



**VIJAY**  
INTERNATIONAL  
SCHOOL  
PRASLIN SEYCHELLES

# Whole School Approach to Discipline

*You are not born for yourself but for the world*



**VIJAY INTERNATIONAL SCHOOL**  
PRASLIN SEYCHELLES

📞 (+248) 423 6116

✉️ lthompson@visp-sey.com

📞 (+248) 264 4632

🌐 www.visp-sey.com



## **Approach to Discipline**

Vijay International School approaches student welfare and discipline by fostering positive social relationships in a school community of mutual engagement. We aim to have each member of our community taking responsibility for their own actions and their impact on others. We respect other people, their views and feelings; we empathise with the feelings of others. There is a focus on fairness, commitment to an equitable process and the active involvement of everyone in school making decisions about their own lives. We have a willingness to create opportunities for reflective change in students, staff and our community. This approach directly reflects our aims of the school.

## **Aims of the School**

### **Opportunity to Excel**

To provide the maximum opportunity for every student to excel in a safe environment conducive to academic progress; to ensure that we provide genuine equality of access and opportunity for all our students.

### **Respect and Tolerance**

To foster an ethos of respect and tolerance in the school so that everyone can develop a sense of personal identity. To ensure that each person is able to develop a sense of confidence and self-worth, be open to change, be receptive and generous towards other people and willing to learn from others.

### **Building Confidence**

To build confidence in our pupils through the classroom climate we create and through discussing and giving feedback to students about their own learning, progress and behaviour. To develop self-esteem, confidence and motivation. To offer a range of teaching styles appropriate to the different learning styles of our students. To motivate and develop a sense of self-worth by drawing on students' personal experiences.

### **A Full School Life**

To prepare all students for the responsibility of citizenship in the modern world. To develop through a broad, balanced and rich curriculum creative and imaginative thinking whilst equipping children with the skills they need for the future, with an emphasis on literacy, numeracy, languages and ICT.

### **Consistency**

To ensure consistency and fairness throughout the school. To ensure that classes are managed in such a way that all students feel engaged in learning and motivated to do well. To foster a positive atmosphere of mutual trust and respect, in which all students feel safe and unthreatened and where all staff follow agreed procedures for dealing with transgressions of the school code of conduct.

### **A Safe School Environment**

To create a safe and happy environment, which is conducive to both learning and enjoyment. To encourage a sense of belonging to the school community, promoting full participation in the life of that community.



## Positive Reinforcement and the House Reward System

The school uses a House Reward System where the students are rewarded house points to celebrate their personal success and to contribute to their house group. There are three house groups: **Aldabra – Blue Tortoises**, **Desrosches – Yellow Parrots** and **Fregate – Green Sharks** and they compete academically, in fund-raising activities and in competitive sports. House captains and vice captains are nominated and elected from students in the Sixth Form and Year 10.

A staff member or senior student leader may award a house point to a student for exhibiting positive behaviour in line with the aims and ethos of the school. This includes academic performance, manners, kindness, respect, empathy, sportsmanship, personal growth and any act that reinforces a positive approach to our community. One house point is awarded. The student records their success in their diary and the staff member signs to certify authenticity. The points are collected by the Form Tutor and collated by the Head of Secondary.

Over the course of the term and year the students receive certificates and recognition for this success.

Points	Certificate
50	Bronze Award
100	Silver Award
150	Gold Award
200	Platinum Award
250	Head of Secondary Award
300	Head Teacher Award
350	Governors of the School Award
400+	Super Special Top Award

### Events and Planning

The Secondary and Sixth Form students participate in a weekly sports competition on a Friday afternoon from 2.20pm to 3.20pm. The sporting activities rotate on a regular basis and are coordinated by the Physical Education co-ordinator. The sporting events include but are not limited to: Volleyball, Football, Handball, Rounders. This activity is not a timetabled requirement of the school; however, the students actively participate of their own volition. It is an extremely successful competition. The winning team receives fifteen points for first, ten for second and five for third. No individual points are awarded, except for outstanding sportsmanship or personal achievement.

In Primary, House Points are awarded in class to reward positive behaviour, such as: active lesson engagement, acts of kindness or helpfulness, and successes in learning. The House Points are displayed as a running group total in each class, with the individual verbally praised and the point celebrated collectively by their house. At the end of the week, these points are tallied together from the four KS2 classes and an overall winning house is declared.

These House Points form one half of the overall weekly House Competition. The second half consists of a weekly 'House Challenge'. This is contested every Friday afternoon during school hours. The challenges are varied and involve a mix of sporting, artistic and academic events. Examples include: spelling bees, song contests, general knowledge quizzes, football matches and games of cricket.



