

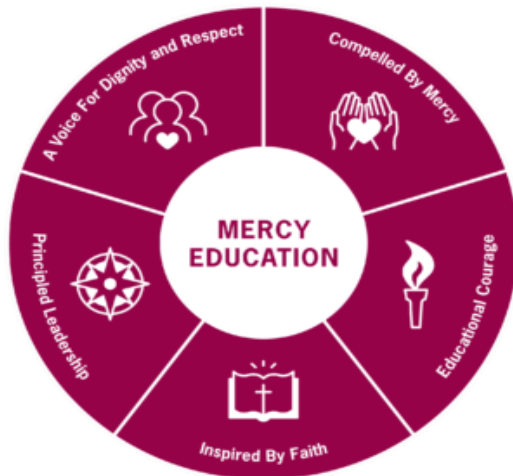
Jessie Ripoll Primary School's Disciplinary Policy for Students Ever to Excel

Philosophy of Discipline

Jessie Ripoll Primary School believes that our behaviours, individually and as a community, are a sign of Christian witness to the wider society. It means therefore, that our discipline programme is meant to help pupils develop as Christians seeking to model their lives after Jesus Christ.

Pupils are expected to conduct themselves in a manner that reflects:

1. Mercy Education - core values set out by the Sisters of Mercy



2. The mission statement of the school
 - To create an atmosphere that will encourage the continuous growth of each member of the school's community.
3. Practices and moral values, as articulated in our core values:
 - Honesty
 - Respect
 - Responsibility

When a student fails to meet the expectations of the school in his/her actions, consequences will follow. The consequences will be determined by the severity of the inappropriate behaviour.

THE NEED FOR DISCIPLINE

Discipline is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own actions and the consequences that follow. Good discipline practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life. It is the view of Jessie Ripoll Primary School that effective learning can only take place in an atmosphere where standards of good behaviour are set as prerequisites. Good behaviour is that conduct which assists the school to fulfil its function.

THE FULL DEVELOPMENT OF THE POTENTIAL OF ALL ITS PUPILS.

Bad behaviour is conduct which 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 is that which:

- conforms to the 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.

AIMS OF DISCIPLINE

This discipline policy aims to:

- ❖ Ensure that parents are informed of our disciplinary policy procedures and to encourage their cooperation and support in the successful implementation of the policy.
- ❖ Establish an environment where pupils, teachers, parents and support staff are valued and enjoy a sense of community.
- ❖ Create an acceptable level of order and behaviour so that effective learning and teaching can take place.
- ❖ Help all our pupils to realise their potential.
- ❖ Encourage self-respect, self-discipline, respect for others and property in the school and community.

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-respect and good personal relationships can be developed.
- there is mutual respect among all members.

A system of discipline should have at its centre a concern for the safety and well-being of the pupils.

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 'punishment' - in the form of some function - is part of this training, but generally discipline should aim to be positive. Such aims are best achieved in the framework of a relaxed pleasant atmosphere where enthusiasm and industry dominate and in which pupils are able to give of their best, both in the classroom and in extracurricular activities 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.

THE ROLE OF THE PRINCIPAL

The principal has a key role in formulating and reviewing the disciplinary policy and in establishing the ethos of the school. He must convince stakeholders that they have a vital role in the life and organization of the school.

The principal must ensure that the rules of the school are administered fairly and consistently to all pupils. The principal has a paramount role in the exercise of disciplinary authority in the school. He should support his staff, where appropriate and furnish to the School Board and the Ministry of Education (if necessary) with a report on the discipline within the school or on the discipline of an individual pupil where necessary.

THE ROLE OF THE TEACHER

The teacher's role is to provide education for the children. When the children and the teacher understand and accept their different roles, good discipline can be achieved. Teachers should set out clearly and in simple terms the rules by which they wish to run their classroom, which is (influenced by a class/grade behaviour plan).

In the event of discipline, the teacher should use whatever sanctions/reprimand that are deemed appropriate. Should all actions fail to bring about the desired behaviour, teachers may refer the pupil to the Senior Teacher/Disciplinary Committee/ Principal for further action.

