

POSITIVE BEHAVIOUR AND DISCIPLINE POLICY



**St. Oliver Plunkett
Primary School**

Article 28

Every child has the right to an education. Discipline in schools must respect children's human dignity.

As a Catholic school we seek to ensure that all aspects of school life are firmly rooted in Christian principles. In particular, we accept that every child in our school is an important human person, created by God and entrusted to us by parents. We also accept that every teacher is an important person and a professional, entitled to the support and respect of children and parents. The Positive Discipline policy of St. Oliver Plunkett Primary School is based on the development of caring relationships among pupils, parents, teachers and support staff. We have a consistent whole school approach to positive behaviour management in St Oliver Plunkett P.S.

Definition of Discipline

'Discipline' is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences. Good behaviour is conduct which assists the school to fulfil its function, namely the full development of the potential of all pupils. Bad behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving badly, or when unacceptable conduct disrupts the development process for other members of the school community.

AIMS

The Policy supports the delivery of the school's mission statement and is an integral part of the curriculum in practice. It should be read in conjunction with the Anti-Bullying and Pastoral policies and the Rewards Programme of the School's Merit System. (Appendix A)
The policy seeks to:

- Develop our pupils' sense of responsibility, self-discipline and respect for others and themselves;
 - Create an ordered and caring environment in which effective learning and individual growth is promoted;
 - We realise that these aims will be best achieved in the framework of a relaxed, pleasant atmosphere, in which pupils are able to give of their best, both in the classroom and in extra curricular activities and are encouraged and stimulated to fulfil their potential. This, in turn, demands a positive policy of encouraging good attitudes, reward and praise (where possible) and setting a good example.
 - Ensure that staff, pupils and parents are aware of the school's expectations of behaviour;
 - Provide guidelines and principles to promote positive relationships;
 - Provide guidelines and principles to deal with unacceptable behaviour.
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- Discipline problems will usually be avoided by valuing the pupil's achievements and through praise and encouragement. We hope to develop a good self-image and self-esteem among our pupils. A minor misdemeanour is usually settled through discussion with the class teacher. For consistent breaches of discipline, a child may spend some

time in supervised break-time detention. However, if your child begins to show persistent and challenging behavioural traits, the parent/guardian will be contacted by the teacher immediately.

- We wish to portray ourselves as a caring school in both words and deeds. To achieve this, however, it is important that our children feel secure and safe in the school environment. Good discipline is essential. One of the most important lessons a child learns is how his/her behaviour affects others. A caring, unselfish attitude helps a child to build relationships with others. A high standard of behaviour will also help to produce a high level of learning.

DISCIPLINE STRATEGIES

GOOD RELATIONSHIPS

It is our belief that good discipline is based, first and foremost, on good relationships between teacher and pupil and high expectations of pupils in terms of behaviour and work. These principles extend to the interaction of the whole school community and St. Oliver Plunkett seeks to promote its aim of being a "listening school" in the development of friendly relationships at all levels.

CONTRIBUTION OF TEACHERS TO GOOD DISCIPLINE

The professional conduct of all staff is of central importance for effective discipline. Positive teacher influence stems from attitude, character, example, teaching skills and the rapport established with pupils. In return, teachers have the right to be allowed to teach, to be listened to and to expect the full support of parents and pupils in upholding the school's standards.

TEACHER - PUPIL RELATIONSHIPS: WHOLE SCHOOL

Teachers will -

- Call all pupils by their Christian names
- Listen to pupils and respect what they have to say
- Consider pupils' intentions as well as their actions
- Value individuality
- Deal diplomatically with anti-social behaviour
- Greet pupils on coming to class
- Meet pupils in extra-curricular activities
- Praise pupil achievement as often as possible
- Use the PDMU lesson to discuss implications of rules
- Reward good behaviour in and out of classroom
- Avoid discussing individual incidents or pupils openly with uninvolved staff

CLASSROOM PRACTICE

Teachers will -

- Plan lessons with clear aims and objectives
- Share learning outcomes and success criteria with pupils
- Maintain high, realistic expectations of pupils

