

Altamuskin Primary School, St Brigid's



St. Brigid's
Primary School
Altamuskin

Positive Behaviour and Discipline Policy

Ratified by Board of Governors

11th April 16

Altamuskin St Brigid's behaviour and positive discipline policy is designed for all staff to be consistent in the way we deal with the children, to create a common expectation of behavioural standards, incorporating good manners and respect. Behaviour is presented positively, concentrating on rewarding the good rather than punishing the bad. As a Catholic school we believe that the essence of good behaviour is care and consideration for others. We expect high standards of behaviour and courtesy from our children at all times.

The focus in this school is the development of a positive caring climate, which is based on mutual respect for all people and for the environment in which we live. There is a quiet yet firm insistence on high standards of behaviour at all times and draws strength from a collective responsibility, consistent practice and constant vigilance.

There are a range of simple rewards and privileges with due emphasis on merited praise e.g. Class awards, pennies (to improve financial understanding) and points. Sanctions, e.g. verbal reprimand, withdrawal of privilege, loss of personal free time. School and class rules are applied with flexibility, bearing in mind the pupil's development and the need to be fair. Within this framework it is expected from time to time that a small and changing group will make extra demands on the time and professional expertise of teachers. Where there is cause for concern, due to poor behaviour, every effort will be made to discover the reason and realistic targets set to encourage improvement

If the poor behaviour is continuing or is detrimental to the child's or class's development in the long term, the Principal will seek the co-operation of the parent in monitoring it and in implementing the on-going programme designed to modify or eliminate the undesirable behaviour. When professional help is required, we will, in consultation with the parents, seek the guidance of the Educational Psychologist or other relevant agencies.

Parents and guardians assume that teachers will provide an efficient full time education for their children while at school. Teachers for their part assume that parents and guardians will

encourage and support their teachers in their task of providing appropriate education and will actively encourage their children to obey and accept the lawful authority of the school.

Parents are urged to recognise what a vitally supportive role they have to play in matters of discipline.

Discipline is the key to a successful school as it is the prerequisite for effective teaching and learning to take place. Unacceptable behaviour within the school community disrupts not only the personal development of the wrongdoer but may also deprive other children of their rights to be educated. Therefore a school discipline policy is essential. This policy aims to cultivate in pupils awareness that they are responsible for the consequences of their own actions.

The Role of the Teacher

Within the classroom teachers will promote and encourage the development of these factors which research evidence indicates as effectively contributing to good discipline: -

- the establishment of good relationships with mutual respect between teachers and pupils;
- a consistent, firm and fair implementation of school's agreed discipline policy;
- a positive rather than negative approach by using praise, encouragement, (nights off homework-points, pennies), 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 all pupils to regularly achieve success.
- providing enjoyable and challenging lessons in a physically attractive environment with adequate and appropriate resources;

- nurturing the pupils' 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;
- providing and involving pupils in the planning of the school rules.
- consistency by all staff in applying rules.

ROUTINE INDISCIPLINE:

Homework not done or carelessly done; misbehaviour in class; displaying bad manners in class or in the dining area; leaving school without permission;

Dangerous play in the yard; disrespectful to other children or members of staff.

Such indiscipline will be managed by the class teacher initially by reprimanding the pupil/s.

For repeated routine indiscipline children may lose some privileges.

Loss of rewards on class reward charts/hall reward chart

A loss of 10 minutes play

Be reported to the Principal.

Complete homework during free time.

THE CONTINUOUSLY DISRUPTIVE PUPIL OR BULLY IN CLASS OR PLAYGROUND:

This involves a very rare type of pupil who may be defiant, sullen, aggressive and violent. This type of behaviour not only deprives others of their right to education but makes teaching difficult. We recognise that if this type of child is not dealt with at an early stage he/she may become further alienated from school.

The procedure for dealing with such a pupil would be as follows:-

Teacher disciplines child. – making note of this in their diary/discipline book

Principal disciplines child. – making note of this in their diary/discipline book

Parent informed regarding behaviour.

Parents are invited to the school.

Governors are made aware of the situation.

Governors make a decision with the Principal.

Each of these stages are recognised as steps in a process, where each step has failed to solve the existing problem. We realise that such a procedure is not commonplace but must be included as a point of reference.

c) GROSS MISCONDUCT:

This includes physical assault, violent verbal assault on a teacher, a serious assault on another pupil, serious attack on school property or gross moral misconduct. The penalty for such will be the ultimate one of suspension only where the above procedure has failed.

