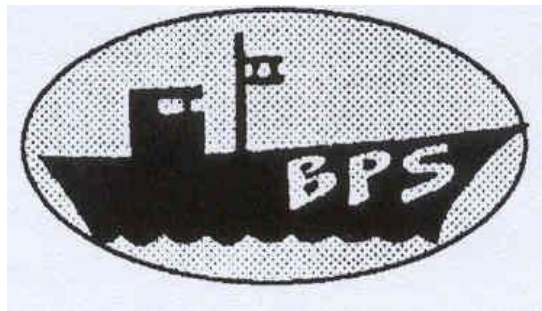


# Ballywalter Primary School



## Positive Behaviour/ Discipline Policy

# **BALLYWALTER PRIMARY SCHOOL**

## **DISCIPLINE POLICY**

*In accordance with the provisions of the Education (Northern Ireland) Order 1998 and School Improvement Programme (DENI, 1998), every school's Board of Governors must establish and keep under review policies to promote good behaviour and discipline. This process must be an integral part of each school's development plan.*

### **AIMS**

Ballywalter Primary School employs a whole school approach to the promotion of positive behaviour and discipline in order to create and maintain a safe, secure and happy environment for all children and staff and ensure effective teaching and learning. All members of the school community are aware of this policy. The emphasis of the policy focuses on the positive approach of encouragement and praise as opposed to the negative one of criticism and punishment. When criticism is necessary it will be approached constructively and will include advice on how improvement can take place. Parental support at all levels is regarded as essential in helping the staff meet the aims of the discipline policy.

The school aims:

- To create a relaxed, pleasant and orderly atmosphere in which pupils are able to give of their best both in the classroom and in extra-curricular activities.
- To establish a community wherein pupils, parents, staff and governors are valued as stakeholders.
- To encourage and stimulate children to reach their full potential.
- To encourage positive attitudes and mutual respect to meet the needs and aspirations of everyone.
- To encourage and develop self esteem and an awareness of the needs of others.
- To teach, through the curriculum, values and attitudes in addition to knowledge and skills.
- To develop self-discipline, promote responsible behaviour and a proper regard for authority.
- To encourage and sustain good behaviour through positive reinforcements such as rewards.
- To ensure that pupils understand the standards of behaviour expected in school and the sanctions that exist for inappropriate behaviour.

## Rights and Responsibilities Of Members of The Ballywalter Primary School Community

School Member	Rights	Responsibilities
Pupils	<ul style="list-style-type: none"> <li>• To be educated in a safe and stimulating learning environment</li> <li>• To be treated fairly and with respect</li> <li>• To have work and efforts valued</li> </ul>	<ul style="list-style-type: none"> <li>• To work to their full potential</li> <li>• To obey school and classroom rules</li> <li>• To take responsibility for their own actions</li> <li>• To develop self discipline and honesty</li> <li>• To obey teachers, non teaching staff, and substitute teachers</li> <li>• To refrain from engaging in behaviours which will infringe the rights of others to be safe</li> <li>• To allow a productive atmosphere to pertain in class</li> <li>• To treat others (children, staff and parents) with respect</li> <li>• To be equipped for school and engage in the learning process.</li> <li>• To complete homeworks</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• To be treated with respect and dignity</li> <li>• To have a safe, healthy and productive working environment</li> <li>• To deliver the curriculum without abuse or confrontation from pupils and parents</li> <li>• To be consulted and informed on matters associated with the school</li> <li>• To have the support of management and education board</li> </ul>	<ul style="list-style-type: none"> <li>• To create a stimulating, happy learning environment</li> <li>• To prepare well and teach the curriculum</li> <li>• To develop children's self worth</li> <li>• To be in control of the class and maintain effective discipline in line with school policy</li> <li>• To establish a rapport with the children and get to know them</li> <li>• To identify problems or concerns about pupils and act on them</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• To have their child educated to the best possible standard</li> <li>• To be kept informed of their child's academic progress</li> <li>• To work in partnership with the school</li> <li>• To have their concerns dealt with fairly and professionally</li> <li>• Receive copies of annual reports</li> <li>• Receive copies of school policies and information about the curriculum followed</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure good attendance and punctuality of their children</li> <li>• Equip their child properly for school</li> <li>• To monitor the progress of their child</li> <li>• To promote good manners and moral behaviour at home</li> <li>• To have a positive attitude towards school and staff</li> <li>• To support and co-operate with school policy</li> <li>• To attend parental consultations and information sessions</li> </ul>
Management (Principal, SMT, BOG)	<ul style="list-style-type: none"> <li>• To be informed of developments within the school</li> <li>• To be treated with dignity and respect, without prejudice</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that all policies and procedures are implemented and reviewed as appropriate</li> <li>• To promote the ethos of the school</li> <li>• To support staff and parents</li> <li>• To deal with issues fairly in accordance with legislation and SEELB guidelines</li> </ul>