- Arrive punctually and be prepared for class
- Establish a purposeful, listening environment
- Check attendance
- Insist on active listening when teaching to whole class
- Move around the classroom
- Be consistent and fair

CONTRIBUTION OF PUPILS TO GOOD DISCIPLINE

Pupils have the right to be taught effectively in a proper environment, to experience a well-balanced curriculum and to be treated positively and fairly. In return, they are expected to be co-operative and well mannered, to respect others and to contribute positively to school life. They must be familiar with the school rules and their implications for their behaviour. The classroom charter is intended to be a positive encouragement towards caring for others. Within this framework, teachers will seek to draw pupils towards an understanding of a range of important issues through discussion in the PDMU lesson and in conversation at break or lunchtime. Pupils will be encouraged to see the relevance of the school rules and parents will be informed of all such rules.

St. Oliver Plunkett Primary School embeds the principles of UNCRC and Rights Respecting Schools. The school rules protect the rights and responsibilities of pupils, parents and teachers. Thus, pupils will be given opportunities to discuss:

General Behaviour Principles

- Always behave courteously showing good manners and consideration for others; Use positive comments/kind words.
- Always show respect for your own property as well as the property of others;
- Hands, feet and objects to yourself at all times. This means no fighting or no rough play in the school at any time;
- Follow directions.

School Actions to Access Rights

A number of simple actions are asked of the pupils. These are in place for reasons of safety and so that children will develop socially as well as educationally. These actions are as follows:

- Treating all people as God's creation - good manners to all in the school;
- Caring for others;
- Follow directions and obey the adults who are responsible for you;
- No running in the corridors at any time;
- No chewing gum allowed in the school grounds;
- Always show good manners and children give way to adults;
- Classes must always walk quietly in a single line about the school;
- Place litter in bins;
- Respect all property, your own, other people's and school property;
- Tell the truth and be kind to each other;
- Play safely and happily during break times;

- Speak well of the school; proper behaviour in the canteen; discuss problems in a constructive way;
- The importance of attendance - correlation between attendance and academic success.
- The school's obligation to parents - pupils should not leave the school without presenting a signed note from parents to their teacher
- Courtesy to teachers and development of self-discipline - pupils should be in school by 9:00 a.m. Books and any school property should not be defaced with graffiti.
- The importance of high standards of personal presentation. Pupils should take pride in wearing the school uniform correctly at all times, whether inside or outside the school.

Behaviour outside school

Children have a responsibility to behave appropriately when on school trips and when they represent the school at competitions within and outside school hours. We feel that the children from St. Oliver Plunkett P.S. should also behave reasonably on their way to and from school. Should there be a breach of this code, it will be investigated and appropriate action taken. Sanctions may be imposed in accordance with this policy.

Staff Approach

The attitude of all staff is of great importance. It is we who, in the end, determine the environment in which good staff/pupil relationships can develop. Discipline is indivisible and we should not ignore bad behaviour because we are not on duty or teaching.

We are expected to:

- Set the right example to pupils in matters of dress, punctuality and commitment;
- Consider ourselves responsible at all times for the behaviour of pupils within sight or sound of them;
- Gain the respect of pupils and establish the right relationships in class. These relationships call for more sensitivity and tact;
- Remember that our influence depends on attitude, character, example, teaching skills and the rapport established with pupils;
- Praise should be used to encourage good behaviour as well as good work;
- Criticism should, if possible, be delivered in a controlled manner as a private matter between teacher and child to avoid embarrassment or misunderstanding.

We have agreed that personal verbal attacks on pupils by pupils, on pupils by staff and staff by pupils is a form of bullying. Adults or children who lose control can consider this behaviour as a form of bullying. Such behaviour is unacceptable. We will endeavour to create an environment in which no person maliciously shouts at another. When shouting becomes evident it usually indicates that control has been lost.

The Curriculum and Learning

An appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of pupils, the active involvement of pupils in their own

learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. We will always aim to provide lessons which have clear objectives, are understood by the children, and are differentiated to meet the needs of all children. We have also agreed that marking and record keeping can be used as a supportive tool although it must also be of value and provide feed-back to the children on their progress and achievements. We shall always endeavour to show children that their efforts are valued and that progress matters.

