

# Londonderry Primary School



## A Policy on Positive Behaviour and Discipline

**Article 29:** Every child has the right to an education which will develop their personality, talents and abilities to the full.

**Article 2:** No child should be treated unfairly on any basis

United Nations Convention on the Rights of the Child

Approved by Board of Governors – September 2017

To be reviewed – September 2018

# **Londonderry Primary School**

## **A Policy for Positive Behaviour and Discipline**

### **Policy Statement**

*It is acknowledged that the vast majority of pupils conform to the ethos and values of the school and that indiscipline and behavioural problems are rare and come from a small minority. This policy is intended to support this majority and to encourage the minority. This will emphasise the standards of excellence which will be expected and fostered.*

*Good school discipline is about relationships between teachers and pupils in which effective learning can take place. It also includes relationships among pupils, parents, teaching and non-teaching staff. Pupils will be made aware of the need for an ordered society with rules and regulations. In particular, good manners and respect for self and others, their views and property will be of prime importance. Parents should be aware of all school rules and their support and understanding will be sought, thus underlining the mutual responsibility for the pupils' education and the trust that needs to exist for children to maximise their potential.*

*The emphasis on praise and reward will be an essential part of the school philosophy. Nevertheless, sanctions are available for unacceptable behaviour and will be implemented as required. It is hoped that the pupils will see good discipline as an understanding of, and commitment to, what is appropriate behaviour at all times; that it should be internalised through rules and regulations which are recognised as being reasonable and understandable.*

### **Introduction**

1. Positive behaviour in Londonderry Primary School is regarded by all staff and by the Board of Governors as central to the effective running of the school.
2. A priority is placed on individual responsibility in creating healthy relationships among all involved in the life of the school. All staff have the responsibility to ensure good behaviour from all pupils at all times during the school day.
3. A caring environment will be maintained where each member of the school community will have a very real sense of belonging and will feel valued.
4. The curriculum is designed to meet the needs of every child in the school.
5. A stimulating and motivating environment will be developed in which each child will be encouraged to maximise his/her potential.

## **Aims**

1. Promote pupils' self-esteem to enable them to become valuable contributors in society.
2. Develop good relationships amongst all pupils and adults within the school community.
3. Promote positive reinforcement rather than negative criticism.
4. Develop an environment based on fairness, honesty and trust.
5. Distribute the School's Positive Behaviour and Discipline Policy to parents every two years and enlist their support for its principles.
6. Develop within pupils a recognition of their own emotions and those of others, and help them develop strategies to regulate these emotions – thus having a positive impact on how they deal with day to day issues

### **In order to fulfil these aims the pupils will be encouraged to:-**

- develop a respect for themselves eg: take pride in their appearance and their work
- develop a respect for their peers eg: treat as equals and develop an inclusive attitude
- develop a respect for all teaching staff, non-teaching staff and visitors to the school eg: treat with courtesy
- develop a respect for the views of others eg: value the opinion of others
- develop a respect for their own and other people's property  
eg: return any borrowed articles and replace anything lost or broken
- be able to work within agreed classroom and school rules eg: do not distract others
- be able to work independently and co-operate with others sharing space and resources  
eg: practical activities
- be aware of the needs of others eg: offer assistance when the opportunity arises
- develop good manners eg: using please and thank you when/where appropriate
- develop the skills necessary to deal with conflict eg: resolve problems through consultation
- develop an understanding of each of us being part of a wider community  
eg: participating in out of school activities

### **The fulfilment of these aims will ensure the following:**

#### **For pupils:**

- enjoy a happy, secure and settled environment
- develop confidence and self esteem
- have more time for, and be receptive to, learning

#### **For staff**

- teach in a secure and settled environment
- achieve goals and use stimulating and challenging approaches
- find satisfaction in their work

#### **For parents:**

- good communication between home and school
- knowledge that their children will be safe and secure in school

## **Positive Behaviour and School Discipline Procedures**

The following procedures will be used to ensure that all the members of the school community deal with issues in a manner which promotes the growth and development of the pupils at the school and helps to prepare them for the opportunities, responsibilities and experiences of adult life. Early identification of pupils with problems is a key element.

