



ADVANCED COLLEGE CODE OF CONDUCT

Structure is a crucial element in the development of a child's own self-discipline. Effective and positive discipline is about teaching and guiding children, and not about forcing them to follow a set of rules.

Advanced College applies the *Assertive Discipline* approach to classroom management. We see our teachers as captains of their classrooms who need to take charge in all situations. To create and maintain an effective learning environment, teachers **MUST** react assertively to inappropriate behaviour. As trained professionals they're entrusted with the responsibility of deciding what the best course of action is. No student should prevent the teacher from teaching, or keep another student from learning. Simultaneously, *Assertive Discipline* is not about shaming, guilt-tripping or abandonment, but should focus on guiding students towards appropriate behaviour.

Teachers, through established rules and routines, give very clear guidelines on what is expected of students at all times. In the real world, there are consequences to bad behaviour. In any work place poor performance or bad behaviour will result in disciplinary action, and school should be no different.

The Advanced Disciplinary Code

The *Advanced Disciplinary Code* centres on 3 important values: **respect** for authority, **consideration** of the needs of others and **tolerance** of others. These values are instilled through the following:

1. The Rules
2. Corrective Actions
3. Supportive Feedback

1. THE RULES

Our rules are aligned to international best practise in classroom management. The rules are displayed on the classroom wall and are referred to frequently.

There are 6 school rules that an Advanced child should adhere to:

1. Follow ALL instructions from your teacher or staff at Advanced College
2. Keep your hands, feet, objects and unkind words to yourself
3. Listen while somebody else is speaking
4. Take good care of classroom equipment and furniture
5. Behave appropriately: show gratitude, show respect, be encouraging and cooperative
6. Apply honesty in all that you DO and SAY

2. CORRECTIVE ACTIONS

Children **NEED** structure, and they **DESERVE** guidance. There is nothing more harmful to a child than allowing him/her to behave badly. Subsequently, Corrective Actions...

- ✓ must be seen as consequences to breaking the rules.
- ✓ must be applied with consistency; inconsistency only serves to confuse a child regardless of developmental age.
- ✓ must be tasks that children do not enjoy, but must not be physically or psychologically harmful.
- ✓ should be developmentally appropriate.

- ✓ must be easy to implement e.g. demerits, detention, written tasks, etc.
- ✓ should be self-enhancing i.e. encourage self-discipline.
- ✓ may require (in extreme cases) the removal of the offending party's privileges such as taking part in extra murals, going on school trips, representing the school in particular forms, etc.
- ✓ will be recorded, tracked and monitored, enabling teachers and parents to identify behavioural trends and address these accordingly.
- ✓ may require expulsion, where the offense is deemed severe/extreme.

3. SUPPORTIVE FEEDBACK

Supportive feedback is the sincere and meaningful attention given to the student for behaving well. Supportive feedback is a system of rewarding students for following the rules. *Assertive Discipline* teaches responsible behaviour and encourages everyone to aim for our 'Super Star' status. *Super Stars* are pupils who at the end of the term have no 'demerits', or have made significant progress in their journey of self-discipline. The goal of effective discipline is to foster acceptable and appropriate behaviour in the child and to raise emotionally mature adults.

Encouraging responsible behaviour

- ✓ General and Specific Routines must be established.
 - At school *General Routines* will include for example, how pupils enter and leave a classroom, how they behave while waiting for their teachers.
 - *Specific Routines* for example will refer to what the teacher expects pupils to do during lessons, how much noise the teacher will tolerate, what level of movement is allowed and how pupils manage their materials and interact with one another.

These routines need to be planned and applied consistently throughout the school to be effective.

Dealing with challenging students

The reality:

- Roughly 10% of children suffer from mental health issues such as stress, anxiety or depression
- 1 in 3 South African children are victim to psychosocial stressors such as abuse, neglect or domestic violence
- South Africa has one of the highest rates of prescribing medication for ADHD in the world

Our classroom management strategy:

- ✓ **Build positive relationships.** A special effort is made to establish positive relationships with challenging students. The challenging student needs to be shown that the teacher cares for him/her as a unique individual and that the teacher is deeply concerned about his/her behaviour.

NB: We treat our students the way we would want our own child to be treated in school.

- ✓ Conduct **one-on-one, problem-solving relationships.** This is the meeting that takes place between a student and the teacher to discuss specific behavioural problems. The interview includes reaching agreement that a course of action needs to be taken to remedy the problem/s.
- ✓ **Develop an individualised behaviour plan.** The purpose of this plan is to help the student behave responsibly going forward and to help the teacher develop a positive relationship with the child. What is of great importance is that the student understands why the behaviour is not acceptable and takes responsibility.

- ✓ **Gain support from parents and administrators.** The support of parents and school administration is critical. Personal contact with the parents is encouraged.

Dealing with misconduct

The following behavioural issues are deemed serious and will be brought to the attention of the parents/guardians, and where this behaviour persists the course of action remains the school's prerogative, and may even result in expulsion.

- behaviour that interferes with the teaching and learning act (e.g. a learner who distracts other learners during lesson presentation, who refuses to follow directions, or displays aggressive behaviour);
- behaviour that interferes with the rights of other learners to learn (e.g. a learner who continually calls out while the teacher is explaining content);
- behaviour that is psychologically or physically unsafe (e.g. leaning on the back legs of a chair, unsafe use of tools or laboratory equipment, threats to other learners, and constant teasing and harassment of classmates);
- behaviour that causes the destruction of property (e.g. vandalism in the classroom).

