

VTA Tamil School



Discipline Policy

MISSION STATEMENT

At ETA Tamil School we aim to create a calm, stimulating and caring learning environment through which children learn.

Each child will be encouraged to fulfil his intellectual, spiritual, physical, social and emotional potential. Central to the creation of this environment is a commitment to Christian values, the recognition of the worth and value of each child and the cultivation of self-respect, so that the child may accept his appropriate responsibilities and show respect for others.

At ETA Tamil School we aim to establish a community wherein pupils, teachers, parents and support staff enjoy a sense of belonging and have an important part to play.

POLICY FOR THE PROMOTION OF GOOD BEHAVIOUR

This Policy is in the context of the pastoral care programme, the approach being positive, encouraging, constructive and inclusive.

It is our view that effective learning and teaching can only take place in an atmosphere where standards of good behaviour are set as pre-requisites.

Good behaviour is that conduct which assists the school to fulfil its function, namely to allow each child to reach their potential. Poor behaviour is conduct which prevents a pupil's own development or disrupts the development process of other members of the school community.

It therefore follows that good behaviour is that which:

- 1. Conforms To Reasonable Expectation And The Requirements Of The School.**
- 2. Is Based Upon Mutual Respect For The Needs And Aspirations Of All In The School And Upon Care For Its Environment.**

AIMS OF DISCIPLINE

Discipline is a system of rules for good behaviour which aims to create conditions for an orderly community in which:

- ❖ Effective learning can take place.
- ❖ Self-discipline, self-esteem, self-respect, self-control and good personal relationships can be developed.
- ❖ There is mutual respect among members.

Discipline should not be seen as punishment but as being concerned with the training of children to behave in a socially acceptable fashion while in the care of teachers and others in the education process. It may well be that a ‘consequence’ in the form of some sanction is part of this training, but generally discipline should aim to be positive. Such aims are best achieved in the framework of a relaxed atmosphere where enthusiasm and industry dominate and in which pupils are able to give of their best in the classroom and are encouraged and stimulated to fulfil their potential. This in turn, demands a positive policy of encouraging good attitudes, reward and praise and setting a good example.

This will be achieved through the active participation and collaboration of:

- ❖ Teaching staff
- ❖ Auxiliary staff
- ❖ Parents
- ❖ Pupils
- ❖ School Board Members.

THE SCHOOL RULES

The school rules will be agreed with the whole school during an assembly in September each school year. Pupils will have the opportunity to suggest new rules and discuss the meaning and importance of them. The rules will be displayed in a central location as a visual reminder.

Appendix 1

BEHAVIOURS WE WISH TO ENCOURAGE	BEHAVIOURS WE WISH TO DISCOURAGE
✓ Good manners	• Shouting out
✓ Co-operation and team work	• Talking when others are talking
✓ Independence	• Unnecessary and inappropriate movement
✓ Respect	• Distractions
✓ Positive attitude	• Negative attitudes
✓ Pride in work	• Carelessness
✓ Listening	• Complaining
✓ Working effectively	• Dishonesty
✓ Good time management	• Demoralising others
✓ Honesty	• Damaging others work or school property
	• Bullying
	• Aggression of any form
	• Use of bad language

REWARDS – The Positive Side Of Discipline

In any disciplinary system the emphasis must be on the positive approach of encouragement and praise, rather than on the negative one of criticism and punishment. In any case criticism should always include advice on how to improve and should be constructive in its approach. It is our school policy to emphasise positive approaches to maintain and improve discipline. PRAISE SHOULD BE USED MORE OFTEN THAN REPRIMAND. Remember that the child’s efforts/behaviour will be praised or sanctioned and not the child personally.

Praise

Praise can be given in many ways and, without any attempt to put this into a value order, might include the following:

- Use of body language, a quiet word or an encouraging smile.
- A written comment on pupil's work or in a more detailed way picking out specific points or ideas that gives pleasure.
- Positive feedback to parents, verbally or in written form.
- A visit to a colleague or to the Principal for commendation, e.g. a written comment or sticker or merit mark.
- A public word of praise in front of the group, the class or the whole school.
- Public acknowledgement by presentation at assembly.
- Reward system in the class.
- Use of school report to comment favourably, not only on good work and academic achievement, but also on behaviour and on general attitudes.