Cooperation with parents may overcome the problem so it is vital that the teacher has a good relationship with the parents, as best as possible. Teachers must also co-operate with whatever actions the Senior Teacher, Disciplinary Committee or Principal may recommen.

Teachers have the **right** to:

- Expect courtesy and respect from colleagues, parents and pupils.
- Discipline pupils in the school according to established school procedures.
- Work in a safe environment.
- Be valued as part of the school team.
- Expect opportunities for professional development.
- Expect additional support to be in place for managing behaviour.
- Have an opportunity to work to their full potential in a calm environment.

Teachers have the **responsibility** to:

- Provide children with a broad and balanced curriculum.
- Enforce the school's discipline policy in a fair and consistent manner.
- Recognize the individuality of children and strive to cater to their needs.
- Consult with parents about a child's progress and behaviour.
- Provide a safe working environment in the classroom, where all children can work effectively to the best of their ability.
- Co-operate and work with the school management team and colleagues.

ROLE OF PARENT / GUARDIAN

Parents must also take responsibility for the discipline of their children. The basis for good discipline lies jointly with parents, pupils, staff and the principal working in partnership and cooperation.

Parents are encouraged to take an interest in what the child does at school and to try and support the teaching staff where possible. A good relationship with the class teacher may solve the problem, if one exists!

Parents may consult with the principal via an appointment made at the office. If they wish to consult with the class teacher, an appointment should be made with the teacher.

Standards of behaviour are well established in children before they come to school. The accepted 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. Often in a smaller community such as the home, individual needs can largely be accommodated without undue disturbance, but a school is a much larger community where the interests of each individual have to be subsumed in the greater good for the greater number.

We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a relationship with the class teacher and Principal. Parental acceptance of the school's expectations and active cooperation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with the 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 cooperation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform and clothing for extra-curricular activities and special events, caring for learning materials, particularly those which belong to the school, and which may be sent home and the supervision of homework/projects.

At the beginning of the school year parents are required to sign a form that they are in accordance with the policy. Forms not signed by a new parent may lead to a refusal of admission.

A current parent's refusal to sign the form does not exempt a child from being sanctioned accordingly.

Parents are expected to respond to any letter sent home by the school within two (2) days. Parents must accompany their child to school with the given letter. Failure of a parent to respond to any letter sent by the school will result in the child being refused access to a classroom. A child denied access to the classroom will be given academic tasks to complete during the period of absence.

Parents have a **right** to expect:

- A safe, conducive, learning environment for their child/ward.
- Up to date information on the school's disciplinary policy and procedures.
- To be kept informed should their child not meet the standards of discipline set.
- An opportunity to discuss disciplinary matters with the class teacher or principal, including sanctions imposed in accordance with policy procedures.
- A consistent and fair approach to discipline with punishment commensurate with the seriousness of the misdemeanour.
- A school community which is sensitive to the needs of the individual children.
- An acceptable level of courtesy and respect to be shown to their children by the staff.

Parents have a **responsibility** to:

- Promote an understanding of what is acceptable and unacceptable in terms of behaviour.
- Advise schools at the earliest opportunity of any problems concerning their child.
- Support the school in implementing the discipline policy and in maintaining a high level of discipline.
- Ensure that children comply with school rules regarding uniform, punctuality and attendance.
- Encourage children to show respect to all staff, school visitors and peers.
- Encourage children to value their own property, school property and that of others.
- Encourage children to complete schoolwork and homework to an acceptable level.
- Work in conjunction with the teachers and principal should any discipline be required.

THE PUPIL

The pupil's role in all this is to abide by the rules of the school as imparted to them by the teaching staff. They should strive to make school more meaningful for him/herself and all others in the school. At the same time, we wish to encourage children to realize that other children deserve and must enjoy the same treatment as they do. Should a problem arise

he/she should inform any available staff member so action can be taken to solve the problem as best as possible. Pupils should also remember that school is a place for learning.

