

# St. Clare's Primary School



## Positive Discipline Policy



**Ratified by Board of Governors May 2021**

## **School Mission Statement**

**In St. Clare's we create a caring, supportive and respectful environment for ALL. We inspire each child to reach their full potential by promoting and celebrating their achievements.**

## **School Motto**

**Dream, Believe, Achieve!**

## **Aims**

Within this policy we aim to outline the following:

How to communicate effectively with pupils about behaviour in school.

How to motivate pupils to behave in ways that have been agreed and established.

How to correct pupil misbehaviour in ways that reduce the likelihood of these mistakes happening again.

How to ensure that the whole school or classroom or individual is organised such that good behaviour is supported and encouraged rather than undermined.

## **Expectations**

Children will respect and care for others, their school, their environment and themselves.

Children will come to school each day on time, prepared and ready for work.

Children will play safely and stay within our school and play ground.

We aim to develop children with the following qualities:

- Honest
- Ability to listen and communicate
- Confident
- Independent
- Tolerant
- Well mannered
- Trustworthy
- Respectful
- Good Life Skills
- High Self Esteem and Efficacy
- Positive attitude to learning
- Self-motivated
- Adaptable
- Ambitious
- Good Judgement

## **Positive Approach**

In St. Clare's P.S we seek to create a positive Catholic ethos in which people share common values and all are respected. A consistent application of agreed rewards is essential by everyone in the school community. Parental support and involvement is necessary for the successful implementation of this positive approach. This approach aims to promote the needs of every pupil within our school and ensure they receive a high standard of learning and teaching within a safe and happy environment. Pupils will be encouraged to develop their sense of self-esteem, self-respect and self-discipline. They should feel part of St. Clare's P.S and respect their surroundings and everyone in the school community. School staff will endeavour to implement a variety of the 'Incredible Years' strategies to promote positive environment where everyone can achieve their potential.

## **The Role of Parents**

It is widely accepted that families are, by far, the most significant influence upon the attitudes, academic performance and behaviour of children and young people. It is also acknowledged that the most effective education occurs when families and schools work together. Such partnerships enhance pupil motivation, behaviour and learning. It is imperative that parents support the school in discipline matters and when sanctions are put in place. When parents have concerns they can contact school staff to discuss and resolve issues that arise. Parents and staff shall work together respectively to best meet the needs of the pupils involved.

## **Whole School Rules / Routines**

### **Talking and Listening**

*Rule-* We always listen and take turns when we speak.

### **Treatment**

*Rule –* We look after each other, our school and ourselves.

### **Learning**

*Rule –* We come to school each day prepared to do our best.

### **Playground**

*Rule –* We will play safely, listen carefully and line up quietly in our playground.

### **Walking**

*Rule –* We always walk quietly and carefully on the left hand side.

## **In the Dining/ Lunch Hall**

- We will be quiet in the line until we collect our dinner and sit down.
- We will know exactly what we would like for dinner.
- We will not put our arms or hands on the serving hatch.
- Once the bell rings we will sit still and remain very quiet.
- We will be mannerly and respectful to all the adults who work in the Dinner/Lunch Hall.

## **In the Playground**

- We will play safely and be aware of others.
- We will not fight or hurt another person.
- Once the bell rings we will stand still and remain very quiet.
- We will get into line class by class.
- We will greet the teachers on duty.
- We will play in the correct area.
- We will keep our playground clean and tidy.

## **Moving Throughout the School**

- We will always keep to the left on the stairs and in the corridors.
- We will hold the banister going up or down the stairs.
- We will walk with our hands down by our sides.
- We will walk in single file in an orderly line.
- We will remain quiet at all times.

# Rewards Motivational Systems

Rewards should recognise achievement and progress and in order to be effective in reinforcing desired behaviour they should be earned. It is an opportunity to give a clear indication of specific behaviours we wish to encourage.

- Praise / Smiles
- Class Star Charts – Prizes
- Reward Time
- Stickers / Stamps
- Boy / Girl of the Month Certificates
- Letter/note home about achievement
- Prefects
- Photographs in the corridor
- Sent to other teacher / principal to show achievement

## Definitions of Behaviour

Definitions of Mild, Moderate and Serious Behaviour – (taken from the Department of Education, School Improvement Programme, 1999)

### 1 Mild

“Behaviour which is considered to be MILDLY disruptive typically occurs in the classroom, and includes such features as slowness to settle for the lesson, talking out of turn, distracting other pupils and being inattentive; in brief, low-level “nuisance value” behaviour which can usually be checked by a spoken correction by the teacher.”

