself in the area of respectful and effective behavior management. Learn and use more positive ways to promote appropriate student behavior.

# DISCIPLINE POLICY

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## **INTRODUCTION**

PAIS believes students should receive the best possible education in a safe and secure environment where everyone is treated with respect. The school believes that discipline is learned and, therefore, can and should be taught in the home, school and community. The child also learns through experience and imitation. Students must be taught to assume responsibility for the consequences of their behavior.

Discipline is a developmental process. As the child matures, he/she should be given increased responsibility in keeping with his/her developmental level and social maturity, and every opportunity to practice self-discipline to positively reinforce responsible action. All attempts will be made not to punish and to safeguard the dignity of the student. Shouting at students, sending them out, pulling their ears etc. is not the right way to discipline students and is NOT allowed in PAIS. The ultimate goal is the internalization of discipline, so that little external enforcement is required.

We believe that this philosophy will foster the development of happy, self-disciplined, self-reliant personalities capable of behaving appropriately as the situation demands. It is felt that this philosophy will produce individuals with social consciences who see the good sense in acceptable behavior and who are spared the consequences of misbehavior. Discipline is most effective when its consequences are applied in a direct and timely manner following a problem. No one is permitted to jeopardize the safety and welfare of another.

The policy will make clear the boundaries of what is acceptable, the hierarchy of sanctions, arrangements for their consistent and fair application, and a linked system of rewards for good behaviour. It will promote respect for others, intolerance of bullying and harassment, the importance of self-discipline and the difference between "right" and "wrong". In accordance with this policy, school personnel are empowered to evaluate the seriousness of an incident or combination of incidents and to administer consequences that are appropriate and consistent with the responsibilities of their position. Possible consequences range from verbal communication with the student to expulsion from school, depending on the severity of the infraction. We have very clear expectations of student conduct, and students are clear on what action to expect if they break those expectations. These expectations and consequences are clearly stated in the student handbook.

## **JURISDICTION**

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when the students are the

responsibility of the school staff. When students are traveling to and from school in uniform they are considered to be representing the school and therefore the school rules apply.

## **DESCRIPTION**

The PAIS Student handbook covers almost all the areas where students need to be disciplined. It has a list of rules with proper reasoning and consequences. Most of the consequences begin with counseling by the teachers with ample warnings, consequences like in-service, suspension from activities, visit to principal's office and parental intervention.

*Counseling by teachers:* Most of the problems can be solved by the teachers through proper counseling and motivation. Teachers should make sure that they don't rebuke the students in front of others so that the dignity of the student is safeguarded. Pulling a child aside and having a quiet word does the trick most of the time.

*Counseling by the Principal (or the disciplinary committee head):* If the student does not respond favorably to repeated counseling from teachers, he/she should be directed to the principal/discipline committee head. The principal/discipline committee head should counsel the student with suitable warnings of consequences.

*In-service:* School in-service can include serving lunch to the whole class, teachers and staff, cleaning the classroom, playground or any other support room. The in-service can be given to the student by the teacher or the principal if he/she doesn't respond to proper counseling by teachers or principal/discipline committee head. The length of in-service may differ depending upon the severity of the offence and is at the discretion of the teacher or principal/discipline committee head.

*Suspension from activities:* If students don't respond to inservice, or misbehave during sports, computer, library or other classes, they can be suspended from utilizing any or all the facilities for a period of time depending upon the severity of the offence and at the discretion of the teacher.

*Parental intervention:* Parents are to be contacted when the principal/discipline committee head feels that counseling or consequences are not helping to improve the student behavior. Parents should be invited for interview with the principal/discipline committee head only when:

1. The school has a written history of misbehavior including the date, account of the incident in brief, counseling details and consequences if any.
2. When counseling and consequences fail to produce desired results.

*Suspension from school:* If parental intervention doesn't produce the desired result, only then the student should be suspended from attending the school for a number of days depending upon the severity of the offence. Parent should be informed beforehand and a request of cooperation should be made.

*Expulsion:* If the student is not showing any improvement despite of all the above measures and is being a nuisance, he should be expelled from the school. In extreme cases like drug abuse, drug trafficking, carrying weapons or firearms, sexual abuse, seriously and deliberately injuring students or PAIS staff members, the student should be expelled from the school immediately.

*Note: Decision of parental conference, suspension or expulsion can only be made by the principal/disciplinary committee head.*

Like any other policy, this policy may be revised from time to time. Teachers will be notified when there is any update.

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