



Discipline Policy

LETTER TO PARENTS TO ACCOMPANY DISCIPLINE POLICY

Regulations require schools to give you details of the discipline policy we have been operating and would want to continue to operate in this school. Our discipline policy is not merely a list of regulations and sanctions but it is also a statement of the school's values and beliefs, setting out expected standards for teachers, pupils and parents. The policy will give you some idea of the expected standards of behaviours, how you can help your child and the sanctions involved should misbehaviour occur.

Discipline is not merely punishment; discipline is the standard of behaviour expected from all pupils which will help your child to come to school happily and make progress to the best of his/her ability. Good behaviour is necessary for effective teaching and learning to take place and an outcome of education which society expects. All pupils are expected to behave in a responsible manner both to themselves, to others and to the environment, showing consideration, courtesy and respect for other people at all times.

We feel that parents and teachers must be partners to enable this to work successfully. The behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in such a small community. Naturally we must expect the same standards of behaviour from all children and we feel confident that we will have your support in the best interests of all children.

Board of Governors
Moneymore
Primary School

CONTENTS

- Background - the need for discipline
- Aims
- The responsibilities of parents
- Rights and responsibilities of pupils
- Rewards - a positive approach
- Rules - school and classroom
- Sanctions

DISCIPLINE POLICY

THE NEED FOR DISCIPLINE

Our school discipline policy aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and consequences. Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life.

It is the view of the Board of Governors of Moneymore Primary School that effective learning can only take place in an atmosphere where standards of good behaviour are set as prerequisites. Good behaviour is that conduct which assists the school to fulfil its function, namely the full development of the potential of its pupils. Unacceptable behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when the conduct disrupts the development process for other members of the school community. It therefore follows that good behaviour is that which:

- (i) conforms to the reasonable expectations and requirements of the school.
- (ii) is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

AIMS OF DISCIPLINE

Discipline is a system of rules for good behaviour which aims to create conditions for an orderly community in which:

- (i) Effective learning can take place.
- (ii) Self-discipline, self-respect and good personal relationships can be developed.
- (iii) There is mutual respect amongst all members.

A system of discipline should have at its centre a concern for the safety and well-being of the pupils.

THE RESPONSIBILITIES OF PARENTS

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those of home. Often in a smaller community such as the home, individual needs can largely be accommodated without undue disturbance, but a school is a much larger community where the interests of each individual have to be subsumed in the greater good for the greater number.

It is quite clear that pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society. Therefore parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with the children their influence is still greater than that of a class teacher.

Parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they, therefore, have an obligation to promote the general policy and rules of discipline as laid down by the school.

The co-operation of parents is sought in relation to maintaining high standards of pupils attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials, particularly those which belong to the school, and the supervision of homework.

RIGHTS AND RESPONSIBILITIES OF THE PUPILS

We would expect our children to enjoy their education at this school, to be able to learn in a safe and secure environment and to have their needs met. At the same time we wish to encourage children to see that other children deserve and must enjoy the same treatment as they do.

SCHOOL RULES

At Moneymore Primary School we operate a system of school rules. These rules are displayed around school and in all classrooms.



Be gentle and avoid hurting others

Play fair and well with others

Take pride in your appearance

Accept the authority of all staff

Be polite and mannerly

Look after your school and all property

Act safely inside and outside school

Walk in the classrooms, hall and corridors

Name all items of uniform and property

Never leave the school or supervised groups without permission

Be honest

Be kind and helpful

Listen to and respect the opinions of others

To ensure that we maintain our School Rules children are encouraged to adhere to the following:

SAFETY

- Children must walk in the classrooms, corridors or dining room/assembly hall in an orderly manner with no undue noise.
- Children must ask the teacher's permission to leave the classroom.
- Children wishing to leave school must bring a written request from their parents.
- Children must not bully or hurt other children.
- Jewellery should be limited to a watch and stud earrings. When children are engaged in physical activities, the teacher will ask a child to remove all items of jewellery or may withdraw the child from the activity.
- **The management of the school are not responsible for loss or damage to jewellery.**
- Trainers must be worn during P.E. lessons.
- When a child is being bullied or annoyed, he/she should immediately report the incident to a teacher or supervisor.

COURTESY

We feel it is important in our school community to encourage good manners:

- Children are encouraged to say 'excuse me', 'please' and 'thank-you'.
- Children should not interrupt adults who are speaking until invited and should not interrupt other children who are speaking.
- Children should knock before entering a room.

