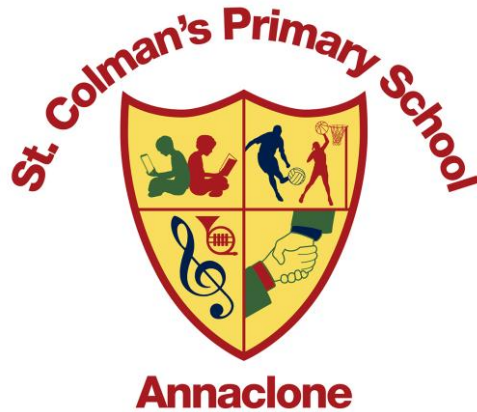


St. Colman's Primary School/ Annaclone



All Saints' Nursery Unit

Positive Behaviour Discipline

Principal: Mr. K. O'Neill
Phone Number: 028 40671363
Web: www.stcolmansandallsaints.c.uk
Email: info@stcolmans.annaclone.ni.sch.uk

Vision Statement

Vision Statement

To be an inclusive, caring School where childhood and community are valued; one, which inspires learning for life and develops the personal qualities needed to succeed in a rapidly changing World. This vision will be best realised as we undergo a continual journey of collaboration and progress through partnership, leading to excellence.

Mission Statement

We believe that each child will succeed through experiencing quality in:

- ❑ A broad and challenging curriculum
- ❑ Innovative teaching and an investigative approach to learning
- ❑ A stimulating learning environment
- ❑ An enriching programme of extra-curricular activities and visits
- ❑ A rich, varied and up-to-date range of learning resources
- ❑ An ethos of support, challenge and encouragement to succeed
- ❑ Learning partnerships between the school, home and parish community

We demonstrate our commitment to working as a learning community by:

- ❑ Striving for continuous improvement in all that we do
- ❑ Working collaboratively towards common goals

Aims for the Pupils

St. Colman's Primary School and All Saints' Nursery Unit (Annaclone), promote high achievement and learning for life by working with the staff and children to:

- ❑ Develop enquiring minds and a spirit of curiosity
- ❑ Promote well-being and the importance of a healthy work/life balance
- ❑ Encourage excellence and the development of new skills
- ❑ Ensure the children in our school are immersed in their community but are also forward facing and expansive in outlook
- ❑ Achieve their highest standards in all areas of the curriculum

- ❑ Have high self-esteem - respecting themselves, others and the environment by our positive approach to behaviour thus ensuring that each individual is motivated to do his/her best
- ❑ Utilise and provide opportunities to develop their thinking skills enabling them to work independently or collaboratively
- ❑ Be an integral part of the Parish community - one which fosters a faith commitment to Christ and prepares pupils for a fuller participation in the life of the Church
- ❑ Seek to extend themselves in mind, body and spirit
- ❑ Become highly motivated life-long learners
- ❑ Gain advanced technological skills and an awareness of Global Issues
- ❑ Be flexible and adaptable for the modern world

Our School Values:

- Happiness and enjoyment
- Effort, attitude and perseverance
- Team, school and community spirit
- Honesty, fairness and trustworthiness
- Respect and tolerance
- Politeness, kindness and caring
- High standards of behaviour
- Partnerships and collaboration
- Resilience



Ethos of the School

St Colman's Primary School and All Saints' Nursery Unit sets out to create a caring and supportive environment, where all children can develop intellectually, emotionally, physically, socially, morally and spiritually.

In addition, the delivery of the curriculum is designed to develop interest and motivation in children using enthusiastic teaching and interesting and relevant learning activities.

- Children are encouraged to achieve high standards and are given as much help as they may need in order to achieve success.
- There are many extra-curricular activities that encourage co-operation and discipline through team games. Children are further encouraged through a variety of musical/dramatic productions to develop self-discipline.
- Within this context there is a code of discipline that is consistently enforced to ensure that the education of children takes place in an orderly and caring environment.
- Through continual monitoring of individual children's achievements, class teachers provide work pitched at a level that challenges each child yet does not frustrate.
- Good relationships within the School are vital. The staff set an example by working well together with a harmony of purpose and providing an interesting and caring environment within their classrooms.
- As part of the pastoral dimension of the School, children are taught how to care for others, to respect other people's points of view and to respect property. Children are encouraged to contribute to charity and to help people who are less fortunate than themselves.

