

The Diamond Primary School



Discipline Policy

Updated
September 2015

To be Reviewed
September 2016



At The Diamond Primary School we seldom experience discipline problems, as the children are well-mannered and co-operative and come to school already disciplined. We find also that by trying to make our lessons as interesting as possible and slanting them to the capabilities of the children and giving them just the right amount of work to do, discipline problems are relatively infrequent.

We aim:

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the environment.

At The Diamond, we feel these aims are best achieved in the framework of a relaxed, pleasant atmosphere, in which pupils are able to give of their best, both in the classroom and extra-curricular activities, and are encouraged and stimulated to fulfil their potential.

This, in turn, demands a **positive** policy of encouraging good attitudes, reward and praise (where possible) and setting a good example.

THE STAFF

The attitude of the Staff at The Diamond Primary School is of great importance. They obviously determine the environment in which a good staff/ pupil relationship can develop.

The staff lead by example to in matters of dress, punctuality and commitment.

They consider themselves responsible at all times for the behaviour of pupils within sight or sound of them.

THE PUPILS

All pupils are expected to behave in a responsible manner to themselves and their property as well as to other people and their property, showing courtesy, consideration and due respect at all times.

- When the bell rings at the end of Break and Lunch times, the children will line up – immediately and quietly; they will be actively supervised by each teacher.
- Going for drinks, visiting toilets, washing hands etc. will not be encouraged after the bell rings.
- All pupils are encouraged to WALK quietly in the corridor.
- Good table manners and quiet conversation will be stressed during eating of packed lunches and school dinners.
- No pupil will be detained during the short morning break.
- Immediately before 3.00pm (2.00pm – infant classes) the pupils in each classroom will be instructed to lift all scraps of paper, crayons etc. from the floor, and leave the room as tidy as possible.

- At 3.00 pm, children will leave the premises in an orderly manner. Pupils will be supervised by their teacher as they leave the room, proceed to the cloakrooms, collect their coats and leave the building.
- In the event of a fire, the bell will ring and children will proceed to the playground in a methodical manner and take up position in their allocated space.
- Pupils are encouraged to place all litter in the bins provided.
- All clothing must be named.
- Toilets must be used properly. As far as possible, only one pupil at a time from each classroom will be given permission to use the toilets.
- Fighting, bullying, or the use of bad language will not be tolerated in school.
- **All** pupils from P5 to P7 should change for P.E. lessons. Their P.E. kit is to be kept in school.
- All P.E. equipment has to be returned to the store in the appropriate containers. The store **must** be kept tidy and will be checked regularly.
- The children must never do anything that will injure themselves or others. If a child deliberately hurts another child, the child is asked to stay in at lunch time to complete a written apology. In the case of smaller children a suitable task will be given.
- A note is requested from parents if a child is to remain indoors during break/lunch.
- The Principal must be informed by letter if a child is to be withdrawn from school during the school day.
- P5, P6 and P7 pupils, who are not going swimming, must also bring a note to the Principal.
- If a child does not get classwork done within a reasonable time given, the child will be asked to complete the work at lunch time.
- If a homework is not completed, or not properly completed without a written explanation from the parent, the child will be asked to repeat the piece of work in conjunction with the next homework.
- If school property is destroyed deliberately, the parents will be notified and may be asked to replace the damaged item.
- Children must never leave school grounds, classrooms or the dining hall without permission.
- We would ask that pupils **do not** bring toys or personal belongings, e.g. mobile phones, into school (unless requested by the teacher for curricular purposes). Valuable time is wasted trying to locate such items when they have been mislaid or lost and also trying to comfort pupils when such items are broken.

REWARDS

In our discipline system at The Diamond Primary School the emphasis is always on the **positive** approach of **encouragement** and **praise**, rather than on the more negative one of criticism and punishment. Criticism will always include advice on how to improve and will be constructive.

