



Ministry of Education, National Heritage, Culture & Arts and Youth & Sports

**POLICY IN**  
**BEHAVIOUR MANAGEMENT IN SCHOOLS**

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## 1.0 POLICY OBJECTIVE

The purpose of this policy is to institute a framework to guide schools and the Ministry of Education, National Heritage, Culture & Arts and Youth & Sports (MoE) manage student offences and indiscipline. It establishes clear expectations for appropriate students' behaviour and consequences if breach of the school code of ethics occurs. The policy also ensures that discipline procedures will eliminate expulsion from schools and that all students will go through a reform process at various levels both internal and external to the school system so that when the 12 years of basic education is completed, school graduates become better members of society.

## 2.0 POLICY

- 2.1 The Head Teacher/Principal shall create and maintain a safe and conducive learning environment for the effective management of student behaviour.
- 2.2 The Head Teacher/Principal shall develop a school based Behaviour Management Policy which reflects the full intent of the MoE Policy.
- 2.3 The school Head Teacher/Principal in liaison with the District Education Office (MoE) shall work with parents and the community to help address behavioural management issues in schools.
- 2.4 The school Head Teacher/Principal shall use approaches which:
  - i. help promote pro-social behaviour, student safety and development together with the realization of self-discipline
  - ii. are preventative in nature
  - iii. focus on early intervention, and
  - iv. outline procedures for the management of ongoing or serious misbehaviour.

## 3.0 BACKGROUND

### 3.1 Introduction

“Students cannot learn well if they are in an environment that induces fear – fear of teachers or fear of other students” (Report of the Fiji Islands Education Commission, 2000:104). In highlighting one of its National Goals for Education 2006 – 2015, the Suva Declaration (2005:4) also pointed out that *“the school is central to the teaching and learning process. To provide a safe environment that enhances effectiveness, schools must safeguard against external pressures”*.

Schooling in Fiji is concerned with the initiation of students into worthwhile activities. Given the premise that social security forms an integral part of the school life, students need to have an environment that:

- a. promotes pro-social behaviour and positive social interactions amongst staff and students

- b. provides opportunities for students to learn and exhibit appropriate social behaviours and self- discipline
- c. encourages appropriate and fair corrective measures for students who display inappropriate behaviours.
- d. sustains pro-social behaviour at all levels and at all times.

Studies have also suggested that incidences of bullying and violence in schools have been linked to behaviour management problems in schools in Fiji.

### **3.2 Rationale**

The diverse composition of students in classrooms based upon social, economic and geographical disparity has resulted in students having differences of ideas amongst each other. The lack of effective communication processes in place together with language barriers has further linked students to behavioural management issues in schools. Thus, having a Behavioural Management policy in place helps create effective networks in understanding students better and engaging with them together with the parents and the community in formulating measures to help address issues related to behavioural management in Fiji schools.

Presently, people admit that the 'old methods' have become archaic and with the complete abolishment of corporal punishment by law, teachers have become frustrated and the isolated incidences of physical abuse will continue unless a new policy in managing student misbehaviour is put into place. It is therefore imperative that schools work in close association with their communities and in consultation with relevant stake holding organizations or authorities to develop a policy to manage the behaviour of students in a firm and consistent manner with a sound and unified approach.

## **4.0 DEFINITIONS**

### **4.1 Behaviour management**

- refers to the strategies used to regulate and promote certain desired behaviour amongst children in school.

### **4.2 Breach of school discipline**

- refers to disciplinary actions that lead to the violation of certain rules and standards set by the school.

### **4.3 Bullying**

- refers to the repeated misuse of power, either physical or intellectual by an individual or a group of individuals onto another less powerful person. This may be physical, verbal, relational, cyber and psychological. Teasing or fighting between peers is not necessarily bullying, unless it occurs repeatedly to the same student.

#### **4.4 Bystander**

- refers to someone who sees the bullying or knows that it is happening to someone else.

#### **4.5 Code of Conduct**

- are the set guidelines and the rules governing the proper conduct of a student in school.

#### **4.6 Cyber bullying**

- involves the use of information and communication technologies such as e-mail, text messages, instant messages, and web sites to engage in the bullying of other individuals or groups of people.

#### **4.7 Early intervention**

- refers to the early diagnosis of the behavioural problem(s) and putting in place some proactive measures to help correct the negative behaviour of the child

#### **4.8 Harassment**

- involves using offensive, abusive, or intimidating behaviour that is directed at individuals or group/s for either perceived or real attributes. It includes gender, religious, age, race, and sexuality based harassment.

