

DISCIPLINE POLICY

This policy document on discipline expands the statement to be found in the school policy document:

"To develop awareness of self and others, acquire a set of moral and spiritual values and the confidence to make and hold to moral and spiritual judgements, and develop habits of self-discipline and acceptable behaviour."

In Fane Street we aim to create a positive working atmosphere where acceptable behaviour is promoted and self discipline is encouraged.

A consensus view of acceptable/unacceptable behaviour has been established. These standards will be consistently and fairly applied and will best be upheld by positive reinforcement.

It cannot be assumed that children know what our expectations of them are; they need to be guided and constantly reminded in a positive, caring way.

It is equally important that pupils' respect for staff and staff respect for pupils is established. Respect is a learned behaviour and needs to be taught and it can most effectively be taught through example.

Every member of staff has a part to play in this process. It is essential that parents, teaching and supervisory staff operate as a team, being supportive of one another and working in the best interests of the children.

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SPECIFIC AIMS

1. To promote an ethos of mutual support and respect between and among all members of the school community, thereby enhancing the quality of relationships in Fane Street Primary School.
2. To develop the values that are implicit in the introductory statement, eg honesty, spiritual awareness, sense of right and wrong, good citizenship, fair play and respect for others. We follow a “Cornerstone Value” plan of values.
3. To provide the structures that will support the development of such values in the pupils, these structures emanating from a shared commitment to a positive, caring approach to the children.
4. To establish routines which facilitate the establishment and maintenance of the structures.
5. To disseminate this policy to pupils, parents, teachers, supervisory assistants, the Board of Governors and other members of the school community.
6. To review this policy on a regular basis.

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STRUCTURES

Roles and Responsibilities

In Fane Street Primary School all members of staff have a role to play in the establishment and maintenance of the structures which uphold the policy statement. Our responsibilities include continuing high expectations of our pupils and regard for their sense of self-worth. We want our pupils to achieve.

The structures further require that we identify clearly those behaviours which support learning and which are acceptable and those behaviours which impede learning and which, in excess, are unacceptable.

Behaviours which we wish to encourage include

Listening to instructions
Trying your best
Asking for help
Sharing
Good manners
Bringing necessary things to school
Learning to be independent
Doing your work
In seat, when appropriate.

Behaviours we wish to decrease

Shouting out
Running around room
Diversionsary behaviour
Fighting
Arguing
Intimidation
Ignoring instructions

We will concentrate on promoting the desired behaviours since their adoption by the pupils will decrease the unwanted behaviour. To this end a set of rules has been drawn up based on rights in the classroom: teachers' right to teach and pupils' right to learn. These have been introduced to the pupils as "Our Fair Rules"

OUR FAIR RULES

At Fane Street we are all responsible for our behaviour. We have five rules. They are

We listen Well
We try Hard
We are Kind and Friendly
We keep Safe
We care For All

Our Listening Rule

When people speak we listen.
When we need help we put up our hand.
We talk quietly when working so that we don't disturb others.

Our Trying Rule

We work quietly so that we do not disturb others around us.
We listen to instructions carefully.
We try to finish our work.
We try to do our work neatly.
When we need help we put up our hands.

Being Kind and Friendly

We try to be considerate of other people.
We don't hold grudges.
We don't fight with people to sort out problems.
We don't talk about people or call them names.

Our Safety Rule

We listen to instructions and follow them carefully.
We are careful about others when we are using equipment.
We think and act safely.
We walk at all times in case we trip or fall.
We walk on the left so that we can pass others safely.
We walk quietly so that we do not disturb others.

Our Caring Rule

We look after ourselves.
We look after others.
We take care of our books.
We treat property well.

OUR CORNERSTONE VALUES ARE:

- Respect
- Responsibility
- Honesty & Trustfulness
- Kindness and Consideration
- Obedience
- Caring and Compassion

We explicitly teach these values through PDMU and circle-time activity.

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EXIT PROCEDURE

When a pupil's behaviour is so serious or disruptive that fundamental rights in the classroom are being infringed, the teacher may have to exit the pupil. Any exit procedure will have been preceded by a series of steps aimed at enabling the child to manage his/her behaviour.

EXITING IS NOT A SANCTION. IT IS ONLY TO BE USED AS A 'SAFETY VALVE' OR 'COOLING-OFF' PERIOD FOR TEACHER OR CHILD.

In Fane Street Primary School the steps will involve in-class provision when the pupil is removed from the body of the class but remains in the room, eg on a special chair or area or in an enclosed space provided to help children manage their behaviour.