Star Pupil

A whole school Star Pupil reward system will be used as a positive reinforcement to promote high standards of behaviour. Each week the teachers will select a pupil from their class who has tried their best and obeyed the school rules. Pupil of the week will be awarded in assembly on a Friday. Each pupil will receive a certificate and prize and their photograph will be displayed on the pupil board. A record will be kept of the number of times each pupil wins the award. Pupil of the Year will be presented for each class at Prize Day.

Class Reward System

A merit system will be used to reward the classes that move quietly around the school, line up properly at break and lunch time and sit quietly in assembly. The class with the most stickers at the end of the month will be given an extended break time. The class that wins this reward the most will be given a treat at the end of the year.

CLASSROOM DISCIPLINE

Good teaching practice and positive teacher/pupil relationships are contributors to good classroom discipline enabling effective learning to take place and in order to achieve this goal the following strategies should be implemented:

- The encouragement of genuine involvement of all pupils in the classroom activities by recognising their different abilities and talents and matching tasks to those children.
- The recognition and encouragement of children's individuality and importance of self-esteem.

- Attempting to make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children's contributions; taking account of the child's preferred learning style.
- The use of positive rather than negative language to communicate expectations and feedback to pupils.
- Giving regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed.
- The establishment of a small number of classroom rules which are agreed with the children to encourage ownership.
- Whole staff agreement on the use of a reward chart to record positive behaviour.
- Negative behaviour within the sight or sound of an individual teacher should never be ignored. The pupil or pupils concerned should be spoken to and appropriate class teacher informed.
- Teachers are responsible for the supervision of their class at all times during the school day from 8.45am until 3.00pm. Each time the class is leaving the classroom the teacher should be positioned near the door where behaviour in the classroom and corridor can best be observed.
- Teachers are responsible for the supervision of their class around the school e.g. walking to afternoon classes, walking to the hall or to the playground, etc.
- Each teacher should keep a record book in which the details of each occasion that the sanction of a pupil in her/his charge is required is recorded, other than occasions when the only sanction is a spoken word, the pupil's name, the nature of the offence and the sanction allotted should be noted. A separate page or pages should be retained for each pupil so that his/her record over the year could be readily viewed. This book should be submitted to the Principal when a pupil is being referred for persistent breach of rules. The book will also be required to show to parents, but only if they are requested to visit the school to discuss their child's behaviour.
- From time to time a teacher is responsible for a group of children other than those in her/his class. If a sanction is imposed on such an occasion the teacher involved in the situation will be responsible for its imposition and checking, but he/she should also ensure that the class teacher is informed so that the incident can be entered in the class record.
- Teachers must reinforce school rules to support the whole school vision.

Discipline is a **TEAM EFFORT** and all staff must take responsibility for the children in their care. Specific responsibilities are listed in Appendix 2.

Positive Playground Behaviour

The VTA Tamil School recognises the unique contribution playground activities make to the wellbeing of pupils in our school. Providing a safe and supportive environment, the playground offers pupils opportunities for play, creativity, fun and enjoyment. We attach great importance to ensuring that break and lunchtimes in our school offer pupil's positive experiences that contribute to their social, physical and emotional well-being.

Through our playground activities, we aim to promote:

- Physical activity and increased levels of participation
- Citizenship
- Inclusion
- Co-operation, consideration, sharing, respect and fair play
- Self-esteem and confidence
- Language and listening skills

We expect the same school rules and standards of behaviour to apply as during the rest of the school day.

Pupils are encouraged to enjoy the outdoors, explore their environment and play imaginatively, alone or in groups. The playgrounds are divided into play zones to allow the pupils to play in a safe and enjoyable manner. Rotas are drawn up to ensure that all children have equal access to the play zones. A wide range of resources are provided to stimulate positive play.