#### **4.9 Inappropriate behaviour**

- is any behaviour that violates the code of ethics set for students. Behaviour that adds to and / or cause any sort of harm to the child is referred to as inappropriate behaviour.

#### **4.10 Parent**

- are any biological or foster mother and father for the child

#### **4.11 Procedural fairness**

- a process that demonstrates procedural fairness is one in which:

- a. decision makers act fairly and provide reasons for decisions;
- b. the person affected is given a fair hearing;
- c. all parties to a matter have an opportunity to put their case; and
- d. all relevant arguments are considered and irrelevant arguments are excluded.

#### **4.12 Serious breach of school discipline**

- refers to disciplinary actions that lead to the violation of certain rules and standards set by the ministry.

## 5.0 RELEVANT LEGISLATION OR AUTHORITY

- 5.1 Education Act, 1978 Parts IX - XI
- 5.2 Part 2, Section 6 (1) – (14) Public Service Code of Conduct
- 5.3 Compulsory Education Act, 2000
- 5.4 Draft Child Protection Policy – 2010
- 5.5 Customer Services at the Ministry of Education and Schools Policy - 2010

## 6.0 PROCEDURES

### 6.1 SCHOOL BEHAVIOUR MANAGEMENT PLANNING

Head Teachers and Principals will establish 2 school disciplinary committees and plan for the effective management of student behaviour which will be documented. The document will outline the approach to creating a safe and positive learning environment and early intervention procedures, which is sighted/understood and signed by the parents/guardians and students upon enrolment. It should also focus on optimising teaching and learning experiences for all students including both the positive and preventative approaches to managing student behaviour as well as the appropriate use of consequences and sanctions.

The Head Teacher/Principal will develop procedures which contain the following:

- a. A code of conduct developed collaboratively with larger cross sections of the community and endorsed by the school committee (**Appendix B**)
- b. An outline of the rights and responsibilities of the school community (**Appendix C**)
- c. A description of pro-active strategies in place to establish and maintain a safe and supportive culture in a positive learning environment.
- d. Processes to prevent and manage all forms of bullying (see 8.3)
- e. Descriptions of the types of behaviours which will be considered a breach of school discipline that have been determined in collaboration with the disciplinary committee established by the Head Teacher/Principal.
- f. A description of the range of processes that will apply when student behaviour is disruptive and constitute a breach of school discipline. The following elements need to be taken into consideration:
  - f.i Enabling the child to reason out the causes and the effects of the action
  - f.ii Counselling by teachers and school counsellors
  - f.iii Involving parents to solicit their cooperation in helping address the issue without causing embarrassment to the child.
- g. Details of assistance available to staff, students and parents.
- h. A communication strategy that will ensure that all staff, students and members of the school community are aware of and understand the schools behaviour management processes
- i. An outline of the processes in place to ensure the school's behaviour management plan is monitored and reviewed regularly.

### **6.1.1 ESSENTIAL ELEMENTS WITHIN SCHOOL BEHAVIOUR MANAGEMENT PLANNING**

The following elements must be considered in dealing with behaviour management in schools:

- i. Use of moral and virtues programmes in addressing behavioural problems in students.
- ii. Use of mother tongue as an alternative to dealing with behavioural issues.
- iii. Using school counsellors to address children's behavioural issues though values may cut across all subjects in classrooms.
- iv. Having an out-reach programme for the community that includes the parents and community members such as "*talatalas*", "pundits" and pastors to create a cultural awareness amongst students.

### **6.1.2 Schools Disciplinary Committees**

**6.1.2.1** There will be two Disciplinary Committees dealing with behaviour issues in school namely the Internal Disciplinary Council and the External Disciplinary Council.

#### **6.1.2.1.1 Internal Disciplinary Council**

- a. Assist the Head Teacher/Principal in developing the school's Code of Conduct and appropriate consequences for breaches (**Appendix A**) of the school's code of conduct
- b. chaired by the Vice Principal/Assistant Head Teacher and membership to be selected from the teachers
- c. All students who commit an offence or have discipline problems that are classified as serious will appear before the school's Disciplinary Council
- d. The Disciplinary Council will investigate the students who appear before it and find out the root cause of their indiscipline or offence;
- e. In certain cases the offence may be a one off or done on the spur of the moment, while in others indiscipline may be habitual;
- f. The Disciplinary Council will make suitable recommendations to the principal but none of the recommendations will be for expulsion;

The recommendations could be for the following:

1. some form of punishment to be performed in school in the case of an offence
2. counseling by the school counselor or any member of the staff
3. Suspension for a period of not more than 2 weeks or 10 school days;
4. Mentoring by a member of staff;
5. Referral to the External Disciplinary Council.