REWARDS FOR GOOD BEHAVIOUR:

FOUNDATION/Key Stage 1

- Verbal praise from Teacher
- Sent to another teacher for praise including the Principal
- Stickers
- Stars
- Badges
- Table/individual points – followed by prizes
- Responsibility and/or privilege in class
- Certificates given at Friday celebration assembly
- Class awards system

Key Stage 2

- Verbal praise from Teacher
- Sent to another teacher for praise
- Stars
- Certificates given at Friday Assembly
- Extra play for good behaviour
- Responsibility in class and within whole school
- Class awards system
- Minutes added onto the speedometer

RIGHTS OF PUPILS

- To feel safe and secure within the school Environment.
- To be valued equally and to be treated with respect.
- To receive an appropriately planned and resourced curriculum.
- To be acknowledged for effort and achievement in their class work and Homework.
- To be positively affirmed for abiding by the school's disciplinary code.
- To be listened to sympathetically.
- To have opportunities to pursue and develop interests, talents and abilities.

RESPONSIBILITIES OF PUPILS

- To come to school on time and to be suitably prepared.
- To show respect for people and property – both inside and outside the school.
- To behave in a safe and responsible manner.
- To co-operate with teaching and non-teaching staff and with peers.
- To ask for help when experiencing difficulties.
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RIGHTS OF NON TEACHING STAFF

- To be valued as members of the school community.
- To be treated fairly and with respect by pupils and all members of the teaching staff.
- To have adequate facilities and resources to enable staff to perform their duties effectively.
- To be well informed about school rules and procedures.
- To have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken.

RESPONSIBILITIES OF NON TEACHING STAFF

- To come on time, well-prepared for the day ahead.
- To co-operate with colleagues and teaching staff.
- To act in ways which aim to secure the safety of all pupils at all times.

- To share with teaching staff and Senior Management any concerns they have about pupils.
- To be aware of school rules and procedures.
- To handle sensitive information in a confidential manner at all times
- To seek support from colleagues and Senior Management as and when required.

RIGHTS OF PARENTS

Parents are entitled to expect that:

- Their child will be educated in a safe and caring environment.
- Their child will be provided with a broad balanced and appropriate curriculum.
- They will be informed about school rules and procedures.
- They will be informed about their child's physical and emotional well-being.
- They will be informed about their child's academic performance.
- They will be involved in key decisions about their child's education.
- Their child will be taught in a well resourced and well maintained classroom.
- They will have reasonable access to school and staff.

RESPONSIBILITIES OF PARENTS

Parents have a responsibility to:

- Ensure that their child attends school regularly and punctually.
- Support School staff by encouraging their child to abide by school rules.
- Ensure that necessary books/equipment are brought to school.
- Ensure that homework is completed satisfactorily.
- Show interest in school work, meetings and functions.
- Inform school of changes in home Circumstances where they impact on their child's ability to perform well at school.
- Inform school of child's special medical needs.
- Encourage independence in their child.

RIGHTS OF TEACHERS

- To work in an environment where the rights of all are respected.
- To play a constructive role in policy making.
- To express their views freely.
- To have adequate and appropriate resources and accommodation.
- To have a suitable career structure and opportunities for professional development.
- To provide positive support and advice from senior colleagues and external bodies.
- To feel valued.

RESPONSIBILITIES OF TEACHERS

- To behave in a professional manner at all times.
- To prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account.
- To show interest and enthusiasm in pupils' work and learning.
- To expect high standards and to acknowledge effort and achievement.
- To ensure that class work and homework are appropriately marked.
- To share with parents any concerns about their child's progress and development.
- To recognise the individuality of each pupil.

STAFF COMMITMENT:

The teachers of St Brigid's Altamuskin P.S. will work hard to build good discipline practices so that effective learning can take place. Staff will:-

- Organise classroom space and resources carefully.
- Set tasks which enable all pupils to regularly achieve success.
- Give instructions and guidance in clear understandable language.
- Use positive rather than negative language to communicate expectations and feedback to pupils.
- Praise or reward disrupting pupils as soon as acceptable behaviour is observed.
- Be reasonable, firm, fair and positive.

MONITORING AND EVALUATING

The effects of the implementation of this policy will be monitored by Senior Management, Class Teachers and Ancillary Staff. Pupil behaviour will be carefully observed to check for improvement both in the classroom and throughout the school. This policy will be reviewed regularly. We shall examine strengths and weaknesses in the policy and set fresh goals if necessary.