Pupils are encouraged to manage, with adult help only when necessary, their social situations positively and independently. They should feel safe and secure so as to feel that they can ask for help when needed. All staff need to cultivate a consistent approach to discipline in order for the pupils to feel safe.

Class points will be awarded for any positive behaviour that is observed and for lining up quietly and safely.

Playground Pals

In September each year P7 pupils can apply to become playground pals and help to promote positive behaviour and physical activities during break and lunch time. Mrs Milliken will meet with the pupils to discuss the job and provide relevant training. The pupils will assist the adults on duty to encourage the younger children to interact positively with their peers. They will help the children to take part in physical activities.

In poor weather staff may decide that the pupils should not go outside at break or lunch time. In such cases Key Stage 1 classes will meet in the P3 classroom to watch a DVD. Key Stage 2 classes will go to the hall where they will be provided with a range of games.

Auxiliary Staff (Parents) – Supervisory Assistants

Ancillary Staff are responsible for the supervision of the children at lunch time. When a breach of the school rules takes place during the period when the supervisory assistants are on duty this policy should be noted and the appropriate teachers informed as soon as is convenient after the end of the lunch break. Further advice is given in Appendix 3.

Other Auxiliary Staff Members (Volunteers)

Any incidents involving the bad behaviour of pupils should be reported to the Principal at an appropriate time.

SANCTIONS IN DISCIPLINE

Even with good classroom practice it will be necessary to have sanctions. These are necessary for two main reasons:

- To make the particular child and others aware of the school/teacher disapproval of unacceptable behaviour;
- To protect the authority of teachers should they be threatened;
- To enable children to understand that undesirable behaviour will have unpleasant consequences.

Sanctions should:

- Be constructive;
- Be applied with sensitivity and flexibility;
- Where possible be related to the misdemeanour;
- Generally be specific to the offender and not the whole group;
- Minor day to day incidents are dealt with by class teacher;
- Be administered fairly within each class and within whole school.
- Relate to the age of the child.
- Be consistent. Both key stages have reviewed hierarchy of unacceptable behaviour and there is consistency across key stage.

Sanctions will include:

- A look of disapproval;
- Immediate checking of misbehaviour;
- A minor penalty relevant to the offence e.g. an apology, tidy up;
- Whole staff agreed staged approach (Using traffic lights) to deal with Mild, Moderate and Severe undesirable behaviour (see Appendix 4).
- Persistent disruptive or aggressive behaviour will be dealt with through a time out provided in another teacher's classroom (usually the Vice-Principal's room). Classroom Assistants will be available to supervise pupils going to the Time Out Area.
- Serious acts of misconduct will be dealt with by the Principal who will inform parents immediately if necessary or invite them into school to discuss concerns and a way forward.
- Loss of privileges may result such as membership of school sports teams/after school activities. However, consideration has to be given to the impact on others leading or taking part in these activities and to the effect on general attitudes;
- Suspension and/or expulsion.
- See Appendix 5

INDIVIDUAL EDUCATION PLANS FOR BEHAVIOUR

It may be necessary for some children to have an IEP to address behaviour difficulties. This will be discussed with the class teacher, Mrs White, Mrs Milliken and the parents of the child. The IEP will then be put into action and reviewed on a termly basis.

PARENTS AND DISCIPLINE

Standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those at home. It is quite clear that a pupil's acceptance of any system of rules or behaviour is determined by the attitudes of home and local society. Therefore parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with their children, their influence is still greater than that of a class teacher.

Parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they therefore have an obligation to promote the general policy and rules of discipline as laid down by the school.

The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials, particularly those which belong to the school and which may be sent home and the supervision of homework.

