

ST. BENEDICT'S COLLEGE



POSITIVE DISCIPLINE POLICY

“The creation and maintenance of an orderly working environment is a pre-requisite to effective learning and teaching.”

PROMOTING AND SUSTAINING GOOD BEHAVIOUR:

A Discipline Strategy for Schools.

SCHOOL IMPROVEMENT (DENI 1998)

REVISED: January 2014

Introduction

If pupils are to reach their full potential in all aspects of school life, it is essential that they work to the best of their ability, behave in a responsible manner and show respect for other pupils, staff and property.

In St. Benedict's the staff are committed to giving each pupil a sense of personal worth by actively seeking out opportunities to raise their self-esteem and confidence.

Based on the Catholic ethos of our school, each member of staff will endeavour to create a caring but disciplined environment where all are treated with equality and fairness.

It is expected that parents will support the school by ensuring as far as possible that their children's work and behaviour are of a high standard and that they do not behave in a way which is harmful to the education or well-being of others.

All aspects of discipline will be addressed through the Pastoral Care System which aims to support all pupils within a caring framework leading them to a position of self-discipline and personal responsibility.

What contributes to good discipline?

A. Relevant Curriculum

- * it is important that lessons are pitched at a level which suits the interests, ability and experience of pupils and offers them an appropriate challenge.
- * teachers should be well organised, well prepared and adapt their methodology according to the ability and age of the class.
- * pupils should be offered a variety of activities within the one lesson to ensure that they are kept busy and interested.

B. An Effective Pastoral Care System

- * all staff should fully understand their role.
- * pupils should be aware of and understand what is expected of them.

C. Realistic Standards e.g. 5 Basic Rules

- * pupils should line up quietly.
- * pupils should come in, sit down and take out their books and get ready to work.
- * pupils should put up their hand if they want to speak.
- * when someone speaks – we all listen.
- * pupils should leave the room in an orderly fashion – row by row.

Things To Avoid

- * Giving punishment which could give parents reasonable grounds for complaints e.g. punishing a whole class.
- * Making threats you don't intend to carry out or which are impossible to carry out.
- * Adopting a hostile attitude toward the class.
- * Sending pupils from the classroom as a result of indiscipline except in extreme/ exceptional cases.

Rewards System

Central to our Positive Discipline Policy is a Reward System which seeks to recognise and praise pupil achievement. We strive to create opportunities whereby each pupil can experience success in a number of areas both in the classroom and beyond.

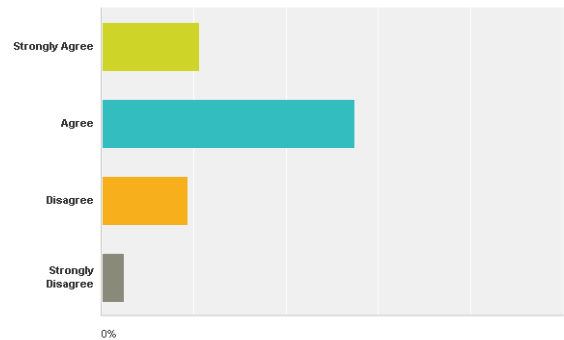
Praise is a powerful motivator and should be an integral part of our work with pupils. Teachers are expected to use every opportunity to encourage pupils so as to build up their confidence and self-esteem.

Tangible rewards also play their part. We fully recognise this and will encourage the following:

1. Positive comments in the pupils' books and on lesson monitoring. Merits recorded on Behavioural Module.
2. Classroom displays of pupil work.
3. Pupil work displayed in corridors and foyer.
4. Positive comments on work, both written and oral.
5. Pupil of the Month Award – Year 8 and Year 9.
Half Term Awards for Years 10 – 12.
(Pilot Scheme – House System for Year 8).
6. Recognition of achievement at Year Group and General Assemblies.
7. Termly recognition of exemplary attendance in the form of a Postcard posted to the pupil's family.
8. Visits by S.L.T. to acknowledge effort and achievement.
9. Termly/ End of Year treat e.g. Sports activities, disco/ video, local visit.
10. Entry of as much pupil work as possible for competitions e.g. Lough Neagh Feis, Feis na nGleann, Antrim Credit Union Competition, Road Traffic Awards, World Citizenship Competition and Rotary.

