

Holy Cross Boys' P.S.



Holy Cross Boys' Primary School

DISCIPLINE POLICY

***INCORPORATING: BULLYING POLICY
DRUG AWARENESS PROCEDURES***

MISSION STATEMENT

At Holy Cross Boys' School we aim to create a calm and caring community where teachers teach and children learn.

Each child will be encouraged to fulfil his intellectual, spiritual, physical, social aesthetic 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 Holy Cross Boys' 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.

Such a statement requires the development of several policies viz curriculum development, special needs, the pastoral dimension, staff development, home-school link and a positive discipline policy.

RATIONALE

The aims of the policy have been formulated to respect the rights of teachers, pupils and parents as identified in this policy and to reflect the changing relationships that are appropriate in the school in the new millennium.

In the framework of this policy document, Discipline means an agreed course of action which encourages the child to take responsibility for his own behaviour.

The teacher's role is to lead, guide and direct by recognising good behaviour when it occurs and by the consistent management of behaviour using frequent rewards and, when required, sanctions.

A teacher's first and emotional response to a child's piece of behaviour is often inappropriate and need to be replaced by a skilled, prepared response in Managing that piece of behaviour.

The Discipline Policy aims to:

1. Create an acceptable level of order and behaviour so that optimal learning can take place.
2. Identify the rights of the pupils, parents & teachers.
3. Set down the responsibilities of pupils, parents and teachers.
4. Establish a clear set of rules.
5. Enable teachers, pupils and support staff to communicate with each other calmly and in a quiet manner.
6. Allow the most efficient delivery of the curriculum possible.
7. Provide opportunities for the development of children's self-esteem, self-respect, respect for others and willingness to accept personal responsibilities.
8. Establish a supportive community for all its members including pupils, teachers, parents and support staff.
9. Maintain a regular evaluation and review of the policy.

RIGHTS

Pupils' Rights

The school will seek to:

- Promote the child's right to be safe and learn in a comfortable and friendly environment.
- Be listened to and respected
- Be given opportunities to achieve potential commensurate with his abilities.
- Receive encouragement and experience success.

Parents' Rights

The school will seek to promote the parents' rights to:

- Be partners in their children's education.
- Written information about school policies relevant to parents.
- Ongoing information about the educational progress of their child.

Teachers' Rights

The school will seek to promote the teacher's right to:

- Be safe and teach in a comfortable and friendly environment.
- Be listened to and respected.
- Programme of personal and professional staff development.
- Adequate resources.
- Pastoral and professional support within the school and from appropriate outside agencies.

RESPONSIBILITIES

Childs' Responsibilities

Each child is responsible for:

- His own behaviour
- Consideration for others
- Observance of school rules

Teachers' Responsibilities

Each teacher is responsible for:

- The care and education of each child
- The management of her/his class
- Her/his behaviour as a role model for the child
- The safe and orderly movement to and from the class
- Encouraging children to keep the school rules

Parents' Responsibilities

Parents have the responsibility to:

- Send their children to school regularly and punctually
- To consistently set good examples of behaviour
- To support the school in fulfilling the Mission Statement as described in the policy document
- To provide adequate care and attention so that the child gains maximum benefit from school experience
- To ensure their child comes equipped for school and in uniform
- To support and encourage the child in all his educational experiences

THE BOARD OF GOVERNORS RESPONSIBILITIES

The Board of Governors have a duty to:

- Assist the school to fulfil the Mission Statement
- Assist in the development, implementation and review of the School Discipline Policy

THE PRINCIPAL AND SENIOR MANAGEMENT TEAM

The Principal and Senior Management Team have a duty to:

- Support the class teacher in fulfilling his/her primary responsibility for behaviour and discipline in the classroom.
- Take the lead in planning, developing, implementing and reviewing the school Discipline Policy
- Create and maintain a peer support system in the school to implement the policy (see app 1)
- Establish further support (from Principal and Vice-Principal) that may be used for a pupil who has not responded to lower levels of behaviour management/intervention. (appendices 2-6)

