Portrush Primary School
Discipline Policy
Revised February 2012

Rationale

The Boards of Governors of each school have a statutory responsibility under the Education (Northern Ireland) Order 1998, to establish and maintain a Discipline Policy, which should be made known to all the children and parents* of the school.

This booklet sets out in full, and we hope clearly, the standards we expect and the disciplinary procedures, which will operate in Portrush Primary School. These procedures will be subject to periodic review and all parents will be notified of any changes.

We welcome your views as parents and we would welcome your support in maintaining high standards of behaviour in the school.

For the purpose of this booklet the expression 'parent' in relation to a child includes a guardian and every person who has actual custody of the child.

Ethos Statement

In Portrush Primary School the welfare of every child is of paramount consideration and so we endeavour to create a caring, happy, secure, supportive and stimulating environment where children can develop socially, emotionally and physically at their own rate.

Introduction

School can be a frightening place for the younger child and in order for them to feel 'secure' and safe a certain amount of order and discipline is required.

However any order or discipline imposed in Portrush Primary School will not be so confining that the child's own development of self-discipline will be stifled. The aim is to 'support' this growth in an ordered yet happy environment.

For effective learning to take place, and this is after all our core purpose, there must be order in the classroom. The level of this control relates to the type of classroom activity being undertaken but one of the many important attributes that we wish to instil in children is that they respect the learning of others as well as themselves.

Children who have positive attitudes to school, who have high expectations of themselves, and who have a strong sense of their own self worth, are most likely to take advantage of the totality of the experiences that school can offer. In Portrush Primary School we will endeavour to create and monitor a positive environment in which effective teaching and learning can take place.

Rights and Responsibilities

All members of the school community have rights and corresponding responsibilities. The rights of all members of our school community are based on the following values held by Portrush Primary School:

- Mutual respect
- Respect for property
- Fairness and honesty
- Care and consideration of others
- Self-respect
- Self-discipline

The rights implicit in these values include:
- The right to be safe
- The right to be heard
- The right to fair treatment
- The right to be treated with respect
- The right to be able to learn and teach without unnecessary interruption

Rights do not exist in a vacuum and so in Portrush Primary School we will endeavour to encourage everyone in the school community to take responsibility for protecting these rights.

For our policy to work effectively we seek the active involvement of all our parents. The pupils' education is the responsibility of both the school and the parents and clearly the child will do his best when this partnership is strong with both parties working together along agreed principles.

For our part we will continue to send home a formal written report on your child's progress each year. There will also be opportunity for parents to meet with the teachers for formal interviews. We will contact you at the earliest opportunity if we feel there are difficulties with work or behaviour. In addition, parents are free to make appointments to see the class teacher or Principal at any time if there are matters which concern them. By keeping close contact like this it is hoped that problems can be addressed and corrected before they develop into major difficulties.

Aims
- To foster good behaviour in a positive way within an environment where our children feel secure and free from emotional and physical harm.
- To enable our children to articulate their fears and concerns and be confident that they will receive a sympathetic and supportive response from teachers and other adults within the school community.
- To develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict.
- To create a calm and caring community where teachers are able to teach and pupils are able to learn effectively.
- To recognise the rights of each member of the school community.
- To have the endorsement and active support of the parents.

In school the following values and attitudes will be promoted

CARING	We care for ourselves. We care for others. We care for everything in our school. We have good manners. We tell the truth. We are kind to each other.
LEARNING	We come to school ready to work. We start our work quickly and always try to finish. We keep busy. We ask for help when we need it. We will always try our best.
TALKING & LISTENING	When our teacher is speaking we STOP, LOOK and LISTEN. We listen to each other. We put our hand up when we want to speak. Work talk is soft talk.
SAFETY & MOVEMENT	We always walk quietly. We sit safely in our seats. When appropriate we move around the classroom safely. We handle all equipment carefully. We use the toilets properly. We need special permission to leave school. We tell our teachers if we are scared in school.
PLAYGROUND	We let others join in our games. We walk to the line and stand quietly. We walk in line to our room. When we are playing and having fun we think of others. BE HAPPY, PLAY SAFELY.

Classroom Rules

The class teacher along with pupils will formulate rules for individual classrooms at the beginning of each school year. We feel it is important that children have some ownership of the rules that they will be expected to adhere to and this is why they will be involved in helping to create them.

Rewards and Incentives

Often the word 'discipline' is viewed only in a negative way. However, in Portrush Primary we like to stress the positive side first. We set and expect high standards of behaviour from our pupils and it is only right that those who respond should be given some kind of reward, some recognition of their efforts and some encouragement for them to continue in this manner. It is hoped that the effective use of rewards and incentives will shape, establish and maintain positive and desirable behaviour. The appropriate use of rewards will also be used to motivate and encourage those pupils who present persistent behavioural difficulties. The different types of

rewards will be used depending on the individual pupil and what the teacher is trying to achieve.

