

# St. Patrick's College



Promoting Personal Excellence

## Discipline Policy

## Promoting Personal Excellence

### **Our school's Mission Statement is:**

At St Patrick's College our Mission is to ensure that each member of our school community receives equal love, justice respect and appropriate curricular and pastoral opportunities for growth and fulfilment.

### **From this statement a set of general principles emerges.**

#### **To encourage:**

- the promotion of self-respect and respect for others and to
- create an appropriate environment wherein effective learning can occur.

We believe in a sympathetic but firm approach with a reasonable pattern of constraints and obligations contributing towards the growth of self-discipline.

We view discipline within the framework of our Pastoral Care System.

#### **In such a context:**

- staff are encouraged to deal with pupil misbehaviour on an individual basis in order to encourage students to accept responsibility for their own actions and for the growth of positive relations with others in the school community
- our desired outcome is that each pupil is helped to arrive at a suitable way forward and to an understanding that it is the behaviour which is not acceptable not the pupil as a person
- a series of rewards, reinforcements and sanctions will be applied within the framework of our clearly defined Code of Conduct

The above principles will be best achieved by the good example of teachers and all other adults within the school co-operating and working together in a happy atmosphere characterised by a high standard of mutual care and respect.

**We actively seek parental support in order to ensure the fulfilment of the above principles.**

#### **Behaviour:**

We expect a high standard of courteous behaviour from each of our pupils. This applies during the journey to and from school and throughout the school day.

## **CODE OF CONDUCT**

### **We expect each of our pupils to:**

1. respect the authority of all staff; teaching, office, care-taking, cleaning and classroom assistants
2. avoid using vulgar or abusive language
3. appear neatly dressed in full school uniform
4. respect themselves and others showing tolerance of others' views
5. be punctual for registration, class and assembly
6. behave politely towards fellow pupils, teachers and visitors
7. walk in single file on the left hand side of corridors
8. never involve themselves in bullying and appreciate that differences may not be resolved by fighting
9. explain their absence from class

### **Classroom code**

The school endeavours to create a warm, supportive learning environment in which each student can progress. In such an atmosphere it is your responsibility to:

1. be on time and if late provide an explanation
2. line up in an orderly manner outside your classroom
3. go to and remain in your workplace and be ready to work
4. produce the necessary books, equipment or materials
5. listen
6. raise your hand if you want permission to speak or answer questions
7. follow instructions first time given
8. work to the best of your ability
9. keep to agreed deadlines

### **Pupils must make sure that they:**

1. Show courtesy and respect to everyone
2. Allow others to finish speaking
3. Value their time and that of others

### **Uniform**

We expect each pupil to take pride in being a member of our school community. This can best be demonstrated by them maintaining a high standard of personal appearance.

On each school day, travelling to and from school, during examinations and when they are representing the school we expect pupils to:

- i) wear full school uniform
- ii) keep their uniform clean and tidy
- iii) ensure their name is clearly marked on all items of uniform
- iv) wear specified appropriate clothing for; P.E, Home Economics, Technology and Design and Art and Design classes.

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**Homework** is given on a regular basis in order to:

- reinforce work completed in class
- provide additional practice or reinforcement
- stretch more able pupils
- encourage the growth of self-discipline
- provide a basis for developing the habit of working independently

**Parents are encouraged to check their child's daybook on a regular basis. In this way they can ensure that:**

- i) they demonstrate an interest in their child's work and progress
- ii) set homeworks have been written down
- iii) important messages regarding their child's progress, behaviour and attitude are read and promptly acted on
- iv) they can pass important information about their child to the class teacher

### **Property**

In order to develop a responsible attitude towards their own and others' property pupils must:

1. place all litter in the bins provided
2. respect the property of others by:
  - never defacing school books, desks or buildings
  - returning lost property to the main office
3. not chew gum
4. not take part in horse-play likely to result in damage to property
5. eat and drink only at break and lunchtime in the agreed areas

**Full Attendance is essential for all pupils, therefore, we expect pupils to:**

- i) attend school regularly
- ii) provide a written explanation of absence, signed by their parent, in their Daybook
- iii) bring a written request from parents if they wish to leave during the school day. Such requests must be presented to the principal or a vice-principal before registration period
- iv) inform the Form Teacher, sign out at the office before leaving school, and sign in on return
- v) have written permission from their parent if they wish to go home for lunch
- vi) use their lockers only at the agreed times

**Parents are strongly encouraged to make routine dental and medical appointments for their children outside school hours.**

As full attendance is essential in order that students may gain most from school we seek the support of parents in ensuring that their child:

- attends school each day and
- arrives on time for each class

**Truancy from class or school is treated as a most serious matter.**

**Substance misuse**

Pupils must not have or use alcohol, tobacco or any other prohibited substances in school or while attending any school function or educational experience.