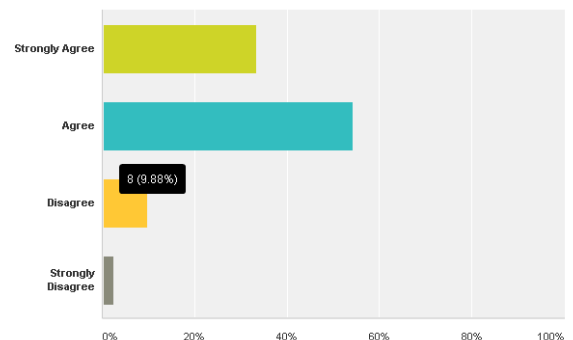
There is a good reward system in my school.

Answered: 80 Skipped: 2



**Evidence from Pupil Survey
Jan 2014**

I think getting rewards for good classwork, homework, behaviour and attendance makes me try harder at school.

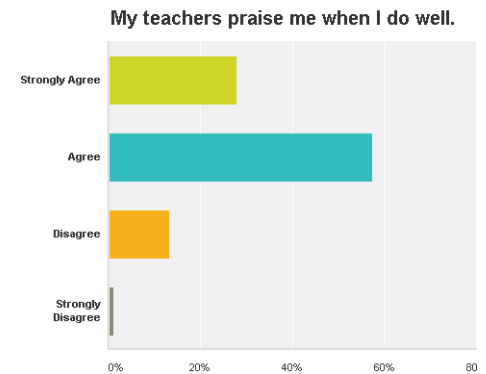


11. Our annual Prize Distribution recognises achievement and endeavour in the broadest sense with all pupils regardless of academic ability having the opportunity to excel.
12. Press release and photographs throughout the year.

The Class Teacher

**Evidence from Pupil Survey
Jan 2014**

- The class teacher is responsible for discipline within his/ her own classroom.
- The class teacher has a responsibility to arrive on time and to dismiss the class punctually and in an orderly fashion.
- The class teacher has a responsibility to ensure that the curriculum is relevant and suitably pitched to the ability and needs of the pupils.
- The class teacher has a responsibility to ensure that the teaching is well organised, well prepared and that the teaching strategies employed are appropriate to the ability and age of the pupils.
- The class teacher has a responsibility to build good teacher/ pupil relations by being competent, fair, consistent and interested in the pupils' well-being.
- The class teacher has to be realistic in expectations of pupils bearing in mind age, ability and social background.
- The class teacher will be mindful of the need to record positive comments on individual and/ or classes.
- The class teacher is responsible for raising the self-esteem of pupils by displaying their work within the classroom and beyond.
- All teachers should be aware of Health and Safety regulations.
- If a pupil is not working or is being disruptive the class teacher has first responsibility to rectify this by either reprimand or suitable "punishment".
- Problem with whole class – try to analyse the problem – What is causing the poor behaviour
 - Content – Methods – Expectation – Relationship – Management.
- Avoid things which can undermine your authority e.g. punishing the innocent.



N.B. The class teacher is responsible for pupils they put on Morning Break Detention.

The Form Teacher

- The Form Teacher will get to know his/ her form class and establish a good relationship with the “individual” as well as with the class.
- The Form Teacher will check Homework Diaries – insert comments from Lesson Monitoring.
- Often the Form Teacher is in the position to resolve minor problems before they grow into major ones.
- In P.D. the Form Teacher will explain and discuss school rules with the class and help them to understand why they are necessary.
- The Form Teacher will check lesson monitoring each morning and deal with minor cases of in-discipline – liaising with other teachers, parents and outside agencies as appropriate.
- The Form Teacher will liaise with the Year Head on more serious incidents of indiscipline.
- Discuss Pupil Tracking with pupil(s).

