

A photograph of two young boys in a classroom. The boy on the left, wearing a green and blue striped shirt, is reaching out towards the boy on the right. The boy on the right, wearing a red and blue striped shirt, is smiling broadly and looking at the first boy. The background is a blurred classroom setting with shelves and other children.

Positive School Discipline Policy

**Earlview Primary School
November 2019**

AIMS

In formulating the aims for our school, the staff engaged in an exploration of our responses to the process of educating our pupils.

Given the stresses placed upon pupils, in a variety of circumstances, this staff is committed to making a difference to the quality of their life experiences.

Consequently, our mission statement at Earlview reads:

This school is committed to making a positive difference in the lives of our pupils, through rewarding effort, encouraging success, building confidence and raising self esteem.

Furthermore, we aim to

1. Provide a broad, balanced and relevant curriculum, which meets the individual needs of children, in accordance with the requirements of the Northern Ireland Curriculum
2. Ensure the development of the whole child, physically, intellectually, emotionally, socially, spiritually and aesthetically in a caring and enjoyable environment
3. Encourage the values of citizenship, including respect for the views and rights of others eg. pupils, teachers, parents and visitors as well as for communal property and the personal property of others
4. Deepen our commitment to the concept that parents are valued as partners in the education of their children. The contribution of parents are to be welcomed, encouraged and valued.
5. Work closely with our Board of Governors and assist its members in carrying out their responsibilities in the efficient and harmonious management of the school
6. To build close relationships within our community through co-operation with local organisations, statutory agencies, neighbouring schools and churches.
7. To ensure the professional development of the school, through reflection on our programmes and practice, the updating of skills and knowledge and a collegiate approach to problem solving.
8. To enhance the learning environment and enrich the educational experience of all our children through the effective use of ICT.
9. To encourage children to recognise, through being a health promoting school, the value of developing a healthy mind and body to foster, within each child, a positive self-image.

A number of factors have been borne in mind when drawing up this Policy. These are set out below: -

- Good discipline is best achieved in a relaxed and pleasant atmosphere, in which pupils are able to give of their best, both in class and in extra curricular activities, and are encouraged and stimulated to fulfil their potential. To this end, it is important to encourage good attitudes and to reward and to praise.
- The staff of this school will set an example for the pupils, especially in terms of relationships, with all pupils, parents, colleagues and visitors being respected and valued. It is also appropriate that staff give a lead in matters of dress, attendance, punctuality and commitment.
- It is important that the curriculum the school provides is relevant and appropriate, that teachers inspire and motivate and that all pupils are involved and committed to the school's ideas on discipline. (The school provides a wide variety of clubs and activities to help pupils get the best out of school and make the most of their various talents).
- Also it is important that the rules of a school are understood by all its pupils and that these rules are applied consistently and fairly and are seen to be reasonable, sensitive and effective.
- Prevention is always better than cure and so it is important that supervision levels are properly maintained and proper checks made. It is important for staff to check immediately those minor offences that occur and that usually only require a look or a quiet word. It should also be remembered that unacceptable behaviour often stems from personal problems or difficulties. Dealing with unacceptable behaviour should not be done in isolation but rather the reasons for what happened should also be sought.
- To help deal with this, the school will liaise closely with a number of external support services - Education and Welfare, Psychological, Social and Community Services eg. Police and Social Services when appropriate.
- Staff, Parents, children and Board of Governors were involved in the drawing up of this policy.

Objectives of our Aims

1. Pupils will respond positively in class working successfully through a planned curriculum.
2. Pupils will take pride in their work.
3. Pupils will show mutual respect for others.
4. Staff will act as appropriate role models.
5. To use positive classroom management by delivering well prepared differentiated lessons.
6. To use a fair and consistent approach in all aspects of classroom practice.
7. To reward and give positive feedback to enhance self-esteem.
8. To encourage independence of thought and action and develop an appreciation of responsibility.
9. To apply appropriate sanctions in accordance with agreed school procedures.

Rights	Responsibilities
<i>'All staff have the right to enjoy a stress-free and productive working environment.'</i>	To enjoy this right they must seek to create a positive stress-free environment for all pupils in which pupils get rewarded for positive behaviour and achievement.
<i>'Pupils have the right to be treated with respect and dignity and educated in a safe and stimulating environment.'</i>	To enjoy this right, pupils must respect the rights of others and allow a productive atmosphere to pertain in school.
<i>'Parents have the right to have their child educated to the best possible standard and to be kept informed.'</i>	To enjoy this right they must promote good positive behaviour at home and support the school.