PLAYGROUND

In the playground, children should abide by the following rules:

- In dry weather, children should be outside at break and lunch-time except in the cases of illness, supported by a note from home.
- Pupils should not use unacceptable language.
- Pupils should not climb trees, fences or hedges in school grounds.
- Children must not throw stones or other missiles.

EDUCATIONAL VISITS OUTSIDE SCHOOL

Children are expected to represent the school in the best possible light.

SCHOOL BUS

The management of the school are not responsible for children travelling to and from school on EA transport, in taxis and private cars etc. Complaints concerning such transport should be made to the operator concerned.

In the case of EA transport, children who are regarded as a liability by the Transport Officer, may have transport privileges removed.

CLASSROOM DISCIPLINE

It is important that children behave properly in the classroom so that they and others can learn. In order for this to be effective each class will have their own classroom rules which will be consistent with the School Rules. Children will be made aware of classroom rules by their class teacher and older children may be involved in compiling their classroom rules.

REWARDS THE POSITIVE APPROACH

In any disciplinary system the emphasis must always be on the positive approach because praise is more motivating than criticism. In any case criticism should always include advice on how to improve and should be constructive in its approach. It is part of the school policy to emphasise positive approaches to maintain and improve discipline.

Praise - Praise may be given in many ways and, without any attempt to put this into a value order, might include the following:-

- public acknowledgement at assembly.
- given a special responsibility.
- a quiet word or encouraging smile.
- a written comment on pupils work, or in a more detailed way picking out specific points or ideas that gave pleasure.
- a public word of praise in front of a group, a class or the whole school.
- display work in the classroom / corridor / hall
- certificates/stickers formally presented or otherwise, for good behaviour, community support or a positive approach.
- praise and acknowledgement by peers.
- prizes which reflect endeavour.
- use of stickers and stampers.
- use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes.
- a visit to another teacher for commendation.
- 'Pupil of the week' certificate & photo displayed
- monthly 'Headteacher Award' given in Assembly & photo displayed

SANCTIONS IN DISCIPLINE

Even with a positive behaviour approach it will be necessary to have sanctions. These are necessary for two main reasons:-

- to make the particular child and others aware of the school/teacher disapproval of unacceptable behaviour.
- to protect the authority of teachers, should that be threatened.

Sanctions should:

- be constructive.
- be applied with sensitivity, flexibility and discrimination.
- where possible, be related to the misdemeanour.
- be specific to the culprit and not applied to whole group.
- In an attempt to ensure that sanctions are constructive and enforced uniformly we have classified unacceptable behaviour into three bands.
- Each teacher retains a Report Book in which minor or persistent misdemeanours are recorded.
- Within P1 pupils may be given a 'sad face;' within P2 & P3 pupils may move to the amber or red traffic light. Children will discuss the misdemeanour with their teacher. When there have been persistent or more serious occurrences of misbehaviour parents will be informed and the child may have removed the privilege of playing outside at either break or lunchtime.
- Within P3 -P7 (can also be used within P1 & P2) occurrences of misbehaviour will be managed through the 'white book' and 'white slip' system. When minor misdemeanours occur the details will be recorded in each teacher's 'white book' - 3 instances in the white book per term will mean that a white slip is issued. 'White slips' can also be directly issued for more serious misdemeanours and when given a 'white slip' children are asked to take it to the principal. (See Appendix 1) Children will discuss the misdemeanour with the principal and strategies to prevent a similar occurrence. The child will have the privilege of playing outside at lunch the following day removed when a 'white slip' is issued and a sticker will be placed in their homework book.

- If a second 'white slip' is issued in a term the child will have the privilege of playing outside at lunch-time removed for two days. The class teacher will speak to the child's parents to discuss behaviour matters.
- If a third 'white slip' is issued in a term the child will have the privilege of playing outside at lunch-time removed for three days. The principal will speak to the child's parents to discuss the behaviour matters.

• **Unacceptable behaviour described**

Band 1	Band 2	Band 3
Annoying other pupils	Persistence of Band 1	Bullying
Cheeky/ Answering back	Wilful damage - property or peers	Persistent occurrence - Band 2
Boisterous behaviour	Aggressive - persistent/serious	Physical assault - teacher/adults/children
Talking	Refusal to work	Wilful damage - property/school
Distracting	No homework consistently	Verbal abuse to teachers/staff/peers
Low-level interruptions	Biting/Kicking/Spitting	Stealing - intent and persistence
Bad presentation of work	Bad language/rude noises	Major disruption of class activity
Not prepared for school	Persistent name-calling	Abuse/Threatening behaviour
Incidents of taking property		Leaving school premises without permission
General nuisance		Dangerous refusal to obey instructions
Homework not completed/done		
Telling Tales		

