Carnaghts PS - Positive Discipline Policy 2019

We aim to create a calm and caring environment. Each child will be encouraged to fulfil his/ her intellectual, physical, social, aesthetic and emotional potential. Central to the creation of this environment is a commitment to Christian values, the recognition of the worth and value of each child and the cultivation of self-respect so that the child may accept his appropriate responsibilities and show respect for others.

We aim to establish a community wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play.

High standards of discipline are integral to the school’s aims. In order for the school to function in a caring and successful manner, it is essential that we aim to cultivate in children an acceptance and recognition of responsibility for their own decisions and actions and the consequences of these. The responsibility for this lies with teachers, parents and children. It is essential that all three groups are well informed of and try to meet these aims. It is also important that the issue of discipline is seen within a balanced context. As well as instances of poor behaviour, attention will be paid to those instances of good behaviour, which make up much of school life.

A positive and mature attitude will be regularly sought and encouraged in the pupils by all staff during classroom activities, assemblies, after school activities, playtime, while in the dinner hall and while travelling to and from school.

Aims of School Discipline

The aims of school discipline are as follows:

* to develop in pupils a sense of self-discipline, respect for self and others and acceptance of responsibility for their own actions.
* to create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect among all members, and where there is proper concern for the environment.
* to promote the ethos where discipline has a positive side as well as a negative one and that praise is given more routinely than criticism.

Parents

It is hoped that parents will:

* support the school rules, as it is important that children are not confused by two sets of conflicting views.
* try to support action taken by the school to enforce the rules of good conduct. If parents feel that these havebeen applied wrongly or in an inappropriate manner, they should contact the school and discuss the matter.
* keep the school informed of any change in home circumstances that may affect a child’s behaviour. Any information will be treated as confidential, as set out in the Confidentiality & Data Policy.

Staff

Staff should endeavour to adhere to the following guidelines:

* The agreed code of conduct will be applied as fairly as possible to all the children within the school.
* Good behaviour will be stressed at all times and will be given due recognition.
* If the need arises, staff will take a pastoral approach to deal with any problems that a child may have.
* No action that might be construed as corporal punishment will be taken.
* Behaviour that requires parental involvement will first be discussed with the Principal.

Strategy For Implemetation

* 1. Good Behaviour

We are proud that our pupils are generally well behaved. This section outlines how recognition will be given for good behaviour.

\*Praise -this can be given in many ways. It may involve written or oral recognition of good work and/or behaviour. It may involve praise from the class teacher, other teachers in the school or the Principal. ‘Be a Good Example’ where children whom model good behaviour are ‘caught’ being good and this is highlighted fro others to follow;

\*Recognition -this always plays an important part in boosting self-esteem. Reward charts, incentives, privilege/additional playtime, stickers, stamps etc from the class teacher, other teachers or the Principal may all be used. Particularly good behaviour and/or work will be written in the Friday book, mentioned in assembly and detailed posted on the school information board. Other rewards include Class Workers of the Week, Cups at Prize Day, Points for Teams leading up to Sports Day and Attendance Certificates. Good Behaviour Books for children who are trying to improve their behaviour *(use of home school notebooks are currently being discussed and reviewed in the 2018/19 school year).*

\*Reminders – each classroom will display a set of positively worded classroom rules. These will be devised with the children at the start of each school year and written in language appropriate to the age range.

OTHER GENERAL STRATEGIES FOR DEALING WITH DIFFICULT BEHAVIOUR

Stay calm, using a quiet voice and neutral language (e.g. ‘You are behaving in a way that is threatening to other children’ rather than ‘you are a bully.’

Avoid invading personal space unless necessary

Avoid prolonged eye contact

State expectations clearly

Remind pupil of consequences/state what will happen next

If necessary, remove the pupil for reflection or cooling off with a classroom assistant or if they refuse to move, remove the audience (rest of class)

Make sure and remind pupils that you care about them, want them to do well but they are responsible for their actions and others have rights as well (pupils have the right to learn; teachers have the right to teach without interruptions or abuse).

