

Positive Behaviour / Discipline Policy



September 2022

POSITIVE BEHAVIOUR/DISCIPLINE POLICY

Introductory Statement

Rationale

The primary purpose of this discipline policy is to ensure a co-operative and harmonious atmosphere within the school, the efficient management of the school and the maintenance of discipline essential for promoting the social and educational welfare of all pupils.

We live in a small community where traditional values such as good manners and courtesy are appreciated. Tidiness and neatness are at all times important virtues and should be encouraged by everybody.

Teachers and parents/carers/guardians have a responsibility to ensure that children behave in an acceptable manner. This creates a need for close co-operation between home and school. The positive aspects of good behaviour will be stressed and rewards for discipline and learning evident.

Aims

St. Caireall`s P.S. encourages a purposeful, happy and calm atmosphere in which pupils are comfortable and good discipline prevails. Positive behaviour is defined as behaviour that allows learning to take place and is a pre-requisite for raising achievement in all areas of the curriculum. Good discipline assists in creating the conditions for effective learning to take place.

Our Mission Statement

We, the Governors and staff of St Caireall's PS aim to promote the spiritual, educational and social development of all our children within a Catholic Ethos, while making sure that an atmosphere of caring permeates throughout the school, enabling these values to flourish.

Good behaviour is a necessary condition for effective teaching and learning to take place where everyone can feel safe and happy. The school has attempted to set out boundaries of acceptable behaviour, to develop patterns of rewards and sanctions, and to establish constructive relationships within the school society.

- (1) We believe that our positive approach to discipline should involve:
 - a. Clearly defined rules and procedures
 - b. Praise
 - c. Sound relationships between teachers and pupils
 - d. A stimulating and effective teaching and learning environment
 - e. A system of positive rewards and sanctions.

The school positive behaviour/discipline policy can be summarised as follows:

"All pupils are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times, so that effective learning can take place in a safe and happy environment."

(2) Hence the following aspects are important:

- (a) The policy has been worked out and agreed by all teachers and support staff.
- (b) It should be applied consistently and fairly.
- (c) It is expected that parents will be aware and supportive of the policy.
- (d) The service of the EWO and/or Social Services and/or SEBD and RISE (Regional Integrated Support for Education) may be sought if it is thought such agencies can assist a child by supporting the parents and school.
- (e) All teachers accept collective responsibility for maintaining good behaviour in their own classroom and elsewhere in the school.
- (f) Non-teaching staff would be expected to be aware of the discipline policy and its implications.

(3) Pupils would be expected to develop a pride of ownership of the school with the emphasis strongly on reinforcing positive behaviour.

It is accepted that good discipline, good order and a stimulating environment take time to create, yet if not consistently maintained, disappears exceedingly quick. It is stressed that positive behaviour should be reinforced with praise, thus helping the child to believe that he/she is valued within the school society. Children will be aware of the school rules, the reason for them, and what the sanctions are for infringing them.

All parents/carers/guardians will undoubtedly recognise that the learning process will flourish better in the positive and well -disciplined atmosphere which we aim to encourage and maintain.

This should be achieved by:

- (i) Praising good behaviour and practice regularly
- (ii) By using positive strategies and approaches when speaking to children
- (iii) Developing good relationships in the classroom
- (iv) By example and peer modelling
- (v) By developing accepted routines and expectations within the classroom and in indeed the whole school community
- (vi) Appropriate use of reasonable sanctions
- (vii) Making use of resources such as Grow in Love Religious Education Programme/Bible Stories Scheme, Circle Time, Living-Learning Together Resources (CCEA)
- (viii) Weekly "Pupil of the Week" and " Good behaviour" award. Children are presented with a certificate and given special responsibilities for the week. The Annual Prize Giving Ceremony takes place at the end of the school year
- (ix) Discussing individual incidents with child/class as necessary - highlighting acceptable behaviour

(4) It should be stressed that the Principal will be seen as reinforcing acceptable behaviour, as well as reprimanding unacceptable behaviour. Teachers should use opportunities for positive benefit.

It should be the duty of the Principal and teachers to highlight acceptable behaviour and work in:

- (i) Individual situations
- (ii) A class situation

- (iii) Whole school situation - pupil of the week etc.

SCHOOL DISCIPLINE

The responsibility for the establishment and implementation of a school's disciplinary policy is shared among the following bodies who have the rights and obligations ascribed to them under current legislation.

(a) **Council for Catholic Maintained Schools:**

Article 142 (1) of the Model Scheme for Management of Catholic Maintained Schools provides that as part of its function, the council shall "promote the effective management and control of the Catholic Maintained schools by the Board of Governors of such schools".

