

DUNDELA INFANTS' SCHOOL



DISCIPLINE AND BEHAVIOUR POLICY

INFORMATION FOR PARENTS

(UPDATED NOVEMBER 2014)

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DISCIPLINE AND BEHAVIOUR POLICY

1. INTRODUCTION

The information contained in this Behaviour and Discipline Policy is intended to show parents and those with parental responsibilities how we approach this issue in Dundela and the procedures we have set in place to deal with difficult and challenging behaviour if it should arise.

We, as staff, see our role as a partnership with parents and sincerely hope that our emphasis on positive reinforcement and consistency in approach would alleviate problems before they escalate. It is therefore vitally important that we have your support for our chosen methods of keeping our school a happy and thriving community.

2. MISSION STATEMENT

Our Mission Statement, created using the letters of our school name links directly with the positive behaviour ethos within the school.

Dundela is

- D** Doing our best
- U** Understanding ourselves and respecting others
- N** Nice to be part of
- D** Developing good friendships
- E** Everyone working together
- L** Looking, listening and learning
- A** Always honest

We also have three broad objectives that are integral to this policy

1. We respect ourselves, each other and our school
2. We come to school on time, prepared and ready to do our best
3. Each of us is important, valued and special

3. SCHOOL AIMS

Within the general school aims the following relate to discipline and behaviour:

- To create an environment in which the young child feels happy, secure and confident and is able to benefit fully from all aspects of education within the school.
- To show trust and encourage the growth of self-discipline and responsibility.
- To encourage the development of a sense of self-respect and respect for others and property.
- To encourage an awareness and interest in the environment in which we live.

4. **RIGHTS AND RESPONSIBILITIES**

In Dundela we recognise that Staff, Pupils and Parents all have an important role to play in creating a purposeful and happy environment and in order to achieve this we realise that everyone has a part to play.

We expect staff.....

- To behave in a professional manner at all times
- To treat all pupils fairly and respectfully
- To listen to the pupils, value their contributions and respect their views
- To be sympathetic, approachable and alert to pupils in difficulty or falling behind
- To share with parents any concerns they have about their child's progress or development
- To help all pupils develop their full potential
- To be a good role model
- To create a safe and pleasant environment where each child is cared for physically and emotionally
- To be consistent in their use of positive and negative consequences
- To form positive relationships with both parents and pupils
- To recognise and value the strengths of all pupils
- To offer a suitable curriculum for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy
- To expect high standards and acknowledge effort and achievement.

We expect pupils

- To always do their best
- To show consideration for others
- To treat others, their belongings and their environment with respect
- To co-operate in class with the teacher and with their peers
- To conform to the conventions of good behaviour and abide by school rules
- To think about their actions and the effects of them.

We expect parents

- To ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the day ahead
- To make children aware of and encourage them to display good behaviour at all times
- To encourage independence, self-discipline and boost self esteem
- To show an interest in what their child does in school
- To be aware of school rules and support the staff in implementing them
- To act as positive role models for their child in their relationship with the school
- To attend Parent/Teacher interviews as arranged
- To 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 changes in their child's medical needs or home circumstances.

5. **RULES**

The golden rules are concerned with three main areas:

1. Attitude to Learning

Rule states: **We look, listen and learn.**

2. Relationships with others

Rule states: **We are kind to everyone and play fairly.**

3. Safety (Inside and in the Playground)

Rule states: **We walk quietly.
We stop, listen and walk.**

These rules are displayed in each classroom and frequently discussed at both the beginning of a new school year and throughout it. Each classroom also displays posters showing rules for Good Listening and each child in the school is encouraged to remember these.

Eyes are watching
Ears are listening
Lips are closed
Hands are still
Feet are quiet

Each year group and individual class teachers have specific rules for:

- a) Lining up (both inside the classroom and outside in the playground)
- b) Classroom routines and organisation

At Dundela we believe that positive behaviour in pupils stems from learning the core skills and abilities that are inherent to our behaviour curriculum. These include:

- | | |
|-----------------------------------|----------------------------|
| * Fostering self-image and esteem | * Co-operation with adults |
| * Honesty | * Collaboration with peers |
| * Self-control | * Sociability |
| * Listening and attention | * Empathy |

In order to foster this we use positive consequences to encourage the learning of appropriate behaviour. Each year group has a class behaviour management system with which all children will be familiar.

