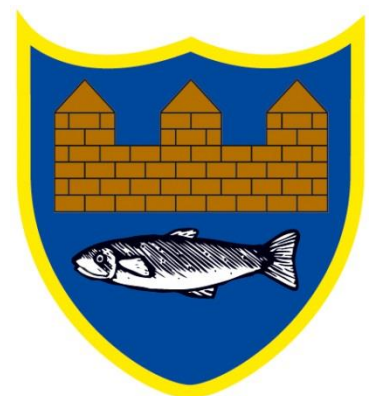


**Portrush Primary School**

**Discipline Policy**

**Reviewed May 2017**



## **Rationale**

*School Motto*      **"Together we shape our future"**

### *School Mission Statement*

Portrush Primary School recognises the unique and distinctive character of each individual pupil and aims for young people to achieve their potential. Each pupil will be provided with learning opportunities to develop as an individual, as a contributor to the economy and environment. The school will strive to equip pupils with the necessary knowledge and skills to enable them to make informed and responsible choices and decisions throughout their lives.

### *School Ethos Statement*

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

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 children and parents\* of the school.

This policy 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.

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 children will do their best when this partnership is strong with both parties working together along agreed principles. We welcome your view as parents and we would welcome your support in maintaining high standards of behaviour in the school.

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

## **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 the most important attribute 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 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 teachers for formal interviews twice a year. 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 parents.

## In school the following attitudes and values will be promoted:

<i>CARING</i>	<p>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.</p>
<i>LEARNING</i>	<p>We come to school ready for 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.</p>
<i>TALKING &amp; LISTENING</i>	<p>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.</p>
<i>SAFETY &amp; MOVEMENT</i>	<p>We always walk quietly.            We sit safely in our seats.            We ask our teacher when we need to leave our seat.            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.</p>
<i>PLAYGROUND</i>	<p>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.</p>

## Classroom Charters

The class teacher along with pupils will formulate rules for individual classes at the beginning of each school year. The basis for these will be based on the rights and responsibilities for children within our school environment. We feel it is important that children have some ownership of the rules that they will be expected to adhere to and that is why they will be involved in helping to create them.

## Responsibilities of Staff, Pupils and Parents

All Staff <sup>1</sup> will	Pupils will	Parents must
<p>Ensure all children are safe.</p> <p>Have high expectations of all our pupils.</p> <p>Enhance pupils' self-esteem and levels of motivation.</p> <p>Model, explain and monitor standards of acceptable behaviour exhibiting consistency in routines and procedures and the manner in which conversations are conducted.</p> <p>Use consistent methods to get class attention, maintain acceptable noise levels, line up at the end of class etc.</p> <p>Be consistent and fair when dealing with pupils who make inappropriate choices.</p> <p>Endeavour to correct and guide pupils who have made inappropriate choices in a firm but low toned voice.</p> <p>Endeavour to meet the educational, social and behavioural needs of the children with the support of parents.</p> <p>Maintain regular links with parents through notes, letters, diaries, meetings. Communicate regularly about what is expected.</p> <p>Be aware of the recommended appropriate sanctions and levels of acceptable behaviour</p> <p>Assume responsibility for the behaviour of all pupils in all areas of the school.</p>	<p>Follow instructions of all members of staff (teaching and non-teaching).</p> <p>Say 'please' and 'thank you'</p> <p>Say 'excuse me' when asking for something/need to pass</p> <p>Walk in the school classrooms and corridors.</p> <p>Not leave the classroom unless permission has been granted.</p> <p>(If on a message) Enter classrooms only after knocking first.</p> <p>Not interrupt adult conversations</p> <p>Support and care for each other.</p> <p>Respect each other's property and work.</p> <p>Listen to others and respect their opinions.</p> <p>Observe Class Charters at all times.</p> <p>Behave within the School Code of Conduct for residential trips and meet expectations of polite and appropriate behaviour whilst out of the school e.g. on trips/ at sporting competitions etc.</p>	<p>Value their child's education and reinforce the importance of good behaviour</p> <p>Be aware of and support the school's vision, aims and expectations.</p> <p>Ensure their children attend daily and if absence cannot be avoided explain all absences through a written note.</p> <p>Ensure that children arrive on time each day and are collected at the correct time.</p> <p>Maintain links with school through introductory meetings, interviews, notes/phone calls, absence notes, homework diary etc.</p> <p>Ensure their children respect differences and do not abuse or discriminate against people different from themselves</p> <p>Praise their children for their efforts and achievements</p>