#### **6.1.2.1.2 External Disciplinary Council**

- a) Chaired by the District Senior Education Officer - Secondary or Primary (whichever applies) and to be made up of external school stakeholders including a PTA representative, Social Welfare, student's religious body representative, Old Scholars' representative and the Principal/Head Teacher (secretariat).
- b) But for schools in the islands, apart from Viti Levu, Vanua Levu Taveuni and Ovalau, the Chair shall be the Head Teacher or Principal of another school within the district or any government representative on the island.
- c) This council will be convened upon the advice of the Principal/Head Teacher to hear and resolve cases beyond the Internal Disciplinary Council's powers.
- d) The council's secretariat shall advise the Permanent Secretary of the council's recommendations.
- e) Apart from the secretariat, the advice to the Permanent Secretary must include the other council members' signatures.

#### **6.1.3 PREVENTING AND MANAGING BULLYING**

School Head Teachers and Principals must have plans to address the problem of bullying in school. This includes a justification on:

- a. A statement outlining the school's commitment to prevent and manage bullying in school.
- b. A whole school approach identifying bullying.
- c. An acknowledgement on ways to work together to prevent bullying in school and that everyone in the community has a role to play in addressing the problem of bullying in school
- d. The ministry's common understanding of bullying issues include:
  - d.i The definition of bullying
  - d.ii An explanation of the types of bullying
  - d.iii The roles of bully, bully-victims and bystanders; and
  - d.iv The use of terminology

Appropriate measures to be developed in addressing the problem of bullying include:

- 1) Adopting a whole school approach in addressing bullying problems in school
- 2) Targeted early intervention;
- 3) Intervention for bullying incidents; and
- 4) Developing anti-bullying policies for schools
- 5) Processes to review and monitor the schools strategy to prevent and manage bullying.

#### **6.1.4 MANAGEMENT OF STUDENT MOBILE PHONES**

Mobile phones are becoming a noticeable feature in Fiji schools. While some parents provide these phones for social security and communication purposes, teachers and other students must not be disturbed through the use of mobiles in classrooms.

Head Teachers and Principals must:

- 6.1.3.1 Place conditions on the use of mobile phones by all students at the school
- 6.1.3.2 Formulate an order stating that all student mobile phones are to be switched off and not used in classrooms; and
- 6.1.3.3 Make an announcement to classes; a school assembly; or in a written circular or other school publication regarding this order.

#### **6.2 MANAGING BREACHES OF SCHOOL DISCIPLINE**

Effective school discipline and behaviour management plans will include the use of appropriate consequences for breaches of the school's code of conduct. Staff must consider the use of consequences as part of an educative and restorative process. When staff are considering the use of consequences for the management of behaviour the following procedures will apply.

##### **6.2.1 DETAINING STUDENTS AFTER SCHOOL**

Regardless of the duration of the detention, staff will ensure that detention only takes place when:

- 6.2.1.1 parents have been contacted to inform them of the reasons for, and the duration of, the detention; and
- 6.2.1.2 the parent and the staff member have agreed on the way the student will return to the parent's care following the detention.
- 6.2.1.3 If duty of care requirements cannot be met, an alternative sanction needs to be imposed.
- 6.2.1.4 Staff must keep records of the use of detention. These will include the date and time of the detention and the length of the detention.

##### **6.2.2 WITHDRAWAL OF STUDENTS FROM CLASSROOMS**

6.2.2.1 Withdrawal of students from classrooms is a planned strategy to de-escalate disruptive behaviour and for the safety of other students and be considered only when it:

- a. is used to provide students exhibiting disruptive behaviour with the opportunity to calm down, and reflect on their own behaviour;
- b. provides an opportunity to negotiate and plan discipline and behaviour management strategies; and
- c. provides an opportunity for restorative processes to be implemented.

6.2.2.2 Staff must provide a student withdrawn from classes with opportunities to complete assignments or assessments to fulfil course requirements.

6.2.2.3 Staff must supervise students to ensure safety and security requirements are met at all times. Decisions about the withdrawal location, supervision arrangements and the duration of withdrawal must take into account:

- a. the developmental status of the student; and
- b. the potential emotional, academic and social impact of such withdrawal on the student.