### **Rewarding good/appropriate work and behaviour**

1. Recognise and highlight good behaviour/work as it occurs
2. Praise children for behaving well
3. Encourage children to be responsible for their own behaviour and standard of work produced
4. Inform parents about their children's good behaviour and work through reports, interviews and comments on pupils' workbooks
5. Reward individual children and groups of children for behaving and working well

### **Rewards may include the following examples:**

- Badges and stickers
- Certificates
- Sharing good work with other children and teachers
- Displaying work in the Principal's Gallery
- Team/Group points awarded
- End of week/ month/ term/year award
- Exemption from homework
- Special responsibilities e.g. Primary 7 to assist with younger children as required.
- Extra play time
- Golden time
- Praise from the Principal and all members of staff.
- Treats eg: select from a special prize box

## **Strategies for Dealing with Inappropriate Behaviour or Work**

The following strategies will be used to deal with inappropriate behaviour/work in all areas of the school campus. This includes the classroom, the dining areas, and all play areas. Teachers who teach afternoon classes should follow this plan and ensure that the class discipline book is updated with any incidents that may occur during their lessons also.

### **Stage 1 – Foundation**

**Mildly disruptive - slowness to settle, talking out of turn, distracting other pupils, being inattentive, incomplete work, failure to produce homework, refusing to follow instructions and inappropriate play during break and lunch times.**

**The class teacher will plan to address and reduce inappropriate behaviour as far as possible by:**

**(use ‘Traffic Lights’ system )**

1. Look of disapproval
2. Verbal reprimand and reminder of appropriate behaviour.
3. Move to amber
4. Move to red
5. Move within classroom
6. Move to year group partner’s classroom for ten minutes time-out

**Once the child has reached No6 this is recognised as 1<sup>st</sup> recorded incident in discipline book. Once child has reached No6 again this is recognised as 2<sup>nd</sup> recorded incident in class discipline book. If the child is in the class discipline book twice within a 3 month period then the parent will be informed. The child will be warned that a third time will incur a ‘Missed Playtime’. If the child reaches No6 again they will stay inside with the Key Stage Leader for a ‘Missed Playtime’. Parents will be informed in writing by the class teacher.**

**If this occurs again this will warrant 1 Breaktime Detention.**

### **Stage 1 – Key Stage 1**

**Mildly disruptive - slowness to settle, talking out of turn, distracting other pupils, being inattentive, incomplete work, failure to produce homework, refusing to follow instructions and inappropriate play during break and lunch times.**

**The class teacher will plan to address and reduce inappropriate behaviour as far as possible by:**

**(use ‘Traffic Lights’ system )**

7. Look of disapproval
8. Verbal reprimand and reminder of appropriate behaviour.
9. Move to amber
10. Move to red
11. Move within classroom

12. Move to year group partner's classroom for ten minutes time-out

**Once child has reached No 6 this is recognized as 1st recorded incident in class discipline book**

**Once child has reached No 6 again this is recognized as 2<sup>nd</sup> recorded incident in class discipline book**

**Once child has reached No 6 again this is recognized as 3<sup>rd</sup> recorded incident in class discipline**

**After 3<sup>rd</sup> recorded incident inform Key Stage leader who makes decision that this warrants 1 Breaktime detention.**

### **Stage 1 – Key Stage 2**

**Mildly disruptive - slowness to settle, talking out of turn, distracting other pupils, being inattentive, incomplete work, failure to produce homework, refusing to follow instructions and inappropriate play during break and lunch times.**

**The class teacher will plan to address and reduce inappropriate behaviour as far as possible by:**

1. Look of disapproval
2. Verbal reprimand and reminder of appropriate behaviour.
3. Move within classroom
4. (a) Time out in other class for ten minutes
4. (b) If behaviour continues upon return, time out in Key Stage leader's room
5. Unfinished work/homework to be completed as determined by the class teacher e.g. during break or lunch time.

*\* 3 incidents of homework not being completed / not having correct equipment for class i.e. PE kit or recorder etc will incur a breaktime detention, verified by the key stage leader.*

After three breaktime detentions within a consecutive three month period, irrespective of holidays (excluding summer holidays), a referral to the vice-principal is made by Key Stage Leader. The class teacher invites the parents of the offending pupil to come to the school to discuss the situation with him/herself and Key Stage Leader. **Failure by a parent to make/attend an appointment will be followed up by the principal.**

**NB A written record of the pupil's behaviour/work must be kept in the class discipline book, and progress reviewed regularly. This record will be sent to the Key Stage Leader at the end of the school year for safe keeping ( as per SEELB guidelines ).  
This record will be available to the pupils' parents on request.**

## **Stage 2 - Foundation**

Moderately disruptive – talking back to teaching/non-teaching staff, inappropriate language, intentional harm to another child, behaviour which undermines the ethos of the school, e.g. bullying, theft, damaging property etc.