Teachers will find regular opportunities to celebrate and reward achievements or behaviours that they want to encourage, as soon as they occur. These may include:
- a word of appreciation;
- a positive comment written on the pupil's work;
- using stickers, stars, 'smiley faces' badges or small material rewards;
- informing other teachers so that they can take the opportunity of congratulating the pupil;
- sending a note home or ringing/texting parents to let them know what their child has achieved;
- asking parents about a child's achievements at home so that the teacher can praise the child for these;
- giving pupils responsibilities to show that they are trusted;
- using Circle Time to encourage pupils to show work that they are proud of and to enable children to praise each other for good work or behaviour;
- displaying or publishing pupils' work.

A special Rise and Shine Assembly will take place on particular Fridays when Pupil of the Month certificates will be awarded on a class basis. Classes will also take it in turn to lead this assembly. This assembly encourages pupils to reflect on their strengths and achievements.

Incentives for the class will be used by teachers to meet work and behaviour targets. Individual teachers will work these out with their class at the beginning of the school year.

Sanctions

Sanctions play an integral part of our behaviour policy. They are set in place to uphold rules and procedures so that pupils are provided with the security of clearly defined boundaries. A range of sanctions will be used that are appropriate to different categories of misbehaviour or inattention in class. The purpose of these sanctions will be to stop misbehaviour and influence pupils to choose more appropriate behaviour in future. The classroom teacher will have the primary responsibility for establishing and maintaining good behaviour within the classroom in line with the school's disciplinary procedures. Where there is persistent misbehaviour the classroom teacher will refer the difficulty to the Principal, Vice-Principal and SENCO.

The sanctions used will:
- be fully understood by all staff (teaching and non-teaching);
- be applied by all staff in a fair and consistent manner;
- be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- be proportionate to the offence;
- defuse, rather than escalate the situation
- focus on the misdemeanour rather than the pupil;
- allow the pupil to save face, and encourage a more positive attitude in future;
- take account as necessary, of the age and degree of maturity of the pupil and any special educational needs he or she may have, the home background and any other relevant circumstances.

The sanctions used will not be applied to entire classes or groups of pupils, when the guilty parties have not been identified. They will not degrade pupils causing them public or private humiliation, nor will they involve physical force.

Foundation Stage

A hierarchy of sanctions will be used at these stages and will be operated at a teacher's discretion depending on the age of the pupil involved and the seriousness of the offence. All behaviour that is inappropriate will be recorded.

Key Stage One & Key Stage Two Sanctions

The same hierarchy of sanctions will apply for children from P3-P7 and misdemeanours will be recorded in a behaviour book.

If a pupil's behaviour is recorded:

5 times	no play during break-time
10 times	no play during lunch
15 times	no play at break-time for a week
20 times	contact home* & report card

*contact with home will be made immediately if there is a case of serious misbehaviour

After two weeks 'on report' (time scale flexible) if no improvement is made the Principal will send for the parents and the pupil will be given a final chance of a further week on report. At this stage if no improvement occurs the pupil will be suspended for a period from school. The Board of Governors and NEELB will be informed.

If on return after suspension the child continues to be disruptive then the pupil may be expelled from the school by NEELB. It is hoped that this procedure will never be followed to its ultimate conclusion. Portrush Primary is, we hope and believe, a happy school, which enjoys the support of pupils and parents.

Links to other School Policies

The school's Positive Discipline Policy has strong and clearly defined links to the following policies in particular:
- Special Educational Needs
- Pastoral Care
- Child Protection
- Relationships and Sexuality
- Personal Safety
- Health education
- Anti-Bullying

Special Educational Needs

Within the *Code of Practice on Special Educational Needs-DENI 1998*, is stated: 'Persistent misbehaviour represents a special educational need and school must use the Code of Practice for Special Educational Needs to enable the m to tackle pupils' behaviour problems in a more systematic way. The Five Stage approach set in the Code should be applied in all cases'.

In Portrush Primary School staff will produce documented evidence that they have applied strategies at improving behaviour at *Stages One* and *Two* of the *Code of Practice* prior to assessing support from external agencies such as Educational Psychology and Education Welfare.

Pastoral Care
There are an increasing number of 'vulnerable' children in schools today and in our school pupils with behavioural problems will be supported through the network of services provided by the school's pastoral care system.

Links with External Support Agencies
When the school has exhausted its own range of strategies to bring about an improvement in pupil behaviour a referral will be made to appropriate external support agencies as outlined under 'Special Educational Needs'. The school already has strong links and an effective working relationship with specialist support agencies beyond the school.

Links to the Curriculum in Promoting Good Behaviour
The promotion of values such as respect, tolerance, caring, empathy, integrity, which are fundamental to the establishment of good behaviour will be developed through the content and delivery of all subjects within the curriculum but primarily through our Personal Development and Mutual Understanding Scheme of Work.

Arrangements for Supervision of Pupils In and Around the School
The School Management recognises the importance of an adequate system of supervision within the school buildings and in the wider school environment. Teachers and ancillary support staff on supervision duty are strategically placed around the school. This is to encourage consistency between the standards of behaviour, which are promoted within the classroom, and those, which are encouraged in the wider school environment.

Particular attention has been given to supervision arrangements:

    at the time when pupils arrive in school each morning;
    at morning break;
    at lunch time;
    when pupils disperse at the end of the school day.

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