6.2.2.4 Staff must inform parents of their child's withdrawal from the classroom and keep records regarding this process.

### **6.2.3 MANAGING OTHER RELATED PROBLEMS**

Problems such as Glue sniffing and truancy have a detrimental effect upon the learning process of children. Problems of the above nature need to be analysed procedurally, with proactive actions developed and monitored with the assistance of the family and counsellors as well. Reasoning based on **causes and effect** should be facilitated to enable children to realize the short and the long term effects of such abuses.

### **6.3 SUSPENSION OF A STUDENT FROM SCHOOL**

- A. The maximum period of suspension is between two days and two weeks, depending on the nature of the offence, for a serious breach of school discipline (Grade 1). Suspension on any other grounds are addressed in section 6.3.1
- B. Students must return to school immediately following the end of the suspension period. Planning for the student's return and consultation with parents, if required, must be completed during the time the student is suspended. Conditions cannot be placed on a student's return to school at the end of the suspension period.
- C. The Head Teacher or Principal must not allow a student who is suspended prior to the end of the school day to leave the school grounds until an arrangement to get the student home is agreed to with the student's parent.
- D. Consultation with the student and parents is essential when a student has been suspended from school.
- E. When a student has been suspended for a total of 10 or more days in one school year, the school is required to consider other options.
- F. The district education office will assist the school, family and relevant agencies to formally review all aspects of the student's situation and jointly develop a documented plan. This plan must be monitored and reviewed. Information regarding the suspension must be entered into the school's records system and copied to the district education office.

### **6.3.1 SUSPENSION FOR BREACH OF SCHOOL DISCIPLINE**

If the Head Teacher or Principal proposes to suspend a student for a breach of school discipline, other than a serious breach of school discipline, the student must be afforded procedural fairness before a decision is made.

The Head Teacher or Principal must:

- a. inform the student and their parent of the reason for the proposed suspension and the intended duration of the suspension; and
- b. provide the student and their parent a reasonable opportunity to respond.

If after considering all of the relevant evidence including explanations from the student and their parent, the Head Teacher or Principal decides that there are sufficient grounds for the student to be suspended, the Head Teacher or Principal must notify the student and their parent in writing of the suspension.

Conditions that are attached to a period of suspension must specify:

1. any permission granted for the student to attend school during their period of suspension;
2. the school response to a student entering school property without specific permission being given by the Head Teacher or Principal;
3. that the parent is responsible for the student during the period of suspension from school; and
4. any other specific conditions considered to be necessary by the Head Teacher or Principal

### **6.3.2 SUSPENSION FOR A SERIOUS BREACH OF SCHOOL DISCIPLINE**

As soon as practicable after the suspension takes effect, the student must be afforded procedural fairness. The Head Teacher or Principal must:

- a. inform the student and the parent in writing of the reason for, and the intended duration of, the suspension;
- b. provide the student and their parent a reasonable opportunity to show that the student should not have been suspended or that the suspension should not continue; and
- c. inform and copy correspondences of suspension to the district education office.

### **6.3.3 EDUCATIONAL INSTRUCTION FOR A SUSPENDED STUDENT**

Staff must provide any student who is suspended from school for two or more consecutive school days or has accumulated ten days suspension within the year with educational instruction during the period of suspension. Staff must provide a student suspended from school every opportunity to continue with their education programme and fulfil course requirements, including the opportunity to complete assignments or assessments conducted during the period of suspension.

## 7.0 GUIDELINES

- 7.1 Schools need to consult widely with all stakeholders to accommodate cultural, religious and social diversities in the school communities.
- 7.2 Planning should not be prescriptive as all behaviours should be considered within the context in which they occur. For example it would not be appropriate for sanctions which prescribe that all students involved in an incident of physical assault to be given an automatic 2 days suspension.

Sanctions considered should be sensitive to the cultural, religious and social diversities of the school community and also be rehabilitative and not deny the child the opportunity to be engaged in classroom learning and not compromise the safety of the child. For example, sending the child out of the classroom prohibits the child from being involved in classroom learning and exposes the child to harm should an accident occur. It further exposes the teacher to prosecution as the duty of care rests with the teacher for the duration of the class time.

