

Termoncanice P.S.

POSITIVE DISCIPLINE POLICY



Date ratified by Board of Governors: _____

Signed: _____

Next Policy Review Date: _____

Learning Together – Caring Together

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1.The School Context

The teachers in Termoncanice use a variety of positive discipline strategies. Individually and collectively the staff strive to provide a caring and secure learning environment for all the pupils. This policy will be part of the school *Pastoral Care Policy*.

Pupils in Termoncanice would fall into the three behaviour categories set out in the *Promoting Positive Discipline* booklet produced by the DENI.

- 1. The majority of pupils who, in the main, behave responsibly and conform to the rules and values of the school (such behaviour should be routinely recognised and praised);*
- 2. Some pupils who are occasionally disruptive, but respond positively to the planned responses of the teachers;*
- 3 A small number of pupils who have needs which require a range of interventions at Stage 3 of the Special Educational Needs Code of Practice, including perhaps:*
 - additional resources within school;*
 - support from external agencies to assist pupils with learning difficulties or who need more structured behaviour management; or*
 - a short-term placement in an external pupil referral unit or an in-school withdrawal/learning support unit**(Promoting Positive Discipline DENI 2001)*

2. Intended Outcomes

- ❖ To set down clear guidelines of expected behaviour.
- ❖ Pupils will be aware of potential rewards and sanctions.
- ❖ To train other members of the school community in behaviour management viz. lunchtime supervisors and classroom assistants.
- ❖ To improve classroom teaching by creating positive learning environments and minimizing disruptive behaviours.
- ❖ To raise the self esteem of the pupils.
- ❖ To reduce stress among teachers.
- ❖ To foster mutual respect between teachers, pupils and parents.
- ❖ To promote the conventions of courtesy, politeness and good manners.

3. Curriculum

Promoting Positive Discipline highlights the factors below as essential prerequisites for good discipline and effective teaching.

- ✓ Creating well managed and stimulating learning environments.
- ✓ Providing work at an appropriate level for each pupil
- ✓ Marking work in a positive and constructive manner
- ✓ Using a variety of teaching strategies
- ✓ Setting and marking homework
- ✓ Setting clear and challenging targets for pupils

The staff of Termoncanice will continue to deliver the Northern Ireland Curriculum in a professional manner.

4. Extra Curricular Activities

Termoncanice provides a wide variety of extra curricular activities for pupils. The vast majorities of activities are free of charge and *help raise the self esteem of all involved.*

- ✓ Sport – Gaelic, Soccer, Basketball, Netball and swimming are some of the many sports provided. Internal competitions are organised within the school in all of these sports. Participation is open to all abilities.
- ✓ Music – School Choir
- ✓ Drama – Drama and choral speaking are open to all pupils in P.6 and P.7
- ✓ Curriculum –A variety of curriculum-related clubs are open to pupils in P.7. after school in the final term.
- ✓ Other activities/events provided by Termoncanice are:
 - Christmas Pageant Involving all Key Stage 1
 - Christmas Pageant / Easter Passion
 - Musical and drama productions
 - Monthly Newsletter
 - Poetry Festival
 - Mini Soccer World Cup
 - School Magazine
- Termoncanice has two modern state of the Art playgrounds. Children are taught the value of play, the importance of taking turns and taught to be resilient in their play.

5. Behaviour, Discipline and Sanctions

Pupils will be shown and taught behaviours that are conducive to effective classroom learning. To make school life harmonious for the entire school community, pupils, staff, Parents and Governors will be aware of their rights and responsibilities.

Rewards

Rewards are an intrinsic motivation for behaviours and actions which make pupils socially and morally more responsible.

Rewards can be

- ✓ A word of praise or a gesture of positive affirmation
- ✓ A note celebrating good work/ behaviour to the parent / guardian
- ✓ A tangible reward e.g. sweets
- ✓ Stickers, badges, certificates, computer vouchers, homework passes
- ✓ Children trying their best can be congratulated at assembly
- ✓ Term Times, School Magazine, will publish the *Best work of individual pupils*
- ✓ Positions of responsibility within the classroom and school
- ✓ School treats e.g. video, extra computer time
- ✓ Prefect, class leader
- ✓ **Star Pupils** Butterflies (P.1. and P2) Rockets (P.3. and P4) and Name In Lights (P.5 to P.7.)

Sanctions are a quintessential part of a positive discipline policy. Pupils must be aware that unacceptable actions have stepped consequences. This is needed to foster good behaviour and define behavioural boundaries. Sanctions will be

- ✓ Used in situations where they are deemed necessary.
- ✓ Placed on the misdemeanour and not the individual.
- ✓ Commensurate with the act.
- ✓ Understood by pupils and parents.

Examples of sanctions

- ✓ A calm word of correction, pointing out the error of the act.
- ✓ A period in detention
- ✓ A note to parent(s)/ guardian(s) if a child has been in detention 3 times or has behaved in a way that is unacceptable to his /her peers, teacher or supervisor.
- ✓ Withdrawal of privileges
- ✓ Withdrawal from extra curricular activities
- ✓ Reporting to a senior member of staff

- ✓ Removal from the classroom to another classroom
- ✓ In severe cases suspension or even expulsion after suspension

6. Rights and Responsibilities of Parents, Teachers and Pupils

As set out in Promoting Positive Discipline DENI

Pupils have a right to:

- ✓ be valued as members of the school community;
- ✓ get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;
- ✓ make mistakes, and learn from them;
- ✓ be treated fairly, consistently and with respect;
- ✓ be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- ✓ be taught in a pleasant, well-managed and safe environment;
- ✓ work and play within clearly defined and fairly administered codes of conduct;
- ✓ experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- ✓ develop and extend their interests, talents and abilities.