**PROCEDURES**

**Late coming** - Pupils who arrive after registration must personally ensure that they are marked present by reporting to the school office before going to class.

**Sickness** - In the case of serious illness or injury pupils should seek permission from their class teacher to report to the main office.

**Medicine** – If a pupil needs to take medicine at school they should bring a letter from their parents stating when they need to take it. The medicine must be left at the front office. The only exception is if you have an inhaler for asthma, which pupils may carry with them – a spare may be left with the office for emergency use. Pupils should not ask staff for aspirin or other tablets at school; they are not allowed to give pupils any medicines.

**Fire drills** - On hearing the alarm bell pupils must leave class in an orderly manner by the route indicated in each classroom and proceed to the assembly point.

**Buses** - At the end of the school day students must assemble at the Bus line outside the pedestrian gate and follow instructions given by the supervising teachers.

**Class report sheet** - is the means by which a record is kept of the behaviour of the pupils in each class on a daily basis. A designated pupil carries this sheet on which teachers can record excellent behaviour and effort or incidents of indiscipline. At the end of each day it is returned to the **FORM TEACHER** so that further action can be initiated.

**Special report** - Where there is a concern an individual pupil may be put on report so that conduct and application can be monitored by Form Teachers, Heads of Year and parents.

**Detention** - Pupils who fail to co-operate and/or persistently break school rules will be placed on detention. If this action does not bring about the desired change in behaviour or if a pupil is guilty of a grave offence then suspension, interview by the Governing Body and ultimately expulsion may be considered.



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### **Rewards for Positive Discipline**

1. Smile / Nod
2. Quiet word of praise
3. Reward Points awarded at discretion of class teacher.
4. Note in Homework Diary for any pupil who has made a good effort.
5. Postcard home from the Head of Key Stage.
5. Standard awards: Form Teachers can recommend pupils to the Head of Pastoral Care to receive special awards throughout term
6. Certificates: These can be awarded by Departments for quality of work or by Head of Pastoral Care at the end of Half Term

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### Consequences

Teachers should follow the procedures as set out in the Staff Handbook.

1. Warning
2. Movement / Isolation in classroom
3. Parental Involvement -

Note in Daybook (Class Teacher)

Telephone call (Form Teacher)

4. Special Report (Parent/Head of Key Stage Monitoring)
5. Invitation to school (HKS)
6. Severe Clause – Send to Principal

### **CORRIDOR DISCIPLINE PLAN**

1. Keep to left –hand side
2. Walk in single file and keep moving
3. Keep noise to minimum
4. Take shortest route to classroom

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### Good Discipline Practices

Good discipline is a state of relationships between teachers and pupils in which effective learning can take place.

- Give praise and encouragement to children, drawing attention to rules when they are kept
- Organise classroom space and resources carefully
- Only use sanctions that are appropriate to the individual pupil's needs and circumstances
- Plan in detail for teacher led group and independent activities
- Praise or reward the disrupting pupil as soon as acceptable behaviour by him is observed
  
- Set tasks which enable all pupils to achieve success regularly
- Give attention to pupils who need it at times when you choose to and not when pupils demand it
- Plan for and manage the beginnings of and transitions between activities and lessons
- Do not get drawn into conflict. Calm down, think and then act.
- Leave yourself and the pupil a dignified way out of a fraught situation.
- Be reasonable, firm, fair, positive and avoid recrimination
- Avoid over reaction to minor incidents of disruptive behaviour.
- Do not use personal criticism or sarcasm
- Use positive rather than negative language to communicate expectations and feedback to pupils
- Use humour to try to defuse situations

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### **Promoting Positive Discipline**

#### **Role of The Class Teacher**

Teachers should adopt a positive approach to discipline in their classroom.

Daybooks must be used by all members of staff for recording positive and negative comments. **Daybooks must be in the possession of pupils at all times.**

The Class Teacher must deal with misconduct in the classroom when it occurs. Referral should be avoided, as it tends to undermine the status of a teacher. Frequent referrals diminish the effectiveness of the procedures.

