



ORRITOR PRIMARY SCHOOL

DISCIPLINE POLICY

Introduction

Under new regulations we are required to give you details of the discipline policy we have been operating and would want to continue to operate in this school. Our discipline policy is not merely a list of regulations and sanctions but is also a statement of the school's values and beliefs, setting out expectations for teachers, pupils and parents. The policy will give you some idea of the expected standards of behaviour, how you can help your child and the sanctions involved should misbehaviour occur.

Discipline is not merely punishment; discipline is the standard of behaviour expected from all pupils which will help your child to come to school happily and make progress to the best of his/her ability. Good behaviour is necessary for effective teaching and learning to take place and an outcome of education which society expects. All pupils are expected to behave in a responsible manner both to themselves, to others and to their environment, showing consideration, courtesy and respect for other people at all times.

We feel that parents and teachers must be partners to enable this to work successfully. The behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in such a small community. Naturally we must expect the same standards of behaviour from all children and we feel confident that we will have your support in the best interests of all the children.

DISCIPLINE

Close co-operation between school and home is essential for the maintenance of good discipline in schools. This partnership should ensure a pleasant school environment where children can learn under the care of caring dedicated staff and where self discipline respect for each other and those in authority can be developed.

Good discipline is essential if education is to take place and if children are to develop and become responsible adults. It is also something which teachers, parents and pupils want and can appreciate. Like any other organisation this school requires a clearly defined disciplinary policy to ensure it's efficient full-time education for their children while at school.

The parents and guardians should encourage and support the teachers in this by encouraging their children to obey and accept the lawful authority of the school.

1. THE NEED FOR DISCIPLINE

Discipline is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life.

It is the view of Orritor Primary School that effective learning can only take place in an atmosphere where standards of good behaviour are set as pre-requisites. Good behaviour is that conduct which assists the school to fulfill its function, namely **THE FULL DEVELOPMENT OF THE POTENTIAL OF ALL ITS PUPILS**. Bad behaviour is conduct which prevents this, either when an individual prevents his/her own development by behaving badly or when unacceptable conduct disrupts the development process for other members of the school community. It therefore follows that good behaviour is that which:

- (i) conforms to the reasonable expectations and requirements of the school
- (ii) is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

2. AIMS OF DISCIPLINE

This discipline policy aims to:

- Ensure that parents are informed of our disciplinary policy procedures and to encourage their co-operation and support in the successful implementation of that policy.
- Establish an environment where pupils, teachers, parents and support staff are valued and enjoy a sense of community.
- Create an acceptable level of order and behaviour so that effective learning and teaching can take place.
- Help all our pupils to realise their potential.
- Encourage self respect, self discipline, respect for others and property in the school and community.

Discipline is a system of rules for good behaviour which aims to create conditions for an orderly community in which:

- (i) effective learning can take place
- (ii) self-discipline, self-respect and good personal relationships can be developed.
- (iii) there is mutual respect among all members.

A system of discipline should have at its centre a concern for the safety and well-being of the pupils.

Discipline should not be seen as 'punishment' but as being concerned with the training of children to behave in a socially acceptable fashion while in the care of teachers and others in the education process. It may well be that 'punishment' - in the form of some function - is part of this training, but generally discipline should aim to be positive.

Such aims are best achieved in the framework of a relaxed pleasant atmosphere where enthusiasm and industry dominate and in which pupils are able to give of their best, both in the classroom and in extra curricular activities and are encouraged and stimulated to fulfill their potential. This in turn, demands a positive policy of encouraging good attitudes, reward and praise and setting a good example.

3. PARENTS AND DISCIPLINE

Role of Parent / Guardian

As mentioned before parents must take some responsibility for the discipline of their children. The basis for good discipline lies jointly with parents, pupils, teaching staff, principal and Board of Governors working in partnership and co-operation.

Parents are encouraged to take an interest in what the child does at school and to try and support the teaching staff where possible. A good relationship with the class teacher may solve the problem!