Exiting a pupil involves peer support among the staff. This support has two forms:

1. Lateral support (from other members of staff).
2. Hierarchical support (from senior staff).

Criteria

1. The teacher can no longer exercise his/her right to teach.
2. Pupils are unable to learn.
3. A physical incident has occurred which results in 1 or 2.
4. A teacher is assaulted resulting in 1 or 2.
5. Teacher feels unable to cope and requires support.

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Procedure

The pupil is sent to a teacher in a near-by classroom. If the pupil refuses to go, the vice-principal or principal should be informed. The pupil will remain with the other teacher for a maximum of up to 10 minutes P1-2, 20 minutes P3-4, 30 minutes P5-7. For the most a five minute settle time is usually all that is required.

The usual practice of teachers referring pupils to the Vice Principal as part of the hierarchy of sanctions will continue.

Implications

If the same members of staff find themselves needing to use the exiting procedure on a regular basis, some other form of support may be necessary.

Likewise if the same pupil is meeting the school's criteria for exiting on a regular basis, some further action may be necessary.

All exits should involve the child returning to class as soon as possible. They should also involve time when the teacher and pupil discuss the incident and attempt to repair the relationship.

SANCTIONS

Sanctions should be used sparingly and with serious consideration given to problems of escalation; i.e. if the child doesn't carry out the first punishment what redress will the teacher/supervisor have? The punishment should also fit the crime. It is easy to be drawn into a scenario where the teacher/supervisor is in a 'no win' situation. Sanctions must be used in such a way as to attract parental support rather than hostility and non-co-operation.

Within the class it is expected that under normal conditions minimal sanctions are necessary. At no time can the effective use of sanctions be divorced from the school ethos, and they should therefore be used in a constructive and positive manner.

An apology should be expected to peers/supervisors/teachers/other staff as appropriate

If you have to make a threat be sure that **you** can carry it out.

Remember that we operate an entitlement curriculum. PE, Art and swimming are not privileges to be withdrawn unless you have consulted with the Vice-Principal or Principal and it is deemed to present a health and safety issue on a particular occasion. After school activities and school trips are a privilege - and it is a privilege to represent the school at any out of school activity. This is a privilege that will be withdrawn at the discretion of the school should a pupil's behaviour be poor.

Children being kept in at lunch-time will be supervised by the lunch detention teacher on duty. Teachers who wish children to work at lunch-time will supervise them themselves in their own classrooms e.g homework's, catch up on work.

REWARDS

Rewards are an integral part of our discipline policy. We reward good behaviour through positive feedback. Weekly certificates are given in assembly, and teachers are given an annual allowance for the purchase of stickers. Teachers are encouraged to set half an hour “Choosing Time” aside each week. While individual teachers may use additional rewards for their class at times, we do not encourage the use of rewards of any monetary value. However classes may use their own incentives e.g. prize box, homework vouchers.

RULES

Rules are useful only if set in a positive context in school. There is not much use in having rules that you expect pupils to break. Rather, the aim should be to generate rules which protect the rights of pupils and teachers and which are presented in such a way that pupils are encouraged and assisted to keep them.

DISCIPLINE POLICY – Sanction Order

CLASS TEACHER

1. Look
2. Word
3. Remind of expectations
4. Warning
5. Move child to another seat
6. Loss of privilege 5 minutes loss of choosing time

10 minutes loss of choosing time

15 minutes loss of choosing time
7. Behaviour log – loss of 30 minutes choosing time
8. Detention – 2 behaviour logs in a week – lunch detention.
9. 6 behaviour log – after school detention
10. Refer to Head of Key Stage if repeated misbehaviour occurs
11. Note to parent to explain daily report (interview)
12. Daily report
1 week
2 week
As required
13. Refer to Vice Principal
14. Refer to Principal
15. Suspension

SUPERVISOR

1. Look
2. Word
3. Remind of expectations
4. Warning
5. Loss of privilege
5 minutes standing out

10 minutes standing out

15 minutes standing out
6. Refer to class teacher for loss of choosing time
7. Lunch detention/Refer to Head of Key Stage for loss of break and/or lunchtime
1 day
2 days
3 days
8. Parents informed
9. Daily/Lunchtime Report
1 week
2 weeks
10. Referred to Vice Principal for action to impose sanctions from 7 & 8 above
11. Refer to Principal
12. Child to be taken home by parents at lunchtime.
13. Suspension

