

# **DFL – Discipline for Learning 2010/11 version**

## **What is DFL?**

DFL is a system of positive discipline, where the emphasis is on recognising and affirming the children in class who behave well, rather than taking up time reprimanding a small majority of children who misbehave.

## **Setting up DFL**

The whole staff collaborated to devise this set of rules, rewards and consequences. There was consensus for this system to work efficiently throughout the school. Children learn a small and clearly stated number of rules. These are kept right through from Infants to 6<sup>th</sup>.

There is to be a graded list of rewards and of sanctions so that each child knows exactly where behaviour will lead him/her.

## **Expectations of Child**

Children are expected to finish work to the best of their ability, be prepared for school, be clean and punctual and to keep unhelpful hands, feet, objects and comments to themselves. This applies to the yard and corridor also.

## **Our School Rules**

- Wear correct uniform / jewellery.
- Come to school and arrive on time.
- Keep your hands and feet to yourself.
- Be kind and helpful to each other.
- Do your homework.
- Observe the Healthy Eating School Policy.

## **Implementation**

- Display rules clearly.
- Be clear and concise.
- Be positive.
- Discuss and teach the rules and procedures.
- Use as consistently as possible.

Ensure at start of year that classroom procedures are established to help implementation of school rules.

Rewards may be given to teams as well as individuals.

## **Creating Rewards**

### **Wall Hanging**

Provided for class at beginning of year. Add a green card for good work, behaviour, effort, etc.

Children who have received:

- |                |    |  |
|----------------|----|--|
| 10 green cards | => | Commendation and name read out at assembly |
| 30 green cards | => | Prize from Principal                       |

### **Yard Lines: Merit System**

Best behaviour line receives merit from Teacher on yard duty. Recorded in notebook. Principal has opportunity to give extra merit during the week. Each month class receives trophy

### **Implementing**

Display on charts	Discussed and taught.
Frequent use.	Meaningful.
Indicated immediately.	Clear reward

Introducing school assembly – Assembly at 12.15 every alternative second Monday and Friday for the following groups – Infants, 1<sup>st</sup> & 2<sup>nd</sup> Class, 3<sup>rd</sup> & 4<sup>th</sup> Class, 5<sup>th</sup> & 6<sup>th</sup> Class.

### **Creating Sanctions.**

#### **Sanctions must be:**

Seen to be undesirable.

#### **Unacceptable behaviour to be dealt with as follows: (in school / class)**

(Timeframe for these warnings are one day)

Use of egg timer for minor inadvertent misbehaviour to minimise class disruption.

**Step 1:** Oral warning.  
**Step 2:** Egg timer  
**Step 3:** Red card.  
Consequence Sheet to be completed in school, signed by teacher and pupil and returned to school next day signed by parent. (Pg 167 Folens Teacher Year Book). If unsigned **or** forgotten, child must be sent to Principal's office and Parents/ Guardians telephoned.

- |                         |  |
|-------------------------|--|
| • Infants               | Letter sent home outlining rule broken   |
| • 1 <sup>st</sup> class | Consequence Sheet sent home. This will require child to write out Rule broken 10 times to be signed by parent. |

- 2<sup>nd</sup> – 6<sup>th</sup> class Consequence Sheet explaining the “what and why” of the incidents to be signed and returned.

- Step 4:** If child gets 2<sup>nd</sup> sheet, send child to work at “Discipline Table” in another room where they fill in consequence sheet.
- Step 5:** 3 Consequence Sheets means child is sent to Principal’s Office. Principal sends home letter to parents / guardians re continuing misbehaviour. Letter must be signed and returned immediately. Principal notes name in Discipline notebook .
- Step 6:** After 4<sup>th</sup> Consequence Sheet, pupil’s name written in Discipline Book. If name appears twice, parents/guardians called into meet Principal. One week later, parents/guardians called in again to speak to class teacher to monitor child’s behaviour.
- Step 7:** Suspension /Expulsion in accordance with Rule 130 of Rules for National School as amended by Circular 7/88 (Pg 20 – INTO Book)

