

Eyes On The Prize

What are we trying to achieve?



- **We could say a peaceful existence!**
- **We could say an understanding of rules.**
- **We could say helping students understand that poor choices have consequences.**
- **We could say something about 'greater good'.**

Helping the individual to become a mature, reflective person for whom mistakes are opportunities to change and not sums that lead to a final consequence much bigger than any one deed.



If schools primarily are places of holistic learning, what is learning?

“A change in, or acquisition of, knowledge, understanding, or behavior.”

Schools are responsible for -

Learning knowledge certainly, but significantly, skills- skills to operate successfully in a society, skills of ‘getting up again’, skills to own wrong doing and make amends, skills of forgiveness and inclusion.

Consequences must be :-

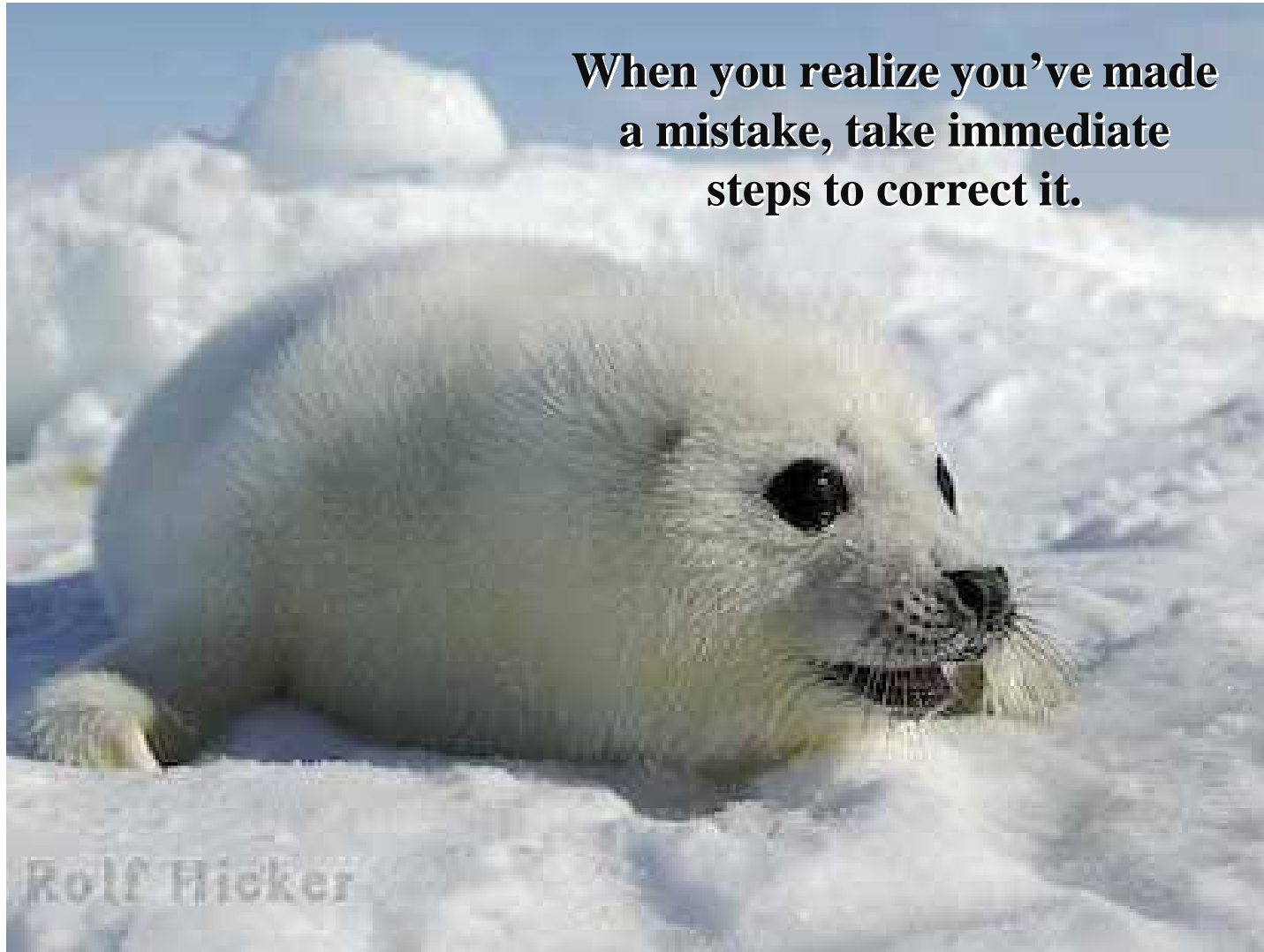
- **CLEAR**
- **UNDERSTOOD BEFORE OFFENCE**
- **CONSISTENT**
- **REASONABLE**
- **LEAD TO CHANGE**