Classroom Management

In the classroom organisation, management of resources and time and teaching strategies are important influences on our children's behaviour.

We value the:

- relationships between teacher and children
- strategies for encouraging good behaviour
- arrangements of furniture and access to resources and classroom displays.

We realise that these all have a bearing on the way children behave. We aim to manage all the above so that we can reduce uncertainty and disruption and foster an environment conducive to the development of a positive self-image in children.

Our teaching methods will be devised, where possible, to encourage enthusiasm and active participation for all. Our lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

When minor breaches of discipline occur, the teacher will follow the recommended staged approach. The classroom teacher must use a sensitive, common sense approach and ensure that the action taken matches the indiscretion.

Teachers will keep a record of persistent minor offences using assertive discipline strategies. They will record in the behaviour book and note good and bad behaviours in teacher's planner.

A teacher may need to call a parent in to discuss the behaviour of their child, a note of this will be kept in the behaviour book.

Prevention is always better than cure. It is important for pupils to know that they are under some supervision and that checks are made. The presence of staff or supervisory staff on duty, or of a teacher is a more effective way of obtaining good behaviour than punishment of those caught misbehaving when left to their own devices.

PARENTS' CONTRIBUTION TO GOOD DISCIPLINE

Close co-operation between home and school is essential for the maintenance of good discipline in schools. Parents have the right to expect adequate information, to be listened to and to know that their children will be safe, secure and properly taught. In return, they have the responsibility to send their children to school punctually, adequately prepared and

smartly presented; to monitor their child's progress, to offer relevant information regarding personal and academic details, to meet with staff when necessary and to support school policies. They are expected to sign homework and reading each day Monday to Thursday and to immediately acknowledge teacher comments/notes. They should attend all parents' meetings called by the school to discuss their child's progress or behaviour.

Parents are expected to ensure that their child:

- attends school regularly
- arrives for school on time (09:00) and remains in school until class ends
- attends throughout designated term times
- is in proper uniform
- completes all homework set
- abides by school actions
- represents the school when requested to do so

Parents should sign homework, when requested to do so, as an indication that they approve of the standard of presentation of work submitted. Where a student is placed on a behaviour plan or progress report, parents should sign the report daily.

Positive Behaviour Management

Children need consistency, routines, fairness, specific instructions, structure and supervision. Positive Behaviour results in:

- Better behaviour in the child
- Better communication between teacher and parent
- Improved teacher - parent relationships

REWARDS - THE POSITIVE SIDE OF DISCIPLINE

We believe that an emphasis should be placed on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. Criticism should always include advice on how to improve and should be constructive in its approach.

Appropriate relevant behaviour is effectively praised. Rewards may include:

- A quiet word, encouraging smile, approving look;
- A written comment on pupils' work, either in general terms (well done) or, even better, in a more detailed way, picking out specific points or ideas that gave pleasure;
- A visit to a more senior member of staff and/or the Principal for commendation, e.g., a written comment or star;
- Private praise;
- A public word of praise in front of a group, a class, a year or the whole school;
- Public written acknowledgement through a special merit or record of some kind;
- Public acknowledgement by presentation at an assembly or by giving some special responsibility;
- Some system of merit marks or points, with or without public acknowledgement of that award;

- Marks, grades and assessments for behaviour as well as work;
- School plaques, medals or certificates, formally presented or otherwise, for good behaviour, community support or a positive approach;
- Prizes which reflect endeavour, not least by way of service to the community;
- 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 certificate/letter to parents informing them specifically of some action or achievement deserving praise.

Preventive Measures & Sanctions

The staff have agreed that when considering sanctions, it is important to have a fairly long and varied list, on the grounds that it is not sensible to reach the ultimate sanction too soon. Whatever the sanction may be, it is less likely to be effective if over-used. Staff are discouraged from bypassing earlier sanctions so that the next step is always available for use and the school does not find itself forced to take extreme measures through lack of alternatives.

In all disciplinary actions it is essential that the pupil understands fully that it is the behaviour which is not acceptable and not the pupil as a person.

At St. Oliver Plunkett P.S., we are fortunate that we have very few disciplinary problems. We follow an assertive discipline programme which ensures continuity throughout the school and which rewards good behaviour.