Introduction

Our starting point in all we do in **St. Colman's Primary School and All Saints' Nursery Unit** is to endeavour to promote all that is best in Catholic education. A climate which fosters effective learning, both within the class, and around the school, is at the heart of the education process. Such an ethos is best promoted through focusing on the creation and maintenance of good relationships

- among all staff, teaching and non-teaching;
- between staff and pupils;
- among pupils and their peers;
- between parents and the school; and
- between the school and its community.

"All young people, from whatever background, have a right to be valued and respected, to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential." (Pastoral Care in Schools: Promoting Positive Behaviour).

The presence of a positive school ethos encourages pupils to take pride in their achievements and recognise the importance of high standards, both in their work and in their behaviour. We, in St. Colman's Primary School and All Saints' Nursery Unit recognise the importance of a positive school ethos, and will endeavour to promote collectively an atmosphere of care and respect within the formal and informal life of the school community.

Policy Statement

It is the policy of this school to promote good behaviour rather than place emphasis on sanctions and punishments. The achievement of good standards of behaviour will involve praise and reward, sound relationships between all staff and staff (teaching and non teaching) and pupils, and simulative and effective teaching of a broad and balanced curriculum.

Discipline is the system and ethos which aims to cultivate, in pupils, an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Good discipline practices create the conditions for effective learning and help to develop, in children, responsible attitudes and values for life.

Our discipline and positive behaviour policy is not merely a list of regulations and sanctions but is also a statement of the school's values and beliefs, set out in expectations for staff (teaching and non-teaching), pupils and parents. The policy will give some idea of the expected standards of behaviour, how, as a parent, you can help your child and the sanctions involved should misbehaviour occur.

Bad behaviour is conduct which prevents effective teaching and learning/disrupts the learning process. This can either be when an individual/group of children prevent the learning process from taking place thus impacting on the progression of themselves and others.

Discipline is not merely punishment - it is a standard of behaviour expected from all pupils which will help the child to be happy at school and enable them to progress to the best of their ability. Good behaviour is necessary for effective teaching and learning to take place and an outcome of education which society expects. All pupils are expected to behave in a responsible manner, both to themselves, to others and to their environment, showing consideration, courtesy and respect for other people at all times.

The behaviour which is tolerated at home may not always be acceptable in school. We expect the same standards of behaviour from all of our pupils.

The development of self-respect, respect for staff, peers and others, are qualities which when fostered should go a long way towards the maintenance of good behaviour in our pupils.

Whatever we do together, we wish it to be achieved in an atmosphere of mutual trust and respect where Christian values are understood by all to be important.

"The Catholic School has as its specific duty the complete formation of its pupils" (The Catholic School). **It is the responsibility of ALL staff but especially the class teacher to ensure high standards of behaviour within their class.** This cannot be delegated to others.

As a staff we want each child to:

- Learn an awareness of self and sensitivity to others;
- Develop confidence in his or her own worth and ability;
- Learn to recognise and confirm other people's achievements;
- Develop courteous behaviour and consideration for others;
- Develop self-discipline and a pride in his or her work;
- Develop catholic values and the confidence to make and hold moral judgments.

Aims of Discipline

Discipline is the system of rules for good behaviour, which aims to create conditions needed for an orderly community in which:

- Effective learning can take place
- Self-discipline, self-respect and good personal relationships can develop
- There is mutual respect amongst all the members of the school community
(includes respect for
 - each other (staff and pupils)
 - teachers
 - ancillary staff
 - property
 - buildings etc
- develop a sense of self-discipline through positive acknowledgement and reinforcement of good behaviour
- to involve children actively in discussions relating to acceptable/non-acceptable behaviour which will lead to the formulation of school rules
- to ensure a safe environment for children in our care
- to administer all discipline procedures impartially, fairly, firmly and consistently
- to ensure that all our children are well aware of and understand fully the sanctions/reward systems existing within the school
- to ensure that parents are informed of disciplinary procedures and to encourage their co-operation and support in the successful implementation of our school discipline policy

A system of discipline should have, at its centre, a concern for the safety and well-being of the pupils. Discipline is not a punishment and should not be seen as one, but as being concerned with the training of children to behave in a socially acceptable fashion. It may well be that a punishment - in the form of a sanction may be part of the learning process. On the whole discipline should be seen as a positive experience.

