

DERRYLATINEE PRIMARY SCHOOL



DISCIPLINE POLICY

Children Learn What They Live

- IF** a child lives with criticism, he learns to condemn
- IF** a child lives with hostility, he learns to fight
- IF** a child lives with ridicule, he learns to be shy
- IF** a child lives with shame, he learns to feel guilty
- IF** a child lives with tolerance, he learns to be patient
- IF** a child lives with encouragement, he learns confidence
- IF** a child lives with praise, he learns to appreciate
- IF** a child lives with fairness, he learns justice
- IF** a child lives with security, he learns to have faith
- IF** a child lives with approval, he learns to like himself
- IF** a child lives with acceptance and friendship,
HE learns to find love in the world

DISCIPLINE POLICY

It is the policy of Derrylatinee Primary School that discipline should be based on respect for self, respect of other pupils and respect for adults. In those cases where a child has transgressed the school rules there is a graded set of sanctions.

Minor day to day incidents are dealt with by class teacher. Punishment should be verbal reprimand and/or deprivation of privileges for a short period. Serious acts of misconduct are dealt with by the Principal who will inform parents if necessary.

DISCIPLINE IN THE PRIMARY SCHOOL

1. THE NEED FOR DISCIPLINE:

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.

It is the view of Derrylatinee Primary School that effective learning can only take place in an atmosphere where standards of good behaviour are set as pre-requisites. Good behaviour is that conduct which assists the school to fulfil its function, namely:

THE FULL DEVELOPMENT OF THE POTENTIAL OF ALL ITS PUPILS.

Bad behaviour is conduct which prevents h is/her own development by behaving badly or when unacceptable conduct disrupts the development process for other members of the school community. It therefore follows that good behaviour is that which:

- (i) conforms to the reasonable expectations and requirements of the school
- (ii) is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment

2. AIMS OF DISCIPLINE:

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

- (i) effective learning can take place
- (ii) self-discipline, self-respect and good personal relationships can be developed
- (iii) there is mutual respect among all members

A system of discipline should have at its centre a concern for the safety and well-being of the pupils.

Discipline should not be seen as 'punishment' but as being concerned with the training of children to behave in a socially acceptable fashion while in the care of teachers and others in the education process. It may well be that 'punishment' – in the form of some sanction – is part of this training, but generally discipline should aim to be positive.

Such aims are best achieved in the framework of a relaxed pleasant atmosphere where enthusiasm and industry dominate and in which pupils are able to give of their best in the classroom and are encouraged and stimulated to fulfil their potential. This in turn, demands a positive policy of encouraging good attitudes, reward and praise and setting a good example.

3. PARENTS AND DISCIPLINE

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 of school are different from those of home. Often in a smaller community such as the home, individual needs can largely be accommodated without undue 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 greater number.

It is quite clear that a pupil's acceptance of any system of rules for behaviour is determined by the attitudes of home and local society, e.g. there is little point in striving to train children not to throw litter if cigarettes or sweet papers are regularly thrown from the family car. 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 the children their influence is still greater than that of a class teacher.

Parents have a duty to ensure that their children do not cause injury or damage to others or to property and, therefore, have an obligation 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, particularly

those which belong to the school and which may be sent home and the supervision of homework.

4. REWARDS – THE POSITIVE SIDE OF DISCIPLINE

In any disciplinary system the emphasis must always be on the positive approach of encouragement and praise, rather than on the negative one of criticism and punishment. In any case criticism should always include advice on how to improve and should be constructive in its approach. It is part of the school policy to emphasise positive approaches to maintain and improve discipline.

Praise: Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:-

- ❖ A quiet word or encouraging smile;
- ❖ A written comment on pupils work, or in a more detailed way, picking out specific points or ideas that gave pleasure;
- ❖ A visit to a colleague in the same year group or to a more senior member of staff and/or the Principal for commendation, e.g. a written comment or star;
- ❖ A public word of praise in front of a group, a class, a year or the whole school;
- ❖ Public acknowledgement by presentation at an assembly or by giving some special responsibility;
- ❖ Use of school reports to comment favourably, not only on good work and academic involvement, but on behaviour, on involvement and on general attitudes.

4(a)

Even with good classroom practice it will be necessary to have sanctions. These are necessary for two main reasons:-

- ❖ To make the particular child and others aware of the school/teacher disapproval of unacceptable behaviour;
- ❖ To protect the authority of teachers, should that be threatened

Sanctions should:

- ❖ Be constructive
- ❖ Be applied with sensitivity and flexibility
- ❖ Where possible, be related to the misdemeanour
- ❖ Be specific to the culprit and not applied to a whole group
- ❖ Minor day to day incidents are dealt with by the class teacher

Sanctions may include:

- ❖ A look of disapproval
- ❖ Immediate verbal checking or misbehaviour
- ❖ A minor penalty, relevant to the offence, e.g. an apology, picking up litter;
- ❖ Repeated or extra work, where the presentation or content of work is clearly below the pupil's potential
- ❖ Loss of freedom, e.g. breacktime or lunchtime subject to the proviso that the child is given sufficient time for eating his/her meal and for toileting.
- ❖ Loss of privileges, such as membership of school teams. However, consideration has to be given to the impact on others leading or taking part in these activities, and to the effect on general attitudes
- ❖ Serious acts of misconduct are dealt with by the Principal who will inform parents if necessary. This has the advantage of being a sanction, of throwing some light on the problems behind the misbehaviour and of providing joint/consistent action between school and home

While there is not a value order placed on the above list of sanctions certain procedures should be followed, e.g. if after several verbal warnings by the Class Teacher bad behaviour persists the matter should

be referred to the Principal who will decide if a letter to the parent is required.

5. CLASSROOM DISCIPLINE:

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 recognising their different abilities and matching tasks to those abilities so that pupils regularly achieve 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;
- ❖ The establishment of a small number of classroom rules which should be discussed, if appropriate, with pupils to encourage ownership.

6 SANCTIONS IN DISCIPLINE:

(Even with good classroom practice it will be necessary to have sanctions. These are necessary for two main reasons:-

- ❖ To make the particular child and others aware of the school/teacher disapproval of unacceptable behaviour;
- ❖ To protect the authority of teachers, should that be threatened

Sanctions should:

- ❖ Be constructive;
- ❖ Be applied with sensitivity and flexibility;
- ❖ Where possible, be related to the misdemeanour;
- ❖ Be specific to the culprit and not applied to a whole group;
- ❖ Minor day to day incidents are dealt with by the class teacher.

In all matters relating to the maintenance of discipline and the application of sanctions it must be remembered that our aim is to develop self-discipline in our pupils and build and maintain their self-esteem. We must, therefore, inspire them to an autonomous and personal decision to have a high standard of behaviour rather than subject them to it.

This policy will be reviewed November 2017