Pupils have a **right** to:

- Work and play in a safe environment.
- Receive a broad and balanced curriculum.
- Be listened to in a sensitive manner.
- Be made aware of the school's standard of expectations regarding work and discipline. A fair, consistent, clear, and calm approach to discipline.

Pupils have a **responsibility** to:

- Follow the school's code of conduct contained in the discipline policy including rules relating to attendance, punctuality, and uniform.
- Show respect for staff, visitors and other pupils in the school.
- Show respect for their own and others' property.
- Behave in an acceptable manner in class and in the playground.
- Listen attentively in class and work to the best of their ability.
- Follow the directions of staff, both teaching and non-teaching. • Represent the school in a positive way.

The Teacher

Teachers should always consider themselves responsible for the behaviour of all pupils within sight or sound of them. Responsibility for the behaviour of all pupils in the school is one which all teachers share. In all matters relating to the maintenance of discipline and the application of sanctions it must be remembered that our aim is to develop self-discipline in our pupils and build and maintain their self - esteem.

REWARDS - THE POSITIVE SIDE OF DISCIPLINE

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

- a quiet word or encouraging smile.
- a written comment on pupils' work, or in a more detailed way picking out specific points or ideas that is exemplary.
- a visit to the Principal, Vice principal or a Senior Manager for commendation, e.g., a written comment or star or badge or certificate
- Public acknowledgement by presentation in front of a class, grade or whole school ● Given a post of responsibility.
- A system of merit marks or points, with or without public acknowledgement of that reward e.g., stickers / stampers
- Displayed work in the classroom or block.
- Monthly awards for effort and good work on a class or grade level
- Use of school reports to comment favourably, not only on good work and academic achievement, but also on behaviour, on involvement and on general attitudes.

CLASSROOM DISCIPLINE

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

- the encouragement of genuine involvement of all pupils in classroom activity by recognising their different abilities and matching tasks to those abilities so that pupils regularly achieve success.
- the recognition and encouragement of children's individuality and the importance of self-esteem.
- attempting to make lessons enjoyable and challenging with an approach which is sufficiently flexible to encourage children's contributions; -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 should be discussed, if appropriate with pupils to encourage ownership.

SCHOOL RULES

In order that pupils should behave responsibly towards themselves, towards others and towards their environment, there are certain areas of school life where it is possible to write lists of rules. This school considers and expects.

1. Every child is always honest and truthful.
2. Every child always obeys a member of staff's instructions in the interest of efficient classroom management, safety and general good behaviour.
3. Each child obeys rules pertaining to the usage of certain rooms e.g., Enrichment Room, Mercy Hall, Library etc.
4. On the school premises:
 - Unsafe/unsupervised games or boisterous activities which are liable to cause injury to the pupil or others are prohibited.
 - Activities which may cause damage to school property are also prohibited.
 - Use of profanity is also prohibited.
 - Graffiti is also prohibited.

This school finds unacceptable:

1. *Violence by pupils - whether directed at another pupil or a member of staff (including the security) or parent.*
2. *Foul and abusive language, inappropriate touch or obscene gestures at any time.*
3. *Vandalism or malicious damage of school property or the personal property of another pupil.*
4. *Theft*

5. *Bullying either by action or threat to include cyberbullying.*
6. *Use of telecommunication devices on the school compound (see ICT Guidelines)*
7. *Engaging in and sharing adult content to include pornography: visual, audio and print.*
8. *Any other action deemed inappropriate.*

This school will actively encourage:

1. A pleasant and safe environment for the children and staff.
2. A litter free school area.
3. Preservation of existing facilities resources and fixtures
4. An environment which is conducive to learning.

Characteristics of a Jessie Ripoll Student and Safety

- Safety
 - There should be no boisterous behaviour inside school.
 - Children must not fight in school, coming to school or going home from school.
 - Children must not climb trees, fences or hedges in the school grounds or leading into surrounding property.
 - Children must not throw stones or other missiles.
 - No child may leave the school premises for any purpose during the school day without a gate pass duly received from the office.