Such aims are best achieved in a framework of a relaxed, pleasant atmosphere where enthusiasm and industry dominate and in which pupils are able to give their best, both in the classroom and in extracurricular activities and are encouraged to reach their full potential.

We at **St. Colman's Primary School and All Saints' Nursery Unit** are committed to the achievement of these qualities within each and every pupil attending our school.

Functional Operations of the Discipline/Positive Behaviour Policy

General School Procedures and Behaviour Expectations

(i) Movement of pupils throughout the school

Children will assemble in the school hall from 8.45am. Teachers will accompany their classes into assembly.

During lunch break, children are escorted to the canteen or lunchroom, by the teacher and the teacher stays with them until they are taken into dinners/lunches. The children leave class they will say the "Grace before Meal". During lunch the children may talk quietly until they have finished their meal. Children will be escorted outside by a lunch supervisor when lunch is finished.

If the weather is inclement, children will remain in the dining areas until they are permitted to move to their classroom. They will then be supervised in their classrooms by the lunch supervisors until the end of the lunch period (agreed rota).

Children will not be allowed in the classroom without adult supervision. Children who are unwell and have written permission from the parent will be supervised by a member of staff if they are required to stay inside.

(ii) Absence from School

Children returning to school after a period of absence should either bring a note signed by their parent/guardian explaining the reason for absence or their parents should have phoned the School as to the child's reason for absence. This should ensure that children who absent themselves from school without either parents or teachers' knowledge will be detected. This is also essential for the computerised roll system.

(iii) Absence during Lunch-time

Children who are leaving the School premises at lunchtime must be collected by a responsible adult after prior arrangement with the school and provide a signed permission note.

(iv) Accidents, Injuries & Sickness

An accident form must be completed for any pupil who sustains an injury in school, at the swimming pool, while playing for the school teams or during authorised school trips. Primary 5, 6 & 7 children who are unable to take part in the swimming programme, e.g. if they have forgotten their swim-wear, must, in the interest of safety, accompany their class teacher to the swimming pool and be supervised at all times.

Pupils who may need to be sent home from school will be referred to office staff, who will contact their parents. (Child & staff protection procedures to be followed at all times.)

Drugs and medicine will only be administered in school by a member of staff in accordance with the Administration of Medicine Policy. Written permission must be obtained from parents if children are to administer their own medicine. Facilities are also available for parents to come into school to administer medicine. All Staff and Parents must follow the School's policy on the Administration of Medicines

Parents and their Children

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family but conflict arises when the expectations vary between home and school. Often in a smaller community, like home, individual needs can largely be accommodated without due disturbance, but a school is a much larger community where the interests of each individual have to be subsumed in the greater good for the community.

It is quite clear that a pupil's acceptance of any system for rules for behaviour is determined by the attitudes of home and the local society e.g. there is little point in striving to train children not to throw litter if litter is regularly thrown from the family car or asking the child to resolve disputes peacefully if the child is told by the parents to go into school and hit someone to resolve a dispute. Therefore parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with their children their influence is still greater than that of the class teacher.

Parents have a duty to ensure that their child do not cause injury or damage to others or other people's property and they are therefore obliged to promote the general policy and rules of discipline as laid down by the school.

The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials and the supervision of homework.

Parents have a right to:

- a safe and stimulating environment for their child's education;
- a broad, balanced and appropriate curriculum for their child;
- be well informed about school rules and procedures;
- be well informed about their child's progress;
- be informed promptly if their child is ill, or has an accident;
- enquiries and concerns dealt with sympathetically and efficiently.

Parents have a responsibility to:

- ensure that their child attends school regularly and in good time, with homework completed;
- encourage their child to abide by school rules and procedures;
- show interest in their child's class work and home work;
- attend planned meetings with teachers;
- provide the school with all necessary background information about their child, including any concerns about the child in school, or any significant change in their child's medical needs or home circumstances.

Parents are encouraged to be actively involved in their children's homework as this is intended to reinforce what has been learned in school. By extending a child's learning from classroom to home, it forges a powerful link between home and school and between teacher and pupil. Parents should indicate their involvement in the homework by signing their child's homework in the Foundation Stage and their child's homework diaries in KS1 and 2. Teachers will expect that the work is done, including the non-written activities, e.g. reading, tables, learning of notes in science or prayers in religion and spellings.

