|  |
| --- |
| **forgiveness**  |
|  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **kindness**  |  |  |
|  |  | **thankfulness**  |
|  |  |  |
|  |  |  |
|  |  |  |



The emphasis is on positive action (**recognition and reward**) rather than negative action (**punishment**). Problems which occur are dealt with constructively.  Four kinds of discipline are needed to implement this positive approach:

|  |  |  |
| --- | --- | --- |
| **EXPECTATIONS** | **VISIBLE CONSISTENCIES** | **RECOGNITION** |
| RespectLoveAchieve | Daily meet and greetPersistently catching children doing the right thingPicking up on children who are failing to meet expectationsAccompanying children to the playground at the end of every dayPraising in Public (PIP), Reminding/Reprimanding in Private (RIP)Consistent language from adults in school | Verbal praiseStickersDojo points linked to Visible Learning characteristics (10 dojos = 1 token)Recognition boardsHouse TokensCertificatesPhone call homeNotes/ Postcards homeHouse RewardsShow work to another adultRecommendation to HeadteacherMeritorious Pupil BookHeadteacher Award |

|  |  |
| --- | --- |
| **PREVENTATIVE DISCIPLINE****Clear expectations** about learningAttractive classrooms and general surroundings with **communication friendly displays****Meeting the needs** of pupilsSetting aside an area for ‘**time out**’ as requiredWell trained school staff who **know and understand the children** in their classSchool Leaders who **model expectations** with both rewards and sanctions **SUPPORTIVE DISCIPLINE****Following up a disruption later** when the ‘heat’ has subsided (not keeping pupils IN at break/lunch unsupervised)**Re-establishing a relationship** after correcting a pupilDeveloping a ‘**behaviour ‘contract’** with a pupil (and parents/carers)Applying a ‘**team’** approach and seek **support from other school staff** | **CORRECTIVE DISCIPLINE****What** to say when a child isn’t completing as task or is disruptive**Deliberately ignoring** some behavioursCasual or **direct questioning on learning** NOT behaviourA **simple, discreet warning**Defusing potential conflict**Re-stating school’s expectations** and valuesGiving **simple choices** (do this now or we will have to talk about it at break)**Taking a pupil aside** from the group (not sending out)Using **directed ‘time out’** |
| **SELF-DISCIPLINE**Pupils taking **responsibility for their own actions**‘**Community service’** and other sanctions which reinforce collective responsibility or the need for reparation or compensationThrough **1:1 and individualised inclusion plan (IIP)** setting own targets for improved behaviour |

**truth**

**compassion**

**peace**

**love**

**hope**

**generosity**

**respect**

**justice**

**gentleness**

**honesty**

**courage**

**humility**

**friendship**

**service**