Code of Conduct for Pupils

Pupils should not perceive the school rules as limitations on their freedom, but rather as guidelines for keeping the school environment safe, for fostering tolerance and respect for others and their own self-discipline.

All staff, pupils and parents will appreciate school and classroom rules to enable a consistent and fair approach to promoting positive behaviour.

Rules

1. Give of your best at all times.
2. Speak respectfully to adult and peers alike.
3. Respect school property and others pupils' property.
4. Wear correct school uniform.
5. Line up in class lines at the end of break and lunch time.
6. Walk quietly in the corridor at all times.

We do not accept:

- Bullying
- Stealing
- Fighting
- Bad language
- Destruction of property

Code of Conduct for Staff (See separate policy)

The statement of policy commits us to see the child's life in school as a period of great importance.

We are committed to secure good order not by authoritarian or laissez-fair approaches but by creating that atmosphere and ethos which has a positive effect on behaviour.

The role of teachers in the school is not confined to the communication of knowledge and skills. The teacher communicates not just the subject but the teachers' own enthusiasms and values. Teachers should endeavour to enhance pupils' self esteem.

Sensitivity to the different emotional and intellectual needs of our pupils will ensure that the curriculum will be such that all children will achieve their full potential.

Code of Conduct for Parents

Earlview Primary School has a life and purpose which concerns many people, not just the parents of the present pupils but the parents of future pupils, not just the staff and students but all those involved in the provision and the continuance of the school.

It is therefore highly important that parents cooperate actively with the school by supporting the educational efforts of the school, utilising the structures offered for parental involvement and by promoting positive behaviour at home. Mutual respect is paramount.

Parents will be made welcome to discuss any problems or difficulties their child may be experiencing at school. We would like parents to share their problems so that they can be resolved as soon as possible and with the minimum of distress to the child.

If the problem is major and urgent, please contact the Principal immediately. For less urgent problems, appointments can be made with the class teacher.

In the context of that framework, it is intended to maintain discipline in Earlview with the help of:-

1. skilful classroom management
2. sanctions and procedures
3. rewards

Classroom Management

Staff should bear in mind the effects of the following in contributing to, or mitigating against, positive behaviour:

- Agreed rules, positively phrased
- Balance between written, oral and practical activities
- Avoidance of unnecessarily repetitive and uninteresting exercises
- Differentiation of work to ensure an appropriate level of success
- The availability of extension activities - games, worksheets, reading material, puzzles etc.
- Creating a balance between formal and relaxed pupil/teacher interaction
- The recognition of achievement through verbal praise and positive marking

Other issues to consider are:

- Seating arrangements
- Transition from one activity to another
- Teacher "readiness" i.e. preparation for each activity
- Supervision if the teacher needs to leave the room
- Movement of pupils in the school

Sanctions and Procedures

The ethos of the school is to create a positive and caring environment. While all staff will endeavour to acknowledge the positive behaviour of pupils, a range of sanctions will operate for those children who do not adhere to the school rules. In all disciplinary actions it is essential that the pupils understand fully that it is the behaviour that is not acceptable and not the pupil him/herself. To this end the staff will use firm, consistent management, seeking to develop and maintain a positive relationship with pupils.

All staff and pupils will know and apply both school and classroom rules.

Emphasis is placed on reinforcing and praising good behaviour in order to raise and maintain self-esteem.

Due account of age, personality and circumstances will be taken in some situations.

Sanctions and procedures will have to be employed if pupils do not respond to this approach. It is counter productive to "discipline" a whole class for the misdemeanours of a few. There are to be no such blanket actions in Earlview.

Staff will use a range of sanctions employing the least to the most intrusive approach eg

- Immediate checking of behaviour - the look - hand sign
- Rule reminder
- Warning 1 2 3
- Related sanction e.g. repeated work, completing work
- Move place within class or move to another class
- Loss of privileges, such as playtime, right to go on school trips, membership of school teams and attendance at extra curricular activities
- Leaving the classroom for "time out" - supervised
- Lunchtime or break time detention to complete work while under adult supervision
- Telephone call to parent
- Referral to Principal, SMT member and/or formal letter home to parents
- Place on Record Card
- Parent asked to collect child from school to "cool off"
- Referral to Behaviour Support Team - if applicable
- Suspension
- Expulsion

Parents may be consulted at any stage throughout the sanction procedure.

