

St. Dunstan's Discipline Policy

St. Dunstan's RC School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code of Conduct is agreed with the children at the beginning of each school year and periodically throughout the year. All pupils are expected to behave according to the guidelines set out in the Code. The policy has been presented to the parents and it is our hope that they will work with us to ensure the school aims.

Aim:

Discipline is based on the Catholic Ethos of the school. The purpose is to develop the character of the children to be honest, reliable and respectful to those around them. The best means of maintaining high standards within the school is by setting an example to the children that we feel they should follow.

Overall statement.

At St. Dunstan's we want to create a work ethic that is based on the fact that children will feel rewarded for the work that they do. We want the children to see that, as in their grown up life, they will be rewarded when they work and act positively. The teachers at St. Dunstan's have drawn up strategies that enable this process to occur. In each class and indeed across the school the children see very obvious signs of what will happen when they act in a positive way.

It is recognised however that sometimes children will act in a way that is socially unacceptable and these eventualities need to be handled as and when they occur. Within the school again we have drawn up guidelines that make it clear to the children what will happen when they transgress the class and school rules.

These rules are consistent throughout the school and each Key-Stage has got specific sanctions when they are broken.

The logistics of how the policy works is split into two sections for Key-Stage 1 and Key-Stage 2 but the objectives are the same throughout the school.

Objectives:

- Children to form and enjoy good relationships with peers and with adults in the school community
- Children to behave in appropriate ways, developing an understanding of right and wrong and learning to recognise when they are wrong.

- Children to work to their ability at all times and to realise that when they do not this is in itself breaking the rules
- Children to be sensitive to the needs and feelings of others.
- Specific to Key-Stage 1- To provide continuity of approach and prepare the children for working in Key-Stage 2 in a more independent manner

School rules

The following are the basic set of School Rules that are displayed in each class:

- We listen carefully and follow instructions
- We treat other people how we would like to be treated
- We work quietly without disturbing our classmates
- We always tell the truth
- We always do our best.

Nursery and Key-Stage 1

In order to maintain and encourage positive work and behaviour the following rewards will be given to children in Key-Stage 1.

Key-Stage 1:

Tick	Reward
	All names are on the happy side at the start of the day.
1.	Praise from teacher
2.	A sticker
3.	Sticker on merit card
4.	Choose an activity at the end of the session while everyone carries on working
5.	Happygram home

Tick	Sanctions
	Name on sad side
1.	Move to another table
2.	Sit by themselves in designated area
3.	Stand by the fence for 5 minutes at the start of break-time.
4.	Sent to Mr. McLoughlin
5.	Sadgram sent home.

The praise element is not in any order and it is felt that a teacher could use any of these rewards at any point of trying to praise a child.

The sanctions are in order. It is hoped that verbal intervention would be enough to stop children breaking the class rules. If not then the teacher would go through the sanctions above.

Key-Stage 2

In order to maintain and encourage positive work and behaviour the following system will be in place in Key-Stage 2.

The children are encouraged at the start of each lesson to "Give me 5". They are asked to use their lips, eyes and ears properly; to keep their hands still and their minds open.

Children will be put on the 'Happy' side of the board and then may obtain ticks that lead to the following:

- stickers
- raffle tickets
- 5 minutes free time
- 10 minutes free time
- Happygram

Dealing with unacceptable behavior:

The system in Key-Stage 2 is one that tries to make sure that attention is NOT brought to the children who are misbehaving. When a child misbehaves the teachers use what we call the 'Tick' system to modify their behaviour rather than verbally telling the child off. The system works in the following way.

Tick	Sanctions
1.	Name on sad side
2.	5 minutes time out.
3.	Playtime is lost and this is recorded in the Key-Stage co-ordinator's book.
4.	15 minutes in Mr. McLoughlin room.
5.	Sadgram home.

The Sadgram home is not expected to be acted on by the parents other than talking to the child about their behaviour; the school would not expect the parents to come in and talk to the teachers about the reason for the sadgram, but of course if they wished to they could.

Swearing and violence may lead to 4 ticks; however this is at the teacher's discretion and sometimes they may be deemed serious enough to be a Headteacher sanction.

"Stepping Up"

If a child is consistently getting to, for example, three ticks on the board then the teacher will "step them up". If this is happening it usually means that the child is not worried about the sanctions that lead them to three ticks but do not want to go as high as four

ticks. If this is the case then the teacher will at some point take the decision to start the child on two ticks. This will be carried on until the child modifies their behaviour.

Headteacher sanctions

There are times when an adult in the school will feel that a child will have done something that is completely unacceptable. In these instances the child would not go through the sanctions outlined above but would be brought to the Headteacher or other senior teacher. These could include:

- Stealing
- Premeditated violence to children
- Swearing
- Damage to property
- Threatening adults
- Racism
- Refusing to do something an adult has asked them to do.

There may be times when any of the above in certain circumstances could lead to exclusion for a period of time or even permanent exclusion.