

# Discipline in IRIS School

## **Consistency, fairness, and follow-through reduce classroom disruptions**

Our school tries to provide students with the educational foundation to build successful, independent lives. However, classroom disruptions interfere with student achievement.

Therefore, our teachers and administrators must maintain discipline to create an [effective learning environment](#). A combination of methods used in a consistent and fair manner typically offers the best approach to classroom discipline.

### **1- Increase Parental Involvement**

Parents make a difference in student achievement and behaviour. Our policies require teachers to contact parents periodically throughout the year. Half-term or end-of-term reports are often not enough. Calling takes time, but parents can often provide solutions to difficult classroom problems. While not all parental involvement will be positive or have a measurable effect on student behaviour, [many successful schools](#) use this approach.

### **2- Create and Enforce a Schoolwide Discipline Plan**

Discipline plans provide students with acknowledged consequences for misbehaviour. [Effective classroom management](#) should include the dissemination and use of a discipline plan. Teacher training on implementation along with periodic reviews can encourage the consistent and fair application of behaviour standards.

### **3- Establish Leadership**

The actions of the [principal](#) and [assistant principals](#) form the basis of the overall mood for the school. If they consistently [support teachers](#), fairly implement the discipline plan, and follow through on disciplinary actions, then teachers will follow their lead. If they slack off on discipline, it becomes apparent over time and misbehaviour typically increases.

### **4- Practice Effective Follow-Through**

Consistently following through on the action plan is the only way to truly foster [discipline in schools](#). If a teacher ignores misbehaviour in the classroom, it will increase. If administrators fail to support the teachers, they could easily lose control of the situation.

### **5- Provide Alternative Education Opportunities**

Some students need controlled environments where they can learn without distracting the wider school community. If one student continually disrupts a class and shows an unwillingness to improve his behaviour, he might need to be removed from the situation for the sake of the rest of the students in the class. [Alternative schools](#) provide options for disruptive or challenging students. Moving students to [new classes](#) that can be controlled at the school level can also help in some situations.

## **6- Build a Reputation for Fairness**

Students must believe that teachers and administrators are fair in their disciplinary actions. While some extenuating circumstances require administrators to make adjustments for individual students, in general, students who misbehave should be treated similarly.

## **7- Implement Additional Effective Schoolwide Policies**

Discipline in schools can evoke the image of administrators stopping fights before they begin or dealing [with hostile students in a classroom setting](#). However, [effective discipline](#) begins with the implementation of schoolwide housekeeping policies that all teachers must follow. For example, if a school implements a [tardy policy](#) that all teachers and administrators follow, lateness will likely decrease. If teachers are expected to handle these situations on a case-by-case basis, some will do a better job than others and lateness will have a tendency to increase.

## **8- Maintain High Expectations**

From administrators to teachers, schools must institute high expectations for both academic achievement and behaviour. These expectations should include messages of encouragement and means of support to help all children succeed

### **What is bad behaviour?**

UK schools are allowed to discipline pupils who behave badly in various ways. But what exactly is bad behaviour? The following is a list of serious and not-so-serious types of bad behaviour seen by a teacher in school.

- Playing truant
- Swearing, hitting, running, stealing
- Not doing homework
- Cheating in exams (copying from secret notes or another pupil)
- Calling a teacher or another pupil bad names (bullying)
- Not listening or not paying attention in lessons
- Wearing unsuitable clothes for school.

### **Punishments in UK schools**

It is illegal for schools to use physical punishments like hitting a student. Here are some of the ways that UK school children can be punished and we follow the same at IRIS.

- Exclusion: a pupil is excluded from the school and cannot come back. The pupil has to find a new school or a different method of education (home tutor, special centre for difficult pupils).
- Suspension: when a pupil is suspended, they cannot enter the building or attend lessons until the school has a meeting about their case. Suspension can last from 1 to 45 days in a school term. The school usually gives work to do at home with a tutor (special teacher).

- Detention: a pupil is detained. This means he or she is asked to stay at school at the end of the school day. The pupil must work for 30 minutes or an hour more before they are allowed to leave the school.
- Lines: a pupil has to write a sentence many times (100 times) on a sheet of paper: An example sentence: I must not shout in class. This punishment is sometimes given during detention too.
- Verbal warnings;
- Missing break times;
- Setting written tasks as punishment;