1. The child should walk with a supervisor and have ‘time out’ for the rest of the playtime outside. The incident should be reported to the class teacher who will record it in the Class behaviour Book and remind the child of appropriate behaviour in the playground.
2. If the child is in the Class Behaviour Book twice within a 3 month period then the parent will be informed. The child will be warned that a repeat offence should incur a ‘Missed Playtime’.
3. If the child repeats the behaviour they will stay inside with the Key Stage Leader for a ‘Missed Playtime’. Parents will be informed in writing by the class teacher.

**The stages which follow will continue from Stage 2 step 3 of the Londonderry Primary School policy on positive behaviour and discipline.**

### **Stage 2 – Key Stages 1 and 2**

**Moderately disruptive - persistent pattern of talking back to teaching/non-teaching staff, distracting other pupils, inappropriate language and regular failure to keep up with work or homework. Behaviour which undermines the ethos of the school e.g. unsafe play, petty theft, bullying and damaging or defacing property.**

1. Continued classroom disruption will incur ‘Time Out’ in another class.
2. If a pupil continues to misbehave the class teacher will report to the Key Stage Leader who will talk to the pupil concerned and monitor the situation. (The level of monitoring will depend on the nature of the incident / behaviour and will be agreed by the class teacher and the key stage leader).
3. A repeat offence will incur a breaktime detention to be determined by Key Stage Leader and recorded in a ‘Detention Book’ Parents of the pupil concerned will be informed in writing by the class teacher regarding his/her inappropriate behaviour/work. They will also be notified in writing, that their child has been placed in detention.
4. After three breaktime detentions within a consecutive three month period, irrespective of holidays (excluding summer holidays), a referral to the vice-principal is made by Key Stage Leader. The class teacher invites the parents of the offending pupil to come to the school to discuss the situation with him/herself and Key Stage Leader. **Failure by a parent to make/attend an appointment will be followed up by the principal. This does not span 2 academic years.**
5. The Vice Principal will monitor the pupil’s behaviour/work. After another incident the Vice Principal will invite the parent to attend school for interview with the class teacher and the Vice Principal.
6. If necessary a pupil whose behaviour does not change may need to be referred to the SENCO by the Vice Principal. An Individual Education Plan ( IEP ) will be established and implemented with the consent of the parent.
7. A ‘Home School Diary’ to record the pupil’s behaviour during the school day may be introduced and used as a means of communication with parents to enable them to monitor their child’s behaviour in school.

**Pupils who persistently misbehave may be excluded from residential trips, educational visits and sporting activities if it is deemed that their safety or that of others may be compromised. The decision to exclude will be taken by the Principal in conjunction with the class teacher and Key Stage Leader.**

*Strategies from Stage 1 may be applied initially in Stage 2 at the teacher's discretion according to the severity of the incident.*

*Key Stage Leaders and Vice Principal have the discretion to by pass any sanction if deemed necessary.*

**N.B A written record of all meetings with parents will be kept on file in a secure location.**

*This record will be available to parents on request.*

Intentional / deliberate harm towards another pupil should be reported to Key Stage Leader and after an investigation, a decision on whether a detention should be given is made.

### **Stage 3**

#### **Seriously disruptive - aggression, violence, defiance, total disrespect**

- a) Should the above procedures fail to bring about an improvement in the pupils' work/ behaviour the Vice Principal will refer the matter to the Principal.
- b) The Principal will invite the parents for interview. Class teacher will be present.
- c) If pupil continues to act in an inappropriate manner, the following steps will be implemented
  - i. Lunchtime debarment
  - ii. Suspension—Board Procedures will be followed
- d) For extreme behaviour beyond that already identified, the Board of Governors reserves the right to request the expulsion of the pupil from school.

At any stage of the discipline process the staff of the school may seek advice and support from the Board Area Support Team.

Where appropriate, relevant outside agencies (eg, PSNI, Social Services) will be informed.

\* Depending on the severity of the behaviour, the following academic year the principal has the discretion to begin a pupil at Stage 3.

**The Principal has the discretion to by-pass any sanction or stage according to the severity of the incident. Sanctions from previous stages may also be implemented if deemed necessary.**

*The school sincerely hopes that the ultimate sanction will not be necessary*

**This policy will be reviewed at least every three years and may be amended from time to time as the need arises.**