Parents are asked to give their positive support to this policy, the sole purpose of which is to assist the staff to fulfil the school's function of seeking to develop fully the potential of all pupils. Bad behaviour prevents this, either when an individual prevents his/her own development by behaving badly or when unacceptable conduct disrupts the development process for other members of the school community. It therefore follows that 'good behaviour' as outlined above in the 'Behaviour We Wish To Encourage' and 'School Rules', is that which conforms to these reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

- Try to ensure that your child arrives in school between 8.45 am and 9.00 am. Early arrivals cause supervision problems and late arrivals cause disruption to classes.
- Discuss schoolwork and homework with your child and see that the latter is attended to and signed each night by you.
- Make the school aware of any problems your child may have with regard to schoolwork or personal relationships.
- Give your child encouragement in all aspects of school life.

Dr Bas Baskaran : _____ Date: _____

Chairperson, VTA Tamil School Board

Murugesu Paramanathan : _____ Date: _____

CEO / Principal VTA Tamil School

APPENDIX 1

SCHOOL RULES - 2018

1. ALWAYS BE KIND.
2. ALWAYS TRY YOUR BEST.
3. ALWAYS LISTEN TO ADULTS AND EACH OTHER IN SCHOOL.
4. PLAY TOGETHER – LET EVERYBODY JOIN IN.
5. SHARE WITH EACH OTHER.
6. ALWAYS WALK QUIETLY IN SCHOOL.
7. STAY INSIDE THE SCHOOL GROUNDS.
8. STAND QUIETLY IN THE LINE.
9. TAKE CARE OF SCHOOL PROPERTY.
10. ALWAYS SHOW GOOD MANNERS E.G. KNOCK DOORS BEFORE YOU ENTER AND WAIT YOUR TURN.

APPENDIX 2

RIGHTS AND RESPONSIBILITIES

CHILD

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none">• To feel safe and secure	<ul style="list-style-type: none">• To feel safe and secure
<ul style="list-style-type: none">• To be respected and treated fairly	<ul style="list-style-type: none">• To respect all members of the school community
<ul style="list-style-type: none">• To receive an education relevant to their individual needs.	<ul style="list-style-type: none">• To follow teacher direction and complete tasks to the best of their ability.
<ul style="list-style-type: none">• To be listened to and valued as an individual.	<ul style="list-style-type: none">• To listen to and value others.
<ul style="list-style-type: none">• To enjoy their childhood.	<ul style="list-style-type: none">• To interact with peers to make their childhood happy.

PARENTS

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To have their child educated. 	<ul style="list-style-type: none"> • To support the school.
<ul style="list-style-type: none"> • To have any concerns addressed. 	<ul style="list-style-type: none"> • To follow school procedures with regard to grievances.
<ul style="list-style-type: none"> • To have their child treated as an individual and with respect. 	<ul style="list-style-type: none"> • To realise that all have that right.
<ul style="list-style-type: none"> • To be kept informed about progress and school policies. 	<ul style="list-style-type: none"> • To attend meetings and have regard for school policies.
<ul style="list-style-type: none"> • To be welcomed into the school. 	<ul style="list-style-type: none"> • To co-operate with all staff.

TEACHERS

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To be shown respect (by pupils and parents) 	<ul style="list-style-type: none"> • To treat pupils and other staff and parents with respect.
<ul style="list-style-type: none"> • To have order necessary to carry out effective teaching 	<ul style="list-style-type: none"> • To be well prepared (and resourced) to teach well.
<ul style="list-style-type: none"> • To feel safe in working environment. 	<ul style="list-style-type: none"> • To involve pupils in drawing up classroom rules.
<ul style="list-style-type: none"> • To have good working conditions. 	<ul style="list-style-type: none"> • To ensure pupils are well supervised.
	<ul style="list-style-type: none"> • To ensure parents know the procedure for addressing problems with the teacher.
	<ul style="list-style-type: none"> • To provide a comfortable working environment (within resource limits).

