

## **Discipline**

- Our focus is on natural and logical consequences, with an emphasis on restoring the relationship(s) injured.
- Discipline should not be unhealthy for the child...or the adult.
- A child should never lose his/her dignity, feel shame and powerless in a discipline situation.

### **Level 1: Childish Misbehavior**

*Behaviors addressed by adult at time of occurrence without referral to principal, generally with redirection*

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1. General off-task, slightly inappropriate behavior
2. Minor name-calling
3. "Playing" too much or inappropriately
4. Being too loud
5. Minor unsafe behavior in playground

All these behaviors are usually the result of lack of judgment and normal for children. The vast majority of behavioral infractions fall into this category. Often, children are just playing or being forgetful. We use progressive discipline and logical consequences. The goal should always is to reintegrate the student back into class.

*Following is a list of recommended progressive steps to take in response to level 1 behavior.*

1. Warning: Opportunity given to student to redirect himself
2. Redirection or time-outs
3. One-on-ones, do not lecture. Ask student to reflect on why this conversation is taking place, and ask that student to create and implement a solution.
4. Time-out for reflection (reflection sheet when appropriate)
5. Phone call home
6. Office referral

*Following are examples of logical consequences in response to Level 1 behaviors:*

- |                                 |   |                                 |
|---------------------------------|---|---------------------------------|
| Talking in class                | → | seat change                     |
| Coming in late from recess      | → | missing next recess             |
| Not cleaning up                 | → | cleaning up/community service   |
| Not freezing at the recess bell | → | practice at the next recess     |
| Throwing trash on the ground    | → | picking up ten items off ground |
| Saying bad words                | → | thinking/saying 10 good words   |

## **Level 2: Ongoing, disruptive behavior**

*Behavior that disrupts learning but does not warrant an automatic suspension is documented with a refocus sheet*

1. Warning: Opportunity given to student to redirect himself
2. Time out in the classroom
3. Buddy Teacher (until next break in instruction)
4. Warning
5. Time out in class
6. Office Referral (student must bring a note or he/she will be sent back to the classroom)

## **Level 3: Unsafe Behavior**

*Behaviors referred to principal that may result in suspension*

1. Continuous minor behavior problems (student does not seem able to redirect himself after various conversations and phone call)
2. Serious verbal abuse – discrimination, offensive personal comments, intimidation, threats, more serious name-calling, constant name-calling, cursing at a person
3. Unwanted intentional physical contact – pushing, hitting, kicking, throwing things at, any playful behavior that can and will obviously lead to injury, pulling hair, pushing into or toward dangerous situations, using anything as a weapon (*Please make sure children aren't playing. Children play physically, and we believe they should. They need to learn the limits of this type of play and listen to each other to make sure someone isn't getting hurt or upset in this play.*)
4. Alcohol, drug, or cigarette use, purchase, supply ownership on or off campus
5. Possession of a weapon
6. Sexual harassment or abuse – unwanted touching, sexual innuendos and comments spoken or on paper, sexual motions
7. Sex – kissing, fondling inappropriate touching, inappropriate language spoken or on paper

All of these behaviors are often intentional and require greater intervention. Children are referred to principal at this juncture because we want to ensure consistency of message and the communication of the severity of these behaviors.

### ***Recommended progressive actions:***

1. Opportunity given to student to reflect on behavior and to develop his/her own solution to the situation

2. Counseling/dialogue about severity of situation – develop consequences together
3. Phone call home – parent conference arranged
4. In-school suspension
5. Recommendation to interventions team

***Other logical consequences for repeated offenses may include:***

- Community Service
- A community presentation
- Denial of special events (with advance notice to parent)
- Parent/guardian being asked to sit in class

Certain behaviors are generally a mandated in-school suspension with immediate referral to interventions team with parent conference. Those behaviors are generally either violent, illegal, severely abusive to others and affecting their ability to feel safe. This is, to some extent, at the discretion of the principal in conference with the classroom teacher.

Recommended Reading:

- 1) Robert McKenzie, Setting Limits in the Classroom (copies available in the office)
- 2) Alfie Kohn, Beyond Discipline: From Compliance to Community
- 3) Ron & Roxanne Claassen, Discipline that Restores

*If you punish a child for being naughty, and reward him for being good, he will do right merely for the sake of the reward; and when he goes out into the world and finds that goodness is not always punished, he will grow into a man who only thinks about how he may get on in the world, and does right or wrong according as he finds of advantage to himself.*

- Immanuel Kant, *Education*