

Ashgrove Primary School

Policy for
Discipline
&
Good Behaviour

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Version 2:1

Policy for Discipline and Good Behaviour

Rationale

In order to help individual children enjoy their time in school and to make the most of the opportunities provided for their development, it is important to maintain an environment that is safe and settled and an ethos that is based on self-control and respect for others.

Ashgrove Primary's approach to discipline is positive, with the emphasis being on praise and reward rather than punishment. We encourage, expect and achieve good behaviour from our pupils. Confidence and independence are fostered and pupils are encouraged to take responsibility for their actions. Consequently levels of self-discipline are good. Children are expected to behave in a courteous and responsible manner towards each other, to staff and to all visitors. The children are taught to respect school property and they are encouraged to keep the building and grounds tidy.

Our discipline policy is flexible. It allows teachers to deal with each situation within context. Rules and regulations are kept to a minimum, but they are applied fairly and firmly as necessary. In rare cases where pupils continue to misbehave, parents are consulted and kept fully informed of the measures taken.

In some cases it is appropriate to support children with emotional and behavioural difficulties through our policy for Special Educational Needs.

Aims Relating to Discipline and Good Behaviour

The successful implementation of this policy is intended to:

- 1 allow children to come to school, enjoy their day and return home safely; conditions in which each child may reach his/her maximum potential;
- 2 create among all staff and pupils positive attitudes that promote self-esteem and which encourage mutual respect, co-operation and due regard for property;
- 3 promote an understanding of individual responsibilities and encourage partnerships among children, parents and staff that will develop the school as a caring and supportive community; and
- 4 develop and maintain standards of behaviour, rules, rewards and sanctions that are related to the ages and abilities of individual children.

Standards of Behaviour

High expectations are held for every child's development. These require children to trust the teacher's judgement and to do as asked. Children and staff will refrain from shouting, will listen when someone speaks and generally co-operate politely, showing care and consideration for others.

Children should do their best and try to finish work. They will put their hands up to get help or volunteer answers. Homework should be of a high standard, signed by parent or guardian and handed in on time.

Pupils are expected to act in a considerate manner. They are taught to believe in themselves, to cooperate, to share ideas and to allow other members of the class to make contributions. These are achieved through:

- the rotation of line and group leaders;
- Circle Time;
- the encouragement of all pupils to contribute to group work; and
- the raising of self esteem through praise.

Rules and Procedures

To ensure uniformity between classes the following basic rules and procedures will be maintained:

- children answering questions should do so by raising their hands; not by shouting out;
- when a visitor is in class pupils are expected to carry on working or to read quietly;
- children will be expected to respond to trust with honesty and responsibility;
- during wet break/lunch times pupils must remain seated;
- children should walk quietly along corridors; and
- good manners are encouraged. Children are expected to say 'Excuse me', 'Sorry', 'Please' and 'Thank you' and to allow adults through doors first.

Roles and Responsibilities

The Principal:

The principal will take an active role in the daily life of the school, promoting the ethos and ensuring that it is run efficiently to meet the needs of children, teachers and parents. The principal is ultimately responsible for discipline and will be available to assist other members of staff as necessary.

Vice-Principal:

The vice-principal will deputise for the principal whenever required. He will offer the principal advice and support and liaise with other members of staff as necessary.

Teachers:

Teachers will be responsible for discipline within their own classrooms and will support colleagues in maintaining discipline that is consistent and in line with the school ethos.

Supervisory Assistants:

Supervisory assistants will be responsible to the principal through the senior supervisory assistant and will ensure that all children are dealt with consistently according to the school ethos and rules.

Children:

Children will be kept informed about expected behaviour, rules and routines. They will be given opportunities, appropriate to their ages, to discuss these and the underlying reasons. Children will be praised whenever possible and given opportunities to explain calmly and honestly any behaviour which is unacceptable. They will be expected to accept any related punishment. In all matters where a punishment is involved, the children will be made aware that it is the bad decisions, the inappropriate habits or the carelessness that has been unacceptable, not the children – the child is never the problem. Upon completion of a punishment, good behaviour and early success will be sought and reinforced positively in order to bring the child back into a situation of trust and self-esteem.

Occasionally children will present patterns of behaviour that indicate special educational needs. Such children will be dealt with sympathetically within the policy for special needs.