Class Record Sheets must be used to inform Form Teachers about pupil performance.

Serious Disciplinary Incidents should be referred to the Head of Key Stage. Incidents should be dealt with as soon as possible. A pupil should not be sent out of class to the Form Teacher/Head of Key Stage. Instead a referral should be made should be sent to the Form Teacher/Head of Key Stage via e-mail.

Certain pupils, who are very disruptive and are preventing the class teacher teaching the class, may be removed from class and placed with a colleague.

A Teacher who is concerned about any aspect of Drug Prevention or Child Protection must report this concern to the Designated Teacher for Drugs (Principal) Designated Teacher for Child Protection (Mrs McCartney) or the Deputy Designated Teachers for Child Protection (Mr R. Kelly & Mrs S. McShane) immediately.

#### **Strategies Available to The Class Teacher**

- Telling the pupil what aspect of the behaviour is wrong.
- Verbal Rebuke.
- Entry into Daybook.
- Punishment work, which must be entered into the Class Record Sheet and Daybook.
- Inviting parents to the school to discuss the situation
- Discussing the problem with Form Teacher or Head of Year.
- Discussing the problem with the members of the Senior Management Team.
- Discussing the problem with Head of Department.

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#### Role of The Form Teacher

Form Teachers are the key figures in the academic and pastoral systems of the school and should make themselves aware of, and gather information on, the needs, emotional development, progress and academic attainment of each pupil in his/her Form Class

The Form Teacher should take steps to ensure that each member of his/her Form Class achieves his potential

The Form Teacher should carry out the following specific duties:-

- Complete attendance on SIMS during Registration.
- Receive notes for absences, lateness, leaving school early etc. These should be recorded in daybook when appropriate
- Make sure the Class Record Book is available. The form Teacher should use Registration Period to discuss the previous day's Class Record Book. The Class Record Book should be the primary tool used to monitor class behaviour.
- Ensure that pupils are properly equipped for school - books, bag, pen, pencil, PE. gear, uniform and daybook.
- If the performance of a pupil is causing concern the Form Teacher should attempt to remedy the situation by counselling. They should keep a record of the strategies initially and subsequently employed.
- If it is necessary the Form Teacher may be required to assist in the preparation of Education Plans

**Strategies which may be used by the Form Teacher include:-**

- Counselling.
- Verbal Warning or Written Warning.
- Entry into Daybook.
- Punishment work.
- Inviting parents to the school to discuss the situation.
- Pupil Contracts.
- Discussing the problem with the Head of Key Stage.

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### **Promoting Positive Discipline**

#### **Role of Head Of Department**

Heads of Departments should take steps to evaluate the effectiveness of the teaching and learning in their departments and provide the appropriate guidance and support for teachers in their subject areas.

HODs should encourage a positive approach to discipline and ensure that good pupil performance is rewarded

HODs should ensure that effective organisational structures exist within which discipline related situations can be resolved.

HODs should monitor all aspects of class work and homework

HODs should ensure that there is a safe working environment in their department

#### **Strategies Available to Heads Of Departments and Year Tutors**

##### **Pupils**

Counselling  
Verbal Warning  
Punishment Work  
Pupil Contract

##### **Parents**

Letter to Parents  
Parental interviews  
Involvement of parents in monitoring pupil behaviour  
Parental Contracts

##### **Teachers**

Identify staff needs and suggest INSET opportunities  
Consult with SENCO where appropriate  
Give advice on classroom management  
Give advice on Content and Methodology of lessons  
Make provision for in-class support if necessary  
Initiate a programme of remedial action that may involve CASS and/or Advisory Teachers

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#### **Role of School Management Team**

The SMT will ensure that resources and arrangements exist within the school to:

- Identify staff needs for improving and maintaining discipline and provide appropriate guidance and support and training where necessary.