## **CODE OF CONDUCT**

This code of conduct has been formulated to ensure the safety and well being of pupils and staff, and to enable the school to function efficiently as a place of learning. It covers movement, safety, treatment of others, conflict management, learning and communication. Class rules are the responsibility of the class teacher with pupil input and collaboration.

- All members of the school community should be respectful to each other.
- All children are expected to respect their teachers, auxiliary and office staff, visitors to school and fellow pupils.
- Children are expected to be punctual.
- Children are expected to respect their own property and that belonging to others, and to take care of books and equipment.
- Children are expected to display high standards of behaviour, to be polite and good mannered and to be attentive.
- Children should walk when moving around school.
- Children should wear the full school uniform
- If a child has a grievance against another child, this should be reported to a member of staff who will deal with the matter.
- Physical violence will not be accepted, nor will retaliation. Repeated or serious incidents may lead to exclusion.
- Foul or abusive language is not acceptable.
- Children are not permitted to bring sharp or dangerous items to school.

## **PLAYTIME SUPERVISION**

At morning break, supervision is conducted by teachers and classroom assistants on a rota basis. At lunchtime, supervision is conducted by supervisory assistants. A supervisor can refer to a senior teacher or the Principal if necessary. The supervisors will maintain order following the code of conduct and procedures laid out in this policy. They may remind pupils of the standard of behaviour expected and report any inappropriate behaviour to the class teacher at the end of lunch. Children who pose a safety risk or who need some time to reflect on their behaviour, may be asked to have a 'time out' period at an allotted space in the playground. Supervisors are to be accorded the same respect as any other member of staff in the school. Abuse of supervisors will not be tolerated.

## **PROCEDURES**

Children and staff are expected to follow the code of conduct as outlined above. Staff will follow a programme of positive reinforcement where high standards of behaviour and a respectful attitude combined with good manners will be praised and rewarded. Sustained effort and good academic performance will also be rewarded.

Such rewards might include:

- Oral praise to given to the child, individually or in front of the class.
- A written comment on a piece of work.
- A small token such as a sticker or badge given by the teacher
- Public recognition of success eg. in assembly
- A visit to another class or the Principal.
- Public written acknowledgement eg. a certificate.
- Prizes which reflect endeavour.
- Use of school reports to comment on a favourable year's work and progress.

As children grow and mature, they need to discover the boundaries of acceptable behaviour. If a child's behaviour hinders or disrupts the school fulfilling its aims, the following procedures will be followed:

- Children are made aware that they are responsible for their own actions and the consequences that follow.
- Cases are treated individually; teachers will use their professional judgement when dealing with a situation, taking into account the age and maturity of the child.
- Teachers will endeavour to find reasons for the unacceptable behaviour
- Complete witness statement forms when appropriate
- Impose sanction in line with staff guidelines (hierarchy appropriate to behaviour)
- Consult with the parents
- Agree a programme of ameliorative action

## **SANCTIONS**

Where a child's behaviour is considered to be inappropriate, disrespectful or threatening towards another child the following sanctions may be employed:

- Reminder of expected behaviour in line with the school's code of conduct.
- Re-direction to another activity.
- Immediate checking of misbehaviour through verbal and non verbal means.
- A minor penalty may be imposed – relevant if possible to the behaviour – eg. picking up litter for those who drop it.
- Repeated or extra work where the presentation or content is below the pupil's potential.
- Child moved to a different place in class, or supervised withdrawal from class.
- Playtime detentions.
- Loss of privileges eg. membership of clubs/teams etc.
- Parental consultations – in the event of a major breach of discipline the parent will be consulted and involved immediately
- Liaison with the SENCO
- Behaviour modification programme (with targets for improvement)
- Placing on report for persistent misbehaviour or serious incidents including threatening or deliberate aggressive behaviour towards other children, stealing, consistent poor behaviour.
- Referral to the Principal
- Suspension(after consultation with the Governing Body)
- Expulsion (after consultation with the Governing Body)

Sanctions will be imposed according to guidelines agreed by staff on a five level hierarchy.