Parents' co-operation is also sought in the whole area of safety in school. No dangerous toys such as roller skates, catapults, pen knives, skateboards or bicycles will be allowed on school premises.

Good teaching practice and positive teacher/pupil relationships are major contributors to good classroom discipline. Good discipline enables effective learning to take place and in order to achieve this goal the following strategies should be implemented:

- the encouragement of genuine involvement of all pupils in classroom activity by recognizing their different talents and abilities and matching tasks to those abilities so that pupils regularly experience success
- the recognition and encouragement of children's individuality and the importance of self esteem
- attempting to make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children's contributions
- the use of positive rather than negative language to communicate expectations and feedback to pupils
- giving regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed
- exclusion from curriculum activities such as PE, Art etc is not permitted or part of our Discipline Policy unless on the grounds of health and safety and child welfare

Guidelines for Good Behaviour

1. I respect myself by being truthful and honest, and working hard in school.
2. I respect others by showing love to others, sharing, being kind and helpful.
3. I respect property by being careful with my school books, other children's belongings and school equipment.
4. I co-operate with the teacher, other adults and my peers in shared activities.
5. I respond positively to opportunities to act independently of the teacher and to show initiative.
6. I walk quietly around the school at all times.
7. I walk up and down steps carefully.

Reward Strategies for Good Behaviour or Work – Improving Poor Behaviour or Work

- Words of encouragement and smiles from the teacher.
- Stars or smiley faces.
- Certificates.
- Special jobs or privileges.
- Sent to another teacher for praise.
- Sent to the Principal for praise.
- Parent and teacher can reward an improvement, on an agreed basis between them, in real terms. Often the child can identify what he/she sees as a reward.

Sanctions, too, are an integral part of the behaviour policy. They help to uphold the rules and procedures; they provide pupils with the security of clearly defined boundaries; and in so doing, encourage appropriate and acceptable behaviour.

Sanctions may include: break time detention, extra meaningful work, withdrawal from school outings, etc.

We believe that parents have a vital role to play in promoting good behaviour in school. Our relationship and partnership with parents is of the utmost importance. When a teacher is concerned about a child's behaviour or academic progress, parents will be informed. Parents will be requested by letter to come to the school where they will be informed of the nature and/or seriousness of the problem/offence by the Principal and/or class teacher. In some cases and in matters of urgency, contact may be made by phone. Every effort will be made to find a solution to the problem. Parents and teachers will agree strategies to improve behaviour.

It is the duty of each teacher will monitor misbehaviour in the classroom or as reported by dinner supervisors. This behaviour may range from offences such as disruption in class, persistent disobedience, damage to property, homework not being completed, to even more serious behavioural offences such as bullying*, fighting, stealing or vandalism.

Before further procedures are invoked, e.g. suspension/expulsion, parent/teacher/Principal may agree on "time out" for the pupil where s/he is sent to another classroom for a day.

- See separate Anti-Bullying Policy.

Strategies for Dealing with Misbehaviour

Firstly by the teacher

1. Look of disapproval followed by verbal caution.
2. Child moved to another seat.
3. Time out within classroom.
4. Time out in another classroom.
5. Teacher informs parent by letter and report card to be signed (Key Stage 2).
6. Interview with parent (or parent and child at the discretion of the teacher).
7. Inform Vice-Principal, meeting with parent arranged.
8. Inform Principal, meeting with parent. (Parent and child **and school** may be asked to sign a behaviour contract.)

Child protection procedures are to be followed at all times.

In the case of children with ADHD, Asperger's Syndrome or any other named condition, Special Needs Stages will be implemented immediately. Such children will be given support from external agencies, e.g. Outreach, to assist pupils with learning difficulties, or those children who need more structured behaviour management.

Procedures for Dealing with Offences

A pupil will, after continual disregard for class or school rules, be placed "on report". This means that the class teacher will record at the end of each day, whether the pupil's behaviour has been either (a) satisfactory or (b) unsatisfactory. A report card will be sent home with the pupil each day. Both teacher and parent will sign the report card. Parents whose children are repeatedly placed "on report" will be invited to the school to discuss this continued misbehaviour.