In the case of staff development programmes, time will be given to

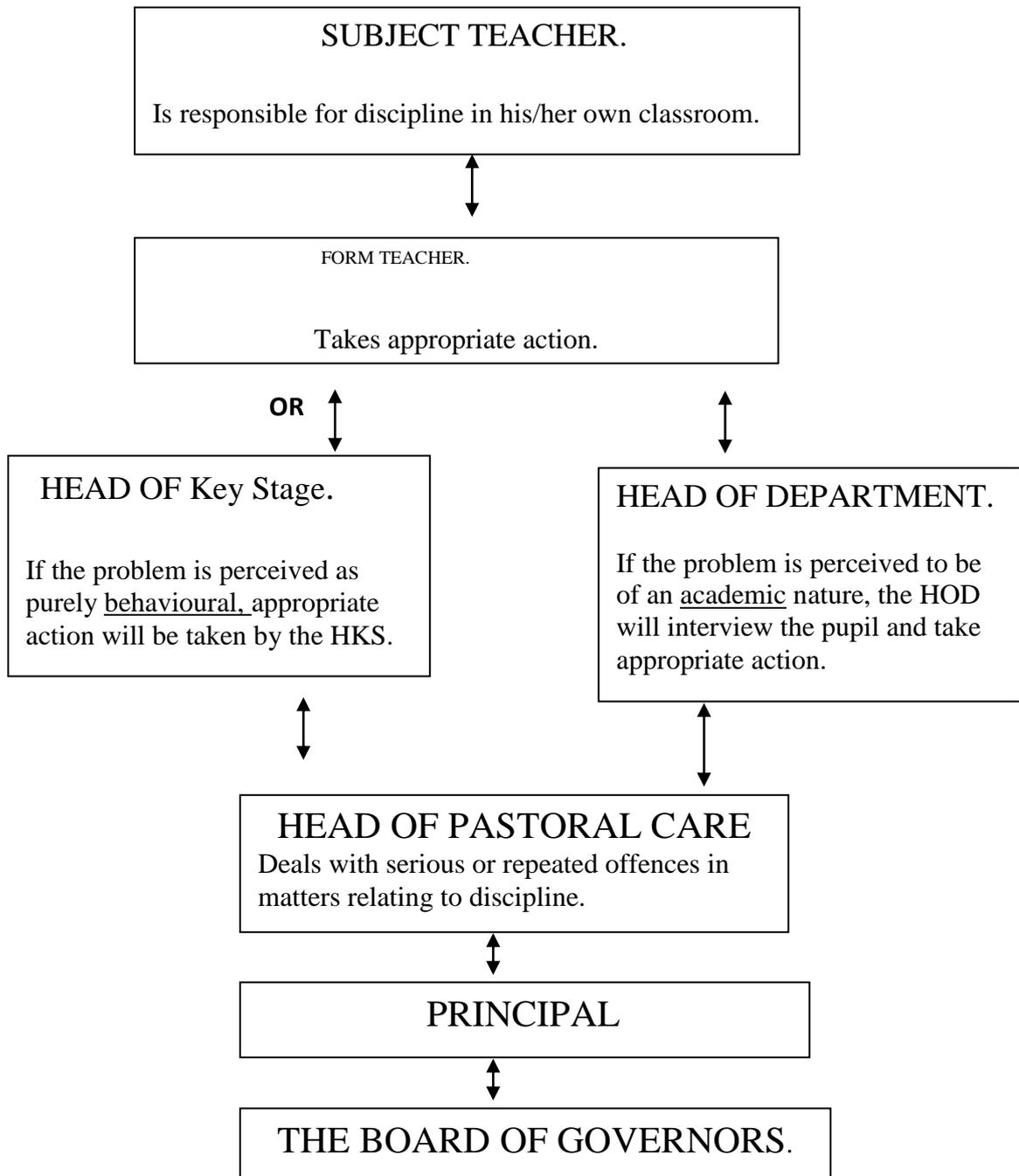
- Regular examinations of the schools general policy statement and consideration of the implications for school discipline
- Examining the School's Pastoral Care Policy
- Reviewing basic discipline practices through out the school
- Considering alternative ways of dealing with disruption
- Helping teachers to develop interpersonal skills and cope with stress
- Identifying good classroom practices and disseminating this excellence to the rest of the staff
- Identifying poor classroom practice and initiating appropriate remedial action

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### Roles and Responsibilities.

Responsibility for good behaviour rests, in the first instance, on the pupil himself/herself. Where a problem arises this is dealt with through a referral system within which parents may be involved at any stage. A record of disciplinary action will be kept by the Head of Key Stage.

#### The Referral Chain.



N.B. IN THE CASE OF SERIOUS OFFENCES THE PRINCIPAL OR ANY TEACHER MAY SHORT CIRCUIT THE SYSTEM.