

Hastings Elementary School

School Rules and Discipline Guidelines

These guidelines were developed in 2014 by the Hastings Discipline Review Committee (Leigh Becker, Cheryl Carlson, Tiffany Bashaw, Cheryl Collins, Chiara Doretti, Liz Murray, Linda O'Neil, Bridget Sullivan, and Beth Szydlik). They were developed using information from staff surveys, and are based on the principles Responsive Classroom. The information in this document was taken from, *Rules in School* (Brady, Forton, Porter, & Wood, 2003).

Guiding Philosophy

- We believe that discipline should encourage learning rather than taking a student out of the classroom, whenever possible.
- We believe that our School Rules and Discipline Guidelines should be aligned with the goals of Responsive Classroom (teaching self-control, creating community).
- We believe that our School Rules should be simple and easy to understand.
- We believe that all staff should have the same expectations, and use logical consequences that make sense for each child and/or situation.

Hastings School Rules

1. Be safe.
2. Be kind and respectful.
3. Take care of our school.
4. Do your best.

We understand that all children will forget the rules sometimes. We will use the following pathways in a consistent manner to handle discipline issues.

Pathways to Self-Control

If the behavior is dangerous (someone was hurt or could have been hurt), destructive (something was broken or destroyed), is intentionally cruel, or is repeated frequently, it may be appropriate to go directly to time-out or another pathway.

1. Pro-Active Discipline

Creating, modeling, and practicing the rules will help students learn self-control and focus on learning. Use praise and positive reinforcement for following agreed-upon rules.

2. Reminding and Redirecting

When students act inappropriately, teachers and other adults will give reminders and redirection.

3. Logical Consequences

Logical consequences help children see the connection between their behavior and the effect it has on others. They allow children to fix the problems that their actions caused.

- You break it, you fix it
- Loss of privilege
- Time out in the classroom (Think Tank, Rest Stop, Take a Break)

4. Time Out in a Buddy Teacher's Room

If a student continues to behave inappropriately in time out, the classroom teacher may request the assistance of a neighboring buddy teacher. When the child has regained self-control, the student may return to the classroom as directed by his/her teacher.

5. Involve the Principal or Designee

If the student continues to be disruptive in the buddy teacher's room or continues to be disruptive upon returning, the principal or designee will be called to take the student from the classroom. Students will not be sent from the classroom on their own, but will be escorted by an adult.

The student will remain with the principal or designee until it is determined that the student is ready to re-enter the classroom. The principal or designee will escort the child back to the classroom, and communicate with the teacher about any consequences, or follow-up needed. As the child enters, the classroom teacher will acknowledge the child's return, and restate expectations.

If it's determined that the child will not return to the classroom that day, the principal or designee will send for work to be done in the office, and/or call parents to take the child home.

Parents will be notified when Pathway 5 is being used.