THE SENCO'S RESPONSIBILITIES

The Senco has a duty to:

- Monitor/support children with behavioural difficulties
- Liaise with parents
- Recommend/initiate pastoral support ie Counselling, Art Therapy
- Refer to other outside agencies eg Behaviour Support, Educational Psychologists

SCHOOL RULES

Our Listening Rule

We stop, look and listen, when teacher talks to us
We listen to each other
Hand up if we want to speak

Our Learning Rule

We come prepared for work
We try our best
We do our homework well

Our Treatment Rule

We care for ourselves
We are kind to each other
We care for our school
We show good manners to each other

Our Ready-For-School Rule

We come to school on time
We wear our uniform
We bring in a note for absence

Our Movement Rule

We always walk
We walk quietly in line
We walk on the left

Our Playground Rule

We walk in our line on the bell or whistle
We play safely
We stay and play in our own yard

PROMOTING POSITIVE BEHAVIOUR

Rewards, Privileges and Sanctions

REWARDS

The teacher's role is to lead, guide and direct

- By recognising good behaviour when it occurs
- By consistent management of behaviour using frequent rewards and when required sanctions

In this policy document the concept and practice of rewards enriches the use of informal and formal ways on the part of the teacher to show the children that he/she recognises and approves of their efforts (academic and behaviour) in class/school. It is the means by which the teacher prompts behaviour that encourages children to learn and engage in acceptable social behaviour.

Fundamental to this is the quality of teacher/pupil relationship established. This relationship may be enhanced by increasing the frequency of the teacher use of positive body language, informal oral praise and encouragement and a system of formal rewards.

Recognising and promoting acceptable behaviour can be achieved in following ways:

INFORMAL

Informal rewards can be non-verbal or verbal and used with individuals, small groups or whole class.

NON-VERBAL

Smile

Eye contact

Nod

Handshake

Wink

Thumbs up

VERBAL

Friendly greeting - morning and throughout school day

First names - always

Words of praise and encouragement

Requests rather than orders

Please/Thank you - always

FORMAL

INDIVIDUAL

Written comments
Stamps, stars
Prizes, badges
Display work
Notes/merit certificates to parents
Responsibilities
Trips
Privileges
Photographs
Choices time
Assembly

CLASS

Pupil of the week
Prefects
Responsibilities
Special activities
Assembly recognition
Photograph display

SCHOOL

Key Stage 1: Pupil of the week
Key Stage 2: Pupil of the month
Hall/corridor displays
Class visits by Principal
Assembly recognition
End of term/year awards
Football games
Competitions
Trips

SANCTIONS

Sanctions, employed because the rights of others are being infringed, should be seen as part of the process of helping the child return to behaving in an appropriate manner.

The child should understand clearly that the sanction is a consequence of his action.

Sanctions or punishments should not infringe the rights of the child as set out in the policy document and they should not be given globally.

One of the most potent sanctions is the withdrawal of teacher attention as it can so readily reward and reinforce inappropriate behaviour. Sanctions, informal or formal, which can be used for situations that require firm teacher action and cause the child to experience the consequences of his behaviour, are as follows:

INFORMAL

Using pupil's first name
Look/nod/hand gesture
Moving towards pupil
Rule reminder
Give directions
Question - What should you be doing?
Take child aside

FORMAL

Withdrawal of privileges
Sanction befitting offence
Writing out reason for not repeating - ways of improving (App 4)
Time out - in or out of classroom (App 3)
Peer support (App 1)
Management support
Letter/report to parent
Discipline interviews - parents/behaviour contracts: (App 6&7)
Exclusion from activities
Exiting within school (App 3)
Detention after school (App 5)
Suspension
Expulsion

MANAGING AND RECORDING DISRUPTIVE BEHAVIOUR

While a positive system of rewards and reinforcement will attempt to guide children towards self-discipline, it is important that strategies exist to assist teachers in dealing with disruptive behaviour. Many teachers have devised their own effective ways of managing such behaviour and it is desirable that they should continue to do so. To assist them the school suggests a strategy as outlined by the 'Stepwise Approach to Behaviour Management' (Rodgers). This offers a sliding scale of intervention in the pupil's behaviour requiring the pupil to take more responsibility for his/her own actions.