The staff agreed a number of measures to be taken in class to help maintain discipline and give all pupils the opportunity to enjoy a sensible working environment. Teachers use their discretion in relation to strategic seating and other measures to maintain good and effective discipline. A number of measures were agreed which involved rewards, consequences and sanctions.

These measures are to be found in Appendix C.

Because of the difference in age, understanding and maturity, slightly different rules have been agreed for each year group. Teachers will inform parents of their agreed methods in the first meeting.

However, these measures can be summarised briefly as they are below.

General procedures of classroom discipline

When there are minor breaches of discipline the classroom teacher will use a sensitive, common sense approach, ensuring that disciplinary action matches the indiscretion.

Positive Behaviour Management: Stepped Consequences: The Staged Warning System

Each class agrees on their Positive Behaviour Plan. Rules, rewards and consequences are displayed in the classroom. Less is more.

Teachers in class will allow pupils a three stage warning system when it appears that minor misdemeanours are about to accrue.

- Stage 1: Pupils will be told what they have done wrong, why it is wrong and that they are now at warning stage number 1.
- Stage 2 & 3: The next two stages will be similarly processed with explanation and clear direction as to what stage the pupil is at.
- Stage 4: Now the pupil may incur a minor punishment for persistent misbehaviour. They may be stood out for a specific time (no more than 5 minutes).
- Past Stage 4: Should the child continue to misbehave, further sanctions may be necessary.

Examples:

- This might involve exclusion from break time for a two minute period.
- At the next stage a 5 minute period exclusion, if this first step has been unsuccessful.
- Should the child misbehave in a manner which is beyond the normal mildly disruptive behaviour then the option of reporting such behaviour to the Vice-Principal/Principal should be considered.

Acts of Violence:

When a child lashes out, bumps into another, shoves or pushes with the result of harm to another child this is still considered an act of violence. A teacher must use his/her discretion and judgement in determining the severity of the act.

- ✓ An accident can result in hurt but the perpetrator will need to be advised by the teacher that his/her actions have been unwise;
- ✓ A deliberate push or nudge which causes hurt should be seen as a misdemeanour and a sanction put in place by the teacher which is appropriate;
- ✓ A slightly more serious act of violence (deliberate scuffle, elbowing, slapping, poking) should be reported to the parent and the Vice-Principal/Principal made aware.
- ✓ A much more serious act of violence (fighting, lashing out, deliberately causing physical hurt to another child) should be reported to the Vice-Principal/Principal. Parents will be informed and an appropriate course of action taken.

If a child is withdrawn from his/her group, he/she will remain in full view of the teacher in the classroom. Persistent minor breaches, recorded and dated by the class teacher, should be reported to the Vice Principal/Principal (Whole School Behaviour) who may decide to consult with parents/guardians or advise class teacher to do this before taking official "action".

Certain types of behaviour are considered unacceptable e.g. bullying, theft, physical violence against other pupils and/or staff, vandalism, truancy. The serious nature of these breaches of discipline necessitates immediate reporting of the incident to the Vice Principal or Principal and the pupil's parents/guardians with the onus on that parent/guardian to take appropriate action. Failure by the pupil to discontinue such behaviour would require the Principal to take appropriate action in consultation with his Board of Governors and in line with CCMS guidelines on discipline. This may mean in-school suspension, suspension or expulsion but we will only use these measures as a last resort. Three in-school suspensions are allowed in one academic year. In-School Suspension measures and documents are in Appendix D.

Please note teachers will:

- ✓ Keep a record of all persistent minor offences and record in Behaviour Book;
- ✓ Record good behaviour in the teachers' planning book, encouraging good behaviour;
- ✓ Record all serious incidents in detail. (Recording sheets available);
- ✓ After consultation with the Vice-Principal/Principal, inform parents of child's persistent misbehaviour and action to be taken;
- ✓ Only send a child to the Vice-Principal/Principal when either has been informed fully and is well prepared beforehand.

At each stage, it is made clear to pupils why they are being corrected and that a record is being kept of their conduct.