Parents may consult the Principal at any stage. If they wish to consult a member of staff other than the Principal they must do so through the Principal.

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those of home. Often in a smaller community such as the home, individual needs can largely be accommodated without undue disturbance, but a school is a much larger community where the interests of each individual have to be subsumed in the greater good for the greater number.

We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a relationship with the class teacher and Principal. Parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with the children their influence is still greater than that of a class teacher.

Parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they, therefore have an obligation to promote the general policy and rules of discipline as laid down by the school.

The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials, particularly those which belong to the school and which may be sent home and the supervision of homework.

Parents have a **right** to expect :

- A safe, conducive, learning environment for their child
- Up to date information on the school discipline policy and procedures
- To be kept informed should their child not meet the standards of discipline set.
- An opportunity to discuss disciplinary matters with the class teacher or principal, including sanctions imposed in accordance with policy procedures.
- A consistent and fair approach to discipline with punishment commensurate with the seriousness of the misdemeanour.
- A school community which is sensitive to the needs of the individual children.
- An acceptable level of courtesy and respect to be shown to their children by the staff.

Parents have a **responsibility** to:

- Promote an understanding of what is acceptable and unacceptable in terms of behaviour.
- Advise schools at the earliest opportunity of any problems concerning their child.
- Support the school in implementing the discipline policy and in maintaining a high level of discipline.
- Ensure that children comply with school rules regarding uniform, punctuality and attendance.
- Encourage children to show respect to all staff, school visitors and peers.
- Encourage children to value their own property, school property and that of others.
- Encourage children to complete school work and home work to an acceptable level.
- Work in conjunction with the teachers and principal should any discipline be required.

4. THE PUPIL

The pupil's role in all this is to abide by the rules of the school as imparted to them by the teaching staff. They should strive to make school as enjoyable as possible for him/herself and all others in the school. At the same time we wish to encourage children to realize that other children deserve and must enjoy the same treatment as they do. Should a problem arise he should inform either the class Teacher, the Principal or their Parents so action can be taken to solve the problem as best as possible. Pupils should also remember that school is a place for learning.

Pupils have a **right** to:

- Work and play in a safe environment
- Receive a broad and balanced curriculum
- Be listened to in a sensitive manner
- Be made aware of the school's standard of expectations with regard to work and discipline.
- A fair, consistent, clear and calm approach to discipline.

Pupils have a **responsibility** to:

- Follow the school's code of conduct contained in the discipline policy including rules relating to attendance, punctuality and uniform.
- Show respect for staff, visitors and other pupils in the school.
- Show respect for their own and others' property
- Behave in an acceptable manner in class and in the playground
- Listen attentively in class and work to the best of their ability.
- Follow the directions of staff, both teaching and non-teaching.
- Represent the school in a positive way.

5. REWARDS - THE POSITIVE SIDE OF DISCIPLINE

In any disciplinary system the emphasis must always be on the positive approach of encouragement and praise, rather than on the negative one of criticism and punishment. In any case criticism should always include advice on how to improve and should be constructive in its approach. It is part of the school policy to emphasise positive approaches to maintain and improve discipline.

PRAISE

Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:

- a quiet word or encouraging smile;
- a written comment on pupils work, or in a more detailed way picking out specific points or ideas that gave pleasure;
- a visit to a colleague in the same year group or to a more senior member of staff and/or the Principal for commendation, e.g. a written comment or star.
- a public word of praise in front of a group, a class, a year or the whole school;
- public acknowledgement by presentation at an assembly.
- giving some special responsibility;
- a system of merit marks or points, with or without public acknowledgement of that reward e.g. stickers / stampers.
- Display work in classroom.
- Monthly awards for effort and good work
- use of school reports to comment favourably, not only on good work and academic achievement, but also on behaviour, on involvement and on general attitudes.
- Yearly prizes

6. CLASSROOM DISCIPLINE

Good teaching practice and positive teacher/pupil relationships are major contributors to good classroom discipline. Good discipline enables effective learning to take place and in order to achieve this goal the following strategies should be implemented;

- the encouragement of genuine involvement of all pupils in classroom activity by recognising their different abilities and matching tasks to those abilities so that pupils regularly achieve success;

-the recognition and encouragement of children's individuality and the importance of self-esteem;

-attempting to make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children's contributions;

-the use of positive rather than negative language to communicate expectations and feedback to pupils;

-giving regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed;

-the establishment of a small number of classroom rules which should be discussed, if appropriate with pupils to encourage ownership.