- Courtesy
 - I. Children must not use foul or abusive language.
 - II. Children should allow free and safe movements for adults on corridors, stairs, pathways and through doors.
 - III. Children should demonstrate social graces.
 - IV. Children must not interrupt adults who are speaking until invited. V.
Children must knock before entering a room.
 - VI. Children must obey teachers' directions.
 - VII. Children must not take, without permission, things belonging to others.
 - VIII. Children must not litter.
 - IX. Children must not deface their own property, or the property of others, including that of the school.

USE OF CELLPHONES OR ANY OTHER TELECOMMUNICATION DEVICES ON COMPOUND

The school has a NO CELLPHONE policy which includes the use of smart watches, earbuds, etc. Each term, a written consent must be sent, addressed to the principal indicating a dire need for the child to have a cellphone at school. The principal's discretion will determine whether this need will be met. Said child should log the phone in the office between 7:30am and 8:00am and log it out between 2:15 pm - 3:00 pm daily.

- Phones are to be clearly labelled with the child's name and class.

Confiscation of Cellular Phone

Please note- if your child/ward is seen with a cellphone during class or on the compound during the school day, a teacher has the right to confiscate the device in question.

- A child's phone that has been confiscated can only be collected by the parent/ward of the child. (Same day/next day or at the discretion of the principal.)
- This phone or any other phone belonging to this child will also be barred from future logging in the device at the office for the rest of the term/year.

SEE THE PARENT/GUARDIAN - STUDENT HANDBOOK REVISED 2020 - 2023 page 20 for further clarity.

NB. The school does not take any responsibility for any lost or damaged electronic device confiscated or not.

Telecommunication devices such as a laptop, tablet or iPad may be brought to school on the directives of the class teacher. The use of these devices is ONLY permitted during supervised class time.

A child granted permission by the principal to have a cell phone, may only use the device as agreed to by parent and principal. The device will be confiscated if the child is caught using it outside of the agreement. The return of the device is at the discretion of the principal or his designate. The principal may retract said agreement with the parent and the child's need to have the device.

Promoting Discipline, Discouraging Unacceptable Behaviours

MERIT SYSTEM

In order to help our students make positive choices and to create a positive and safe atmosphere for learning, the Jessie Ripoll Primary school will use a merit system to promote acceptable behaviours. The system below will provide rewards for positive behaviours and consequences for negative behaviours. This system is intended to assist students in making good choices thus producing well behaved students. Our ultimate goal is to develop students who are self- disciplined and good citizens.

At the beginning of each school year, each student will be given 50 merits.

All students will receive a blue merit badge in September. The badge changes colour to bronze, silver or gold as the merits are gained.

Merit Categories

Bronze Badge = 70-84 merit points

Silver Badge = 85-100 merit points

Gold Badge = 101 and above

How Can a Student Gain Merits?

How Can You Gain Merits?	Number of Merits
Adhering to school's dress code which includes uniform, footwear, school pin, hair grooming (awarded during spot checks)	2 merits
Consistently following the school rules (seen over time)	2 merits
Exemplary behaviour in and out of class	2 merits
Outstanding achievement/participation in an extracurricular discipline	5 merits
Clear indication of a child following set core values which includes but not limited to the Mercy core values	3 merits

<p>Ability to organise and have peers working and playing in line with the school’s culture (play without the use of bottles, moving about by walking, organising study groups and clean ups at break, lunch and at dismissal)</p>	<p>5 merits</p>
<p>A student can be recommended for additional merit(s) by any member of staff, parents or visitors to the campus for a good characteristic display of citizenship, determined by the Disciplinary Committee</p>	<p>2-5 merits</p>

SANCTIONS OF UNACCEPTABLE

While there is not a value order placed on the sanctions, certain procedures should be followed.

Even with a positive behaviour approach 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’s/teacher’s disapproval of unacceptable behaviour.
- to protect the authority of teachers, should that be threatened.

Sanctions should:

- be constructive.
- be applied with sensitivity, flexibility and without discrimination.
- where possible, be related to the misdemeanour.
- be specific to the culprit and not applied to the whole group.