***Good behaviour results in elimination of red cards. Where specific children have repeated issues relating to behaviour the “Children Beyond” system is implemented.***

### **Yard**

(can also be used on corridors or on school premises)

***Timeframe for these ticks is one day. Notebooks would have to be kept by yard duty teacher each day. One notebook for each yard, to be shown to relevant teacher of misbehaving child. \*Issues in yard are behavioural\****

- Step 1:** Verbal warning - 1<sup>st</sup> offence.  
Name in notebook - 2<sup>nd</sup> offence.  
Tick - Consequence Sheet
- Step 2:** 2<sup>nd</sup> Consequence Sheet
- Step 3:** 3<sup>rd</sup> Consequence Sheet. Parents called in and must deliver child to classroom for one day.
- Step 4:** 4<sup>th</sup> Consequence Sheet and parents called in and deliver child to classroom for one week.
- Step 5:** 5<sup>th</sup> Consequence Sheet and parents called in and deliver child to classroom for one month.

***Principal will deal with major incidents of Gross Misbehaviour and misconduct at their own discretion in line with the Rules for National Schools and all steps may be bypassed.***

### **Examples of Minor Misdemeanours**

Interrupting class work, arriving late, running in school building, leaving seat without permission at lunchtime, littering school (monitored by green team), not wearing correct uniform, unmannerly, not completing homework without giving acceptable reason, endangering self /fellow pupils in yard / classroom.

### **Examples of Serious Misdemeanours:**

Constantly disruptive in class, telling lies, stealing, damaging other pupil's property, bullying, back answering teacher, leaving school during day without appropriate permission, using unacceptable language, bringing weapons to school.

### **Examples of Gross Misdemeanours (Dealt with by Principal)**

Setting fire to school property, deliberately leaving taps/hose turned on, setting off fire alarm, aggressive or threatening behaviour relating to staff member(s) / pupil, smoking, drugs in school.

While uniform is a school rule we believe it is a parental issue. If the child arrives to school not wearing uniform the procedure will be:

- Verbal warning.
- Red Card.
- Change into correct uniform supplied by school.

### **Discipline Review**

#### **A Reward / Warning Cards**

10 green cards => Name read out at assembly

30 green cards => Commendation and prize from Principal (Pg. 165 Folens Teacher Year Book) Name read out at assembly

#### **B Yard**

Discipline Policy states "Issues in the yard are behavioural"

If a child misbehaves

- (i) verbal warning
- (ii) name in the notebook.
- (iii) Tick after name.

If child gets tick after name they then get a consequence sheet from the Principal. Teacher asks S.N.A. at 1 p.m. to bring child to office to fill in the sheet. **N.B.** Do ensure child is aware which school rule he/she has broken, e.g. Keep your hands and feet to yourself. Be kind and helpful to each other, are the two most likely which will relate to yard issues.

#### **C. Yard Lines**

Bell rings once                      Children stop  
Bell rings again                      Children walk to their line.

Classes lined up most appropriately within reasonable time span receive tick in notebook from teacher on duty.

Each month ticks are counted and classes are called out and commended on the intercom. Classes receive star on star chart in hall.

For the above Discipline Policy to work as effectively as possible may I suggest we all need to be conscious of our time keeping in particular in relation to collecting classes from the yards.

The infant teachers decided together to keep with the green / red card system. As with Senior Infants a prize will be given after 30 Green Cards. Each infant teacher can use their own reward system in conjunction with the green cards.

**Examples of reward systems:**

- Each group has jar, marbles placed in jar for a reward, team with most marbles win a prize.
- Trophy is placed on a different group's table either daily / or for the week.
- A sticker system whereby a sticker / stamp is placed on a chart after the child's name.
- Traffic lights on a chart move child's name to green light for good behaviour, orange if there needs to be a warning and red light if the warning is not heeded.
- Cushions are provided to group for the week

The teacher may choose any above example or any of their own to suit the needs of their own particular class in conjunction with red and green card system.