- 7.3 Clear procedures must be set out to help students on suspension.
- 7.4 Contemporary definitions of bullying are inclusive of physical, verbal and cyber.
- 7.5 A staff member may detain a student after school as a consequence of a breach of school discipline.
- 7.6 Children are vulnerable and sensitive to correction and so whatever form of anti-social behaviour exhibited by them must be dealt with greatest care and positive reinforcement rather than imposing reactive measures on them.
- 7.7 The school Head Teacher or Principal can suspend a student from attendance at school when the Internal Disciplinary Council considers s/he has committed a serious breach of school discipline.
- 7.8 The Head Teacher or Principal may give a student permission to be on school property for specific activities or programmes during a period of suspension. A student entering school property without specific permission will be in breach of suspension conditions. In such cases, when the student returns to school at the conclusion of the current suspension, consultation with the parents and student will take place to discuss possible consequences for the breach of suspension conditions. An additional period of suspension can be imposed. Persistent breaches or gross misbehaviour could lead to a recommendation for other options.
- 7.9 The Head Teacher or Principal is able to suspend a student immediately for a serious breach of school discipline.
- 7.10 If the student and their parent disagree with the suspension imposed, then they may request a review of the decision. Such a request is to be made to the district education office. A review does not prevent the period of suspension being imposed or continuing in effect.

7.11 If staff have provided opportunities for course requirements to be completed and the student has not done so then staff may impose sanctions upon the student. The Head Teacher or Principal may give a student permission to return to school to submit an assignment, or to complete an assessment task in an isolated environment under staff supervision. Alternatively, upon the student's return from suspension they can be allowed to submit assignments or to complete assessment tasks.

**8.0 EFFECTIVE DATE.....13/07/10**

**9.0 REVIEW DATE.....13/07/11**

**10.0 KEY SEARCH WORDS**

Behaviour Management, Discipline Procedures, Indiscipline, Expulsion, External Disciplinary Council, Internal Disciplinary Council, Planned Strategy, Pro – Social Behaviour, Suspension,

**11.0 APPROVED BY THE MINISTER FOR EDUCATION, NATIONAL HERITAGE, CULTURE & ARTS AND YOUTH & SPORTS, HON FILIPE BOLE**



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**SIGNATURE**

**13/07/10**

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**DATE**

## APPENDICES

### A. EXAMPLE GRADE ONE OFFENCES AND MANAGEMENT PROCEDURES

<b>Offence</b>	<b>Clarification</b>	<b>Action</b>	<b>Comments</b>
Illegal Substances	Possession or use	Immediate suspension for 3 days	<i>The substances referred to in this category are those deemed illegal under the Criminal Code. Substances such as marijuana and other hard drugs.</i>
	Intent to supply	Immediate suspension for 5 days	
Substance Abuse/Misuse	Possession or use	Immediate suspension for 2 days	<i>Incidents involving substances that are not illegal but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category.</i>
	Intent to supply	Immediate suspension for 5 days	
Verbal Abuse or Harassment	Of Students	Immediate suspension for 2 days	<i>Verbal abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.</i>
	Of Staff	Immediate suspension for 3 days	
Physical Assault or Intimidation	Of students	Immediate suspension for 3 days	<i>Physical intimidation refers to any physically threatening behaviour.</i>
	Of staff	Immediate suspension for 5 days	
Sexual Assault		Immediate 5 day suspension	
Inciting mass Disobedience or Revolt		Immediate 5 day suspension	
Wilful Offence against Property		Immediate 3 day suspension	<i>A wilful offence occurs when there is intent to deface or cause damage to property.</i>

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## **B. EXAMPLE SCHOOL BASED BEHAVIOUR MANAGEMENT POLICY**

### **A. Rights and Responsibilities**

All members of the school community have the RIGHT to:

- a. Be treated with courtesy and respect
- b. Enjoy a safe, clean and secure environment in learning
- c. Achieve their educational potential
- d. Be proud of their achievements
- e. To have their property respected

All members of the school community have the RESPONSIBILITY to:

- a. Show a duty of care through respect and courtesy towards each other
- b. Contribute to the overall safety and security of the school environment
- c. Develop their potential and to assist others in doing the same
- d. Ensure that their actions do not discredit the school
- e. Respect student, staff and school property

### **B. School Rules**

Rules established by the school act as the boundaries for students' behaviour and reflect on the rights and responsibilities of the school's community. These include:

1. Designated student access areas:
  - Students are only permitted in designated areas of the school. Some areas are out of bounds to students.
  - Students are only allowed in learning areas when a staff member is present or written permission is obtained.
2. Leaving the school ground:
  - Students may only leave the school ground during the school day after obtaining a permission note from the office.
3. Students out of class during lesson:
  - Students out of class during lesson time must carry an appropriate permission note signed by a teacher.
4. Prohibited substances:
  - Cigarettes are not permitted in schools
  - Immediate suspension will apply to all events involving prohibited substances on the school premises. These include alcohol, illegal drugs and other substances which may be used for illicit purposes.
5. Student compliance:
  - a. Students must follow the instructions of teachers.

