

Dunclug Primary School

Policy

for

Discipline &  
Good Behaviour

*Annual Review carried out by Board of Governors in September 2017.*

**DUNCLUG PRIMARY SCHOOL**  
**DISCIPLINE AND GOOD BEHAVIOUR POLICY**

**AIMS**

- To have a policy understood and followed by the whole school community.
- To create a disciplined, yet caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To encourage good behaviour and good manners by providing a range of rewards for all children of all ages and abilities.
- To make clear to pupils the range of sanctions that will follow for minor incidents of misbehaviour and more serious misbehaviour.
- To teach through the school curriculum values and attitudes as well as knowledge and skills in order to promote responsible behaviour, self-discipline and respect for themselves, for other people and for property.

## SCHOOL RULES

- Pupils are expected to respect their teachers, other adults and fellow pupils.

- Pupils are expected to respect their own and other people's property and to take care of books and equipment.



- Pupils are expected to be well behaved, well mannered and attentive.

- Pupils are expected to take care of the school. Litter should be placed in bins.

- Pupils should walk on the left hand side of the corridor when moving around school.



- Pupils should wear the correct school uniform. Jewellery should not be worn.

- Physical violence is not acceptable, neither is retaliation.

- Foul or abusive language must not be used.

- Pupils should play on the playground, not the grass.

- When the bell rings, pupils should stop playing and walk to their lines.



- Pupils are expected to be punctual.

## **DISCIPLINE WITHIN THE WIDER CONTEXT OF SCHOOL LIFE**

School discipline cannot be separated from the many other factors which make up school life. It is inextricably linked with school and class organisations, teaching methods and personal relationships. Teachers, therefore, need to be aware of and focus on the following:

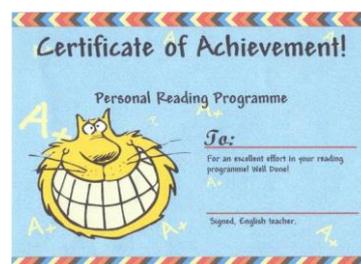
- A. **LIVELY AND STIMULATING TEACHING** – This involves arousal of curiosity and interest, well matched work, worthwhile activities and encouraging children to take responsibility for their own learning. Lessons in which behaviour is good have the same characteristics of any good lesson – through planning; clear objectives made explicit to pupils; lucid presentation; skilful harnessing of pupil's enthusiasm; enthusiasm for the lesson, for pupils and for their responses; help for individual pupils without losing sight of the reaction of the rest of the class.
- B. **TEACHERS' EXPECTATIONS OF THEMSELVES AND OF THE OTHER PUPILS** – Teachers and pupils should expect that good behaviour and quality of work is the norm. Poor behaviour and low quality work can, at least in part, be caused by low expectations and negative attitudes on the part of the teacher. Every lesson offers the opportunity for enhancing teachers' expectations and the pupil's self-esteem.
- C. **ASSESSMENT OF PUPILS' WORK** – Careful supportive marking of written work, with explanation of what needs to be done to achieve improvements, carries a clear message for pupils that their efforts are valued and that their progress matters. Oral comments are also extremely important.
- D. **CLASSROOM ENVIRONMENT** – All classrooms should be properly organised, neat and tidy. All displays should be attractive with examples of children's work prominent and should show changes at least every half-term. Teachers should ensure they have adequate resources (reading books, text books, coloured pencils, rubbers etc.) to cope with the work demands set for the children.
- E. **PASTORAL CARE** – Good pastoral care helps pupils to see that their teachers care for them and take counsel or talk to them. All pupils should feel confident that they are known well, that their progress is regularly checked and followed with interest and that any difficulties they encounter will be sympathetically and professionally handled. They need to feel they are being fairly treated.
- F. **PERSONAL AND SOCIAL DEVELOPMENT** – Extra-curricular activities are very important here, particularly if they encourage enjoyment, sportsmanship, team playing and the enhancement of self-esteem.

## **REWARDS**

It is important for teachers to attend to good behaviour and reward it. The main reward pupils should receive is praise. Twice as much praise as censure may be a useful rule of thumb. Praise can be delivered in formal and informal ways, in public and in private. The idea of what is satisfactory in school behaviour and achievements is not automatically learned or maintained but needs to be taught and supported. It is extremely important, therefore, to fully praise hard effort, progress, honesty and appropriate social behaviour.

Other rewards should also be tried including:

- Positive marking (see school marking policy)
- Public mention and acclaim in class or assembly
- Opportunities for greater responsibility
- Privileges e.g. in the use of school facilities



By way of further incentive, a Rewards Assembly will be held regularly to celebrate academic success in each year group. Other achievement certificates e.g. in swimming will be awarded throughout the year.

The school will also host Fun Days, Treats and Golden Time as other methods to reward children on their positive behaviour.

## **SANCTIONS**

Unfortunately, there will be times when children do misbehave and break school rules. Within the classroom there may be minor breaches of discipline such as inattention, not completing work, talking. These minor occurrences, if repeated often enough, can be very disruptive for a class.

Minor breaches of discipline will generally be dealt with by the class teacher in a firm but fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned.

Teachers should observe misbehaviour carefully in order to develop understanding of the reason for it happening. In the list of sanctions for minor offences shown below, teachers should:

- Use flexibility in their application to suit individual circumstances
- Decide on the basis of their close knowledge of the children which sanctions are likely to be appropriate for particular offences
- Not punish a whole group/class
- Not damage the pupil-teacher relationship

## **A LIST OF POSSIBLE SANCTIONS FOR MINOR BREACHES OF DISCIPLINE**

- Non-verbal cues including silences and disapproving gestures
- Verbal reprimand to individual, group, class and reminder of expected behaviour
- Moving to sit alone. **Note:** This should not become a permanent arrangement
- Sending work home
- Repetition of work/extra homework
- Loss of free time such as playtime
- Withdrawal of privilege e.g. after school games/activities.

If minor breaches of discipline are persistent or recur, parents should be involved. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support. The principal should be informed should this situation occur.

Major breaches of discipline include:

- Physical assault
- Stealing
- Leaving the school premises without permission
- Cheek to a teacher or other adult
- Swearing
- Verbal abuse to another pupil
- Refusal to work

This type of behaviour, though perhaps noticed by a teacher or other adult or child, is the responsibility of the Principal who will deal with it severely, particularly if the problem keeps recurring.

Please note that inappropriate and negative behaviour will affect the individual's chances of receiving rewards for positive behaviour.