Consequences must never be :-

- **CONFUSING**
- **AD HOC**
- **ERRATIC**
- **DISPROPORTIONATE**
- **PUNITIVE**

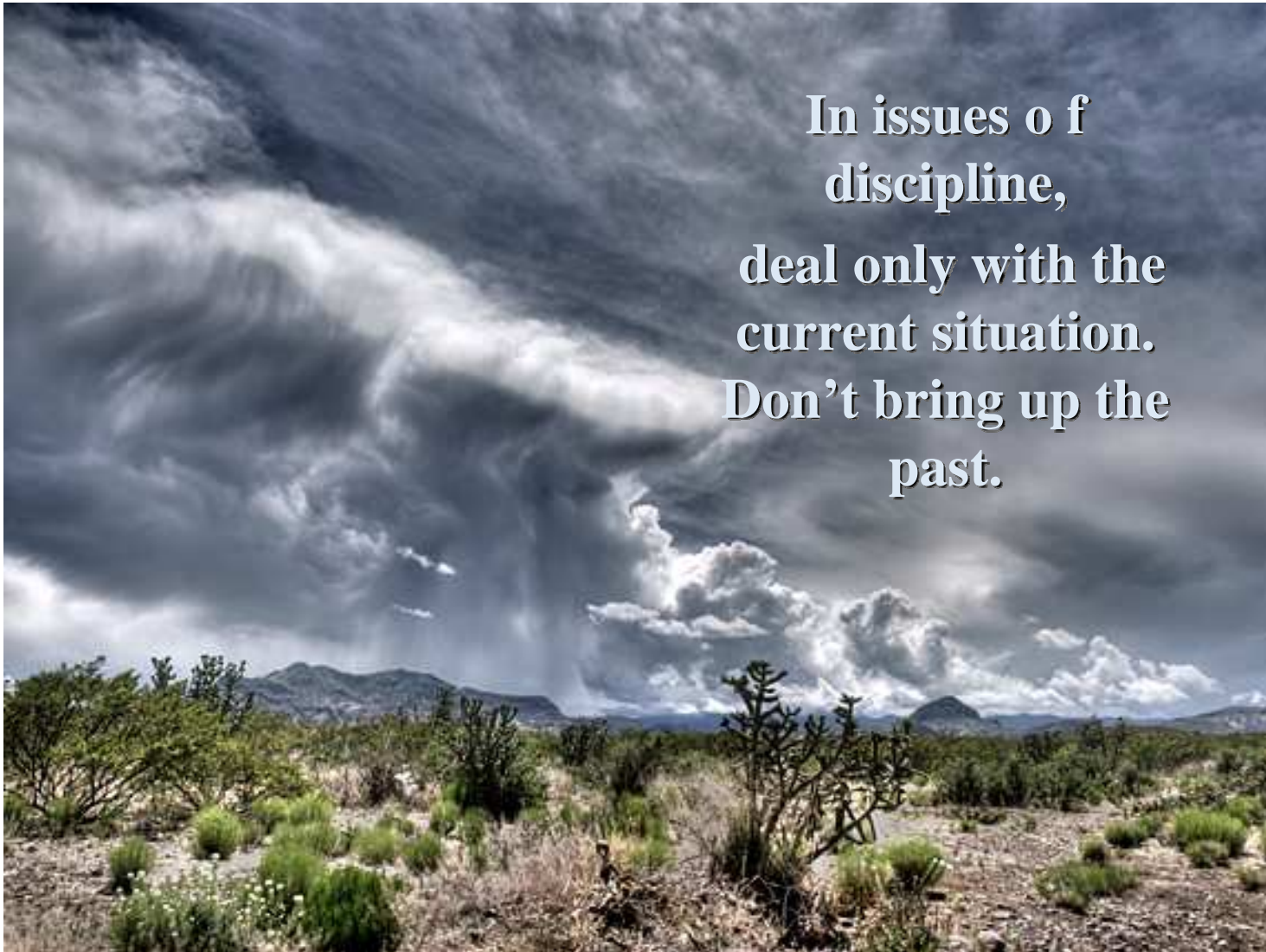
Ownership of actions and therefore acceptance of consequences is vital.

When you realize you've made a mistake, take immediate steps to correct it.



WHOLE SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES

In issues of
discipline,
deal only with the
current situation.
Don't bring up the
past.



- **The student should clearly understand the issue and its impact on others.**
- **Consideration must be given to the impact of non attendance on the family.**
- **Internal suspensions should be supervised.**
- **Suspension is a time to reflect on and respond to the action.**
- **Students must always feel re-included at the completion of a suspension.**
- **When a suspension is satisfactorily completed, that should be its end!**

Discipline Disasters!

- Behavioral contracts without support to change behaviors are destined to fail.
- Long suspensions are not effective.
- Repeated suspensions for the same behaviors indicate that change is not occurring. This is an opportunity for the school to implement programs/supports to initiate change.





Follow the three R's:
‣ **Respect for Self,**
‣ **Respect for Others and**
‣ **Responsibility for all your**
Actions.

Recidivist challenging of school expectations requires a response from schools that would enable a student to begin the very hard and often long process of making change.

