

St Oliver Plunkett's P.S.



POLICY FOR PROMOTING POSITIVE BEHAVIOUR

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St. Oliver Plunkett's Primary School

Mission Statement

In our school, we aim to provide an inclusive, pastoral and safe environment in which all children can grow in self-esteem, independence and confidence. Integral to this is the recognition of the value of every child, the 'living out' of the key values of Catholic education and the promotion of mutual understanding and respect for others.

1.1

Introduction

The primary aim for our school, as outlined in our mission statement, is to provide an inclusive, pastoral and safe environment for our pupils. This policy supports the school community in aiming to allow everyone realise this aim. It is therefore important for our school to establish a positive discipline policy, where the children's self confidence and self esteem are promoted, where good behaviour is rewarded and incidents of indiscipline are dealt with appropriately. Our school expects every member of the school community to behave in a considerate and respectful way towards others. This policy will be applied fairly and in a consistent way and should be considered alongside our other key pastoral policies.

**Key policies are available to parents via the school website at
www.stoliverplunkettsballyhegan.co.uk
and any parent requiring a paper copy of any above policy should contact the
school office.**

1.2

Policy Aims:

- To create a secure and orderly school community based on Christian principles and values, which allow each pupil to fully develop his/her potential intellectually, spiritually and emotionally;
- To foster mutual respect among the whole school community -pupils, teachers and all other adults;
- To promote responsible attitudes and values for life;
- To define acceptable standards of behaviour;
- To recognise and promote good behaviour;

- To encourage consistency of response to both positive and unacceptable behaviour.

2.

School Rules: We follow the Golden Rules (*J. Moseley*). These rules are based on sound moral values and permeate every aspect of school life, providing safe **guidelines** for everyone to follow.



1. We are gentle
2. We are kind and helpful.
3. We listen.
4. We are honest.
5. We work hard.
6. We look after our property.

3.1

Classroom Practice:

Every teacher has a responsibility for discipline both inside and outside the classroom. Good discipline creates an environment where mutual respect exists and effective teaching and learning takes place. There should be an emphasis on positive discipline at all times and all staff should apply the rules in a consistent and fair manner. All teachers should be aware that good humour, positive reinforcement and strong praise diminish the need for disciplinary action. The following points should be adhered to in every classroom:

- 1) Each teacher should establish good relationships with mutual respect between teacher and pupils and pupils themselves.
- 2) Each teacher should remember that a positive approach to discipline is best.
- 3) Each teacher to draw up and display his/her own classroom rules with their class leading to pupils working in a disciplined environment where effective teaching and learning will take place.
- 4) Teachers will devise an appropriate curriculum that ensures motivation and commitment to work based on a variety of teaching approaches.
- 5) Classroom layout and environment should be stimulating and conducive to learning.
- 6) In the case of serious indiscipline the whole school disciplinary procedure should be followed. Teachers must be aware of individual differences in pupils with regard to disciplinary action e.g. pupils with Emotional and behavioural needs etc..
- 7) In all cases when dealing with children, teachers must be fair and must be seen to be fair at all times.

3.2

Rewards and incentives:

The aims of our rewards and incentives are to raise self-esteem, to reward good behaviour which reflects our school rules and to reward excellent work.

Class rewards:

We reward children for working together as a class. 'Good choice' ball system is in place in every class and is a rewards system linked to the practise of the Golden Rules. Additional class rewards are decided by the class teacher and the class themselves e.g. Golden Time, DVD etc...

Group rewards:

Many of our classes reinforce the importance of working together through awarding points/stars etc.. to tables/groups. These groups are often named by the children and reflect their interests and age. Small prizes are awarded to the table/group each week that has earned the most rewards.

4

Roles and responsibilities:

Establishing and implementing a school's discipline policy is a shared responsibility involving the Council for Catholic Maintained Schools, The Board of Governors, The Principal, The Teaching Staff, The Parents and The Southern Education and Library Board. All these, as partners, have a responsibility to create the pleasant school atmosphere necessary for children to learn and develop self- discipline and respect for those in authority.

4.1

Role of Parents:

Parents exert a major influence on the behaviour and attitudes of children. When their child is enrolled in the school, parents sign to confirm that they have read and accept the school discipline policy and that they are aware of how to access all other linked policies. Ensuring good behaviour at school is ultimately a parental responsibility and the co-operation of parents is therefore expected in relation to:

Maintaining high standards of pupil attendance.

Punctuality.

Personal appearance.

Wearing school uniform.

Caring for learning materials, their own and those of the school.

Supervision of homework.

4.2

The role Principal/ Vice- Principal

The Principal is ultimately responsible to the Board of Governors for the provision of rules and regulations relating to the discipline of pupils within the school and will be involved in disciplinary matters determined within the structure of this policy.

The Vice-Principal shares a responsibility for discipline throughout the school, along with the Principal. They will liaise closely on all reported discipline issues. They have the authority to decide if formal contact with parents is required.

4.3

The role of Class Teacher

The class teacher will play the key role in implementing the school's discipline policy. The class teacher will be mainly responsible for the care of pupils in his/her own class. Teachers will consider themselves responsible at all times for the behaviour of pupils within their vicinity. Responsibility for behaviour of all pupils in the school is one which all teachers share.

