

Young Eagles Home Care Centre

Discipline, Conduct, and Learner Support Policy

Policy Code: YE-DIS-001

Discipline Policy

Applies to: Learners, staff, parents/guardians

Effective date: 25 February 2026

Owner: Principal

Review cycle: Annual (or post-major incident)

Framework: Child-centered, restorative, CAPS/DBE-aligned routines

Status: Draft for adoption

1. Purpose

This policy provides a clear and consistent discipline framework that protects safety, teaches self-regulation, and preserves dignity. Discipline at Young Eagles is corrective and instructional, not punitive.

2. Guiding Principles

- Discipline teaches behavior expectations and emotional regulation.
- Safety, dignity, and fairness are non-negotiable.
- Responses must be age-appropriate and consistent across classes.
- Predictable routines and repetition reduce behavior incidents.
- Parents are active partners in behavior support plans.

3. Expected Conduct

Learners are expected to:

- Follow safety rules in class, playground, transport, and bathroom routines.
- Respect teachers, peers, and school property.
- Use kind words and seek help before frustration escalates.
- Participate in transitions, hygiene checks, and structured daily blocks.

Staff are expected to:

- Use calm, respectful, and consistent correction language.
- Apply policy steps consistently and document incidents factually.
- Notify parents in time and focus on resolution, not blame.

4. Preventive Discipline Model (Routine-Linked)

- Clear daily routine blocks with transition cues and role clarity.
- 15/10/5-minute transition reminders for staff readiness.
- Repeated habit routines: weather check, hygiene, queueing, calm reset.
- CAPS/DBE-aligned social-emotional and life-skills reinforcement.

5. Progressive Discipline Response

Level	Behavior Type	Immediate Staff Action	Parent Communication	Documentation
1	Minor disruption, off-task, playful boundary testing	Prompt, redirect, reteach expectation, positive reinforcement	Not required unless repeated	Optional class note
2	Repeated non-compliance, disrespectful tone	Warning + reflective reset + proximity support	Same-day message when recurring	Incident note
3	Persistent defiance, verbal aggression, repeated disruption	Remove from trigger context, supervised reflection, restorative talk	Same-day call/message	Formal incident entry
4	Physical aggression, bullying pattern, safety threat	Immediate safety separation + principal review	Immediate parent call + meeting	Incident + behavior support plan
5	Serious harm/risk behavior	Safeguarding protocol + emergency response where needed	Immediate escalation	Critical incident record

6. Prohibited Practices

- **No corporal punishment under any circumstances.**
- **No humiliation, ridicule, intimidation, or degrading language.**
- No group punishment for individual behavior.
- No withholding of food, water, toilet access, or rest as punishment.

7. Serious Incident Procedure

1. Secure all learners and remove immediate risk.
2. Separate involved learners calmly.
3. Provide first aid and escalate medical support if required.
4. Inform principal immediately.
5. Inform parent/guardian immediately.
6. Capture incident report before end of day.
7. Schedule follow-up meeting with agreed support actions.

8. Restorative and Support Approach

Repeated incidents trigger an Individual Behavior Support Plan with clear goals, home-school actions, weekly review cadence, and escalation path to specialist referral where needed.

9. Parent Partnership and Communication

- Parents receive factual, timely updates and recommended next actions.
- Sensitive learner matters are handled privately, not in public groups.
- All parties use official channels for traceable communication and follow-up.

10. Records, Privacy, and Governance

- Incident records are role-restricted and securely stored.
- Data supports safeguarding, interventions, and policy review.
- Principal approves and reviews Level 4-5 incidents.
- Policy implementation is refreshed with staff each term.

Implementation Note: This policy should be embedded in classroom routines, displayed in teacher quick guides, and reinforced through consistent parent communication to reduce repeat incidents.

Principal Name & Signature

Date

School Governing Representative

Policy Review Date

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