(b) **The Board of Governors:**

The Board of Governors shall manage and control the school and shall assist the Principal in such a manner as is reasonably necessary to enable the Principal to control the internal organisation, management and discipline of the school.

(c) **The Principal:**

Under Article 142 of the Education Reform Order, the scheme of Management for the school shall provide it to be the duty of the Principal to determine measures to be taken with a view to:

1. Promoting among pupil's self-discipline and proper regard for authority
2. Encouraging good behaviour on the part of pupils
3. Ensuring that the standard of behaviour of pupils is acceptable
4. Regulating the conduct of pupils

(d) **The Class Teacher:**

Every teacher in the school is a valued professional who is entrusted with the education and care of pupils and is entitled to the support and respect of parents/carers/guardians, school management and pupils. This support is essential in that it ensures the teacher will have a significant influence on classroom relationships and children's achievements. It is the duty of the teacher, therefore to maintain good order and discipline among pupils, not only in the classroom but also when pupils are engaged in authorised school activities elsewhere. The teacher must always lead by giving good example to his/her pupils.

(e) **The Parents/carers/guardians:**

Parents/carers/guardians are the pupils' first teachers and therefore have a legal duty to ensure that their children do not cause injury or damage to others or to school property. Parents/carers/guardians should promote school rules as laid down in the Positive Behaviour/Discipline Policy.

(f) **The Education Authority :**

The Education Authority has statutory rights and obligations in relation to notification in respect of any suspension from the school.

(g) **The School Role:**

Good behaviour is a necessary condition for effective teaching and learning to take place. St Caireall's aims to set boundaries of acceptable behaviour, to develop patterns of rewards and sanctions and to establish constructive relationships.

St. Caireall's Primary School Rules

Caring

'We care for ourselves and others', therefore: We show good manners in class, dining hall and playground; We tell the truth; We care for everything in our school, we put litter in the bin; We are kind to each other.

Learning

'We try our best', therefore: We come to school ready for work; We start our work quickly and always try to finish; We keep busy; We ask for help when we need it

Talking and Listening

'We Listen to each other', therefore: When teacher speaks, we STOP, LOOK, LISTEN; We listen to each other; When we want to speak we put our hand up and wait; Work talk is soft talk.

Safety and Movement

'We want a safe school', therefore:
We always work quietly; We sit safely on our seats; we ask our teacher or classroom assistant if we need to leave

the room; We keep our classroom tidy;
We handle all equipment carefully;
We use the toilets properly; We need special permission to leave school.

Playground

'We want to get home safely', therefore: We obey the teachers on bus duty;

'When we are playing and having fun we think of others', therefore: Be happy, play safely; We let others join in our games; We walk to our lines and stand quietly; We walk in line to our room.

On the Buses

line up in the correct queue; We board the bus in an orderly fashion; We stay in our seats and wear our seatbelts; We behave at all times while travelling to and from school.

GENERAL RULES AND PROCEDURES

The school expects each child to behave as follows:

1. In the corridor and stairs

- walk at all times
- keep to the **right** (along corridor/stairway)
- treat all adults with respect
- allow adults right of way at doors.
- hold doors open if appropriate
- put all litter and scraps in the bins

2. In the playground

- when the bell rings, line up quietly and no pushing
- walk in straight, quiet lines to and from the hall
- no rough play
- no physical fighting

- no hitting back. Report any incident to supervising adult who should then record any incident of a serious nature
- put all litter in the bins
- respect all school property and keep the school grounds tidy

3. Toilets

- toilets are not meeting places and must be left immediately after use
- taps should always be turned off after use
- Unruly behaviour in toilets or misuse of fittings etc should be reported to class teacher or classroom assistant

4. Lunch Time

- Children will listen to and cooperate with their supervisors at all times
- there will be no rough play in the playground
- no physical fighting
- no hitting back. Report any incident to supervising adult (who should then make the class teacher aware of the incident)
- when sent outside to play children will remain there until the bell rings.
- play sensibly with apparatus

5. Non-Teaching Staff

- all non-teaching staff members will be addressed by their first name

6. Classroom

- Each teacher will agree a charter with the children and this will be clearly displayed in the classroom
- Classrooms will be kept neat and tidy at all times. Teachers will promote/encourage pupils to have a pride in their classroom environment to make sure it is a place of positive learning.

