

File Name	Discipline and Positive Behaviour Management Procedures - The SOBHA Academy
Reference	SKT - TSA PRO - V - 003
Date	13-05-2025

## 1. Vision and Purpose

To create a respectful, inclusive, and emotionally supportive environment where students learn self-regulation and social responsibility through positive reinforcement and restorative practices.

## 2. Core Principles

- Respect for self and others
- Responsibility and accountability
- Restorative practices over punishment
- Fair and consistent enforcement
- Child-centred, rights-based discipline

## 3. School-Wide Behaviour Expectations

All students are expected to:

- Show respect to peers, staff, and property
- Follow routines and school instructions
- Uphold values like honesty, kindness, and empathy
- Maintain punctuality and regular attendance
- Exhibit a positive attitude toward learning

These will be explicitly taught, modelled, and acknowledged.

## 4. Positive Behaviour Support Strategies

- **Classroom Agreements:** Co-developed with students
- **Incentives:** Certificates, house points, "Star of the Week", etc.
- **Verbal Praise:** Regular positive feedback
- **Restorative Circles:** After conflicts or disruptions
- **Weekly SEL Periods:** Lessons on empathy, conflict resolution, and resilience

## 5. Stepwise Behavioural Response (Restorative & Progressive)

Step	Action
1	<b>Verbal Reminder</b> (Gentle, non-confrontational)
2	<b>Reflection Time</b> (Within class or designated corner)
3	<b>Parent Notification</b> (Diary note, call, or meeting)

4	<b>Behaviour Support Plan</b> (Counsellor + Parent + Teacher)
5	<b>Leadership Referral</b> (Principal, Vice Principal, or Discipline Committee involvement)

## 6. Emergency/Safety-Related Behaviour

Applies to acts like violence, substance possession, or bullying:

- Immediate removal from environment
- Crisis protocol activation
- Investigation by committee within 48–72 hours
- Involvement of parents and local authorities (if required)

## 7. Staff Roles in Discipline

Role	Responsibility
<b>Teachers</b>	Primary behaviour managers; use preventive and reflective strategies
<b>Counsellor</b>	Provide SEL guidance and support plans for individual cases
<b>Discipline Committee</b>	Handle repeated/severe infractions with restorative lens
<b>Principal</b>	Ensure procedural fairness and policy enforcement

## 8. Parent & Community Engagement

- Workshops on home-based behavior strategies
- Encouraging two-way communication between home and school
- Parent involvement in planning discipline support measures

## 9. Monitoring & Feedback

- Behavioural logs-maintained term-wise
- Monthly reviews by Discipline Committee
- Anonymous student and parent feedback mechanisms
- Updates to policy based on data and emerging needs

## 10. Document Control

VERSION	DATE	DESCRIPTION	APPROVED BY
1.0	13-05-2025	Initial Formalisation	Trustee Board