A STEPWISE APPROACH TO BEHAVIOUR MANAGEMENT

Enables a teacher to plan ahead for appropriate strategies so that they can respond more effectively (rather than react) to student disruptions.

1. Tactical Ignoring of Behaviour (TIB)

A step for low-level disruptions

TIB means **tactically** ignoring (a decisive choice not to notice) such behaviour.

With TIB you are deciding:

- Which behaviours you can appropriately ignore
- How long you are prepared to ignore
- What will you do next if TIB is not achieving its aim

While you are using TIB you also attend to notice and reinforce on-task behaviour. TIBBING' is exceptionally effective for low-level attention seeking such as the few who persistently call out

2. Simple Directions(SD)

A simple direction should express our intent clearly and simply rather than getting involved in long-winded discussions eg "David (Tapping) put that pen down now thanks". Always use the student's personal name

When using simple directions:

- Speak to the behaviour you want to see ("Wendy, Melissa face the front and listen, thanks" rather than "Oi!! You two, I'm trying to teacher, what's wrong with you? Do you want to share it with the whole class?")
- Establish eye contact
- Speak clearly, firmly, briefly
- Repeat if necessary
- Expect compliance

3. Rule Restatement - Rule Reminders (RR)

The teacher simply restates the rule to the students or quietly reminds them of the relevant rule (safety, communication, learning, movement,

manners, treatment, conflict etc) eg "Melissa you know the rule for calling out - use it thanks".

4. Question and Feedback (See Glasser 1969)

Move alongside the student and ask "What's happening here?" or "What's going on or "What are you doing?" The voice is not sarcastic or threatening, just appropriately firm.

A 'What' question is an attempt to get some feedback from the student and put a bit of responsibility their way.

Avoid 'Why' questions - these are better used when taking the student aside on a 1-1. If the reply to a 'What' question is 'nothing' simply inform the student about what you saw or heard (your feedback to the student) and follow up with a secondary question (re-direction) "What should you be doing?" or "What are you supposed to be doing?" Again if the student avoids responsibility re-direct to the required task or behaviour.

5. Defusion

Appropriate humour can often take the heat out of a problem so that the student has been distracted and the heat defused.

6. Blocking Statement

If a student procrastinates, argues etc 'blocking' is a verbal strategy that reasserts a teacher's fair direction using the same words repetitively. There are two basic forms of 'blocking' - one is a simple re-direction (sometimes called a 'broken record' approach) the other is re-assertion. With a re-direction on the teacher is basically re-directing the initial direction, rule or question:

(T) "David back in your seat - thanks "

(S) "But I was just getting a rubber"

(T) "Back in your seat now"

(S) "But I told you, I was just getting a rubber - what are you picking on

(T) "Ok back in your seat"

Remember 'blocking' is an approach to use with argumentative students: We avoid taking up verbal arms, as it were, about 'being picked on' or, 'others do it too'. With re-assertion the teacher briefly 'tunes in' to what

the student is saying but re-asserts the rule, direction or appropriate question ie

- (T) "Melissa and Wendy (two loud yakkers) what are you doing?"
- (S) "Nothing I" (aggrieved)
- (T) "Actually you're talking loudly (tune-in) and I'm trying to work over there. What should you be doing?"
- (S) "Other people talk - you don't pick on them"
- (T) "Other people do, what should you be doing?" (tune-in but re-assert).
- (S) "Our work"
- (T) "Ok back into it thanks"

7. Giving simple Choices

Empty threats are pointless

Let the student choose the responsible alternative

Choices enables the student some measure of self-control

If - when "If you continue to call out, David, I'll have to ask you to stay back and explain why you won't work by our fair rules" (deferred option).

8. Exit Procedures

When a student's behaviour is so disruptive that other students'/the teacher's rights are being infringed.