Sanctions and Strategies

Band 1	Band 2	Band3
A disapproving look	Sad Face/ Traffic Lights/ Entry into Class Report Book/ Letter home	Principal/Vice Principal informed immediately
A signal	Informal chat to parents	Formal chat with Principal/Vice Principal and pupil
A verbal rebuke	Withdrawal from extra-curricular activities	Formal appointment with Principal and parents
Moved in class to another desk	Issue of 'White Slip' and lunch-time detention	Action plan agreed
Time Out Zone	Report to higher level	Suspension
Informal chat with parents	Daily report	Expulsion
Withdrawal of privileges/responsibilities		Involvement of other agencies e.g. EWO/BMT/Educational Psychology/Social Services
Reminder of Class Rules		Behaviour Contract
Discussion with child		

Sad Face/ Traffic Lights/ Issuing of white slip/ Letter home		
Apology		

The following are regarded by the Department and the Board as valid reasons for suspension or expulsion:

- Substance or alcohol abuse on school premises
- Persistent bullying of a pupil
- Physical attack on a pupil or member of staff
- Verbal abuse of a pupil or member of staff
- Disruptive behaviour in class
- Persistent infringements of relatively minor school rules
- Significant damage to school, staff or pupils' property, either in or outside school
- Stealing from school, staff or pupils, in or outside school.
- A very serious problem may result in the normal procedures being abandoned and a child being taken home straight away

PROCEDURE FOR CONSULTATION

- The class teacher will attempt to deal with incidents of unacceptable behaviour and will record noteworthy events in their report book.
- Teachers may contact parents with the permission of the Principal and make them aware of the situation.
- Parents will be informed when white slips have been issued. P1-3 teachers will use their professional judgement about when to approach a parent about incidences of inappropriate behaviour / numerous recordings in the class report book. White slips will only be issued to P1-3 pupils in extreme circumstances.
- If the unacceptable behaviour continues, the case will be referred to the Principal and parents will be formally contacted.
- Should the behaviour persist the school will implement the Code of Practice drawing up an individual plan.
- The Principal will discuss with the parents the necessity of involving outside agencies e.g. EWO, Educational Psychologist etc. and proceed with arrangements.

- If unacceptable behaviour persists the Board of Governors will be informed and the parents may be invited to attend a meeting to discuss the matter with the Governors.
- The Governors and Principal will refer the matter to EA for advice and guidance.

Appendix 1

White Incident Slip

The following is to be used for guidance only – each case will be individually assessed and steps taken accordingly. In particular cognisance will be taken of pupils identified as having Special Educational Needs.

Misdemeanours that merit a white slip & lunch-time detention the following day

Deliberate kicking
 Deliberate biting
 Deliberate spitting
 Deliberate punching
 Deliberate nipping
 Highly Offensive language
 Wilful damage to property
 Total refusal to work
 Stealing
 Dangerous behaviour eg pushing down stairs

Misdemeanours that may lead to recording in the class report book

Persistent Annoying of other pupils
 Being cheeky
 Answering back
 Talking
 Distracting
 Name calling
 Interrupting/shouting out
 Disobeying instructions
 Poor presentation of work
 Not being prepared for school
 Homework not completed/done
 Forgetting of recorder/equipment
 Taking property of others
 Talking during assembly
 Telling tales

These lists are not definitive and action may be taken to issue a white slip/record incidents in the class report book depending on the nature and severity of any incident - decisions will be taken by members of staff and following consultation as required.

Three entries in the class report book per term will lead to a white slip being issued.

If a white slip is issued the pupil must present it to the Principal.

The pupil will be on lunch-time detention the following day where they will copy out the school rules.

A sticker will be placed in the child's homework book so that parents are informed about the issuing of a white slip.

The issuing of a second white slip, per term, will result in two days lunch-time detention and the child's teacher will speak with the parents about the matters.

The issuing of a third white slip, per term, will result in three days lunch-time detention and the Principal will speak with the child's parents about the matters.

P1 Large Smiley Face / Worried Face / Sad Face

Pupils all start each day on the Smiley Face but can be moved onto the worried face and then onto the sad face - recorded in Report Book, when persistent.

When a child has had sad faces this will be reported to the parents - at the teacher's discretion.

P2/3 Traffic Lights

Pupils all start each day on the Green, can be moved to amber and or red - recorded in Report Book, when persistent.

When a child has red's this will be reported to the parents - at the teacher's discretion.

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