

# **A Parents' Guide to School Discipline Policy**



## **School Aims**

**The general aim of the school is to maximise the intellectual, moral, social and physical development of every pupil to prepare them for life.**

This general aim is subdivided into four parts:

To encourage intellectual development.

To develop moral and social awareness.

To teach essential skills for life.

Garnock Academy seeks to provide a safe, yet disciplined environment where every pupil can develop his/her potential without stress, distraction or worry. We also try to encourage self-respect, self-discipline and respect for others.

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# The School Rules

**The following simple notices are displayed in every classroom in school.**

- Help your teacher to help you learn by not talking when the teacher is addressing the class.
- Help your teacher to help you learn by talking part in discussions and volunteering answers.
- Help your teacher to help you learn by bringing a pen and pencil and other necessary equipment.
- Help your teacher to help you learn by not swinging or swivelling on chairs or stools.
- Help your teacher to help you to learn by saying Please, Thanks, Pardon, Excuse me and Sorry when appropriate

In addition to the practical rules displayed in classrooms, pupils can also help by:

- Arriving in class on time.
- Entering & leaving in an orderly manner.
- Listening to your teacher's instructions.
- Producing the best work you possibly can and allowing others to do the same.
- Being polite and showing respect for the rights and opinions of others.
- Following instructions for safe movement around the school corridors.
- Remembering that eating or drinking in classrooms, corridors & stairs is not allowed.
- Respecting all staff, teaching and non-teaching.
- Not throwing litter down.
- Behaving in a civil manner in the dining areas.
- Clearing away dishes and trays when finished eating in the dining areas.

To help us achieve our objectives in terms of good order and sound discipline, classroom and corridor rules are displayed throughout the school. Pupils who break these rules can expect to be given all or parts of them to write out as a punishment exercise. All staff will enforce the same code of discipline for pupils in classrooms, in corridors, in dining areas and in the playground. These rules are reasonable, fair and consistent.

In addition to the above, the school community, pupils and staff, regard

## **Bullying**

## **Violence**

## **Abuse of Substances**

## **Swearing**

as **unacceptable conduct** and we look to you as parents to reinforce this at home.

We also encourage respect for property, for health and for the school environment. With the support of the school community we take as strong a stance as possible against

## **Smoking**

## **Litter**

## **Vandalism**

We believe that parents prefer to be informed as early as possible if their child is breaking the school discipline code and conversely, dislike being surprised by news that their child's behaviour has been poor for some time without being made aware of it.

# The School Rules

We will try to inform you if we detect a downward trend in a pupil's efforts, attendance, timekeeping, attitude to work, or behaviour. You are likely to find out about a problem through a

- Letter of concern from a teacher.
- Letter of concern from a Principal Teacher.
- Letter of concern from an Assistant Rector.
- Contact with a Guidance teacher.
- Contact with an Assistant Rector.

Similarly, parents should feel free to contact their child's Guidance Teacher or the appropriate Head of Year (Assistant Rector) if they have a particular concern.

Most incidents of indiscipline occur in classrooms and that is where most are dealt with. If the class teacher finds that the problem is becoming more serious, the Principal Teacher of the subject will deal with the matter. As a final resort, an Assistant Rector will take the matter in hand. These are serious situations, since most incidents should be resolved in the classroom. A "Supervision Room" is available for persistently disruptive pupils, but this is a last resort and should only be used very infrequently.

It is important to point out to parents that the most common reason for a relatively minor incident becoming more serious is that a child has failed to carry out the original punishment or sanction. If we could reduce the amount of time spent following up failed punishments, or late punishments etc., then more time could be spent teaching. This would benefit everyone.

## ***How You Can Help***

- Remember that good, regular attendance is an essential component of your child's success. Absence which could have been avoided leads to missed classwork, difficulty in catching on to what is being taught on return to class, less interest in the subject, further poor attendance and ultimate failure. This often leads to discipline problems as the child reacts to not understanding the work. Casual absence is the biggest single cause of pupil underachievement.

## **DON'T LET THIS HAPPEN.**

- Do everything you can to encourage your child to do as well as they can. Do not accept a "nearly" effort or attitude. This is particularly important to establish in S1 & S2, which are the most formative years.
- Establishing good order and discipline is a shared responsibility between home and school. The home is, however, the biggest single influence on a child's behaviour.
- Please support the school and its staff. Too often parents are ready to believe that teachers are unreasonable people who never believe anything a child says. Very, very occasionally we do get things wrong. The rest of the time we react to situations in a fair and reasonable manner, regardless of what you may be told by your child. It certainly does not help the child or the school for a parent to blame or accuse us before hearing both sides of the story.

***Please help us to create the right conditions for your child to learn.***