All cases will be looked at individually, taking into account the age and circumstances of the individual child.

Temporary Teachers

From time to time temporary teachers will take classes where a permanent teacher is on a course or ill. More guidance and help is possibly required for these staff members. Teachers in the same key stage should be on hand at all times to help out where necessary. The temporary teacher may be directed to give a brief report after school for the permanent teacher on his/her return. Appropriate action will be taken if necessary and in line with the guidelines which have gone before.

CONCLUSION

St. Oliver Plunkett Primary School seeks, above all, to promote good discipline through the reinforcement of its ethos as a caring, listening school. Its primary aim is to negotiate difficulties initially with the pupil, then by involvement of parents. Through cooperation and consideration of the concerns of each party, it is hoped that the school can promote a safe, purposeful learning environment. The Behaviour and Discipline policy is reviewed annually by School Management Team. Copies are made available to governors for review each year. Parents, pupils and staff will be consulted on the policy through a biennial school audit and the Student Council will be asked to review the policy annually. The policy seeks to implement the best practice outlined in the DENI document "Promoting Positive Behaviour".

Appendix A

St. Oliver Plunkett P.S. Rewards Programme & School Merit System

In class a child is:

- rewarded verbally by member(s) of staff for good behaviour/good quality work/good effort
- rewarded using stickers, stamps or Assessment for Learning written comments
- rewarded with "in class" prizes for class merits, points and adhering to class charter

In assemblies, children receive on a weekly basis:

- Pupil of the Week certificates
- Attendance Cup
- AR Cups

Termly, children receive:

- Attendance certificates

On completion of projects with link agencies and internal and external competitions and projects, awards are recognised and celebrated as a school.

Yearly children receive :

- Attendance certificates

At end of Primary Seven children receive and celebrate

- Record of Achievement presentations
- Sports Awards
- Courtesy & Commitment Awards
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Appendix B

Consequences - Playground/Classroom

1. Rule reminder
2. Second warning results in loss of playground time/golden time, amount depending on the severity of offence.
3. Repeated deliberate disobedience or breaking of rules will result in increasing levels of sanctions.

Classroom				Playground			
Number Of Rule Broken _____	1 st Reminder Date	2 nd Warning Date	3 rd / Repeated	Number Of Rule Broken _____	1 st Reminder Date	2 nd Warning Date	3 rd / Repeated

Appendix C

Classroom Behaviour Plans

Each year teachers and children in each class agree their Positive Behaviour Plan. It benefits all to be part of the process of composing the behaviour plans.

General

1. Keep hands, feet and objects to yourself
2. Only call a person by their Christian name
3. Follow all instructions given by adults in the school
4. Raise your hand to speak/Listen to others

Class

1. Look out and after each other. Include everyone in games
2. Only call children by Christian names
3. Keep classroom, books and equipment tidy
4. Do your best at all times. Work quietly
5. Raise your hand to speak. Listen to others
6. Straight, quiet lines at all times

Classroom Plans in St. Oliver Plunkett Primary School

Primary: One

RRS :Our Rights;

We agree to:

- have the right to play
- have the right to learn
- have the right to be healthy

Stepped consequences

1. Reminder
2. Warning - name moved to rainbow
3. 2nd warning - name moved to cloud/time out (if it is playtime)
4. See Mr. Moore
5. Speak to parent

Rewards

- Stickers

- Praise note sent home
- Pupil of the Week
- Table of the Week - reward chart

Primary: Two

RRS :Our Rights;

We agree to:

- have the right to learn
- have the right to play happily
- have the right to have friends
- have the right to be safe
- have the right to be healthy

Stepped consequences

1. Reminder
2. Warning - name on rainbow
3. Time out - calm corner
4. Speak to parent
5. Sent to Mr. Moore

Rewards

- Verbal praise
- Stickers, stamps, positive comments
- Marbles earned for table/group

Primary: Three

RRS :Our Rights;

We agree to:

- try our best
- share with others
- walk in the classroom
- let others join in
- listen to others
- put our hands up
- keep our classroom tidy
- be kind to others

Stepped Consequences

1. Rule reminder
2. 1st warning - yellow card, no points awarded on chart
3. 2nd warning - red card, no points awarded and time out in playground
4. Talk to parent
5. Sent to Mr. Moore

Rewards

- Privilege card - 2 points awarded on chart
- Chart filled = 1 night off homework
- Table of the week prize box
- Stickers

Primary: Four

RRS: Our Rights:

We agree to:

- have the right to an education
- have the right to express our views, feelings and wishes in all matters affecting us, and to have our views considered and taken seriously
- have the right to relax and play
- have the right to ensure education develops every child's personality, talents and abilities to the full

Stepped Consequences

1. Verbal reminder
2. Verbal warning
3. Time out in class
4. Points removed from table
5. Speak to parents
6. Sent to Mr. Moore

Rewards

- Table Points
- Stickers, stamps, positive comments
- Prize box
- Positive notes sent home
- Homework passes

Primary: Five

RRS: Our Rights;

We agree to:

- be kind and respectful
- use our hands, feet and words to help not hurt
- listen when others are speaking
- play games fairly and take turns
- complete all tasks given as best we can

Stepped Consequences

1. Verbal reminder
2. Warning of time out in class
3. Time out in class
4. Time out from playtime
5. Phone call to parent/Mr. Moore informed

Rewards

- Verbal praise
- Stickers/stamps in book
- Star for table
- Individual stars
- Homework pass
- Praise parade-sent to show work/share news with other teachers/Mr. Moore
- Golden Time

Primary: Six

RRS : Our Rights;

We agree to:

- Listen during our activities
- Keep our hands and feet to ourselves
- Use kind words and actions
- Never leave the classroom without speaking to an adult

Stepped Consequences

1. 1st verbal warning
2. 2nd verbal warning
3. Points/marble removed
4. 5 minutes off breaktime
5. Speak to parent
6. Sent to Mr. Moore

Rewards

- Verbal praise
- Team points/marble in the rewards jar
- Stickers, Stars, Stamps
- Golden time
- Treat box
- Whole class reward

Primary: Seven

RRS: Our Rights;

We agree to:

- have the right to an education
- have the right to be safe from harm
- have the right to play and have fun
- have the right to be listened to and have our views taken seriously

Stepped Consequences

1. Verbal warning
2. Make better choices
3. Talk about a consequence
4. Extra homework
5. Time out from playground
6. Sent to Mr. Moore
7. Speak to parent

Rewards

- Moved to *Fabulous* on chart = raffle ticket; *Extraordinary* = homework pass
- Individual raffle tickets for *5 prize Friday*
- Table rewards - marble in jar

Appendix D:

In - School Suspension

Name of Pupil: _____

Date: _____

Class Teacher: _____

Reasons for In-School Suspension:

Number of days suspended: _____

Class and teacher allocated to:

Signature of class teacher:

Signature of teacher child is allocated to:

Signature of Principal:

Dear

I regret to inform you that I am suspending your son/daughter
_____ from their class for a
period of _____ days from _____ to
_____.

The reasons for taking this action are:

During this time your child will be supervised in another class and will have work set and marked by his/her own teacher.

It is important that, before _____
returns to his/her own class, you contact me to arrange a meeting to discuss
his/her future behaviour in school.

Yours sincerely,

Mr Eamonn Moore
(PRINCIPAL)

In- School Suspension

Potential Reasons for Suspension

- Substance abuse: possessing, using or dealing in illegal drugs or solvents on school premises
- Alcohol abuse: possessing, drinking or selling alcohol on school premises
- Bullying of pupil: all forms whether physical, verbal, threats or other
- Verbal abuse of pupil: of a personal nature including swearing, threatening behaviour and sexually explicit language
- Physical attack on pupil: with or without a weapon
- Disruptive behaviour in class: persistent or one-off incidents which occupy teacher time and/or distract other pupils
- Persistent infringements of school rules: smoking, non co-operation with sanctions, etc.
- Significant damage to, or misuse of, property: belonging to school, staff or other pupils in or outside school
- Stealing: from school, pupils, staff in school or outside school while in uniform
- Verbal abuse of staff: of a personal nature including swearing, threatening behaviour and sexually explicit language
- Physical attack on staff: with or without a weapon