- All Year 3 - 7 children will carefully stack their chairs at home time - BEFORE - lining up in an orderly fashion to leave the room.
- Each child will (under the direction of the teacher) be encouraged to keep under their desks tidy at all times.
- Teachers will devise a class seating plan for children. This will be changed as and when required to give children the opportunity to bond with different friends in the class.
- School uniform must be worn at all times, unless explicitly stated by the Principal or on receipt of a letter from parents/carers/guardians

REMEMBER:

- **School does not end when you leave the classroom - all teachers and supervisors must be listened to and treated with respect**
- **Physical fighting and/or hitting back will not be tolerated.**

Obeying these simple rules will make school a happier place for us all!

GERNERAL MOVEMENT WITHIN THE SCHOOL

1. Pupils should not arrive before **8.45 a.m.** unless for attending breakfast club from 8:30am (should any incident occur before this period; the school will not be held responsible).
2. Pupils will be collected from the playground by their class teacher at **9.00 a.m.**
3. After morning break, the supervisors on duty will have children lined up where the teachers will then collect their children and return to class.

Lunchtime in the School Meals Hall

At **12.00 noon**, **Year 1,2 and 3** children will commence lunch - supervisors will look after children taking packed lunch/school lunch until **12.45 p.m.** Children will be escorted to the playground or classrooms (if wet weather) until **12.45 p.m.** where they will be lined up and ready for collection by their teachers.

Year 4,5,6 and 7 children will commence lunch at **12:40pm** - supervisors will look after children taking packed lunch/school lunch until **1.25 p.m.** Children will be escorted to the playground or classrooms (if wet weather) until **1.25 p.m.** where they will be lined up and ready for collection by their teachers.

HOMETIME COLLECTION ARRANGEMENTS

Year 1 and Year 2 should be collected from the front gate at 2.00pm.

Children in Years 1 and 2 can remain at school for After Schools Club from 2:00pm until 2:55pm.

SUPERVISION IN SCHOOL

1. If a member of staff is ill, the substitute teacher should perform any duties assigned to that teacher
2. If a member of staff is on a course, he/she should make arrangement to swap duty with another teacher
3. If an accident occurs, the supervising teacher should ensure that an accident report form is completed as soon as possible and a First Aider will be called upon to assist in the case of an emergency.

SUPERVISION ON SCHOOL TRIPS

General

1. Care must be given for children's safety at all times
2. In all public areas, children will go around in supervised groups. They will not be permitted to wander around on their own and should be within sight of a supervisor. (The fact that some places such as fun fairs and shopping arcades may have enclosed areas does not afford sufficient protection)
3. On buses, children will be expected to wear their seatbelts and remain in their seats at all times.

Foundation Stage/Key Stage 1/2

Although the children devise the rules with guidance of the teacher, they will always contain these 5 basic rules:-

Rules

1. Good listening
2. Sharing
3. Taking turns
4. Always try your best
5. Treat everyone and everything with respect.

Rules & Rewards

1. Praise.
2. Stamps, stickers or stars
3. Positive feedback to parents
4. Praise from Principal
5. Golden Time
6. Pupil of the week certificate
7. Extra Playtime on Friday

Each teacher will have their own way of displaying the rules, rewards and consequences.

Consequences

1. When a minor incident occurs it will be dealt with by the class teacher using consequences which have been agreed in the class.
2. Persistent incidents or more serious incidents will be referred to the Principal and parents/carers/guardians may be contacted.
3. Children may be removed from the class/other areas and sent to the Principal for "Thinking Time"/Time Out - if all other strategies have been exhausted and records kept.
4. Where such incidents happen persistently, and teachers have exhausted all strategies in class, and a detailed record has been kept, the Principal will be informed by the class teacher. Likewise, the incident will be recorded in the class behaviour concern book.
5. Parents/carers/guardians, Principal and Teacher meet.

DISCIPLINE AND BEHAVIOUR

Whilst the discipline and behaviour of the class is, primarily, the responsibility of the Class Teacher, all staff are collectively responsible for ensuring that all pupils be considerate to others and behave appropriately. Staff should always endeavour to acknowledge good behaviour and manners, and to commend children for their positive actions. If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner; condemning the behaviour without humiliating or 'putting down' the child.

Referral

In the event of a child's behaviour necessitating the involvement of someone other than the class teacher or member of the ancillary staff, that person is to be the Principal.

BULLYING

All staff will follow the Anti Bully policy. Bullying is a highly distressing and damaging form of abuse and it not tolerated in our school. All staff are vigilant at all times to the possibility of bullying occurring and will take immediate steps to stop it happening, to protect and reassure the victim and to discipline the child displaying bullying behaviour. Parents/carers/guardians of both victim and the child displaying bullying behaviour will be personally contacted immediately if bullying is identified.