Any exit procedure will have to be preceded by steps aimed at enabling the child to manage his/her own behaviour.

The final step of exiting a pupil will require peer support between teachers and the intervention of Senior Management (App 1&3)

When sanctions are required they should initially be the withdrawal of rewards. If a behaviour requires punishment this should be appropriate to the offence, be explained to the pupil and be seen to be fair. A punishment should end the incident.

RULES AND ROUTINES

Separate rules have been advised and agreed upon for infant classes and upper classes. These will need to be explained and reinforced early in each new school year and regularly through the term. While they cover the same basic content they recognise the need to introduce the rules in a slower and simpler form to younger children.

Routines should be agreed upon by the staff having regard of Health & Safety matter, the school environment, timetabling, wet day supervision, entry into classes etc. These should be made known to the pupils and reinforced throughout the year.

INVOLVEMENT OF OUTSIDE AGENCIES

When a pupil is showing signs of increasingly disruptive behaviour this should be brought to the attention of the discipline team. Early intervention will attempt to manage the pupil's needs. This may involve referral to the Education Psychology Service, Health Board or other outside agencies.

The following are a set of guidelines to take in dealing with individual pupils who are causing disruption in class.

- (a) If a child is "exited" for a session a written record should be kept on SIMs. No discussion should take place between the adult and the child and the support teacher when the child is "exited". There should be discussion between the child, the class teacher and the support teacher on the day of the incident. For older pupils a "4W" consequence form may be completed.
- (b) If a child is "exited" for three sessions within a short period the class teacher should arrange an interview with the parent to discuss the matter. A behaviour report (App 2) form may be completed at this stage or earlier if deemed necessary. These report forms should be kept on file.
- (c) If the behaviour persists the parent needs to be informed the seriousness of the situation. The parent and the child may be invited to draw up an agreed contract of behaviour. (App 7).

- (d) Continued disruption may result in the child being put on an internal suspension (full day/rolling exit (App 3) when he would be given work at his own level by the class teacher. This would be completed in another room, brought back to his teacher, given new work to complete in a different room and so on throughout the day.

- (e) If the behaviour does not improve a formal meeting may take place between the parent, the principal and the class teacher. The school may seek the assistance of the Education Psychology Service to assess the needs of the individual Pupil. When the principal deems necessary the Board of Governors may be informed at some point in the referral Procedure. It is vital that written records be kept in order to monitor behaviour over time.

- (f) When this fails to address the behaviour the school may instigate formal suspension procedures. This would be under the guidance of CCMS recommendations. (CCMS: Scheme for the Suspension and Expulsion of Pupils May 2002).

***SUMMARY OF DISCIPLINE POLICY
REVISED & UPDATED 13/14***

1. Establish school/classroom rules from the outset and apply them consistently and firmly.
2. Set up a variety of 'jobs' that children can do in the classroom (incentives).
3. Establish early on a series of rewards - individual, group, whole class based.

Managing of - task behaviour - in a consistent measured and sequential manner

Level 1

1. Ignore low-level disruption while continually reinforcing good behaviour (TIB)
2. Simple request/direction with rule reminder eg Jim - what should you be doing? - this is repeated until compliance so blocking argumentative behaviour.
3. Give a choice and consequence eg if you continue to shout out you will
This is where our sanctions come into play eg removal of privileges (jobs etc)

Level 2

If disruption continues we have now moved to level 2.

Parents should be informed at this stage and their support sought.

1. Set small targets for the disruptive child - with positive reinforcement for compliance.
2. Exiting to support colleagues for a session (see sheet for support colleagues)
3. Introduction of Behaviour Report Card (1 week): Parent to be informed. Report card signed daily. Friday meeting with parent to discuss progress.

Level 3

1. After school detention 3pm - 4pm supervised (After 3 exits recorded on Sims). Child be collected by parent after detention.
2. Three day rolling exit within the school. Guided by the Vice-Principal.
3. Behaviour Contract: Child, Parent, Principal

Level 4

1. Referral to Outside Agencies: Behaviour Support, Education Psycholgist

Level 5

1. The Principal may impose a period of suspension (triggered after 3 detentions), Parent is notified of the reasons for and the duration of the suspension. School to follow the CCMS Scheme for the Suspension & Expulsion of pupils (May 2002).