Praise will be given in various ways and shall include the following:-

- A quiet word or encouraging smile.
- A written comment on pupil's work, either in general terms, 'well done' or in a more detailed way - using the pupil's name where possible.
- A visit to the Principal for commendation.
- A public word of praise in front of a group, class or whole school (assembly).
- School reports to comment favourably, not only on good work and academic achievement but on behaviour, on involvement and on general attitudes.
- A letter to parents informing them specifically of some action or achievement deserving praise.
- Birthday stickers in assembly.
- Teacher/Head Teacher Award
- Celebration of pupil's achievement inside and outside school.

PUNISHMENT

Instances of poor discipline will be dealt with using the Card system detailed in the attached document.

After a verbal warning:
Yellow Card = final warning
Second Yellow Card = Red Card
Red Card = Sanction

- Immediate checking of misbehaviour – rebuke or warning.
- A minor penalty relevant to the offence, such as picking up litter for those who drop it.
- Repeated or extra work where work is poorly presented or clearly below child's potential.
- **Detention** at lunch time under supervision. (No blanket detention will be given).
- **Loss** of privileges.
- Parents will be informed if the school is concerned with their child's behaviour.
- In the case of persistent bad behaviour a record will be kept and the parents will be informed of the school's concern and invited to the school to discuss the problem.

- Educational Psychologist.
- Suspension.
- Expulsion.

If a child persists with poor behaviour meriting a large number of yellow cards, a progress card may be used to monitor behaviour on a more frequent and regular basis. A progress card will be completed by the teacher numerous times per day and will be presented to the Principal at the end of the day.

If the behaviour continues beyond this stage, the parents will be informed and asked to support the child through the process of improvement.

POSITIVE BEHAVIOUR MANAGEMENT

Rationale:

- Pupils at The Diamond Primary School are well known for their good behaviour and positive attitudes. They display excellent manners and always endeavour to do their best.
- In the current climate of society, many parents and indeed even schools do not lay so much store in good behaviour, attitude, endeavour and manners. This, we feel, has been a major contributing factor to a decline in behaviour and achievement in many schools. We do not wish to see a similar decline in The Diamond Primary School.

Aims:

- To maintain the good behaviour, endeavour, attitude and manners of the pupils at The Diamond Primary School.
- To actively encourage all children to strive towards better behaviour, endeavour, attitude and manners.
- To allow those who are always well behaved to be rewarded.
- To encourage those who may struggle to behave to try harder to achieve rewards.
- To reward and therefore encourage good behaviour, endeavour, attitude and manners regardless of a pupil's academic ability.

The system below is followed by all teachers in the school, but each one also has their own individual incentives and ideas.

Process:

1. Each teacher clearly displays the Golden Rules in their classroom and actively teach them to their class on the first day of term along with the 5 Most Important Words.
2. Teachers emphasize that these rules apply to all pupils both inside and outside the school building and under the supervision of any member of staff.
3. Each class teacher makes a behaviour chart for their classroom which has an individual column and row for each pupil.
4. Children move up a point on the chart for the following reasons:
 - Following the Golden Rules – being kind, thoughtful, careful, respectful, a good listener and a hard worker.
 - Showing good citizenship – helping a member of staff or another pupil without being asked, being a good friend.
 - Trying their best in class work, homework, play and activities – rewarded regardless of level of ability or achievement.
 - Demonstrating a positive attitude to all aspects of school life and work.
 - Displaying good manners – “excuse me”, please and thank you, holding the door, etc.
5. Rewards are given out frequently. A child could potentially earn anything up to 20/25 points per week. Teachers can give out points during class or at the end of each session, i.e., after break, lunch, and at the end of the day. Extra endeavour in work or homework can be rewarded too as can saying “excuse me” or standing quietly in the line after the bell has gone.
6. At the end of each week, children who have earned 10 points or more are given a small but tangible reward such as a sweet or a sticker. Children who have earned 15 points could get 2 sweets or a larger sticker. This can be extended to 20/25 points, etc.
7. Teachers record all the points on a checklist and move the children back to zero for the start of the next week. This accumulative score continues until a child has earned 100 points at which time a larger prize is awarded and a big fuss made! The pupil’s photograph is then placed on our whole school “Sunbeams” chart. The child continues to earn points until 200/300/400 if possible and their photograph moves on to another “brighter” area on our “Sunbeams” chart. In this way the child continues to have the incentive to earn points and the whole school gets to celebrate their success. The idea for Sunbeams came from the letters B – behaviour; E – endeavour; A – attitude; M – manners.
8. For younger children (P1-3) the withholding of a point when others are being rewarded is usually enough to encourage good behaviour, endeavour, attitude and manners on the next occasion. However, older children sometimes need more of a deterrent to unacceptable behaviour, etc. From P4-7 it is permitted to remove points as a punishment for serious or repeated bad behaviour, lack of effort, poor attitude or bad manners. This only happens after all the normal teaching strategies have been attempted – stern look, quiet warning, etc. Children are very reluctant to lose something they tried hard to get in the first place.