The teams are awarded points in relation to their success in the contests, and these points are added to the weekly House Points. The points total of the three houses is updated and announced on a weekly basis. The house with the most points at the end of each term is declared the champion, and a celebration afternoon is enjoyed by all members of the winning house.

The students also participate in two additional competitions per half term. It is the responsibility of each subject area to select, design and run an activity for the Secondary students on a rota basis. Previous activities have included:

- Spelling Bee
- Sandcastle Competition
- Athletics Days - Whole School
- Cooking Competition
- Photography Competition
- Poetry Competition
- Swimming Day - Whole School

The House Reward System also provides an opportunity to raise money for a local charity. If the students participate in a fund-raising activity, the proceeds are donated to the local charity nominated by the house. Upon completion of the activity our House Captains go to the local charity in full school uniform and present the proceeds.

### **Rewards**

At the end of each term, the leading house is awarded a pizza party. Each individual student is awarded the relevant level of certificates.

At the end of the year, the winning house is awarded a special reward (budget, staff and school resources considered).

### **Special Awards for Secondary**

Each staff member nominates two students from Secondary (from different key stages) per term to receive a personal "Well Done" praise card. The Head of Secondary approves the nominations and the staff members hand write a card, explaining and congratulating the students on their success. The nominations are recorded on a spreadsheet, to ensure that there is an even distribution of awards among the students over the course of the year. The staff members personally hand out the cards at the end of term assembly to celebrate their success.

### **Celebration Assembly for Primary and Early Childhood**

Every Friday, Primary students attend a special 'Celebration Assembly'. Each teacher from the six classes nominates a 'Star of the Week' and a 'Value Hero of the Week'. The 'Star' is someone who has either had a very successful week overall, or it may be awarded for a single moment of brilliance. The 'Value Hero' is a pupil who has fully embraced the weekly 'value'. These values change each week but always reinforce a key principle that the school embodies, such as 'Inclusivity', 'Kindness', 'Determination' or 'Pride'. A 'Value Hero of the Half-term' is nominated from each class on the last Friday of each half-term to celebrate a pupil who has displayed a range of these values during the term.



## **Restorative Justice**

A Restorative Justice approach is defined as:

“Restoring good relationships when there has been conflict or harm, and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising”  
(McCluskey et al., 2008, p. 405).

Restorative practices build community and promote healthy relationships among educators and students in order to teach the social-emotional and conflict-resolution skills necessary to reduce conflict.

Restorative Justice seeks to address the needs of those who have been harmed, while encouraging those who have caused harm to take responsibility. This approach emphasizes the capacity of all people for healing, growth, and transformation and in this way, it encourages accountability, self-determination, healing and interconnection.

It can be employed both proactively to strengthen the community by fostering communication and empathy and re-actively, in response to conflict and/or crime. Restorative Justice invites everyone impacted by a conflict and/or crime to develop a shared understanding of both the root causes and the effects.

## **Assertive Discipline**

Assertive discipline is a systematic behaviour management procedure placing classroom teachers in charge of their classes. There are four discipline competencies that all teachers need to master to handle problem behaviours successfully.

The competencies include:

- Identifying appropriate behaviours that form the basis for classroom rules,
- Systematically setting limits for inappropriate behaviour,
- Consistently reinforcing appropriate behaviour, and
- Working cooperatively with parents and principals.

Teachers make their wants and needs known by directly responding to both appropriate and inappropriate student behaviours. They respond to inappropriate behaviour with “verbal limit-setting” assertions and a “limit-setting, follow-through” discipline plan.



## Assertive Discipline VS Restorative Justice

<b>Assertive Discipline</b>	<b>Restorative Justice</b>
“Misbehaviour” defined as breaking school rules or letting school down.	“Misbehaviour” defined as harm (emotional/mental/ physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process. Includes an authority figure with power to decide on penalty, in conflict with wrongdoer.	Dialogue and negotiation with everyone involved in communication and cooperation with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract, individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.
<b>Assertive Discipline asks...</b>	<b>Restorative Justice asks...</b>
What rule was broken?	Who was harmed?
Who broke it?	What are their needs?
How should they be punished?	Who will be held accountable for making things right?
<b>Assertive Discipline strategies</b>	<b>Restorative Justice strategies</b>
Lecturing Students	Student-Student Mediations
Self-Directed Detentions	Staff-Student Mediations
In School Suspension	Peace Circles
Out of School Suspension	Reinstatement Conversations
Expulsion	Community Building Circles

(National Education Association et al. n.d., p. 41).



## **Our Approach**

The school uses a Restorative Justice approach to discipline, while respecting certain aspects of the Assertive Discipline model. We follow a child-centred approach.

### **Finding a Balance**

School principals and teachers must continually balance a dynamic relationship between the twin priorities of academic achievement and educational inclusion, on leading change and ensuring stability for staff and children, on nurturing individuality, openness to risk and creativity whilst also providing clear boundaries and functional learning. Parents want their children to be happy at school and to feel safe but as they grow, children must test and investigate and try out identities in ways that can lead to tension. As they move into adolescence this complexity is compounded and the search for calm or harmony is often elusive. These push and pull factors are also shaped by broader issues, which may include inequality/equality, power, individuality, family expectations, community and societal impact.

In all this, teachers and students must constantly learn, negotiate and renegotiate ways of being and working together that help prepare them for a future that is, at best only partially imaginable.

### **Classroom Level**

At the beginning of the school year, each teacher (in all subject areas) engages in a collaborative conversation with the students to clearly define the expectations and agreements for the class. This set of agreements is underpinned by the official school policies. In collaboration, the classroom expectations and consequences are agreed upon by all parties.

The classroom agreements and regulations may vary depending on the subject area and subject specific expectations (e.g.: You must wear safety equipment in science during an experiment), however they must be consistent from class to class in terms of the whole school policies (e.g.: No mobile phones in class except if being used under instruction). These will be displayed around school to ensure there is a clear understanding of agreed rules and expectations.

The consequences for breaking classroom expectations must also be agreed upon in a manner that supports students' growth, understanding and personal development (Restorative Justice approach).

**The classroom teacher addresses all minor infractions.**

The approach should include dialogue and addressing specific problems with the goal of reconciliation, speaking to students after class, keeping students in during the first half of breaks or setting additional work to be completed. The aim is to continually develop a willingness by staff and students to create opportunities for reflective change.

Prior to moving to the next stage of the discipline approach, class teachers should hold a community circle / detention session during a lunchtime break. All students involved must complete a reinstatement conversation prior to returning to the normal class.



### **Head of Early Years, Primary, Secondary and Sixth Form Level**

Upon escalating an issue to the Head of Secondary, all people involved will participate in a mediation session. This will include student / student or teacher / student conversations. Student accountability and impact of actions, taking responsibility for choices, and suggesting ways to repair harm will be the focus. The students will participate in a community circle / detention session with the Head of Secondary and where required, parents. All students involved must complete a reinstatement conversation prior to returning to the normal class. All incidents that escalate to the Head of Secondary and/or Head of School are recorded. Trends and ongoing issues will be addressed on a case-by-case situation.

### **Head Teacher Level**

For direct violations of school policies, severe level violations of school agreements or after completing the first four levels of mediation without success (see table below), students will be referred to the Head Teacher.

### **Reinstatement Conversation**

Prior to returning to the normal classroom environment, the people involved must acknowledge their part in any incident and take accountability for their actions. They should commit to improving their approach and reaction to similar situations. Although it may be recorded for future reference, this offence will not be held against the student upon returning to class.

### **Outcome**

Using approaches such as dialogues, peace circles, conferencing, and peer-led mediation, restorative practices get to the root cause of student behaviour, which often relates to adult behaviour. A restorative culture seeks to address the missing piece of teaching social-emotional and conflict-resolution skills by turning behaviours into learning opportunities.





## Early and Primary Years – The 5 Levels

<p><b>Remind Level 1</b></p>	<p><b>Staff will remind the student of the expectation and behaviour in a positive manner.</b></p> <p>E.g., “Remember that the expectation in the classroom is to be respectful and responsible. We put our hand up and wait to be asked, thank you.” “The expected behaviour is to listen respectfully to others and show your peers and educators respect, thank you.”</p>
<p><b>Re-Focus Level 2</b></p>	<p><b>Staff member is to explicitly re-focus the student from the negative behaviour back towards what they should be doing and work on a behavioural goal.</b></p> <p>E.g., “... I can see that you are having trouble concentrating with this task. it is now time to refocus on your task.” “Your behavioural goal is to not disrupt your peers and concentrate on completing or participating in your task.”</p>
<p><b>Relocate Level 3</b></p>	<p><b>Staff member relocates student to move to an alternative area within the classroom. Staff relocates student to a ‘Buddy Grade’.</b></p> <p>E.g., “... it looks like you are continuing to have difficulties managing your behaviour so you will need to have some time by yourself to complete the task and reflect on your choices. You have been reminded and re-focused already with no change, so you now can relocate to ... grade for <b>(allocated time)</b></p> <p><b>Inform the teacher of the Buddy Grade. Once the set time has expired, the teacher will explain the following to the student.</b></p> <p>“You now have a choice, you can re-focus on your learning and follow the school/classroom expectations. Any other behaviour which disrupts your or your peers learning will result in <b>REMOVAL</b>”.</p> <p>Potential community circle / detention / missing a small section of lunchtime.</p>
<p><b>Remove Level 4</b></p>	<p>If the Student continues to break the school/classroom expectations in the Buddy Grade or back in their classroom, they will be removed to leadership (Emma / Martin) for the remainder of the session.</p> <p>Parent/Guardian will be contacted by leadership (Emma / Martin).</p> <p>Leadership will record the incident on the school database with the outcome.</p>
<p><b>Reprimand Level 5</b></p>	<p>For direct violations of school policies, severe level violations of school agreements or after completing the first four levels of mediation without success, students will be referred to the Head Teacher.</p>
<p><b>Restore</b></p>	<p>Student and Leadership will discuss what <b>tomorrow</b> will look like and what changes may need to take place before re-entering the classroom.</p> <p>Students will need to apologise to those affected before re-entering the classroom.</p>