Level 6

1. Consultative Meeting: Principal, Parent, Chairperson of Board of Governors and CCMS Officer - leading to possible expulsion.



Holy Cross Boys' P.S.

PREFECT SYSTEM

The Prefect System has been introduced to promote self-esteem, self-confidence and a sense of responsibility in the final year of primary school.

It is hoped that all year seven pupils will have the opportunity to participate in the Prefect System which will lead to a sense of personal achievement.

All decisions about the duties and responsibilities of Prefects were taken in consultation with staff representatives from KS1 and KS2. Final decisions were presented for approval to the whole staff.

Selection Procedure

- Prefects will be selected by the class teacher in ratio to their class numbers.
- Each group of Prefects operates for a 6 week period (1/2 termly)
- Prefects' names and photographs will be displayed for their term of 'office'. Names transferred to a roll of honour at the end of the period.
- Prefects badges must be worn at all times.
- All teachers will be aware of the Prefects and their duties.

A Summary of Duties

A Prefect's main duty will be to enhance the running and good order of the school. They do not take responsibility for the behaviour or discipline of other pupils.

- Lunchtime duty - returning lunch crates to rooms - filling water glasses in the dinning hall.
- Canteen duty - collection of cups, cutlery and trays.
- Escorting parents/visitors through the school ie Open Day, P1 Induction.
- Distributing notes/circulars throughout the school.
- Library duty - re-arranging or returning books to shelves.
- Pupil of the Week/Month sheets.
- Updating Key Stage 1 and Key Stage 2 boards.
- Other duties as they arise during the school year.

All Prefects beginning their term will receive a short induction course to assist them in carrying out their duties.

The Prefect System will be reviewed/evaluated at the end of each academic year.

POLICY ON BULLYING

Definition

By bullying we mean any form of repetitive behaviour which causes unhappiness to another member of the school over a period of time. It has the intention of causing distress for gain or gratification.

It is often a repeated attack which can be physical, verbal or psychological.

It is used to give a sense of power over those who are unable to resist.

Bullying can include:

Physical

Pushing
Kicking
Hitting
Pinching
Spitting
Any violent physical contact

Verbal

Name calling
Sarcasm
Rumour spreading
Abusive comments
Teasing

Emotional

Excluding
Tormenting
Threatening gestures
Unfriendliness
Gestures
Graffiti
Racial taunts

Aims and Objectives

The aims of this policy are:

- To reduce the incidence of bullying through raising an awareness among the whole school community (ie teachers, non-teaching staff, pupils and parents) of bullying behaviour.
- To help children to recognise the damaging nature of bullying and to know that bullying is not acceptable at any time by raising awareness through use of circle time, promotion of pastoral care policy, positive discipline and other curricular subjects.
- To incorporate within our discipline policy strategies and procedures for dealing with forms of bullying so as to promote the child's self-esteem and feeling of security within the school.
- To generate an attitude of responsibility among all staff and pupils by making each aware of the role they have in the school.

Roles and Responsibilities

Each individual of the school community has a pastoral role in the school:

The Board of Governors

Principal

Vice-Principal

Senior Management Team

Teachers

Non-teaching staff

Parents

Pupils

They help promote a positive and caring ethos where children feel secure, happy and able to develop their potential supported by their peers and teachers and all other contacts within the school.

Procedures/Strategies

If bullying is reported in first instance by:

Pupil to class teacher:

- Listen
- Reassure
- Investigate (with help from VP, Principal etc)
- Monitor (by class teacher or other person depending on where bullying is taking place)
- Action Plan (following discipline policy actions)

Parent to Class Teacher or Parent to Principal:

DENI Child Protection Document states "A parent making a complaint about bullying will have a personal response from the designated teacher within one week of making the complain indicating the investigation which has been carried out and the action being taken".