<sup>1</sup> All staff include teachers, classroom assistants, office staff and ancillary personnel working in the school (Both temporary and permanent)

## Rewards and Incentives

Often the word 'discipline' is viewed only in a negative or punitive 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. Three 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 private or public 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/Principal 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;
- 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 'n' Shine Assembly will take place on particular Fridays for each class during the year; and
- Pupil of the Month certificates will be awarded on a class basis.

## 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 in school 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; and
- 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.

### Levels of Unacceptable Behaviour and Relevant Sanctions

<p><b>Level One Behaviours</b>  <b>Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor- (the class teacher should be informed- Principal may be informed)</b></p> <ul style="list-style-type: none"> <li>• Infringement of playground and class rules</li> <li>• Disregarding instructions</li> <li>• Speaking out of turn</li> <li>• Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks</li> <li>• Disrupting/distracting another child leading to incompleteness of tasks</li> <li>• Unsafe movement around the classroom/school e.g. running in corridor.</li> <li>• Entering out of bounds areas such as classroom at specified times, without permission</li> <li>• Use of property/resources without asking</li> <li>• Unsafe use of property/resources causing damage.</li> <li>• Insensitivity to others</li> <li>• Not taking instructions</li> <li>• Telling lies/getting others into trouble</li> <li>• Rough play</li> </ul>	<p><b>Level One - Behaviour Modification Strategies/Sanctions may include:</b></p> <ul style="list-style-type: none"> <li>• Verbal warning to individual/whole class</li> <li>• Private discussion with child</li> <li>• Reminder of Class Charter</li> <li>• Self-reflection</li> <li>• Oral apology</li> <li>• Repositioning of pupil</li> <li>• Withdrawal of pupil from situation (temporarily)</li> <li>• Use of quiet corner/calm area/thinking area (age dependant)</li> <li>• Reduction in play privileges in line with class routines.</li> </ul>
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## Level Two

More serious behaviour that is not so easily managed within a classroom environment.

(Class Teacher/Assistant/Supervisor will notify other staff and involve Principal. Parents may be notified in writing or by phone call)

Persistence of Level One behaviours e.g.

- Deliberate use of bad language to hurt others (includes sectarian/racial/ abuse written or verbal)
- Deliberate destruction of another child's piece of work
- Persistent infringement of school rules
- Persistently not taking instructions
- Persistently telling lies/getting others into trouble/name calling

also

- Bullying behaviours
- Answering back/ shouting/
- Refusal to work or cooperate
- Stealing/intent to steal
- Isolated acts of violence - kicking, hitting, thumping, biting etc.
- Threatening behaviour
- Working or playing in an unsafe manner
- Outburst of anger but pupil regains composure

## Level Two- Behaviour Modification Strategies/Sanctions may include:

- Inform parent
- Meeting with parent/s if necessary.
- Principal discusses sanctions with pupil if age appropriate.
- Ensure work is completed at another time.
- Pupils sent in from playground to a supervised area
- Stay in at break/lunch-time in a supervised area, as directed by Principal
- Loss of privileges (not curriculum areas)
- Written apology if appropriate
- "Time out" in the classroom or in another classroom