To ensure that sanctions are constructive and enforced uniformly we have classified unacceptable behaviour into three bands. The list is not exhaustive and for practical purposes cannot cover every single misdemeanour, but rather gives an indication of what might be an example within each band. For other behaviours teachers must use their professional judgement in deciding the sanction imposed (reference should also be made from the School Handbook).

Unacceptable behaviour described:

Tier 1	Tier 2	Tier 3
Distracting other pupils while at work	Consistency of an act from Tier 1	Bullying
Cheeky/Answering back	Damage - property or peers	Persistent occurrence - Band 2
Boisterous behaviour	Aggressive - persistent/serious	Physical assault teacher/adults/children
Consistent talking	Refusal to work	Willful damage - property or peers
Not prepared for school	Being in an outbound area	Verbal abuse to teachers/staff/peers (to include threats)
Telling Tales	Biting/Kicking/Spitting	Stealing - intent and persistence
Bad presentation of work	Bad language/rude noises	Consistent major disruption of class
Homework/Projects not completed/done	Persistent name-calling	Abuse/Threatening behaviour
Incidents of taking property	Failure to display and adhere to the school's core value	Leaving school premises without permission
General nuisance	Refusal to complete classwork	Dangerous refusal to obey instructions

Improper physical Appearance	Aggressive - persistent/serious	Fights
Improper/missing attire for school		Purchasing at the fence
		Having a technological device without approval
		Being late three or more days per week without a proper written excuse
		Any banned items stated in the Parent/Guardian- Student Handbook

SANCTIONS AND STRATEGIES

Removal of Merits/Detention/Time Out/ In-house suspension/Counselling

<u>TIER 1</u>	<u>TIER 2</u>	<u>TIER 3</u>
Verbal reprimand Loss of 1 merit point Time out	Verbal reprimand Loss of 5 merit points Incident Report Call Parent/Guardian(s) Individual counselling Time out / Detention	* Loss of 10 merit points * Incident Report Accompaniment letter In house suspension Individual counselling Group counselling Referral letter

Time Out / Detention

- Child sits by him/herself in class.
- Child goes to another class with work set by his/her class teacher
- Child remains in class for break / lunch (child will not be prevented from eating or toileting)

* The principal will use his discretion as to whether parents need to be informed of their child being in receipt of a time out /detention, depending on the seriousness of the misdemeanour.

In - house Suspension

- In-house suspension which may include:
 - the wearing of black and white
 - inability to participate in selected field trips or special school events which includes the annual School Leaving Ceremony.

Incident Report

An incident report will be written:

1. if there is a consistent repeat, 5 times, of any Tier 1 behaviour.
2. for all tier 2 and tier 3 offences

Interventions

One or both of the following support will be given by the counsellor/designate for major or repeated infractions:

- * Group Counselling,
- * Individual Counselling

On recommendation by the principal or guidance counsellor a student may be asked to become a member of a particular club(s), referred to the sports department to become a member of a sporting activity or referred to a social worker/department/institution depending on the situation.

A report will be done to inform the child's progress or lack of.

Class Report Book

Each teacher will maintain a book into which are entered notable events of indiscipline and the immediate action taken, as a record of such. It is not expected that the teacher writes in every small breach of rules but may refer to continual breach of these.

Kindly note:

- Name will be logged in a book placed at the Guard house for late students.
- Fights or any behaviour which causes harm to another student, staff, parent or visitor will result in the student being asked to wear a black pants or skirt and a white shirt (no t-shirt or crest) for a period of no less than five days. A public apology will also be required at a general devotion.
- After three verbal or written warnings and recommendations made to parents for student's misbehaviour or consistent lateness, the principal may recommend that the child be transferred to another school

- The school reserves the right to prohibit any student from participating in any field trip or school event for any behaviour which does not reflect the expected values a Jessie student should be exhibiting.
- Merits may be removed at the discretion of a teacher or any member of staff following an investigation and meeting of the Disciplinary committee.