- Complaint listened to sympathetically
- Assurance given that incidence will be investigated
- A follow-up appointment made as soon as possible, preferably within 24 hours
- If complaint is upheld, parent should be informed of action to be taken (Justice must not only be done but be seen to be done by all parties ie parents of both victim and bully).
- A record must be kept of all meetings, complaint and action
- Periodic review of case to assess on-going situation.

When dealing with complaints points to note:

- The seriousness of incident must be assessed (indicator might be with whom the parent makes initial contact ie class teacher or Principal).
- Low - level incidents may be dealt with on a fairly informed basis by class teacher.

- More serious incidents must be referred to Principal or Vice-Principal.
- A record should be kept of all incidents including low level and the action taken.
- Teachers dealing with any incident should ensure parents are made aware of existing school policies (ie discipline and pastoral care).

School and Classroom Management for dealing with bullying

Measures taken to protect children and parent prevent bullying:

- Children report (i) to class teacher (ii) to any member of teacher or ancillary staff (iii) Principal or Vice-Principal.
- The concerns must be taken seriously, investigated and if substantiated action upon.
- Every effort must be made to protect victims. The situation will be monitored for a period of time to give the victim as much security as possible.

Parents report - as above

<p><i>Linking of Positive Discipline Policy to Strategies for the Prevention of Bullying</i></p>

Behaviour Management

- Use of rewards for good behaviour and targets reached.
- Circle time to explore issues which are related to bullying.
- Review classroom seating arrangements so that surrounding atmosphere is friendly.
- Supervised toilet visits and lines.
- Use of curricular subjects such as religion, dram, discussion to raise awareness of bullying.
- Monitor and make lunch time ancillary staff aware of need for monitoring.
- Reiterate school rules for playing etc.
- Striving to recreate within the school an atmosphere where bullying is out of step with the general ethos.

Sequential Approach To Dealing With Bullies

We employ the sanctions as laid out in the appendix ie discipline policy and these will be implemented as rigorously as the seriousness of the case demands.

Specific Bullying Sanctions

- Exclusion from or isolation within play areas at break and lunch time.
- Interview with parent of 'bully'.
- Staggered release from classroom at lunch time (ie bully is detained until other children have cleared playground - 10 minutes - parent must be informed).
- Daily collection by parent of 'bully'
- Behaviour review after one week leading to decision to extend or suspend or lessen sanctions.
- Periodic review of behaviour with child and/or parent.
- Teacher should monitor and assess relationship within the class or play areas over time and talk to victims about developments and his feelings of security and happiness.
- Making the bully aware of the consequences of his actions through:
 - (a) Talking through incidents
 - (b) Writing out what he should have done as opposed to what he did (4 WS form - see Discipline Policy)
 - (c) Making him take responsibility for his actions
 - (d) Apologise to victim

Persistent bullying or a one-off serious incident will be dealt with through the normal discipline procedures - levels 3 → 6.



Holy Cross Boys' P.S

Holy Cross Boys' Primary School Statement on Drug Misuse

Holy Cross Boys' Primary has a written policy on drug misuses. The full written policy is available on request from the Principal. Alternatively the full document can be accessed on our web site www.holycrossboys.com The policy deals with the following relevant issues.

- The rationale behind drug education
- Definitions of what constitutes drugs
- Drug Education and our school ethos
- Our aims and objectives in drug education
- The roles and responsibilities of governors, staff and parents
- Training for staff
- The use of outside agencies
- Procedures for dealing with drug related incidents
- Contact with the media and the public in general
- An appendix of information and help lines
- The designated drug education teacher at Holy Cross Boys' Primary School

CHECKLIST FOR HANDLING DRUG INCIDENTS IN BELB SCHOOL

This is a guide on the key procedures to undertake when a drug incident occurs in schools.

(1) Ensure the safety of the individual pupil involved, of other pupils, yourself and other staff. On finding a situation with a suspected substance:-

- Get help immediately from another adult.
- Assess situation, to see if this is a life-threatening situation or not.