Dealing with serious misconduct

This procedure deals specifically with severe disciplinary cases where the school will hold a disciplinary hearing to resolve the problem. The procedure for serious misconduct is clearly defined in *the South African Schools Act* and is bound by specific rules and regulations. Where disciplinary action needs to be taken, the school must satisfy itself that whatever action it proposes, this action complies with the aforementioned Act and relevant regulations.

Serious misconduct that might lead to suspension and/or expulsion falls into two categories, namely:

Schedule 1, being conduct which by itself is serious enough that it might lead to suspension and which, if repeated, might lead to expulsion; and

Schedule 2, being conduct which by itself is serious enough that it might lead to expulsion.

The 'Super Stars' Reward System

In the real world, there are consequences to bad behaviour. In any work place poor performance or bad behaviour will result in disciplinary action, and school should be no different. At the same time, we would like to acknowledge, reward and thank those pupils who try hard.

Our *Super Stars* reward system considers general behaviour, homework and teamwork as crucial performance areas. We are mindful of the fact that everyone is different and that the yard stick for academic performance may differ from learner to learner. In terms of general behaviour, the school maintains a zero-tolerance approach, so while a student may be academically gifted, but is disruptive, or abusive, or lacks respect for peers and teachers, s/he is not likely to be rewarded. Each month end Friday, we will have a little ceremony, during which we would like to acknowledge and reward those who have put in that extra effort and/or are models of the well-rounded individual which we encourage everyone to strive toward.

4. The RULES and POLICIES IN DETAIL

4.1. The '6 Rules' explained in detail

1. Follow ALL instructions from your teacher or staff at Advanced College

Students are expected to behave courteously towards teachers and staff and are expected to cooperate at all times.

2. Keep your hands, feet, objects and unkind words to yourself

The Student shall not engage in any conduct that establishes victimisation, including but not limited to bullying, fighting, intimidation and any display of racism or religious intolerance. Offensive language of any kind will not be tolerated. Inappropriate sexual behaviour, including harassment will be harshly dealt with.

3. Listen while somebody else is speaking

Disruptive behaviour which affects the teacher's ability to deliver lessons will not be tolerated.

4. Take good care of classroom equipment and furniture

The Student shall not engage in any acts of vandalism, whether damaging or defacing of property belonging to the School and/or any other students or visitors. Parents will be billed for damage to school property and will be expected to replace items of other students or visitors which were damaged by their child.

5. Behave appropriately: show gratitude, show respect, be encouraging and cooperative

Students are expected to behave courteously towards teachers, staff, fellow pupils and visitors. Students must treat fellow students, teachers and visitors with dignity and respect. Insolent behaviour towards teachers, visitors and other students is not acceptable.

Students will be required to work independently as well as in groups and will be expected to display socially acceptable behaviour during groupwork activities. Students need to be mindful of the fact that they share a space and resources with several other students.

Students are expected to be neat and tidy in their appearance, and are expected to be dressed appropriately for their age.

6. Apply honesty in all that you DO and SAY

Dishonesty of any kind, including in tests and exams, will result in the immediate withdrawal of the student from the test or examination session – no tests or examinations will be credited from this session. Expulsion could follow.

Students are expected to show integrity in all their actions and may not possess, electronically access or display, pornographic or socially unacceptable material, or have any such material in his/her possession on school premises or during school related excursions.

The Student shall not remain absent from school for extended periods, without the school's consent. Where a pupil has been absent for an extended period, the school cannot be held responsible for, or be expected to incur the costs associated with, catching up on the academic programme.

4.2 The Advanced College Policy on Cell phones and electronic devices

This policy takes into account the need for some pupils to have electronic devices at school, as well as the distractions these devices can cause. Pupils may bring electronic devices to school subject to the following conditions:

4.2.1 All devices must be switched off during class time. Cell phones may not be in "vibrate mode", "silent mode" or any other mode except fully "off" during class time. The only exception to this is when a specific instruction is given by a member of staff. (Devices include cell phones, iPods/MP3 Players, iPads/Tablets, Apple Watches/Fitbits and electronic gaming or entertainment devices.)

4.2.2 Pupils are solely responsible for the security of any electronic device(s) brought to

school and accept that they bring the electronic device(s) to school at their own risk. The school, nor any of its employees will be responsible for the safekeeping, search, repair, replacement or reimbursement of such items.

4.2.3 No electronic device can be used for public broadcasting of any kind. Should a pupil publicly circulate pictures or video footage of a member of staff or a fellow pupil without the knowledge and consent of that person, it will be viewed as a serious offence and may result in expulsion.

4.2.4 If earphones are being used during class, without authorisation, it will be assumed that an electronic device is also switched on and said device will be confiscated until the end of the school day.

4.2.5 All pupils are discouraged from sharing video or photographic imagery which may be deemed age inappropriate, of a violent nature or footage which may be traumatising to another. Examples of this would be footage displaying nudity, drug use, cruelty to animals, discrimination, child abuse etc.

I _____ (Parent/Guardian Full Names) hereby confirm that I have read and understood the Advanced College Code of Conduct and agree to the terms and conditions contained within this policy.

Signed at _____ on this _____ day of _____ 20____.

Signature: _____

Father / Guardian

Mother / Guardian