Staff and Discipline

The attitude of all staff is of great importance. It is they who in the end determine the environment in which good pupil/teacher relations can develop. They are expected to set the right example to pupils in matters of dress, punctuality and commitment. Good behaviour in pupils is found where teachers enjoy good relationships with their pupils, have high expectations of their pupils' work and provide a curriculum and teaching methods well matched to pupils' needs.

A teacher's influence depends on attitude, character, example, teaching skills and rapport established with pupils.

Above all consistency of approach is the keynote - consistency by an individual member of staff towards pupils and consistency across the staff towards all pupils. To secure ownership and commitment to the school's discipline policy every teacher should be involved in discussing its content and implications for school life. Consistent action by all the staff is required to make the policy effective. Any amendments to the school's policy should be the basis of full and genuine consultation.

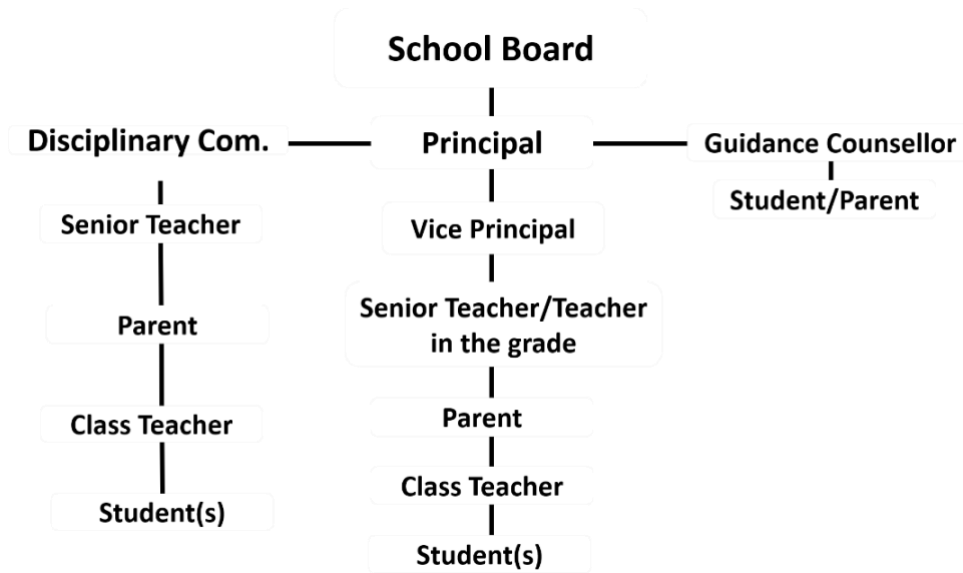
Members of staff will determine the school's training and support needs related to discipline; this will depend on the discipline needs of the school as perceived by the staff. Needs will be identified, and appropriate guidance and support provided. Basic discipline practices throughout the school will be reviewed, alternative ways of dealing with disruption will be considered.

General Complaints/ Procedure

If parents/guardians have a concern regarding how a procedure was handled by a member of staff, please follow the following procedure.

- Complaint received by Principal
- Investigation into complaint, i.e., interview the staff member involved, the child involved, other relevant parties. Establish the facts.
- Can a resolution be reached to solve the problem and an agreement be reached?
- Report to parents on the resolution /actions to be taken (if any) / findings. •Are they in agreement with the steps to be taken?
- Meet with the Principal for further discussion. (Staff may be in attendance subject to the principal's discretion).
- a) Outcome / action agreed. Situation monitored by staff and principal. Feedback from parents encouraged. b) If action fails begin process again at 3.

LINES OF COMMUNICATION



The Disciplinary Committee

The School's Disciplinary Committee's role is to adjudicate on matters referred to it, to ensure the child benefits from the experience. The committee seeks to ensure order and peace in the pursuant of educational objectives/goals in the school community.

The committee meets when required.

The disciplinary committee consists of the Vice principal, Guidance counsellor, two upper school teachers, two lower school teachers and a representative from the parent body.