If an emergency:-

- If necessary contact an ambulance.
- Put person under the influence of the drugs in the recover position.
- Ensure airways are cleared.
- Remove any other bystanders form the immediate vicinity.

Then in all cases:-

- Carefully gather up any drugs/paraphernalia/evidence lying around and keep safely.
- Ascertain which substances/drugs have been taken and how much.
- Secure all drugs and paraphernalia and give to the Principal/Designated teacher immediately, and lock them away.
- Contact the parents as soon as possible.

(2) Ensure all incidents are properly investigated and recorded

- Never accuse pupils of drug dealing/possession, these are alleged illicit substances until substantiated by the PSNI.
- Conduct search procedures according the school policy. (Never search personal belongings without permission. It is ok to search school property such as lockers, cupboards or desks).
- Ensure all drugs are safely and securely stored or destroyed, making sure that this is witnessed by another adult and recorded.
- Gather details and data from all the eye-witnesses at the scene.
- All statements and phone calls should be recorded, signed and dated.
- Record all information on official incident form and sign and date, or ensure accurate details are given to whoever is writing the form and co-sing.
- Ensure the BELB incident form is filled in and returned to the Advisor for Pastoral Care (and CCMS documentation if appropriate).
- Ensure that you follow all procedures in yours Schools Drugs Policy.

(3) Ensure appropriate individuals and agencies are informed and contacted

- Principal and Designated drug teacher.
- Parents/Guardians
- PSNI (CISO or uniform branch)
- BELB Pastoral Care Advisor (and CCMS if appropriate)
- Chairperson initially and subsequently the Board of Governors
- The Education Welfare Officer
- No media statements, only the Principal should do this
- Other pupils, parents and staff are only told on a need-to -know basis

A pastoral/disciplinary response needs to be made by the school, balancing the need for compassion and the pupil's welfare with the need to send a clear message about illegal actions and behaviour and the impact on the school community.

APPENDIX 1

APPENDIX 3

HOLY CROSS BOYS' PRIMARY SCHOOL

BEHAVIOUR RECORD: EXITING

Teacher: Class:

Date	Name of Child	Reason for exiting	Morning 1	Morning 2	Afternoon
			Room	Room	Room
			Signed		
			Room	Room	Room
			Signed		
			Room	Room	Room
			Signed		
			Room	Room	Room
			Signed		
			Room	Room	Room
			Signed		

APPENDIX 4

HOLY CROSS BOYS' PRIMARY SCHOOL

DISCIPLINE PROCEDURE - EXPLANATION FORM

Name: **Class:**

What rule did I break _____

Why I did it _____

What I should do to fix it up _____

Teacher/Parent Comments _____

Signed: **Date:**

APPENDIX 5



Holy Cross Boys' P.S.

Dear

Your son has been placed on detention

Tomorrow from 3.00pm - 4.00pm.

You will be required to collect him from the school at 4.00pm.

Thank you for your co-operation in this matter.

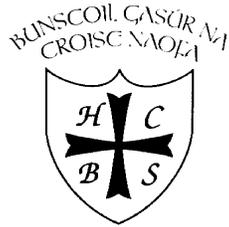
.....
Acknowledgement Slip

I undertake to collect my son

From school on at 4.00pm

Signed:

APPENDIX 6



Holy Cross Boys' P.S.

HOMEWORK CONTRACT

Name of Pupil _____

I accept it is the policy of Holy Cross Boys' Primary School to set homework Monday to Thursday. I am happy that the homework required in my son's class matches his age and ability. I undertake to supervise and sign homework every night to ensure it is completed.

Signed: **Parent/Guardian**

Signed: **Principal/Vice-Principal**

Date:

APPENDIX 7



Holy Cross Boys' P.S.

DISCIPLINE CONTRACT

I understand that my attitude and behaviour in school is unacceptable.

In an effort to improve, I promise to:

- Follow the school and classroom rules
- Make my best effort at all times
- Ensure I don't disturb those around me

Pupil's Signature: **Date:**

Parent/Guardian's Signature:

Principal's Signature: