

St. John's Primary School Gilford



Behaviour Management & Discipline Policy

Policy Adopted: Autumn 2019
Next Review Date: Autumn 2021

Signed: _____
(Chair of Governors)

Date: _____

Mission Statement

At St. John's, the child is at the heart of our school and the wider Catholic faith community. As a school, we aim to provide a high standard of child centred education in a safe, supportive, learning environment, where respect and Catholic values are promoted.

Introduction

In St John's Primary School, we aim to educate our children in a happy, stimulating school environment to enable them to have mutual respect and to become socially responsible and self-disciplined.

This policy uses the school's ethos and a system of rules to outline reasonable expectations and requirements of the school community in terms of positive behaviour. It aims to raise awareness that they are responsible for the consequences of their actions. By doing so we hope to encourage mutual respect for the needs and aspirations of all within the school as well as fostering respect for the school's environment.

Parents can and should help the school by taking an active interest in all aspects of their children's work, by speaking well of the school and the staff and encouraging their children to behave well at all times.

Aims

- To promote teaching and learning
- To enhance the pupils' self-esteem and encourage self-respect and respect for others
- To encourage pupils to develop independence by accepting responsibility for their own behaviour
- To promote self-discipline and self-control
- To develop interpersonal skills which will help pupils to work co-operatively, solve problems, develop relationships and resolve conflict appropriately

School Practice

As good relationships underpin positive behaviour it is school practice to:

- Value each child as an individual created by God and worthy of unconditional respect for his/her dignity
- Foster sound relationships between teachers and pupils and within the whole community

Classroom Discipline

Within the classroom, teachers will promote and encourage development of those factors which research evidence indicates as effectively contributing to positive behaviour.

- The establishment of good relationships with mutual respect between teachers and pupils

- A consistent firm and fair implementation of the school's agreed behaviour policy
- A positive rather than a negative approach by using praise, encouragement and rewards more regularly than criticism and sanctions
- A careful matching of the curriculum and teaching methods to the needs of the pupils
- Setting tasks, which will enable pupils to regularly achieve success
- Providing challenging and enjoyable lessons in a physically attractive environment with adequate and appropriate resources
- Nurturing the children's growing maturity and self-esteem by holding high expectations of their academic and social abilities
- Encouraging the personal and social development of pupils in all settings
- The establishment of a small number of classroom rules

Implementing and maintaining a positive behaviour policy is a shared responsibility between teachers, auxiliary staff, parents, pupils, governors and the employing authority. All of the above as partners in the education process have a responsibility to create the pleasant school atmosphere necessary for children to learn and develop self-discipline, respect for each other and respect for those in authority.

The Child

What the child can expect

- To learn
- To have access to adequate resources
- To have a safe, secure, comfortable working environment
- To have respect from adults and peers
- To have the opportunity to develop their own potential
- To be treated fairly

What is expected of the child

- To treat all members of the school community with dignity and respect
- To work to the best of his/her ability
- To be co-operative
- To be well-mannered
- To be aware of and obey rules

The Teacher

What a teacher can expect

- To teach
- To be listened to
- To have reciprocal respect and co-operation from all pupils
- To have property respected
- To have respect and support from:
 - Colleagues - teaching and auxiliary
 - Parents
 - Board of Governors
 - CCMS / EA / DE
- To access relevant information/expertise e.g. medical, academic, psychological

What is expected from a teacher

- ☒ To treat all members of the school community with dignity and respect
- ☒ To work to the best of his/her ability
- ☒ To provide opportunities for parents to communicate
- ☒ To keep good records and evidence of results
- ☒ To adhere to agreed policy
- ☒ To correct unacceptable behaviour
- ☒ To document incidents of inappropriate behaviour
- ☒ To develop job related skills and expertise

Parents

What a parent can expect

- ☒ To know how the child is progressing
- ☒ To know that the child has access to a broad and balanced curriculum
- ☒ To know that they will be listened to in the school
- ☒ To know that their child is in a safe, caring environment

What is expected of a parent

- ☒ To treat all members of the school community with dignity and respect
- ☒ To send their child to school punctually
- ☒ To send their child to school prepared physically and mentally
- ☒ To share information which is relevant to the child's performance - academic, health, behaviour
- ☒ To ensure homework is completed and monitored
- ☒ To meet with teachers when necessary (by appointment)
- ☒ To encourage co-operation and respect for rules

Auxiliary Staff

Children must at all times show respect for the authority of auxiliary staff members: e.g. the secretary, classroom assistants, building supervisor, kitchen staff and supervisory assistants.

The Role of Parents in Promoting Positive Behaviour

A child's acceptance of any system of rules to promote positive behaviour is determined by the attitudes of home. Parents in particular exert a major influence on the behaviour and attitudes of children. Therefore, the primary responsibility for good behaviour within the school lies with parents who have an obligation to support and reinforce the efforts of teachers in establishing and maintaining acceptable standards of behaviour. Parents also have a responsibility to ensure that their child causes no injury to others or damage to property. The school seeks to establish and maintain positive links with parents, enlisting their due co-operation and support in order to promote the general behaviour policy as laid down by the school.