The Year Head

- The Year Head will establish good relationships with pupils in his/ her year group.
- He/ she will ensure that pupils are fully aware of their responsibility with regard to reaching high standards of work and behaviour.
- The Year Head will liaise with other staff, parents and outside agencies as appropriate.
- The Year Head will deal with more serious cases of in-discipline and repeated misdemeanours.
- The Year Head will chair meetings of form teachers within year groups and monitor and collate comments from lesson monitoring on a weekly basis.
- The Year Head will put pupils on Report and after school detention.
- Discuss Pupil Tracking with Form Teacher.

The Pastoral Care Co-ordinator

- The Pastoral Care Co-ordinator will have overall responsibility for implementation of the Positive Discipline Policy within the school.
- He/ She will lead and support the team of form and year teachers in carrying out their pastoral roles.
- He/ She will liaise as appropriate with external agencies and statutory bodies in the field of child welfare and behaviour.
- He/ She will discuss unresolved problems with the Assistant Principal/Principal with a view to further action e.g. arranging for the disciplinary committee of the Board of Governors to meet.

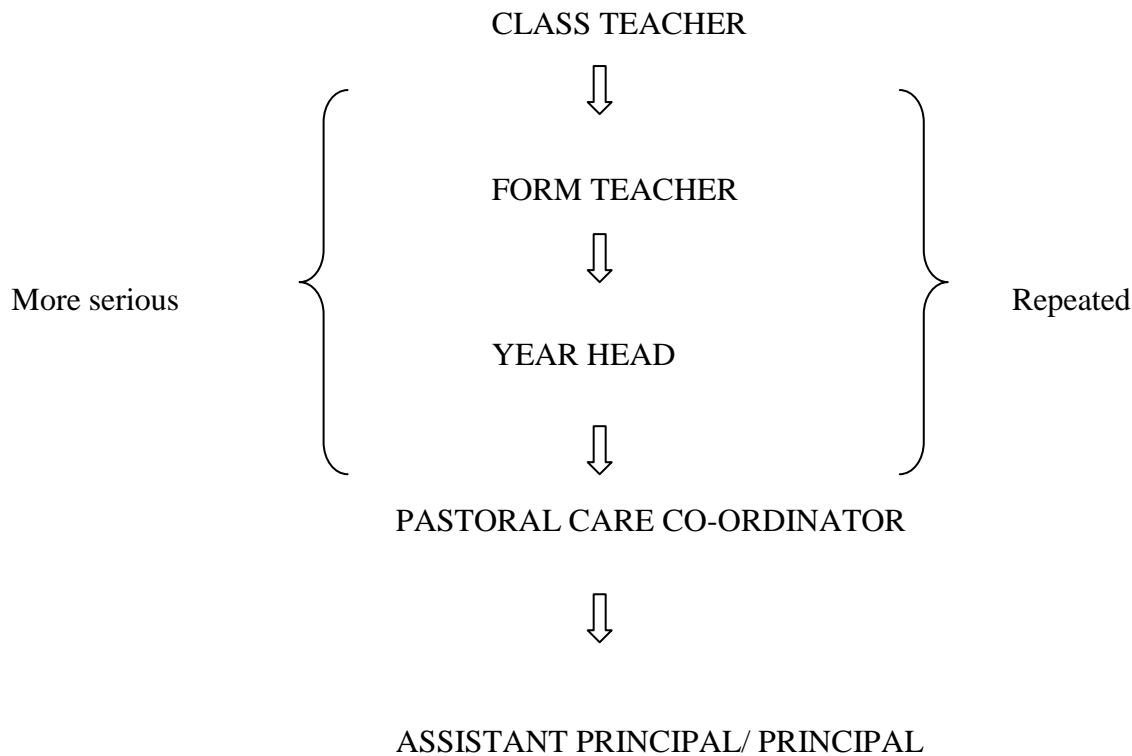
The Role of Senior Leadership Team, Pastoral Care Co-ordinator, Assistant Principal and Principal is

- To draw up guidelines on discipline, discuss with staff and revise as required.
- To ensure that staff, pupils and parents are aware of school rules.
- To make arrangements for the consistent enforcement of rules by staff.
- To provide a lead to staff in enforcing discipline in corridors and playground.