**NB:** All steps require you, as the teacher who is teaching behaviour education, to check-in with students after 5 – 10 minutes to ensure they feel supported with their behaviour.



## Secondary and Sixth Form – The 5 Levels

<p><b>Remind Level 1</b></p>	<p>Failing to comply with any reasonable and clearly communicated instruction by any staff member. Minor disrespect to people or property. Minor violence or aggression (pushing, verbal aggression). Engaging in unacceptable discriminatory behaviour. Minor uniform infringement.</p> <p>Plagiarism – Re-submit possible for homework or assignment. Automatic zero on an assessment task.</p>	<p><b>Staff will remind the student of the expectation and behaviour in a positive manner.</b></p> <p><b>At the staff members discretion – a sanction may be given - Secondary. (See Sanctions Below)</b></p>
<p><b>Re-Focus Level 2</b></p>	<p>Consistently behaving in a manner that interferes with the educational opportunities of other students. Disrespect to people or property. Minor violence or aggression. Bullying or passive bullying. Continued uniform infringement.</p> <p>Cheating – Automatic zero on exam. No possibility of repeating.</p>	<p><b>Staff member is to explicitly re-focus the student from the negative behaviour back towards what they should be doing and work on a behavioural goal.</b></p> <p><b>Staff member gives a sanction – Secondary.</b></p> <p>Meeting with Teacher. An apology, written and or verbal to all parties involved. Resolving the problem even if this should entail extra work, lunchtime detention held by the teacher involved.</p>
<p><b>Relocate Level 3</b></p>	<p>Wilful disrespect for school rules. Continual uniform infringement. Disrespect or aggression during a sporting or interschool activity. Committing an act of violence or causes damage or destruction to property or knowingly involved in the theft of property.</p> <p>Cheating 2nd Offence – Automatic zero on exam. No possibility of repeating. Automatic disciplinary meeting (Head of Section, Parents, Head of School).</p>	<p><b>Staff member relocates student to move to an alternative area within the classroom. Relocates student to an alternative area within the school.</b></p> <p><b>Staff member gives a sanction - Secondary.</b></p> <p>Meeting parents, Head of Secondary or Sixth Form. Structured loss to learning time. External counselling may be required. Remove and exclusion from sporting events. Exclusion from school trips. Minor fixed term exclusion.</p> <p>Official warning to cease the problem. Exclusion from certain areas of the school</p>



<b>Remove Level 4</b>	<p>Behaving in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities.</p> <p>Possession, consumption, distribution or sale of alcohol or cigarettes / vape devices. Serious bullying or intimidation. Verbal sexual harassment. Acts of vandalism or disrespect to person or property.</p>	<p><b>Staff member gives a sanction - Secondary.</b></p> <p>Meeting parents, Head of Secondary or Sixth Form. Structured loss to learning time. External counselling required. Re-enrolment may not be offered.</p> <p>Major fixed term exclusion.</p> <p>Expulsion.</p>
<b>Reprimand Level 5</b>	<p>For direct violations of school policies, severe level violations of school agreements or after completing the first four levels of mediation without success, students will be referred to the Head Teacher.</p>	
<b>Restore</b>	<p>Student and Leadership will discuss what <b>tomorrow</b> will look like and what changes may need to take place before re-entering the classroom.</p> <p>Students will need to apologise to those affected before re-entering the classroom.</p>	

**NB:** All steps require you, as the teacher who is teaching behaviour education, to check-in with students after 10 – 15 minutes to ensure they feel supported with their behaviour.