### **C. Staff Roles and Responsibilities in Student Behaviour Management**

The behaviour management policy has adopted a whole-school approach to student behaviour management. To maximize the effectiveness of this approach, the following teachers' roles and responsibilities are vital:

- b. Create a positive environment. Reinforce appropriate behaviour by encouragement, reward and praise (for example, use of letter of commendation).
- c. Be conversant with and implement classroom management practices and procedures which reflect current good practice.
- d. Be aware of the school and classroom rules and display them in the classroom.
- e. Be consistent in approach and fair in application of behavioural consequences.
- f. Focus on student's behaviour rather than the student.
- g. Engage students in the formulation of classroom and school rules. Rules should complement all of the stated rights of the school community.
- h. Place emphasis on the resolution of difficulties and conflict.
- i. Complete a student behaviour report whenever there is a behaviour related problem.
- j. Follow up and follow through on behaviour management issues.
- k. Be familiar with relevant school policies.

#### **D. Guidelines for discussion of Behaviour Management Issues**

##### **Problem clarification**

A phenomenological approach, that is creating an element of trust within children and providing an environment free of fear and stress should be adopted firstly in creating an atmosphere of trust within the students. Let the student know that all aspects of confidentiality will be maintained in dealing with the problem. Let the student reflect on own behaviour. Note down the central cause of the problem and the attributing factors to the problem.

##### **Working towards a shared picture of Problem**

Make a diagrammatic representation to further understand the problem. Share the nature of the problem with the staff and solicit their opinion on avenues suitable to solving the problem. Be approachable not aggressive. Talk about the possible effects the problem could have on the child as well as on others.

##### **Challenge the Student**

Challenging is a process which:

- a. Provides information /summarises the problem from a school perspective
- b. Helps the student to determine the possible outcomes of such misbehaviours
- c. Concentrates on strengths/assets the student has rather than emphasizing weaknesses
- d. Avoids being negative
- e. Encourages a student to make appropriate change , and
- f. Sets reasonable and attainable behavioural goals.

##### **Setting goals**

Help the student to define goals that are:

- a. Specific, clear and within a reasonable time-line;
- b. Measurable
- c. Realistic
- d. Adequate
- e. Understood clearly by the student and accepted as their own.

#### **E. Documented Plans**

School staff will develop a plan for an individual student should the need arise, depending on the nature and seriousness of behaviour of the student. This plan will be developed should the current behaviour management strategies prove ineffective in addressing the nature of the issue.

#### **F. Managing breaches of School Discipline**

Effective school behaviour management plans will include the use of appropriate consequences for the breaches of the school's code of conduct. Staff need to consider the use of consequences as part of an educative and restorative process.

#### **C. EXAMPLE CODE OF ETHICS**

The term 'ethics' simply means moral principles.

The purpose of a *Code of Ethics* is to define appropriate behaviour and create an environment of learning. They establish standards. The students accept the responsibility to adhere to the highest ethical standards. The *Code of Ethics* of a school indicates the aspirations of all members of the school and provides standards by which to assess conduct.

Appropriate rules do not inhibit people – rather, they are there to protect the rights of individuals. Below are statements (Code of Ethics) from which specific rules can be formulated to suit each school situation:

1. Students must not interfere with the right to learn of other students and should come prepared to participate in all learning processes they attend.
2. Students should follow staff instructions, cooperate, observe and abide with the school rules at all times.
3. Students should ensure the safety of other students, staff members, other members of the school community and themselves.
4. Students should not endanger their health, that of other students, staff members or any other members of the school community.
5. The use of illegal and prohibited substances is not allowed in the school by any member of the school community at any time in the school premises.
6. Students should be courteous at all times through the use of appropriate manners towards each other, staff members or any other member of the school community.
7. Students should respect themselves, staff members, other members of the school community, property and the school environment.
8. Students should be punctual at all times and endeavour to attend school unless sick or instructed otherwise.
9. Students should be neat, clean and dressed appropriately for school at all times as directed by the school in accordance with the appropriate dress code of the school.
10. Students should not leave the school compound without express permission of teachers or as directed according to school instruction activities.