The School's Discipline Policy will endeavour to set out guidelines that support all pupils within a caring framework and lead them to a position of self-discipline and personal responsibility.

Pupil Referral - Guidelines

- It should be stressed that discipline is primarily the role of the class teacher.
- Pupils should only be referred on, in the case of more serious or repeated breaches of discipline.



- No pupil should be referred without written information e.g. lesson monitoring, written or Behavioural Module.
- Pupils should not be referred during class time.
- Online Referral sheets should be emailed to Year Head.
- Year Heads should inform appropriate teachers of follow-up and keep SIMS Record of Referral.
- All referrals need to be “signed off” at end of procedure (wherever this may be).
- In serious cases of indiscipline teachers should contact the general office for the attention of Assistant Principal, Principal or senior member of staff.

St. Benedict's College

Disciplinary Procedures

Referral System

PRINCIPAL



ASSISTANT PRINCIPAL



PASTORAL CARE CO-ORDINATOR



YEAR HEAD



FORM TEACHER



SUBJECT TEACHER



Overall responsibility for discipline in the school.

Monitors behaviour of all pupils.
Participates in Rewards System.
Liaises with outside agencies as required.
Link to Governors when required.

Monitors behaviour of whole School group.
Liaises with Year Heads and parents regarding detention and other matters.
Participates in Rewards System.
Liaises with outside agencies as required.
Liaises with Principal and Assistant Principal.

Monitors behaviour and academic progress of his/ her Year Group.
Liaises with parents regarding detention and other matters.
Participates in Rewards System.
Liaises with Educational Welfare Officer and Pastoral Care Co-ordinator.

Monitors behaviour of his/her Form Class through the use of Lesson Monitoring – Behavioural Management.
Participates in Rewards System.
Liaises with Year Head.
Lesson Monitoring/ Tracking.

Responsible for discipline in his/ her own classroom and adjacent corridor.
Makes use of Lesson Monitoring and Behavioural Management and participates in Rewards System.

PUPILS

Year 8

Year 9

Year 10

Year 11

Year 12

Form Teachers

Form Teachers

Form Teachers

Form Teachers

Form Teachers

Year Head

Year Head

Year Head

Year Head

Year Head

Mentors

Youth Worker

Education Welfare

Educational Psychologist

SENCO

Child Protection Teacher

**Pastoral Care
Co-ordinator**

Assistant Principal

PRINCIPAL

School Medical Team

CAMHS

School Chaplain

NEELB Counsellors

LESS SERIOUS INCIDENTS (some examples and how they may be dealt with)

PUPIL MISCONDUCT	HOW TEACHER CAN/ MAY DEAL WITH INCIDENT		
	FIRST OFFENCE	REPEATED OFFENCE	PERSISTANT OFFENCES
	CLASS TEACHER	FORM TEACHER	YEAR HEAD
<ol style="list-style-type: none"> 1. Homework/ Class work unfinished. 2. Sloppy/ Careless Work. 3. Disengagement with task set: wasting time/ working slowly. 4. Talking across the classroom/ swinging on chair/ arguing with other pupils/ shouting out answers/ being distracted or distracting others. 5. No homework. 6. Forgot book(s)/ forgot equipment/ no pen/ pencil/ lost book(s)/ equipment. 7. Copying Work. 8. Noisy and loud in class/ Asking questions without permission. 9. Rude Noises. 10. Arriving late for class. 11. Entering/ leaving classroom without permission. 12. Eating/ Drinking in class. 13. Passive Dissent. 	<ul style="list-style-type: none"> • Ask for explanation. • Verbal reprimand. • Record on Lesson Monitoring. • Note to parent in homework diary. • Set extra work. • Code of conduct. 	<ul style="list-style-type: none"> • Record offence on Lesson Monitoring. • Set extra work. • Refer to Year Head • Contact parents. 	<ul style="list-style-type: none"> • Class/ Form Teacher may refer the student's persistent misdemeanour(s) to the Year Head. • Detention after school. • Pupil on Report for 1/2 weeks- Behaviour Management {SIMS } • Contact parents. • Invite parents into school. • Refer to PCC/ AP/ Principal.