## Student Rights and Responsibilities

<b>Rights</b>	<b>Responsibility</b>
<p>To be treated with courtesy, kindness and respect. To express feelings and opinions assertively. To work and play in an atmosphere of harmony and cooperation. To feel secure and to be safe in a caring and supportive environment. To expect that school rules are fair, consistently implemented and respect the rights of all involved. To be valued for their individuality, including that of race, gender, cultural, physical or intellectual diversity. To learn in a supportive atmosphere.</p>	<p>To treat others with courtesy, kindness and respect. To listen to others with mutual respect. To maintain a safe and secure school environment. To model and support school rules. To develop responsibility for their own actions. To value others, for their individual differences. To work to achieve personal best whilst allowing others to do the same.</p>

## Staff Rights and Responsibilities

<b>Rights</b>	<b>Responsibility</b>
<p>I have the right to teach without interruption. I have the right to be respected and shown courtesy. I have the right to communicate with parents in an atmosphere of mutual respect. I have the right to feel secure as a member of a team. I have the right to receive professional support and to seek assistance or advice if necessary.</p>	<p>I have the responsibility to make class work interesting and at an appropriate level of difficulty. I have the responsibility to provide a safe learning environment by ensuring equipment and procedures for its use are safe. I have the responsibility to communicate effectively with parents and other staff. I have the responsibility to provide positive feedback to children. I have the responsibility to support the school's policies.</p>



## Parent Rights and Responsibilities

<b>Rights</b>	<b>Responsibility</b>
<p>I have the right to be respected and shown courtesy.</p> <p>I have the right to be kept informed and to receive feedback in regard to my children.</p> <p>I have the right to expect that my children will be provided with appropriate curriculum.</p> <p>I have the right to communicate with teachers in an atmosphere of mutual respect.</p>	<p>I have the responsibility to send my children to school punctually, clean, fed and rested.</p> <p>I have the responsibility to send my children to school in school uniform (see Uniform Policy).</p> <p>I have the responsibility to equip my children with the necessary equipment.</p> <p>I have the responsibility to support the staff and the school policies.</p> <p>I have the responsibility in accordance with school policy, to ensure my child is provided with all necessary medications for their health and well-being.</p> <p>I have the responsibility to communicate with teachers when a problem arises impacting my child's education.</p> <p>I have the responsibility to be involved with my children's education.</p> <p>I have the responsibility to encourage positive attitudes.</p>



## Secondary School Sanctions Table

### Behaviour Record

A sanction is given if the student breaks a school rule, does not follow a direction from a member of staff, argues about the sanction, show disrespect or unsportsmanlike behaviour. This includes missing equipment, speaking Creole in class, being out of uniform or arriving late to lessons.

### Level 1 5 Sanctions

Ongoing behaviour is recorded on school database.  
Single lunchtime exclusion with the Head of Secondary.

### Level 2 10 Sanctions

Letter is sent home to parents / guardian.  
Ongoing behaviour is recorded on school database.  
Single lunchtime exclusion with the Head of Secondary.

### Level 3 15 Sanctions

Meeting with parents / guardian.  
Ongoing behaviour is recorded on school database.  
Multiple lunchtime exclusion with the Head of Secondary.  
Suspension from sporting events and extra-curricular activities.

### Level 4 20 Sanctions

Letter is sent home to parents / guardian.  
Ongoing behaviour is recorded on school database.  
One hour after school detention with the Head of Secondary.  
Suspension from sporting events and extra-curricular activities.

### Level 5 25 Sanctions

Meeting with parents / guardian.  
Ongoing behaviour is recorded on school database.  
1 day internal suspension with the Head of Secondary.  
Suspension from sporting events and extra-curricular activities.

### Long Term Solution

Meeting with parents / guardian.  
Ongoing behaviour is recorded on school database.  
3-5 day suspension from school (internal or external).  
Suspension from sporting events and extra-curricular activities.  
Long term resolution discussion.

The School Sanctions Table is used in conjunction with the Whole School Approach to Discipline. Extreme circumstances and events will be dealt with on a case by case basis.



## **Glossary**

Assertive:	doing something with confidence and force.
Child-centred:	putting the child first, the child is most important.
Dialogue:	talking with other people.
Discipline:	training to follow code of behaviour, rules.
Conferencing:	formal meeting with several people.
Justice:	fair and reasonable for everyone.
Mediation:	outside person trying to help to solve a problem.
Peace circles:	a calm group meeting to talk.
Peer-led:	a conversation led by people of the same age.
Resolution:	an outcome to a problem.
Restorative:	trying to fix something.