7. SCHOOL RULES

In order that pupils should behave responsibly towards themselves, towards others and towards their environment there are certain areas of school life where it is possible to write lists of rules.

This school considers and expects

1. Every child to be honest and truthful at all times.
2. Every child to obey a member of staff's instructions at all times in the interest of efficient classroom management, safety and general good behaviour.
3. Each child to obey rules pertaining to the usage of certain rooms e.g. computer room, dining room etc.

This school finds unacceptable

1. Violence by pupils - whether directed at another pupil or a member of staff.
2. Foul and abusive language or obscene gestures at any time.
3. Vandalism or malicious damage of school property or the personal property of another pupil.
4. Theft
5. Bullying either by action or threat.

This school will actively encourage

1. A pleasant and safe environment for the children and staff.
2. A litter free school area.
3. Preservation of existing facilities resources and fixtures.
4. An environment which is conducive to learning.

In the playground

1. Boisterous games or activities which are liable to cause injury to the pupil or others are prohibited.
2. Activities which may cause damage to school property are also prohibited.
3. Children should obey any instructions given to them by supervisory assistants.

Safety

- _ There should be no boisterous behaviour inside school.
- _ Children must not cycle inside the school grounds.
- _ Cycles must be locked when left in school.
- _ Children must not fight in school, coming to school or going home from school.
- _ Children must not make slides or throw snowballs in snowy weather.
- _ Children must not climb trees, fences or hedges in the school grounds or leading into surrounding property.
- _ Children must not throw stones or other missiles.
- _ No child may leave the school premises for any purpose during the school day without permission from the principal or class teacher.

Courtesy

- _ Children must not use foul or abusive language
- _ Children should allow adults through doors in front of them.
- _ Children should use the words 'Excuse me,' 'please,' and 'thank you' appropriately.
- _ Children must not interrupt adults who are speaking until invited.
- _ Children must knock before entering a room.
- _ Children must obey teachers directions.
- _ Children must not take, without permission, things belonging to others.
- _ Children must not drop litter other than in an appropriate place.
- _ Children must not deface their own property, or the property of others, including that of the school.

Teachers should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them.

Responsibility for the behaviour of all pupils in the school is one which all teachers share.

In all matters relating to the maintenance of discipline and the application of sanctions it must be remembered that our aim is to develop self-discipline in our pupils and build and maintain their self-esteem.

SANCTIONS IN DISCIPLINE

While there is not a value order placed on the sanctions, certain procedures should be followed. Even with a positive behaviour approach it will be necessary to have sanctions. These are necessary for two main reasons:-

- to make the particular child and others aware of the school/teacher disapproval of unacceptable behaviour.
- to protect the authority of teachers, should that be threatened.

Sanctions should:

- be constructive.
- be applied with sensitivity, flexibility and discrimination.
- where possible, be related to the misdemeanour.
- be specific to the culprit and not applied to whole group.

In an attempt to ensure that sanctions are constructive and enforced uniformly we have classified unacceptable behaviour into three bands. The list is not exhaustive and for practical purposes cannot cover every single misdemeanour, but rather gives an indication of what might be an example within each band. For other behaviours teachers must use their professional judgement in deciding the sanction imposed.