Timescale:

- All classes will be given a behaviour chart for the beginning of the school year. It will be placed in a strong position in the classroom close to your Golden Rules. It is placed at a height where the pupils themselves can reach it as it is often quicker to get them to move their own points or a group of pupils' points.
- By the end of the first day, all pupils will have been taught the behaviour system in their class along with the Golden Rules, the 5 Most Important Words and the School Motto.

POSITIVE BEHAVIOUR MANAGEMENT - SUNBEAMS INITIATIVE

After a child has reached 500 points on the chart they will receive a book which has a printed book plate inside, signed by Mr Beattie.

To encourage them to continue to earn points, even though there is no further landmark, the following will be put in place:

- A Sun will be placed beside the behaviour chart in your room
- The names of your children with 500 points go into and remain in this sun!
- These children become known as your "Sunbeams".
- They continue to earn points on your ordinary behaviour chart each week to get their sweets.
- The added incentive for them is to be the "Brightest Sunbeam Boy or Girl" of the week. (In other words, the Sunbeam with the highest points).
- They then get a badge to wear the following week and they are the class messengers for the whole week.

CARD SYSTEM

In brief: Yellow card = warning
 Two yellow cards = red card
 Red card = sanction

This system is to be used in conjunction with the school's BEAM system of reward. Whereas the BEAM points will always be awarded for positive behaviour, actions and achievements, the Card system will be used firstly to warn and then to provide appropriate sanctions for poor or inappropriate behaviour.

When poor or inappropriate behaviour is identified, the teacher or staff member may decide to give an initial verbal warning or warnings, simply pointing out to the child that their actions were inappropriate and explaining that the next time that happens, a yellow card will be given. This initial step is important, as we are clarifying for the children the behaviour that we expect and giving them an opportunity to act in that way. However, the teacher may decide that for some actions, an initial verbal warning is not necessary and a yellow card should be given straight away. This will be recorded by the teacher.

For some junior classes, actual yellow and red cards may be used and handed to the children. Senior class teachers may prefer to simply record the yellow and red card dealings on a class list.

A yellow card is a warning and does not carry any punishment or sanction. However the second time that a yellow card is given to a child in the space of one week, this will result in a red card. As a red card carries with it a punishment, the child will then be sent to see the Principal, who makes a record and then decides on the appropriate form of sanction. This may vary, but losing a lunch playtime or completing extra homework are examples of sanctions used.

A red card may also be given as a first step in the event of a more serious misdemeanour, such as violent or deliberate bad behaviour. This will be at the discretion of the teacher/Principal.

This system will generally run on a weekly basis. Each week the children will start on a clean slate. This will be monitored, however, and if it is noted that red cards are a common occurrence for a particular child, the parents may be notified and invited to address the issue along with the Principal.

Signed by the Principal

Signed by the Chair of the Board of Governors

To be reviewed

September 2016