

St. Mary's Primary School



Positive Discipline Policy

Introduction

The aim of our school is to provide a working, caring and happy environment in which the potential of every child is realised. We aim to achieve discipline in the school by positive rather than negative means with the support of the parents. The school is aware that:

- Every child is an important human person entrusted to us by parents and society and worthy of unconditional respect for his/her dignity.
- Every teacher is an important person and professional entrusted with the education and care of our children and entitled to the support and respect of parents, school management and society.

The Positive Discipline Policy is written for the benefit of the whole school community to help facilitate a positive whole school approach to behaviour management at St. Mary's.

The need for discipline

Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life. Discipline is about relationships within a classroom and within a school. These relationships are principally between teacher and pupils but also include the interaction of the whole school community.

Aims of discipline

Our school discipline policy is based on the school's Christian values and beliefs, and a concern for the safety and well-being of all our school community. We expect all our school community to act in a positive and caring way towards each other.

Our school discipline policy aims to:

- Provide a supportive environment which will foster the growth and development of caring and responsible pupils.
- Create a well – ordered school in which pupils can learn effectively.
- Develop in our pupils, positive self-esteem, a sense of self-worth and self-control which will help them realise their potential in their physical, intellectual, social and personal development.
- Help children become courteous, well-mannered, tolerant and understanding of others.
- Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity.
- Ensure that parents are informed of our behaviour management procedures and to encourage their co-operation and support in the successful implementation of our school positive discipline policy.

Classroom Discipline

- Good discipline enables effective learning to take place by
- the participation of each child in programmes matched to his/her ability.
- recognising and encouraging each child's individuality.
- the use of positive language to communicate expectations and feedback to pupils.
- giving regular encouragement and praise to all pupils.
- highlighting acceptable behaviour if a child tends to be disruptive.
- formulating classroom rules with the children.
- a visit to a colleague and/or the Principal for commendation.
- regular visits by Principal to classes to encourage and praise.

School Rules

In order to achieve the above we have some rules which we will implement fairly and consistently.

General

- To arrive punctually for school. School begins at 8.45 a.m. Children should arrive between 8.15 and 8.45 a.m. (Due to COVID-19 these arrangements have been amended for the school year 2020-2021. We request that parents adhere to the staggered arrival times allocated to each class and that children arrive punctually to avoid congestion at the school gates.)
- To work as hard as they can in class.
- To respect the views, rights and property of others and behave safely in and out of class.
- To treat each other with respect.
- To speak politely to each other and to staff in the school.
- To play fairly and to play for enjoyment. This excludes
 1. Physical: kicking, nipping, pushing, tripping
 2. Verbal: name-calling, teasing, spreading rumours
 3. Emotional: excluding from play, threatening, pulling faces
- To wear school uniform.
- Mobile phones are not allowed.
- Jewellery, except wrist watches, should not be worn.

Safety

- When coming to school or going home, the bus driver must be obeyed at all times.
- Children should line up in an orderly manner when coming in for class in the morning, after break and after lunch.

- No child may leave the school premises for any purpose during the school day without permission from the principal or class teacher and notification from parents.
- Pupils going to a different destination by bus must bring a letter to inform the teachers and bus driver.
- There should be no boisterous behaviour inside the school or on the bus.
- Glass bottles are not permitted in school.

Use of Building

- Children should walk in an orderly manner inside the school building.
- Children must not drop litter.
- Children should not loiter in the toilets or classroom at breaktimes.
- Children must not play on grass, unless permitted by supervisor or teacher.

Courtesy

- Children must not use bad language.
- Children must knock before entering a room.
- Children must obey teachers' directions.
- Children must not take, without permission, things which belong to others.
- Children must not deface their own property, or the property of others, including that of the school.
- Children should greet visitors to their classroom with an appropriate welcome.

Sanctions In Discipline

Even with good classroom practice it will be necessary to have sanctions. These are necessary for three main reasons:

- to make the particular child aware of the school/teacher disapproval of unacceptable behaviour
- to ensure that effective learning and teaching is not disrupted for other children
- 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

Sanctions will be applied on a 'staged basis'. However, in some instances, pending the nature of the unacceptable behaviour it may be necessary to move to a more advanced stage. This will be determined by Mrs Quinn in conjunction with the class teacher.