6. **POSITIVE / NEGATIVE CONSEQUENCES**

POSITIVE CONSEQUENCES

- Non-verbal rewards e.g. smile, thumbs up etc.
- Verbal praise
- Displaying work or showing it to peers, another teacher or Principal
- Stickers / stamps
- Special Certificate
- Talking to parents
- Being awarded the *Class Care Bear
- *Class Care Bear Certificate and stickers presented in Assembly
- Golden Time (P3)

* This is a reward system exclusive to Dundela School and involves each class. A child can be awarded a Care Bear (usually a badge to wear or a teddy to stay on their desk for a day) for a variety of reasons i.e. lovely work, trying hard, better behaviour, being kind, conquering a fear, remembering homework etc. When every child in the class has received a care bear, the whole class gets presented with a certificate and stickers in front of the school at Assembly. This has proved to be a popular and valuable tool in promoting good behaviour both at an individual and class level.

NEGATIVE CONSEQUENCES

Sometimes it does become necessary to draw attention to unacceptable behaviour and usually it can be dealt with quickly and effectively. Staff will ask the child to stop the behaviour and discuss the incident with those involved. Children are always encouraged to try and resolve disputes themselves and take responsibility for their own actions. They are also taught that there is a consequence to inappropriate behaviour which as far as possible is linked to the incident i.e. a child who interrupts or annoys his/her peers may have to work on their own or a child who does not work as hard as they could may have to miss another activity that they enjoy in order to finish the set task. These are not designed so much as punishments but to teach the child that there is a consequence to inappropriate behaviour.

At Dundela we have agreed a range of negative consequences that are used when required.

- Withdrawing attention (until the child realises what is expected)
- Non-verbal eg. disapproving look, staying close to the child
- Verbal warning / warning card
- Isolation within the classroom (specific area for reflection), or withdrawal to another classroom
- PDMU/Emotional Literature (e.g. Angry Arthur)
- Trying to make amends for upsetting others
- Withdrawal of privileges e.g. time out from playtime, playground)
- Referral to Principal – who decides on next course of action.

If behaviour is unacceptable the following steps will be implemented:

Step 1

Initial misbehaviour will be dealt with by the teacher and may include withdrawal of privileges and/or partial one to one supervision in the playground. The teacher may speak to parents at this stage to ascertain if there are any factors that might be affecting the pupil (e.g. family difficulties, bereavement or if a child is worried about something in school). The teacher might discuss ways in which school and home could liaise to help improve the child's behaviour.

Step 2

Thinking Room – a room where children can sit quietly and reflect on their behaviour, the choices they have made and how they will improve their behaviour. This will usually take place at breaktime and will be supervised by a teacher. Parents will be advised in writing if this sanction has been necessary for their child.

Step 3

Parents will be telephoned and asked to attend a meeting with the Principal to discuss their child's behaviour.

Step 4

Following consultation with parents, a Behaviour Plan may be drawn up. If this is required, the child will be placed on the Special Educational Needs register. The Behaviour Plan will be discussed and agreed with parents and will be reviewed after an agreed period of time. If considered necessary, a referral may then be made to the CIDs Team (Children's Interdisciplinary Team) and/or the Educational Psychologist.

Step 5

Only in very exceptional circumstances would a pupil be excluded from school. This would only be contemplated if it is felt that he/she is a risk to him/herself or other pupils and only if no alternative solution could be found. The Educational Welfare Officer would support the child if necessary, until a return to school could be negotiated. In all matters relating to the suspension/exclusion of pupils the guidelines produced by BELB will be followed.

7. **PARENTAL INVOLVEMENT**

At Dundela, parents are always encouraged to take an active part in school life. As a staff we are approachable and eager to establish trusting relationships with all parents. Indeed this is essential in enabling us to work together in partnership to teach children positive behaviour.

8. **CONCLUSION**

We cannot stress strongly enough how important it is for methods to be consistent for everyone concerned when dealing with behaviour and so we would ask for your acknowledgement that you have read this document and agree to the principles contained in it.