4.4

The role of Ancillary Staff

Secretaries, caretakers, classroom assistants and supervisory assistants all have a part to play in ensuring that discipline is fair and consistent throughout the school. All will be fully aware of school rules in their contact with pupils and all should expect the respect which our pupils should accord to every adult in St Oliver Plunkett's P.S. A meeting will be held in early September between Principal and all ancillary staff to establish and clarify their roles within the disciplinary process in the school. When an instance of indiscipline arises outside the classroom and a member of ancillary staff is present, it shall be his/her duty to address the matter and to determine whether a class teacher or Vice principal should be informed. It would be expected that in the majority of such instances the latter should not be necessary.

5.1

Disciplinary Procedures and Structure

It is important for pupils, staff and parents to understand the disciplinary structure within the school so that it is clear to everyone precisely what we consider to be both within and beyond the remit of the classroom teacher. The following should be

considered as that which should be dealt with under classroom discipline, i.e. within the classroom.

- talking in class
- not completing work
- irregular completion of homework
- distracting other pupils in class
- minor misbehaviour
- name calling

It should be emphasised that **serious incidents or frequent misbehaviour** (e.g. refusal to adhere to school Golden Rules, causing deliberate physical harm to another pupil or adult, using profane language etc...) will be considered as worthy of moving into the structure below -

1. Teacher will complete an incident report which will be shared with parents, signed by class teacher and filed in class pastoral file.
2. Any serious incident - **immediately** contact Vice-Principal/ Principal to assist. Consideration will be given to informing parents, sending pupil home for the remainder of the day, afterschool detention or suspension.
3. In the case of constant repetition of misbehaviour, even after detention has been given, parents will be invited to a meeting in the school to consider how to resolve same.
4. In the case of the school being unable to deal with a behavioural problem the appropriate outside agencies will be contacted and the Board of Governors kept informed and involved at each stage. If necessary, exclusion will be employed in accordance with the CCMS scheme of Suspension and Expulsion.

5.2

The Positive Side of Discipline

In any disciplinary system the emphasis must always be on the positive approach of encouragement and praise rather than the negative one of criticism and punishment. It is the school's policy to encourage effort and achievement and to positively promote good behaviour by developing a system of praise and rewards. Class teachers will draw as appropriate from the range of suggestions listed below.

1. A quiet word or an encouraging smile
2. A positive comment on pupils' work
3. Use of stickers, certificates
4. Pupil of the month/week
5. Table of the day
6. Prefect system
7. Visit to other classes, the Vice-Principal or Principal for praise.

8. Praise postcards
9. Given responsibility.

5.3

Pupil support systems

We recognise that children can behave in ways that are challenging and disruptive for many reasons and we therefore place a high value on the pastoral support systems for children who have emotional and behavioural issues. Our support systems include:

- Class teachers/supervisors can refer pupils for additional pastoral support and pupils can also refer themselves. This is facilitated through the ‘open door’ and listening ear policy of the offices the Principal and Designated Teacher for Child Protection.
- All staff are also aware of the referral threshold for external support services such as Pupil Personal Development Services, CAPS (Child and Parent Support), CAMHS (Children and Adolescent Mental Health Service) etc...These referrals are sanctioned by the Principal and initiated at teacher/SENCO request by the SEN team and or the Child Protection Team.

6.

Conclusion:

We acknowledge that discipline is desired by parents, pupils and staff who recognise that a school must be an orderly community where certain norms of behaviour have to be set down and observed. All in our school community must realise that a proper environment for learning must be provided if the educational process is to be successful. We will endeavour to promote good behaviour through our incentives, support systems and disciplinary structure. We believe that a positive approach to discipline, a strong Catholic Ethos and a family approach to Pastoral Care will provide an atmosphere and setting in which each child can fulfil their potential. It will be the school policy to review disciplinary procedures periodically and to keep parents informed of any amendments.

7.

Monitoring and Evaluation

Mrs. Brown will update this policy and related procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor the implementation of this policy through the provision of reports.

<u>ANNEX 1- Promoting positive discipline in the COVID-19 context</u> Changes to School Rules and Routines

Arrivals, Departures and Moving round the school

Arrivals and collections have been staggered to reduce the potential risk of crowds gathering at the school gates. Children will enter school through their designated entrance. Children will enter individually and will go straight to their designated class.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them.

Movement around the school will be limited. When the children leave their classroom to go outside for breaks or outdoor learning, they will consistently use the same entry/exit door. Children will follow an adult from their classroom on their designated route.

Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel as entering school, before and after eating and at regular intervals during the day.

We ask children to follow the 'Catch it, Bin it, Kill it', advice when in school. If they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines they will be unable to attend school.

Social Distancing

While the social distance requirement has been relaxed within protective bubbles, children who are old enough, will still be expected to socially distance from pupils in other bubbles and adults in school. When children enter their classroom, they will be expected to go straight to their table. Children will put their hand up if they need an adult's support, they should not get out of their seats without asking.

We understand socially distancing may be more difficult for younger children; they will be encouraged wherever possible and appropriate to keep a distance from pupils in other bubbles and adults, however, we understand this may not always be possible.

Toilets

Each group will have their own toilets to use. Children will only use the toilets one at a time. When a child has finished in the toilet, they must wash their hands and sanitize using the dispensers provided outside all toilets.

Break and Lunch times

Break will be eaten in classrooms. Children will eat at their table. Children will have a designated place to play during break times. Lunch should be brought to school in a throw away bag or in a plastic lunchbox that can be wiped down at home before being returned to school.

Children will be expected to remain socially distant from other protective bubbles and adults during break times.

Lunch/dinner may be eaten in some classrooms. Children will eat at their table or in their own space.