Sanctions will be applied and should:

- Be immediate and discrete.
- Provide school with opportunities to make low level response to pupil behaviour.
- Have a hierarchy appropriate to behaviour.
- Be fair.
- Be consistent.
- Be appropriate to meet individual needs.
- Keep self-esteem intact.

Levels of Inappropriate Behaviour

Level 1 Behaviour - will normally be dealt with by class teacher. If persistent it may become a Level 2.

Level 2 Behaviour - may be dealt with by class teacher but Senior Management intervention may also be required. Parents may be contacted,

Level 3 Behaviour - will be dealt with by Principal/SMT member and parents may be contacted. Depending on the seriousness of the issue Board of Governors involvement may be required.

If a pupil engages in threatening behaviour, either verbal or physical, towards the person or property of a member of the school staff, or to an immediate member of the staff's family, at any time whether inside or outside school, disciplinary action will be taken against the pupil which may include consideration of the option to suspend.

It should be noted that any child who leaves the school grounds without permission can be suspended for a period of two days. Any child who has left school without permission must report to the Principal, along with their parent, prior to returning to class.

Rewards

Our emphasis will be on the positive approach of encouragement and praise rather than on the more negative one of criticism and punishment. Our aims are:

1. To acknowledge the good behaviour of all children.
2. To move from extrinsic to intrinsic rewards where we move from changing behaviour and gaining compliance to changing attitude and gaining motivation.

Pupils can be encouraged and rewarded in many ways. This may take the form of a whole school approach or developed individually by teachers in their own classroom.

Effective rewards should:

- Encourage pupils to take responsibility both for themselves and for others as well as property.
- Be fair and consistent.
- Promote self-esteem and be appropriate to meet individual needs.

We feel that encouragement can be given in many ways:

- A quiet word or encouraging smile
- A written comment on pupil's work
- A visit to a senior member of staff for commendation
- A public word of praise in front of a class or group or whole school
- A public written acknowledgement eg special certificates
- Photograph on Facebook and Twitter
- House Points
- School badges or certificates
- Prizes which reflect endeavour
- Use of reports to comment favourably
- A phone call or letter to parents informing them of some action which deserves mention

Links with other Policies

The Code of Practice

When a teacher recognises inappropriate behaviour and uses normal classroom strategies to deal with the behaviour and finds that they are ineffective and that the behaviour is affecting the teaching and learning in the classroom, then the teacher should note the concerns at **Stage 1 of the Code of Practice**, keep records and move to stage two if necessary. If the child is put on Stage Two, the SENCO must be informed and the Learning Support Register is to be updated.

Our Positive School Discipline Policy is in agreement and integrated with other school policies currently in place:

Child Protection

Anti-Bullying

Pastoral care

Review and Evaluation

The policy will be reviewed regularly. During this review we will endeavour to evaluate the effectiveness of our provision for Pastoral Care.

How well have I behaved?

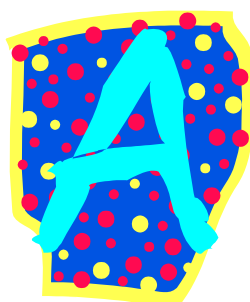
Name: _____ Class _____ Date _____

A = Really well

B = OK

C = Not very well

Day of Week	Before Break	Between break and lunch	Lunch time	After lunch	Before tea	Tea time	Before bedtime	Signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								



Report of Alleged Bullying

Date:

Incident (including all names available)

Investigation

Outcome

Follow up needed

Who can I talk to if I am unhappy?

- Tell my teacher
- Tell any adult who works in our school

What do I do at breaktime if I have a problem?

- Tell the adults on duty
- Tell my teacher
- Tell Mr Smyth



What do I do at lunchtime if I have a problem?

- Tell the dinner supervisors
- Tell Mr Smyth
- Tell my teacher



REMEMBER

**I can tell any adult in school if I am unhappy
and they will try to help me**