## **RECORDING**

Staff will record unacceptable behaviour in a class incident book. Loss, theft, injury and parental concerns will also be recorded. These will be regularly be reviewed by the Principal. Persistent poor behaviour and serious incidents will be reported to the Principal. Parents will be informed by the class teacher of any unacceptable behaviour and the sanctions imposed. The Governors will be informed of any incidents which relate to the health, safety and well being of the pupils and staff of the school.

## **EVALUATION**

This policy is a living document and is reviewed constantly as we assess the effectiveness of our aims. This may result in a change of organisation, method or content as required for individual circumstance.

**Ballywalter Primary School - Staff Guidance On Examples of Inappropriate Behaviour - Hierarchy Of Seriousness.**  
**(From SEELB Positive Behaviour Strategies, Behaviour Support Team)**

The following are examples of inappropriate behaviours at different levels. These lists are not comprehensive and are subject to the professional judgement of the teaching staff.

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Not staying in seat</li> <li>• Fidgeting with the intent to distract</li> <li>• Interrupting Teacher</li> <li>• Shouting out</li> <li>• Sulking</li> <li>• Inappropriate questions</li> <li>• Hiding work</li> <li>• Over exuberance in playground without intent</li> <li>• Dropping litter</li> </ul>	<ul style="list-style-type: none"> <li>• Poor/cheeky attitude</li> <li>• Answering back</li> <li>• Teasing others</li> <li>• Rudeness to peers</li> <li>• Spitting on ground</li> <li>• Non completion of homework</li> <li>• Disruptive behaviour in class</li> <li>• Name calling</li> </ul>	<ul style="list-style-type: none"> <li>• Defiance</li> <li>• Offensive gestures to peers</li> <li>• Hitting back</li> <li>• Destroying another child's work</li> <li>• Persistent teasing</li> <li>• Lying</li> <li>• Persistent disruption of class</li> <li>• Swearing</li> <li>• Causing physical injury through rough play</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate physical attack on another pupil</li> <li>• Initiating a fight</li> <li>• Offensive gestures to staff</li> <li>• Spitting on another child</li> <li>• Vandalism</li> <li>• Stealing</li> <li>• Verbal abuse</li> <li>• Deliberate damage to property</li> <li>• Refusal to work</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting a teacher</li> <li>• Swearing at staff</li> <li>• Physical abuse of staff</li> <li>• Running out of school</li> <li>• Extortion</li> <li>• Possessing/using illegal substances</li> </ul>

The following are examples of sanctions relating to the hierarchy of inappropriate behaviours. These are not comprehensive and are subject to the professional judgement of the teaching staff.

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Teacher look</li> <li>• Teacher hand sign</li> <li>• Rule reminder</li> <li>• Teacher warning</li> <li>• Verbal admonishment</li> <li>• Moved to a different place in class</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher warning</li> <li>• Moved to a different place in class</li> <li>• Verbal admonishment</li> <li>• Minor related sanction eg completing work, cleaning up mess</li> <li>• Extra work</li> <li>• One break time detention</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal admonishment by teacher</li> <li>• Verbal admonishment by Head of Key Stage (if appropriate)</li> <li>• Related sanction</li> <li>• Extra work</li> <li>• One full day detention (break and lunch)</li> <li>• Consultation with parents</li> <li>• Supervised withdrawal from class</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal admonishment by teacher and Head of Key Stage or Principal</li> <li>• Supervised withdrawal from class</li> <li>• Parents informed</li> <li>• Agreed sanction eg extra work, letter of apology</li> <li>• Two+, full day detentions</li> <li>• Report card for deliberate unprovoked physical attack</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed</li> <li>• Immediate referral to principal</li> <li>• One week detention</li> <li>• Suspension</li> <li>• Expulsion</li> </ul>