Safety when travelling

- ☒ Use footpaths and pedestrian crossings appropriately
- ☒ Remain seated with seatbelts fastened while bus is moving

- ▣ Obey bus driver / adult supervisors at all times

Courtesy

- ▣ Do not use foul or abusive language
- ▣ Allow adults to enter through doors in front of you
- ▣ Use appropriately the words 'please', 'thank you' and 'excuse me'
- ▣ Comply with teaching and non-teaching staff at all times

Inside school buildings

- ▣ Walk
- ▣ Use an 'indoor' voice
- ▣ Leave toilet areas the way you would like to find them

At play - outdoors

- ▣ Show consideration, courtesy and respect for other pupils at all times
- ▣ Always play where you can be seen
- ▣ Ask permission of Supervisory Staff to go to the toilet and let them know when you have returned to the playground
- ▣ Line up when the bell rings

Dining hall

- ▣ Walk
- ▣ Talk quietly
- ▣ Remain seated while having your dinner unless you are serving
- ▣ Raise your hand to speak to the supervisor
- ▣ Obey the supervisor at all times

The positive side of discipline

The emphasis will always be on the positive approach of encouragement and praise. Pupils appear to achieve more, to be better motivated and to behave better when teachers commend and reward their successes and emphasise their potential rather than focusing on their shortcomings.

It is school policy to encourage effort and achievement and to positively promote good behaviour by developing a system of praise and rewards.

Class teachers will draw on as appropriate from the range of suggestions listed on the next page.

Praise

Praise can be given in many ways:

- ▣ A quiet word or encouraging smile
- ▣ A written comment on a pupil's work
- ▣ A visit to the Principal for commendation
- ▣ Public acclaim in front of a group, a class, at school assembly or on school website
- ▣ Use of annual reports to comment favourably on behaviour, involvement and general attitude

Sanctions

Sanctions are necessary to:

- ▣ Register disapproval of unacceptable behaviour
- ▣ Protect the authority of teachers/school staff
- ▣ Safeguard the stability and security of the school community

Class teachers will draw on, as appropriate, from the sanctions listed according to the seriousness and/or frequency of the incident of indiscipline and the age group concerned.

The child will be referred to the Principal only if the incident is serious or if the problem behaviour persists.

Supervisory staff, where appropriate, may also draw on these sanctions.

Sanctions will include:

- ▣ A look of disapproval
- ▣ A verbal reprimand
- ▣ Repeated or extra work e.g. where the presentation or content of work is clearly below pupil's potential
- ▣ The temporary isolation of a continually disruptive pupil within his/her own classroom
- ▣ The loss of freedom e.g. break-time or lunchtime, subject to the proviso that the child is given sufficient time for eating his/her meal and for toileting
- ▣ Move child to another area of the dining room/playground for inappropriate behaviour

Where incidences of indiscipline occur the class teacher is expected to:

- ▣ Deal with the matter and apply the appropriate sanctions, keeping the Principal informed
- ▣ Inform parents where troublesome behaviour persists, a more serious incident occurs or where clarification of an incident might be necessary
- ▣ Invite parent/guardian to school to discuss matters
- ▣ Child may be placed on a behaviour report for a two-week period (See Appendix 1)
- ▣ If the outcome at the end of this proves unfavourable a further meeting with the parent will be arranged to agree a way forward
- ▣ Place child on SEN Register or review the current stage of the Code of Practice
External advice will be sought from eg. Psychology Services, the Behaviour Support Team, Pupil and Personal Development Services and other EA personnel
- ▣ Matters of indiscipline will be recorded

Exclusion from the school can occur in accordance with the CCMS scheme through:

- ▣ Suspension
- ▣ Exclusion

In the most extreme cases and as a last resort, these ultimate sanctions cannot be excluded.

Preventive strategies for bullying

We believe that the implementation of preventive measures will help to reduce the incidence of bullying behaviour.

We will seek to be a "listening school", in which pupils are encouraged to express their feelings, fears and concerns. This will be facilitated through measures such as Personal Development and Mutual Understanding (PDMU), Anti-Bullying Week and online safety.

Agreed code of conduct for the school community

Pupils:

Pupils have an entitlement to be educated in an environment that is safe, caring and respectful of their individual needs.

Pupils have a responsibility to treat all other pupils, teachers and other staff with respect. They have a responsibility to refrain from engaging in bullying behaviour and to report if they are aware of it occurring.

Parents

Parents have an entitlement to expect that their child will be educated in an environment that is safe, caring and respectful of their individual needs.

Parents have a responsibility to ensure that their child co-operates with teachers, other staff and other pupils. They have a responsibility to inform the school of any incidents of bullying of which they are aware.

Teachers and other staff

Teachers and other adults in the school community have an entitlement to work in an environment that is characterised by respect and caring for all.

Appendix 1

St John's Primary School Gilford

Behavioural Report

Name: Class:

Date put on Report: **Week One**

Day and Date	Comments on Behaviour	Class Teacher	Parent's Signature and Comment

Principal's Signature: Date:

Parent: Date:

****Please sign this report and see that it is returned to the class teacher by 9.00am on the next school day****

St John's Primary School Gilford

Behavioural Report

Name: Class:

Date put on Report: Week Two

Day and Date	Comments on Behaviour	Class Teacher	Parent's Signature and Comment

Principal's Signature: Date:

Parent: Date:

****Please sign this report and see that it is returned to the class teacher by 9.00am on the next school day****

Taken Off Report: Yes / No