<p><b>Level Three</b>  <b>Very serious misbehaviour or persistent Level Two behaviours.</b>  <b>Formal involvement by the Principal and parents.</b>  <b>(Additionally other outside agencies may also become involved).</b>  <b>Persistence of Level Two e.g.</b></p> <ul style="list-style-type: none"> <li>• Persistent bad language (includes racial/verbal abuse) /defiance</li> <li>• Persistent stealing/intent to steal</li> <li>• Vandalism of school building or property</li> <li>• Dangerous refusal to obey instruction</li> <li>• Violent playtime incident</li> <li>• Repeated and deliberate incidents of bullying</li> <li>• Major disruption of class activity</li> </ul> <p>also</p> <ul style="list-style-type: none"> <li>• Leaving school premises without consent</li> <li>• Violent hitting/kicking/fighting - aggressive violent behaviour, causing deliberate injury</li> <li>• Aggressively threatening behaviour towards staff/parents/ pupils</li> </ul>	<p><b>Level 3- Behaviour Modification Strategies/Sanctions may include:</b></p> <ul style="list-style-type: none"> <li>• Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area</li> <li>• Appropriate protection for staff in place</li> <li>• Risk assessment of location/situation</li> <li>• Principal/SENCO involved in monitoring situation from level 2</li> <li>• Crisis/ anger management and de-escalation intervention</li> <li>• Parents contacted to meet principal along with class teacher (DTCP/SENCO may attend if appropriate)</li> <li>• Consideration of placement on SEN register for social, emotional or behavioural reasons</li> <li>• Other interventions - Targets, Daily Record Card etc</li> </ul>
<p><b>Level 4</b>  <b>Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.</b></p>	<p><b>Level 4 - Behaviour Modification Strategies/Sanctions may include:</b></p> <ul style="list-style-type: none"> <li>• Continued Placement or placement on SEN Register in line with Code of Practice(EBD)</li> <li>• SEBD referral</li> <li>• Other agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement.</li> <li>• Suspension or exclusion following appropriate procedures as outlined by the Education Authority</li> </ul>

## **Foundation Stage**

A hierarchy of sanctions will be used at this stage 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 using Sims.

## **Key Stage One and Key Stage 2 Sanctions**

The same hierarchy of sanction will apply for children from P3-P7 and misdemeanours will be recorded using Sims.

### ***Level 1 Behaviours***

If a pupil's behaviour is recorded:

- 5 times***                    no play during break
- 10 times***                  no play during lunch and move to ***Level 2 Behaviours***

### ***Level 2 Behaviours***

- 15 times***                  no play during break for a week
- 20 times***                  contact home, Report Book and move to ***Level 3 Behaviours***

A child may be moved immediately to ***Level 2 or Level 3 Behaviours*** depending on the type of behaviour displayed.

### ***Level 3 Behaviours***

- 25 times***                  Report Book continued and loss of class privileges e.g. educational visit and consideration of placement on SEN Register
- 30 times***                  move to ***Level 4 behaviours and placement on SEN Register***

### ***Level 4 Behaviours***

***SEN Register and involvement of other agencies if appropriate.***

All sanctions may also be applied depending on the severity or nature of a particular incident.

Contact with home may be made in the case of an isolated incident at ***Level 2*** but will definitely be made in the case of an isolated incident at ***Levels 3 and 4.***

## **Special Educational Needs**

Within the *Code of Practice on Special Educational Needs-DENI 1998*, is stated: '*Persistent misbehaviour represents a special educational need and schools must use the Code of Practice for Special Educational Needs to enable them 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 accessing support from external agencies such as Educational Psychology, Education Welfare Thornberry, MASTS etc.

## **Use of the Internet and Digital Technologies**

Incidents of technology misuse which occur will be dealt with in line with the procedures outlined in this policy. Minor incidents will be recorded and may result in a temporary or permanent ban on Internet use. Incidents involving safeguarding issues will be dealt with in accordance with the appropriate child protection measures.

## **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 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 so that all 'at risk' areas are covered. 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; and
- ❖ when pupils disperse at the end of the school day.

### **Links to other School Policies**

The school's Discipline Policy has strong and clearly defined links to the following policies in particular:

- Special Educational Needs
- Pastoral Care
- Safeguarding/Child Protection
- Relationships and Sexuality Education
- Anti-Bullying
- PD&MU
- Acceptable Use of the Internet and Digital Technologies