The teacher will record all breaches of class and school rules carried out by a particular pupil. It is hoped that the majority of incidents of misbehaviour may be dealt with by the class teacher/designated teacher for child protection. Where a teacher feels that the level of indiscipline cannot be overcome by the class teacher/parent, pupils may then be referred to the Vice Principal and finally to the Principal when no solution can be found.

Serious Behavioural Offences

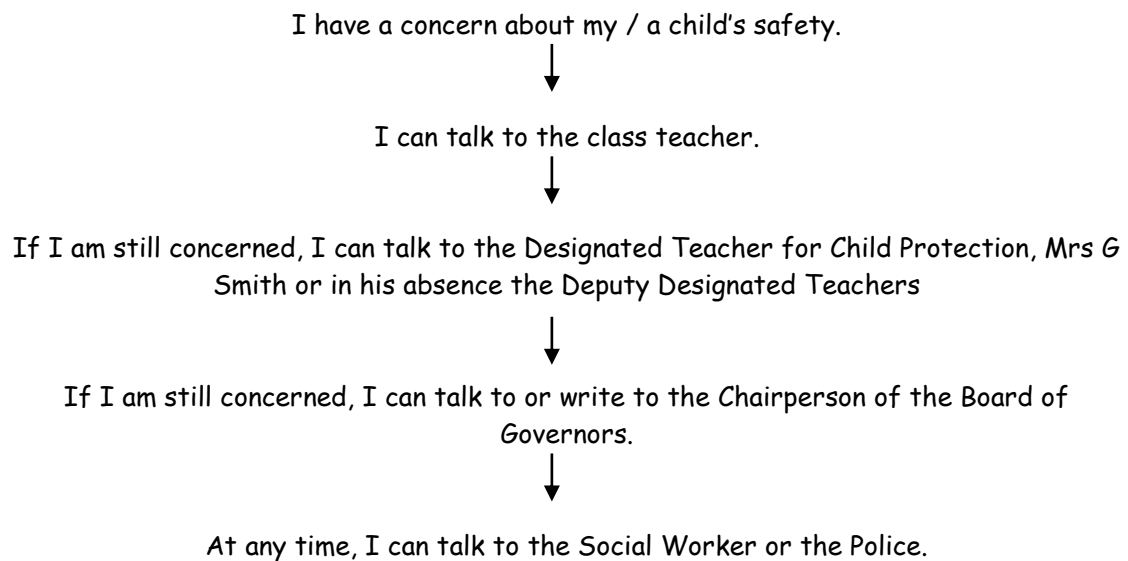
Parents will be requested to come to the school where they will be informed of the nature and seriousness of the offence, as suspension may be necessary. They may be asked to remove the pupil during lunch break, if this is in the interests of the safety of the other pupils. Parents and pupils will be asked to sign a contact agreeing the child's future behaviour. The decision to suspend a pupil will be taken only in the following circumstances:

- When to allow the pupil to remain at school would pose a serious threat to the health and safety of the pupils or staff in the school;
- After a range of alternative strategies to modify the pupil's behaviour and encourage more positive attitudes have been tried and have repeatedly failed;
- In response to a serious breach or breaches of the school's discipline policy.

Should suspension or expulsion be necessary, the procedure laid down by the Council for Catholic Maintained Schools will be adhered to.

Child Protection

In the case of complaint against a member of staff concerning child protection, the following procedures must be followed.



General School Rules

1. The door of the school is open at 8.30am. Children should be in school 8.45am (breakfast club begins at 8.15am)
2. Children should enter the school by the pedestrian gate and walk up the hill towards the playground.
3. Children should use the nearest corridor entry to their classroom door
4. Full school uniform and suitable footwear should be worn at all times
5. Glasses or jewelry should not be worn during PE
6. Children should walk inside the school building
7. Children play in the playground or football field when permitted
8. Children will be allowed to stay inside school during playtimes only if they have a note
9. Children should always behave in an acceptable manner and always show respect towards each other and the staff of the school
10. Glass bottles are not permitted inside school
11. Children should walk to lunch/dinners
12. The school bell signals the end of the teaching period; children should not be out for break/down to lunch before the end of the teaching period
13. Children should always behave in an acceptable manner

Our School Rules

(to be displayed in class in child friendly terms)

These are based on 1) Thinking nice things; 2) Saying nice things; 3) Doing nice things... and

“Being Proud of our School”

Therefore.....