Unacceptable behaviour described

Band 1	Band 2	Band 3
Annoying other pupils	Persistence of Band 1	Bullying
cheeky/Answering back	Wilful damage - property or peers	Persistent occurrence - Band 2
Boisterous behaviour	Aggressive - persistent/serious	Physical assault - teacher/adults/children
Talking	Refusal to work	Wilful damage - property/school
Distracting	No homeworks consistently	Verbal abuse to teachers/staff/peers
Low-level interruptions	Biting/Kicking/Spitting	Stealing - intent and persistence
Bad presentation of work	Bad language/rude noises	Major disruption of class activity
Not prepared for school / no homework completed	Persistent name-calling	Abuse/Threatening behaviour
Incidents of taking property		Leaving school premises without permission
General nuisance		Dangerous refusal to obey instructions
Homework not completed/done		
Telling Tales		

Sanctions and Strategies

Band 1	Band 2	Band3
A disapproving look	Time out / cool off either within the room or in another room.	Principal informed immediately
A signal	Sent to another teacher e.g. Head of Key Stage	Formal chat with Principal and pupil
A verbal rebuke	Informal chat to parents	Formal appointment with Principal and parents
Moved in class to another desk	Formal appointment with parents	Action plan agreed
Thinking/Time out chair or moved to separate table	Report to higher level	Suspension
Informal chat with parents	Withdrawal from extra-curricular activities	Expulsion
Withdrawal of privileges/responsibilities	Entry in report book	Involvement of other agencies e.g. EWO/BMT/Educational Psychology/Social Services
Reminder of Class Rules	School report book	Behaviour Contract
Private discussion with child		
Break detention	Break / lunch detention	
Letter home		
Worksheet	Restitution	
Apology	Daily report	

Clarification

Time Out / Detention

- To a separate seat in class.
- to another class with work set
- break / lunch time with work set (providing sufficient time and access for eating and toileting).
- To a quiet area of the dining hall or playground.

The Principal will use his discretion as to whether parents need to be informed of their child being in receipt of a time out / detention, depending on the seriousness of the misdemeanour.

Class Report Book.

Each teacher will maintain a book into which are entered notable events of indiscipline and the immediate action taken, as a record of such. It is not expected that the teacher write in every small breach of rules, but may refer to continual breach of these.

Suspension and Expulsions

On occasions there may be cause for a pupil to be temporarily suspended from the school. The Board of Governors, parents and Principal will all be fully involved in such an extreme sanction. **However it is important to realize that such decisions are made in response to a problem caused by the pupil.** SELB Suspension and Expulsion procedures will be used.

8. STAFF AND DISCIPLINE

The attitude of all staff is of great importance. It is they who in the end determine the environment in which good pupil/teacher relations can develop. They are expected to set the right example to pupils in matters of dress, punctuality and commitment. Good behaviour in pupils is found where teachers enjoy good relationships with their pupils, have high expectations of their pupils' work and provide a curriculum and teaching methods well matched to pupils' needs.

A teacher's influence depends on attitude, character, example, teaching skills and rapport established with pupils.

Above all consistency of approach is the keynote - consistency by an individual member of staff towards pupils and consistency across the staff as a whole towards all pupils.

In order to secure ownership and commitment to the school's discipline policy every teacher should be involved in discussing its content and implications for school life. Consistent action by all the staff is required to make the policy effective. Any amendments to the school's policy should be the basis of full and genuine consultation.

Members of staff will determine the school's training and support needs related to discipline; this will depend on the discipline needs of the school as perceived by the staff. Needs will be identified and appropriate guidance and support provided. Basic discipline practices throughout the school will be reviewed, alternative ways of dealing with disruption will be considered and there will be access to literature and outside help from INSET providers.

9. ROLE OF TEACHER

A teacher's role is to provide education for the children. When the children and the teacher understand and accept their different roles good discipline can be achieved. Teachers should set out clearly and in simple terms the rules by which they wish to run their classroom.

In the event of discipline, they should use whatever sanctions/reprimand they deem appropriate. Should all action fail to bring about the desired effect, teachers may refer the pupil to the Principal for further action.