AUXILIARY STAFF

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To respect – to be valued. 	<ul style="list-style-type: none"> • To show respect.
<ul style="list-style-type: none"> • To show ownership of the school behaviour policy. 	<ul style="list-style-type: none"> • To know/adhere to policy.
<ul style="list-style-type: none"> • To a safe working environment. 	<ul style="list-style-type: none"> • To ensure pupils' safety. • To support from senior management.
<ul style="list-style-type: none"> • To increased recognition of the value of their role. 	<ul style="list-style-type: none"> • To communicate any difficulties to management.
<ul style="list-style-type: none"> • To increased recognition of the value of their role. 	<ul style="list-style-type: none"> • To supervise effectively.

APPENDIX 3

ADVICE FOR DEALING WITH INCIDENTS IN THE PLAYGROUND

Do:

- Scan the whole area.
- Watch for children who are alone or looking sad and speak to them.
- Encourage children to play together and co-operate.
- Ensure that children do not leave the playground without your consent and supervision e.g. goes into car park.
- Listen to children if they have a complaint and show the child that you are taking their complaint seriously.
- Investigate complaints and listen to all sides of the argument.
- Encourage children to say sorry and make friends before they go inside.
- Deal with minor issues.
- Report any serious incidents or concerns you have to the Class teacher, designated Child Protection teacher or the Principal.
- Fill in the school accident book (located in the staff room) and report accidents to the class teacher who will pass the information onto the parents.
- Use common sense: don't need to pass on very minor things but if the child is hurt enough to make a mark or is upset it is always best to pass this information onto the class teacher who will decide what to do next.
- Be aware of children with S.E.N.

Don't:

- ✚ Join the children in a game. Ignore a child.
- ✚ Ignore signs of abuse.
- ✚ Make physical contact especially when disciplining a child or trying to get their attention.
- ✚ Never search a young person or their belongings without consent.
- ✚ Be alone with a child.
- ✚ Forget to pass on information about accidents or incidents in the playground.

APPENDIX 4

TRAFFIC LIGHT SYSTEM

Every child will start the week on the green light (Happy Face in P1). If negative behaviour occurs the sanctions that should be used are outlined below:

- A warning look followed by a verbal warning if necessary. The child should be reminded of the school rules. If the behaviour had a negative impact on another pupil the child will be asked to make a public apology.
- Timeout – in a designated area within the classroom.
- Traffic Light System – if the behaviour continues to deteriorate the child's name will be put on the amber light. Once placed on the amber light the child's name will remain there until the end of the week.
- If no improvement is seen then the child's name will be put on the red light. The child will then lose a privilege or be given detention. Teachers must supervise their children during the detention. The older children will copy out the school rules during detention.
- When a child's name is repeatedly appearing (3 times or more) in the red circle their parents should be contacted by the class teacher to discuss the behaviour issue.
- If the child's behaviour does not improve a home-school diary will be used. A record of the behaviour issues will be made in the yearly report.
- If no improvement is seen then a meeting should be arranged with Mrs White.

SERIOUS INCIDENTS

All serious incidents should be reported to Mrs White who will then contact the parents of the child concerned.

APPENDIX 5

REASONS FOR SUSPENSION

- ✚ Substance Abuse: Possessing, using or dealing in illegal drugs or solvents on school premises.
- ✚ Alcohol Abuse: Possessing, drinking or selling alcohol on school premises.
- ✚ Bullying of Pupil: All forms whether physical, verbal, threats or other.
- ✚ Verbal Abuse of Pupil: Of a personal nature including swearing, threatening behaviour and sexually explicit language.
- ✚ Physical Attack on Pupil: With or without a weapon.
- ✚ Disruptive Behaviour in Class: Persistent or one-off incidents, which occupy teacher time and/or distract other pupils.
- ✚ Persistent Infringements of School Rules: Smoking, non co-operation with sanctions etc.
- ✚ Significant Damage to, or Misuse of Property: Belonging to school, staff or other pupils in or outside school.
- ✚ Stealing: From school, pupils, staff in school or outside school while in uniform.
- ✚ Verbal Abuse of Staff: Of a personal nature including swearing, threatening behaviour and sexually explicit language.
- ✚ Physical Attack on Staff: With or without a weapon.