Pupils have a responsibility to:

- ✓ come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- ✓ respect the views, rights and property of others, and behave safely in and out of class;
- ✓ co-operate in class with the teacher and with their peers;
- ✓ work as hard as they can in class;
- ✓ conform to the conventions of good behaviour and abide by school rules;
- ✓ seek help if they do not understand or are in difficulties;
- ✓ accept ownership for their own behaviour and learning, and to develop the skill of working independently.

Teachers have a right to:

- ✓ work in an environment where common courtesies and social conventions are respected;
- ✓ express their views and to contribute to policies which they are required to reflect in their work;
- ✓ a suitable career structure and opportunities for professional development;
- ✓ support and advice from senior colleagues and external bodies;
- ✓ adequate and appropriate accommodation and resources.

Teachers have a responsibility to:

- ✓ behave in a professional manner at all times;
- ✓ ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- ✓ show interest and enthusiasm in the work in hand and in their pupils' learning;
- ✓ listen to the pupils, value their contributions and respect their views;
- ✓ be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- ✓ identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- ✓ share with the parents any concerns they have about their child's progress or development;
- ✓ expect high standards and acknowledge effort and achievement;
- ✓ pursue opportunities for personal and professional development.

Parents have a right to:

- ✓ a safe, well-managed and stimulating environment for their child's education;
- ✓ reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- ✓ be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- ✓ be well informed about their child's progress and prospects;
- ✓ be well informed about school rules and procedures;
- ✓ a broad, balanced and appropriate curriculum for their child;
- ✓ be involved in key decisions about their child's education;
- ✓ a suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- ✓ ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- ✓ be aware of school rules and procedures, and encourage their child to abide by them;
- ✓ show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;
- ✓ act as positive role models for their child in their relationship with the school;
- ✓ attend planned meetings with teachers and support school functions;
- ✓ provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

Standardised Reward and Sanction Strategy

In liaison with the coordinator, year groups will meet to review reward strategies. Good practice can be shared and existing methods reviewed. Each classroom will have a reward system which is aimed at each individual and motivates each individual to work harder and behave well. A collective reward strategy can work alongside this as the children go through the school.

INDIVIDUAL REWARD STRATEGY example

SMART CARDS (Appendix 1)

Ideal for Key Stage 2. Pupils receive a *smart card* for good practice in the classroom. When there is no direct teaching taking place pupils go to the box, take a smart card and write their name on it. The completed cards are then placed into another box. At the end of each month a *Smart Card Raffle* is organized. Prizes can be given for the first boy's name and first girl's name out of the box. Every child in the box has a chance of winning. Less demoralising than star charts. The Pupil of the Week system used in Key Stage 1 is an existing and successful Individual Reward Strategy

COLLECTIVE REWARD STRATEGY example

SQUARES (See Appendix 2)

A sheet with squares on it is displayed in the classroom. If another teacher or adult within the school community praises the class for their conduct then the name of that adult is written into one of the squares. When all the squares are filled with the names of different adults, then the class receives a reward. The first sheet could have 8 squares, the next 10 and so on. Prizes could be a night off homework, 10 minutes extra P.E., computer time, a video, play time, etc.,. Rewards should not cost any money and be of benefit to both pupil and teacher. In Key Stage 1 some teachers have adopted a similar strategy which involves putting marbles into a jar. The class earns a reward when the level of marbles equals the target mark on the side.

Stepped Consequences Yellow Cards Key Stage 2

The Six Golden Rules are on display around the school

STEP 1 Pupils who behave in a manner which contradicts the rules will issued with a strike. Pupils will be given a reason for the strike when the teacher is free from direct teaching. This will;

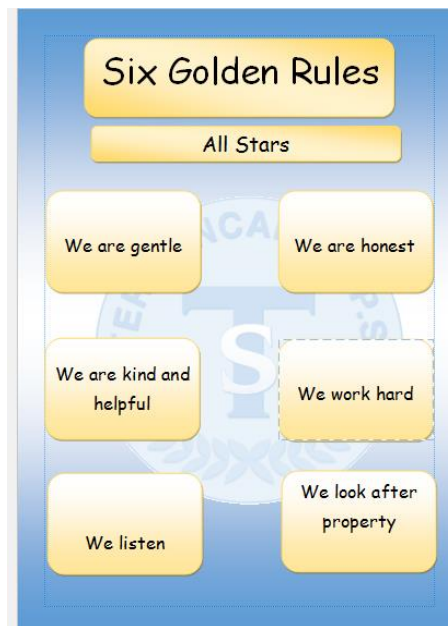
- Minimize the amount of disruption within the classroom
- Decrease the desire of pupils to seek negative attention

STEP 2 Any pupil who receives three strikes in one day will be given a Time Out and sent to the Time Out Room. A totally unacceptable display of behaviour can result in a visit to the Time Out room.

STEP 3 If a child has three recorded detentions their parent(s)/ Guardian(s) will be sent for to discuss the child's behaviour.

Advantages of this system

- ❑ Pupils have ownership of this process because they formulated the classroom charter.
- ❑ A clearly defined list of consequences will be set in place
- ❑ Teachers will spend less time dealing with low level disruptive behaviours



Six Golden Rules

Thinking Chair



P.1. and P.2.

If **Thinking Chair**
doesn't work a
Concern Note is sent

Meeting with head
of Foundation
Stage

Behaviour doesn't improve
within one Term meet with
Principal

Six Golden Rules

Strike One

Strike Two

Strike Three
Time Out



P.3. to P.7.

Straight to Time
Out for
deliberately hurting

Three Time Out's in One
Term meet with Principal