MORE SERIOUS INCIDENTS (some examples and how they might be dealt with)

PUPIL MISCONDUCT	HOW TEACHER CAN/ MAY DEAL WITH INCIDENT		
	FIRST OFFENCE	REPEATED OFFENCE	PERSISTANT OFFENCES
	CLASS TEACHER/ FORM TEACHER		YEAR HEAD/ P.C.C./ ASSISTANT ASSISTANT PRINCIPAL/ PRINCIPAL
	Recommended Actions		Probable Sanctions
1. Incorrect uniform/ Incorrect Hair Colour or Hair Style 2. Smoking 3. Spitting 4. Minor damage to pupil property 5. Minor damage to school/ staff property 6. Breach of safety rules 7. Missing class without permission 8. Obscene gestures/ comments	Record on Lesson Monitoring/ Behavioural Management and refer to Year Head if appropriate.		Parent informed – withdrawal from class Detention – Parent informed Detention – Suspension – Parent informed
BULLYING 9. Name-calling pupils 10. Swearing at pupils 11. Threatening pupils 12. Physical assault on pupil	Record on Lesson Monitoring and refer to Year Head & Official Report Form to be completed by Year Head		Detention – Parent informed – Suspension/ expulsion
13. Confrontation/ argument with any adult in school 14. Leaving school premises without permission.	Record on Behavioural Management for referral to Year Head		Detention – Letter home – Withdrawal - Suspension
15. Defiance of staff instruction 16. Swearing at staff 17. Theft/ serious damage to staff/ school property	Send for support from SLT & make a detailed report for Principal		Letter home – Withdrawal - Suspension/ Expulsion
18. Threatening staff 19. Violence towards staff 20. Illicit substances			

Guidance for Substitute Teachers

(See Assistant Principal for Substitute Booklet)

In the case of a planned teacher absence, work will be left for the class. In all other absences, a member of the department will ensure that suitable work is made available.

To assist you in carrying out your teaching duties, a copy of the names of all the pupils, the pastoral structure and a set of referral forms will also be made available.

Try to avoid the occurrence of discipline problems, by being in class before the pupils arrive and ensure that the class ends on the bell. Moving around the class will help to prevent potential disruption.

Expect good behaviour and work from all pupils and if their behaviour/ work is not of a satisfactory standard, employ the following procedure:

Record your concern on a referral form and place in the staffroom for the attention of the appropriate Year Head before the end of the school day.

If a matter requires urgent investigation or attention e.g. use of bad language to the teacher, fighting, stealing etc., act immediately by sending the prefect to the General Office where a Senior member of staff will be contacted urgently.

N.B. NEVER LEAVE THE CLASS UNSUPERVISED.

When you are first employed in St. Benedict's College you will be given a copy of the school's Positive Discipline and Child Protection policies.

The school's Child Protection procedures have been devised taking account of DENI and CCMS guidelines. It is essential that all staff who work in the school are familiar with and follow the procedures contained in the policy. If in doubt, please consult with the Designated Officer for Child Protection, Miss McMullan

SUBSTITUTE TEACHERS SHOULD NOT ATTEMPT PRACTICAL WORK.