* 1. Poor Behaviour - SANCTIONS

All instances of poor behaviour will be dealt with as soon as they are noticed. This may involve verbal and/or non-verbal, individual or public indications of disapproval. However all indications of disapproval will be sensitive and done in such a way as to not humiliate the child. The following list sanctions that may be applied:

\*Minor Infringements: these will be dealt with by the member of staff involved through a verbal warning and/or an appropriate penalty e.g. a child will be asked to pick up litter if they drop it. Other sanctions include reasoning with the pupil giving help, support & advice on how to make the right choices (this may have to be done during break or dinner time as the teacher will be teaching at other times), separate pupil within classroom temporarily, pupil finishes work at home, loss of playtime.

Examples of minor infringements are talking when it is inappropriate, failing to take sufficient care of work, dropping litter or acting in a silly or inappropriate manner.

\*More Serious Infringements: these will again be dealt with by the member of staff involved but will involve greater sanctions e.g. extra or repeated work for a child whose work has been unsatisfactory for their ability, Principal or teacher contact parent by phone to discuss behaviour, pupil referred to the Principal for behaviour monitoring, lunchtime detention, Behaviour Book, more specific strategies by SENDCo or Behaviour Support Assistant if child is on SEN Register. Examples of more serious infringements are repeated failure to obey instructions, telling lies, unsatisfactory work and actions that could lead to someone being hurt e.g. throwing an item in class; use of inappropriate/foul language.

\*Major Infringements: all instances of these will be referred to the Principal, who in consultation with the member of staff involved will determine appropriate action to be taken. It will be necessary to involve parents to try to prevent the incident(s) recurring. Where all other disciplinary sanctions have been exhausted it may be necessary to invoke the suspension and expulsion procedures as specified by the EA. Examples of major infringements are: actions leading to the injury of another person, deliberate damage to property, persistent rude behaviour/use of foul & abusive language to an adult, persistent bullying, intimidation of staff and/or pupils, physical assaults on staff and/or other pupils and theft.

Regarding violent conduct, bullying, theft, fighting, vandalism, serious verbal or written abuse and persistent defiance, disobedience, disrespect and disruption to lessons, records of such incidents must be kept by the teacher and/or principal as well as behaviour report being completed each week if necessary.

BEHAVIOURAL DIFFICULTIES AND THE CODE OF PRACTICE ON THE IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

A child who is identified as having special educational needs which may have an impact on their behaviour, is in the first instance, referred to the school’s Special Educational Needs Co-ordinator who will assess the type and level of difficulty. If the child is in need of statutory assessment this will be referred to the Educational Psychologist who will make recommendations as to how the school should proceed. This will include consultation with the parents at each stage.

The school may call on the E.A. for support through:

1. the Board’s SEN Service
2. the Educational Psychology Service
3. the Education Welfare Service
4. the Youth Service
5. the Support Service for Child Protection
6. the Behaviour Support Team
7. the Outreach Service
8. Education Guidance Centres
9. Pupil Referral Units
10. Alternative Education Provision

Provision specified in statements of special educational needs in relation to after School or Out of School Activities:

 When children are involved in any out of school or after school activities they are expected to:

* obey all instructions by any teacher, or adult in charge
* be friendly and kind towards others
* be polite to all members of the public met during the activity

Failure to do any of the above may result in parents being contacted, withdrawal of privileges, including banning from next out of school activity or in extreme cases, the child may have to be taken home by a parent/carer. The school will take into account the child’s Statement but this does not exempt the pupil from adhering to school rules or from sanctions as a result of inappropriate behaviour.

Positive Discipline Policy

School Rules:

CARING:

We will be polite and considerate towards other children, staff, parents and visitors.

We show good manners and respect everyone in school.

We tell the truth.

We look after our school and anything in our school.

We are kind to each other.

We do not take or damage other people’s property.

LEARNING:

We listen carefully in class.

We ask for help if we need it.

We do our best work in school and for homework.

We try to finish on time.

We do not disrupt lessons or distract others from working.

TALKING AND LISTENING:

We listen to the teacher.

We listen to each other.

We put our hand up to speak and take turns.

We try not to shout out.

SAFETY:

We try to bring healthy food and drinks to school.

We walk when we are in school.

We handle equipment and books with care.

We use the toilets properly.

We only go into those parts of the school where we are allowed.

We do not bring mobile phones, chewing gum or anything dangerous to school.

PLAYGROUND:

We keep our school grounds tidy.

We play safely.

We let others join in our games.

We line up quietly.

We walk quietly into school.

We do not use bad language, fight, call names or tease.