### 2 Moderate

“Behaviour which is classified as MODERATELY disruptive is of broadly 2 types: in the classroom it takes the form of a persistent pattern of talking while others are working, talking back to the teacher, distracting other pupils and regular failure to keep up with work demands; outside the classroom, it consists of behaviour which schools regard as undermining the ethos of the school if allowed to persist, and includes petty theft, bullying behaviour and damage to property.”

### 3 Serious

“Behaviour considered by schools as SERIOUSLY disruptive includes aggression, violence, defiance and apparent total disrespect for others, and may occur in the classroom or elsewhere in the school.”

St. Clare's teachers also agreed on the following examples and levels of behaviour:

**Mild**

Shouting out answers  
Out of Seat  
Poor Concentration/Listening  
Talking at inappropriate times  
Being unprepared for school

**Moderate**

Distracting Others  
Persistently shouting out  
Persistently poor/no homework  
Persistently Late

**Serious**

Verbal Abuse  
Refusal to work  
Fighting with Peers  
Biting  
Spitting

(These are general statements for the majority of children in our school. We are aware of children with special circumstances.)

Please note – Teachers reviewed and agreed on CCMS Suspension descriptors. (see appendix)

# Sanctions

Sanctions should be used to encourage appropriate and acceptable behaviour. Pupils should know the boundaries of behaviour and the conditions, which will result in the imposition of sanctions. Sanctions should be fair, consistent and understood by staff, pupils and parents. They should be applied in a suitable manner and be in proportion to the offence, with consideration given to the maturity of the pupil.

## Level 1

Rule Reminders  
A Look from the Teacher  
Oral Correction/Warning  
Speak to child Individually

## Level 2

Time Out  
Excluded from Activities  
Detention – Break/Lunch (*note to parent*)  
Finish work at home  
Increase homework  
Write about how to behave  
Write an Apology  
Referral to Head of Key Stage

## Level 3

Pupil Behaviour Book  
Home Communication Book  
Buddy System – Withdrawal to another classroom  
Referral to Vice Principal  
Meeting with Parents

## Level 4

Referral to Principal  
Suspension (*see CCMS – Scheme for Suspension and Expulsion of Pupils*)

## Level 5

Referral to B.O.G  
Expulsion (*see CCMS – Scheme for Suspension and Expulsion of Pupils*)



## **Code of Practice**

The Code of Practice addresses the identification, assessment and provision made for all children who may have special educational needs at some time in their school careers, or even earlier.

In recognising that there is a continuum of needs, the code sets out a 5 stage approach to the identification of children having learning difficulties, the assessment of their special educational needs and the making of whatever special educational provision is necessary to meet those needs. The first 3 stages are based in the school, calling as necessary on external specialists; at Stages 4 and 5 the board shares responsibility with schools.

**Stage 1** Teachers identify and register a child's special educational needs and, consulting the school's SEN co-ordinator, take initial action.

**Stage 2** The SEN co-ordinator takes lead responsibility for collecting and recording information and for co-ordinating the child's special educational provision, working with the child's teachers.

**Stage 3** Teachers and the SEN co-ordinator are supported by specialists from outside the school.

**Stage 4** The board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

**Stage 5** The board considers the need for a statement of special educational needs; if appropriate, it makes a statement and arranges, monitors and reviews provision.

(Stage 1-3 are school based, see appendix for St. Clare's Behaviour Plan)

## **Monitoring Evaluation and Review**

CCMS have produced Evaluation questionnaires for Pupils, Parents and Teachers relating to:

- Anti-Bullying Culture
- Positive Behaviour Management
- Suspension and Expulsion

These will be used when deemed appropriate or necessary to review school policies and practices.

## **Related Policies**

- Pastoral Care
- Child Protection
- Anti Bullying
- Safe Handling/ Reasonable Force

## **Related Documents**

- CCMS Suspension Descriptors
- St Clare's Pupil Report Sheet
- St Clare's Monitoring Behaviour Letter
- St Clare's Detention Letter
- St Clare's Homework Letter
- St Clare's Punctuality Letter
- St Clare's Behaviour Plan – Stage 2/3
- St Clare's Incredible Years Strategies