Any complaint by a parent/carer/guardian that their child is, or may be, being bullied will be fully investigated by the designated teacher for Child Protection/Safeguarding, and team action will be taken to protect the victim. This will usually include ensuring that another child or small group of children befriends and supports the child being bullied during the school day. A parent making a complaint about bullying will have a personal response from the designated teacher within one week of making the complaint, indicating the investigation which has been carried out and the action that has been taken.

The sanctions taken against a pupil who bullies will depend on the seriousness of the case, but will include the loss of any privileges or position of responsibility he/she holds in the school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

General Approach to Discipline

1. Staff shall be helpful, caring, kind and courteous to each other, visitors and children and so create a happy, caring atmosphere where the children will feel secure and appreciated
2. The environment will be stimulating and interesting. The children will be provided with challenging work matched to the ability of the child
3. All children will be encouraged to participate in all activities and their efforts and talents will be recognised and rewarded
4. Commitment, effort and good behaviour will be praised and rewarded
5. The existence and welfare of all children will be stressed and the rights of all other respected
6. Generally, each teacher will be responsible for their own classroom and will be seen to be fair and show consistency and equity
7. Children will be aware of the need for rules drawn up by themselves and will be explained and kept to a minimum
8. The rules must be obeyed for safety and well-being of others
9. Incidents will be dealt with quickly and consistently
10. Realistic expectations of children's behaviour will be maintained.

SANCTIONS

All parents/carers/guardians will undoubtedly recognise that the learning process will flourish better in the positive and well disciplined atmosphere which we aim to encourage and maintain.

However, there are occasions whenever unacceptable behaviour emerges. This cannot be tolerated under any circumstances because it is not in the best interests of that child nor the rest of the children.

Sanctions adopted will take account, not only of the "incident", but the individual circumstances.

Sanctions for minor lapses in behaviour might include detention at break time or temporary exclusion from an enjoyable activity.

Where more serious offences occur, the parents/carers/guardians will be consulted

- where property is damaged, (e.g. books), parents/carers/guardians may be asked to replace the item
- Recording of name and incident in the school incident concern file

-Persistent failure to comply with the school's discipline policy is a very serious matter and the parents/carers/guardians of such pupils will be asked to discuss the matter with the Principal

- In the interests of the safety of the children within our charge, the school retains the right to refuse to take persistent offenders on trips out of school for Health and Safety Reasons
- In extreme cases pupils may be suspended or expelled. In such instances E.A./CCMS procedures will be followed

We trust that parents/carers/guardians will appreciate that these measures are for the benefit of their children and therefore the school expects the full support and co-operation of all parents/carers/guardians in the implementation of this policy. Similarly, if parents at any time identify a problem, they can expect the full co-operation of the staff.

PROCEDURES FOR SUSPENSIONS

Before the suspension of a pupil is considered (unless the incident is of a very serious matter) the school will have applied all of its preventative strategies and alternative sanctions. This will include formal contact with the parents/carers/guardians to warn them of the possibility of suspension.

The following procedures will then be observed:

1. The formal written record of incidents maintained in the school will be made available to the EWO who will be invited to the school to discuss the situation with the Principal.
2. Teachers will be consulted regarding the difficulties and the best way forward.
3. EAWR (Education Authority Western Region) will be informed using a EW24B form. If appropriate, Social Services will also be notified.
4. The Chairperson of the Governors will be informed (or the vice chairperson in his/her absence) in writing and a report delivered to the Governors at the next meeting.
5. A letter will be sent home with the child outlining:
 - a) The reasons for the suspension
 - b) The period of the suspension
 - c) The work which the parent/carers/guardians must undertake during that period
 - d) The letter will also invite the parent/carers/guardians to meet the Principal and discuss the problem and how the parent/carer/guardian can help (A written record of this meeting will be kept by the school)

- e) A copy of the letter sent home with the child will be posted to the parent/carer/guardian by recorded delivery (first class post).

PROCEDURES FOR EXPULSION

This is the ultimate sanction and will only be employed as a last resort. The school recognises that

- a) It must produce evidence to EAWR (Education Authority Western Region) and the CCMS that it has exhausted its range of options and strategies.
- b) The recommendation for expulsion must come from the Board of Governors
- c) Except in exceptional circumstances the child will need to have already served a period of suspension
- d) Consultations will have taken place between the Principal, parent/carer/guardian, EA, CCMS and the Chairperson of the Board of Governors about future provision for the child
- e) Only CCMS can authorise the expulsion of a pupil from a Maintained school.