Parents:

Parents will be kept informed about school policy and the general behaviour of their children. They will be advised about major successes and improvements and their support will be sought following any serious instance of misconduct or uncharacteristic behaviour.

Rewards

Good behaviour will be encouraged primarily through positive reinforcement:

- spoken words of praise
- written comments on work that shows effort, progress and/or quality
- class rewards
- a visit to the principal or other member of staff for special praise
- praise in class or assembly
- contact with parents
- written praise or display in public place
- exemption from a homework
- a special task or job
- favourable comments in school report

- an end of year prize

Punishments

There may be occasions when a punishment is necessary to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable. Appropriate sanctions will be applied according to the nature of the offence, the age of the child and any pattern of behaviour displayed by the individual. The range of sanctions available includes:

- discouragement and reprimands
- writing out of homework spellings, rules or lines relevant to the misbehaviour
- extra homework
- removal of privileges, including free time at break or lunch

- supervised isolation within the classroom

(Children will not be placed unsupervised outside a classroom.)

- referral to the principal or vice-principal
- supervised isolation within the school
- parental interview
- after-school detention

(Parents will be given two days written notice of any detention. The reasons, dates, times and nature of the punishment will be stated. Detention periods will be closely supervised.)

- exclusion from school and grounds during midday break

(Any child who is regularly disruptive at lunch-time will be excluded from the school premises during this session and the parents will be expected to make arrangements for supervision.)

- suspension

(North-Eastern Education and Library Board (NEELB) guidelines will be followed. NEELB Education Welfare will be involved in the follow-up support and liaison between home and school.)

- expulsion

(Only in exceptional circumstances and when all else has failed will a pupil be expelled. The principal and governors will follow NEELB guidelines.)

It is school policy not to punish a whole class for the offence of one child or a group of children, however a teacher may decide that an activity is no longer appropriate for the class, for example, if the children are unsettled on a wet day.

Outdoor Play

Every effort is made to ensure that play is active and enjoyable but not dangerous. Children are expected to show consideration for others and play well together.

Certain rules and regulations are necessary to ensure order when outside:

- Wrestling, punching, kicking, spitting, head-butting, etc. are not permitted.
Fighting, attacks and bullying are dealt with severely.
- Swearing, vulgar language, name-calling and discriminatory language are not acceptable.
- School uniforms are not to be used as play objects.
- Primaries 1, 2 and 3 use the junior playground. Primaries 4, 5, 6 and 7 use the senior playground.
- Outdoor shoes must be worn unless otherwise specified.

Unacceptable behaviour will be checked immediately. Any child behaving in a manner that is dangerous or anti-social will be withdrawn from the playground and given “time out” at the side of the playground, in the assembly hall or at the principal’s office.

When the bell signals a return to class, children are expected to line up quickly and stand silently before moving into the school building.

During wet breaks and lunch times children will remain in their seats and be expected to act sensibly. Teachers and supervisors will permit children to visit the dining hall and toilets in groups.

Moving Through the School

Children are expected to walk quietly along corridors. When in class lines they will be escorted by teachers to their destination. Individuals are expected to visit the toilet or deliver messages as quickly as possible before returning to class.

In Assembly

Classes are expected to enter and leave silently and to participate in a manner appropriate to an act of worship.

In the Dining Hall

Children should visit the toilet and wash their hands before eating. With large numbers of children sharing the hall, an orderly line, basic manners and a tolerable level noise will be considered normal.

Educational Visits

For reasons of safety, learning and school reputation, exemplary behaviour will be expected on any trip outside the school. Where there are concerns about obedience or general discipline a child may be detained in school.

On the Journey to or from School

Children are expected to behave sensibly and safely on the way to school or home. Parents will be contacted whenever children cause serious problems for other people.

Exceptional Circumstances

“If a pupil engages in an act of violence against the person or property of a member of the school staff, to an immediate member of 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 expel.”

This paragraph has been included within our policy in response to advice from the North-Eastern Education & Library Board (March 2002).

Use of Reasonable Force

“The right of a member of staff to use reasonable force to prevent a pupil from:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils whether during a teaching session or otherwise

applies to teachers at the school and to any other members of staff, who with the authority of the principal, have lawful control or charge of pupils – this might include classroom assistants, midday supervisors, caretakers or voluntary helpers accompanying pupils on school visits.”

This paragraph has been included within our policy in response to advice from the Department of Education (September 1998).

Review

This policy will be reviewed annually.