Playground Rules

Play Safely

Respect Adults

Stop For The Bell

Walk To Your Line

Ask Permission before You Leave The Playground

Corridor Rules

Always Walk In The Corridor

Stay In Your Line

Open The Doors For Adults

Cloakroom/Toilet Rules

Be Quiet

Hang Up Your Coat

Flush The Toilet

Wash Your Hands

Turn Off The Taps

Keep The Toilet Clean

Dinner/Lunch Hall Rules

Speak Quietly

Say Please And Thank You

Use Your Knife And Fork

Put Your Rubbish In The Bin

Stay Seated Until Your Class Is Called

Leave The Hall Quietly

Walking To The Gate Rules

Walk Safely

Stay On The Path

Stay In Your Line Until You Reach The Front Gate

Positive Behaviour (Discipline) Policy

September 2018

In Saint Colman's We Say

Good Morning
Good Afternoon
Excuse Me
I'm Sorry
May I?
Please
Thank You
You Can Play
Pardon?

Appendix 1

REWARDS

Teachers may use a variety of the following rewards:

1. Verbal praise by staff (including non-teaching staff)
 - * by class teacher
 - * by other teachers
 - * by principal
 - * at assembly
2. Prizes (rubbers/pencils) given periodically - to reward good behaviour in class/playground/dining hall etc.
3. Public praise at school events (*particularly where parents and pupils are gathered together*)
 - * School Masses
 - * Concerts
 - * Prayer Service etc
4. Informal interaction with parents to acknowledge good behaviour (*particularly for younger children*)
5. Smiling faces/biscuits/sweets/badges
6. Send to other colleagues for commendation
7. Send to Principal/VP/other teacher for commendation.
8. Comment on behaviour in written form (report form) where appropriate
9. Pupil is rewarded with extra responsibility
10. Stand child out and ask other children to give a clap
11. Chat on Fridays with whole class about who has been especially kind, helpful or has worked well
12. Classroom charts for good behaviour

Appendix 2

SANCTIONS

Teachers may use a variety of the following sanctions.

Child should be made aware of unacceptable behaviour - sanctions should be administered immediately where possible to alleviate possible anxiety.

All sanctions should be administered fairly.

Whole class or group should never be punished for actions of one child.

1. Verbal rebuke from class teacher/ancillary staff.
2. Verbal rebuke from other teacher or Principal.
3. Withdrawal of 'Privileges' in classroom
 - * leader in line
 - * giving out pencils/books/milk
 - * Movement of Golden time balloon

(When behaviour improves the child will be allowed to participate in these activities again).

4. Segregation of child within classroom for short periods of time.
5. Extra homework - to be signed by parents.
6. Younger children (Minor offence)-informal meeting with parent at home-time.
7. **Serious breaches of behaviour** - teacher to consult with Principal
 - * Record incidents and date
 - * Arrange meeting with parents (letter to be sent from school)
 - * Meeting to include teacher/parent/possibly Vice Principal or Principal as well
8. Withdrawal from play at break-time.
9. Remove from play in yard for short spell only.

Ultimately for the most serious breaches

10. Suspension
11. Expulsion
12. **Staff should never place a child outside the classroom unsupervised**

Appendix 3

PROCEDURES

In the classroom

Mildly disruptive behaviour such as

- * slowness to settle for lesson
 - * talking out of turn
 - * distracting other pupils
 - * being inattentive
- will be dealt with by the class teacher.*

Moderately disruptive behaviour such as

- * persistent pattern of talking while others are working
 - * talking back to the teacher
 - * distracting other pupils
 - * regular failure to keep up with work demands
- will generally be dealt with by the class teacher or at the teacher's discretion by the Principal.*

Seriously discipline behaviour such as

- * aggression
 - * violence
 - * defiance and apparent total disrespect for others
- will always be referred to the Principal.*

Outside the classroom

Incidences of indiscipline outside the classroom will be dealt with by the teacher on duty.

All teachers share responsibility for the implementation of good discipline at all times.

Principal and/or class teacher may keep a written record of incidents of indiscipline.

Positive Behaviour (Discipline) Policy
September 2018