The adoption of a case management model for such students can be very effective. It brings together the people in the school who have key roles of support and welfare. It prevents the management of challenging students falling to a single person and is growth and success focused.

Hanging On!



For many young people today, the school provides one of the few consistent, safe and accepting environments in their lives. School is the organization of most relevance to young people a sense of connectedness or belonging to school is in itself distinguished as a key protective factor for young people (Fuller 1998)

- **Expulsion is the ultimate rejection.**
- **Schools should feel it to be a failure if their only recourse is to expel a student.**

Transferring a student to another school can be an action of hope.

- **A transfer must always be done with full disclosure and honesty.**
- **A student must leave feeling that although things have been far from good, they are a worthwhile person.**

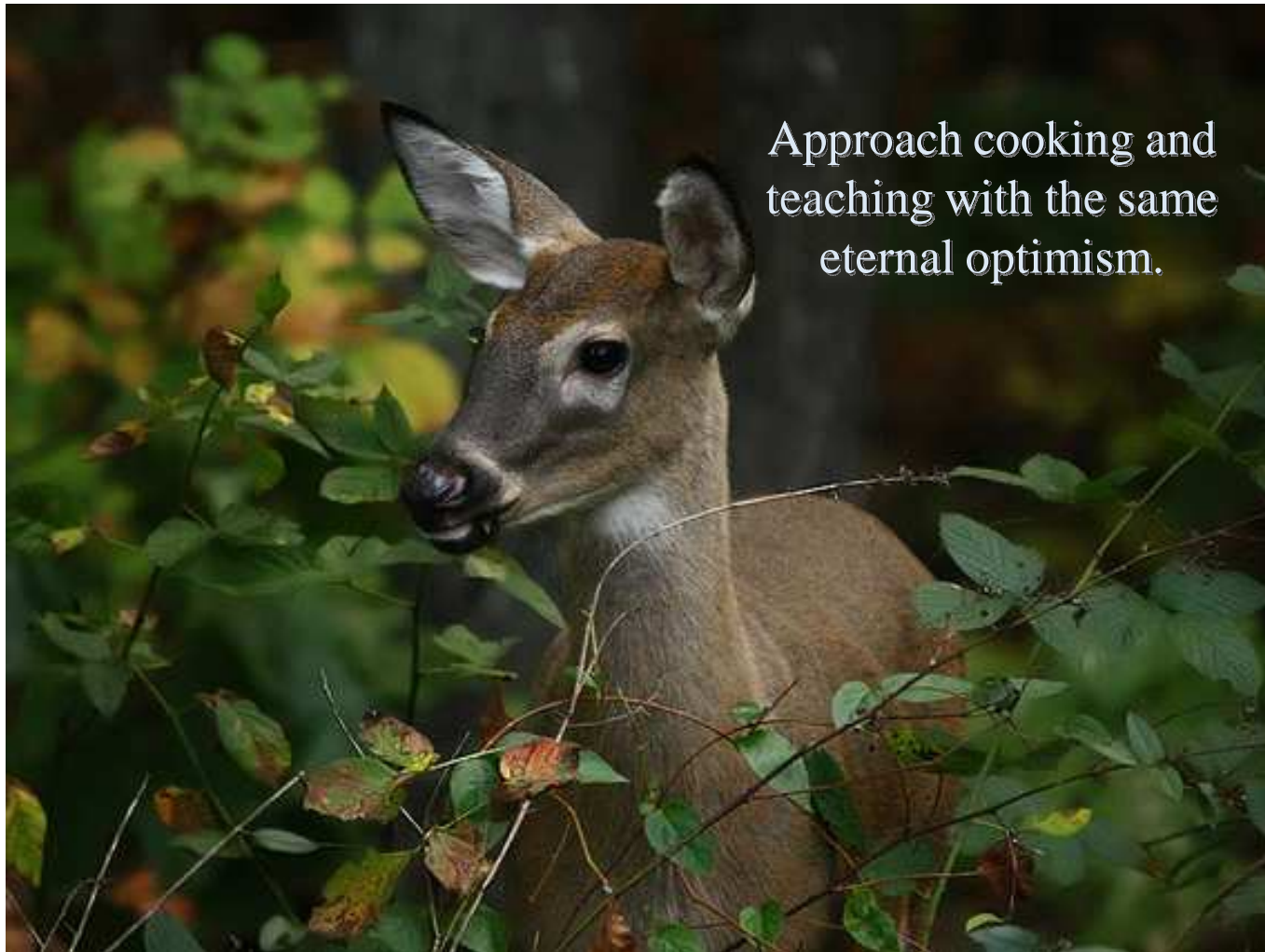
Careful consideration must be given to the place of transfer –


- **Is the environment more suitable to the student's needs?**
 - **Does the school have the expertise to support the student?**
 - **How will the process of transfer be actuated?**
 - **What supports do the carers need in the process?**

The prize is success.

Success for the student, both personal and academic.

Always keep your eyes on the prize!!!





*There can be no
keener
revelation of a
society's soul...*

*than the
way
in which it
treats its
children*

Nelson Mandela