Children in KS2 will be made aware of each stage.

Stage 1: Unacceptable Behaviour – Not following school rules

At stage one the teacher will have responsibility for applying sanctions as and when required.

These may include

- immediate verbal checking of misbehaviour
- a minor penalty relevant to the offence, e.g. an apology and/or loss of golden time or loss of break or removal to another class for short period
- If continuous misbehaviours persist the teacher will refer the pupil to Mrs Quinn who will place the child on to stage 2 of the behavioural stage

Stage 2: Repeated or Unacceptable Behaviour – referral to Mrs Quinn

Stage 2 referral will be for repeated misbehaviour as in stage 1 and/or use of physical force, disrespect shown to staff members/property or other more serious misbehaviours

loss of a break/play park/golden time

- temporary removal of a pupil from his/her peers into another class
- temporary or permanent loss of privileges - removal from a class outing/sports events etc
- informal parent consultation (may include phone call/meeting with class teacher/principal)
- Short term placement on an Individual Positive Behaviour Plan

Stage 3: Repetition of behaviours as at stage 2

- Formal consultation to include child, parent and staff
- Long term placement on an Individual Positive Behaviour Plan • Permanent loss of privileges including captaincy, committee membership, participation at school events/activities and/or attendance at school trips etc

Stage 4: After Formal Consultation consideration will be given to

- Referral to EA Behaviour Support Team for advice/guidance
- Suspension/Expulsion. Advice will be sought from appropriate CCMS/DENI

Teachers and other relevant school staff should consider themselves responsible at all times for the behaviour of all pupils. Responsibility for the behaviour of all pupils in the school is one which all teachers share. In all matters relating to the maintenance of discipline and the applications of sanctions it must be remembered that our aim is to develop self-discipline in

our pupils and build and maintain their self-esteem. Acceptance of admission to the school implies the parent's acceptance of the School's Positive Behaviour Policy.

Staff and Discipline

It is the responsibility of all staff members – both teaching and non - teaching – to work together to that good discipline prevails at St. Mary's Primary School.

Use of Reasonable Force to Restrain or Control pupils

It may be necessary from time to time for a staff member to use reasonable force to restrain or control pupils. All members of staff at St. Mary's Primary School have been authorised by the Principal to exercise such force when necessary. Staff have been issued with guidance as detailed in DENI Circular 1999/9. (See Appendix 1)

Monitoring and Evaluating

This policy is continually monitored by the school principal. This policy will be reviewed every three years and/or up dated when advice is given by DENI. All stake holders will be involved in the review through a consultation process.

A consultation process took place with all stakeholders during the school year 2016-17.

Golden Time

Golden time is a positive behaviour management strategy used in many primary schools. It's a period of 25 minutes, usually on a Friday afternoon, where children stop work and spend time doing special, enjoyable activities. *Children will be permitted to take in a favourite toy that they can play with, however, no electronic devices such as ipods or iphones, drones or mobile phones are permitted in school. Smaller indoor toys are more appropriate. Parental support is an essential component of the initiative. **(*Due to Coronavirus children will not be permitted to bring in toys from home for Golden Time. The teacher will provide appropriate games and toys for Golden Time. All children will wash their hands before play. Each class teacher and assistant will ensure that the toys have been disinfected or left to de-contaminate before use)**

Golden time is intended to reward good behaviour, rather than learning or academic achievement. The majority of children behave well most of the time, but their behaviour doesn't get noticed. Golden Time ensures that children who behave well are rewarded. The

message we will be sending the children is if they are sensible, co-operate and work to the best of their ability, they will be consistently rewarded for their efforts.

Golden time celebrates those children who have followed the golden rules which are based around the following concepts.

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

If a child behaves in a manner which breaks these rules, if appropriate, they receive a warning. If the child already has had a warning and continues to break the rules, they lose golden time (Five minutes at a time). Then, when the rest of the class is enjoying golden time, those children who have lost some of it sit quietly and do some independent work for the appropriate amount of time.

Staff will use their professional judgements in implementing Golden Time.

Research has shown that when teachers don't have a clear and consistent system of rewards and sanctions, valuable teaching time is lost as a result of dealing with behavioural incidents – so golden time, when it's used properly, can genuinely pay for itself in terms of the time it takes up.