Co-operation with parents may overcome the problem so it is vital that the teacher has a good relationship with the parents, if possible. Teachers must also co-operate with whatever actions the Principal, Board of Governors or Education Board may initiate.

Teachers have the **right** to:

- Expect courtesy and respect from colleagues, parents and pupils.
- Discipline pupils in the school according to school procedures.
- Work in a safe environment.
- Be valued as part of the school team.
- Expect opportunities for professional development.
- Expect back up procedures to be in place for managing behaviour.
- Have an opportunity to work to their full potential in a calm environment.

Teachers have the **responsibility** to:

- Provide children with a broad and balanced curriculum.
- Enforce the school's discipline policy in a fair and consistent manner.
- Recognize the individuality of children and strive to cater for their needs.
- Consult with parents about a child's progress or behaviour.
- Provide a safe working environment in the classroom, where all children can work effectively to the best of their ability.
- Co-operate and work with the school management team and colleagues

10. ROLE OF PRINCIPAL

The principal has a key role in formulating and reviewing the disciplinary policy and in establishing the ethos of the school. He must convince pupils and teachers that they have a vital role in the life and organisation of the school.

The principal must ensure that the rules of the school are administered fairly and consistently to all pupils. The principal has a paramount role in the exercise of disciplinary authority in the school. He should support his staff, where appropriate and furnish to Board of Governors and the Education Board (if necessary) with a report on the discipline within the school or on the discipline of an individual pupil where necessary.

11. THE BOARD OF GOVERNORS

The role of the Board of Governors is to maintain a disciplinary policy for the school and to ensure it is implemented. If or when a case of discipline should come before the board, they must act upon it having considered the views of the principal and all other interested parties. Where appropriate, they should support the Principal and his teaching staff.

PROCEDURE FOR CONSULTATION (see also Lines of Communication pg 12)

- The class teacher will attempt to deal with incidents of unacceptable behaviour and will record noteworthy events in their report book.
- Teachers may contact parents with the permission of the Principal and make them aware of the situation.
- If the bad behaviour continues, the case will be referred to the principal who will attempt to deal with the incident. Parents will be contacted if necessary or if this has not been done already.
- The Principal will discuss with the parents the necessity of involving outside agencies e.g. EWO, Educational Psychologist etc. and proceed with arrangements.
- Should the behaviour persist the school will implement the Code of Practice drawing up an individual plan.
- If bad behaviour persists the Board of Governors will be informed and the parents may be invited to attend a meeting to discuss the matter with the Governors.
- The Governors and Principal will refer the matter to SELB for advice and guidance.

General Complaint's Procedure

If you have a concern regarding how the procedure was handled by a member of staff please follow the following procedure.

- Complaint received by Principal
- Investigation into complaint, i.e. interview the staff member involved, the child involved, other relevant parties. Establish the facts.
- Can a resolution or action (if required) to solve problem be agreed ?
- Report back to parent on resolution / actions to be taken (if any) / findings.
- Are they agreeable with the steps to be taken?
- Meet with the Principal for further discussion. (Staff may be in attendance subject to Principal's discretion).
- a) Outcome / action agreed. Situation monitored by staff and principal. Feedback from parents encouraged. b) If action fails begin process again at 3
- Outcome not agreed – involvement of Chairman of Governors.

Access to School Grounds

- The Board of Governors or the Principal acting on their behalf, reserve the right to prohibit any individual from entering the school grounds.
- Children should use the paths provided to enter or leave the grounds. Older children waiting for parents to arrive, at 3pm or 4pm, should remain **inside** the school grounds until they arrive. If they do not arrive then the child should inform the staff immediately and efforts will be made to contact them.
- If the management is in any doubt about the validity of a child leaving school during the day, the child will be prohibited from doing so. Management reserves the right to verify the identity of any individual collecting a child from school.

Parents should inform the school immediately if there are any access restriction orders placed on individuals who may attempt to make contact with a child during school hours.

LINES OF COMMUNICATION

