



**ST. MICHAEL'S CHURCH IN WALES  
(AIDED) PRIMARY SCHOOL**

## **Pupil Discipline and Behaviour Policy**

**This policy was adopted in September 2019**

Signed: M. Rid (Chair of Governors)

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## AIMS

- To create a calm, purposeful and happy atmosphere within the school which encourages and reinforces good behaviour.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To create firm, clear boundaries, giving security but leaving room for freedom of expression through which children can develop their individual personalities.
- To raise awareness about appropriate behaviour.
- To have a consistent approach to both positive and negative behaviour throughout the school, with parental co-operation and involvement.
- To promote self-esteem, increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

## SCHOOL ETHOS

We believe that the atmosphere in the school should reflect the Christian character, values and qualities that we encourage within the children.

The adults the children interact with at school therefore have an important responsibility to model high standards of behaviour, based on Christian principles, both in their dealings with pupils and with each other, as their example has an important influence on the children.

As adults we should aim to:

- **Create a positive Christian climate with realistic but challenging expectations.**
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability, disability or individual needs.
- Show appreciation of the efforts and contribution of all.

## STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour we acknowledge that the goals we have set are ones to be worked towards rather than expectations which are either fulfilled or not.

The school has a central role in the children's social and moral development just as it does in their academic development.

Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. As a Church in Wales School we seek to promote standards of behaviour based on the basic Christian values of honesty, respect, courtesy, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these values.

## THE OBJECTIVES OF OUR PUPIL DISCIPLINE POLICY:

- each child has the right to be taught in a caring, safe and healthy environment;
- to promote and develop good attitudes towards children, adults and property within the school and as a result the wider community;
- to promote self-respect;
- to promote a sense of pride in themselves, in others and their school;
- to promote a positive attitude towards their school and the process of learning;
- to promote self-discipline amongst pupils and an awareness of the need to co-operate with others in a range of situations;
- to provide many opportunities via the formal curriculum (Personal and Social Education, Circle Time etc.) and the informal curriculum (positive ethos of the school) the difference between what is right and what is wrong;
- to promote an awareness amongst pupils that they are ultimately responsible for any unsuitable behaviour and the consequences of that behaviour on themselves and on others.

## WHOLE SCHOOL RULES

The promotion of positive behaviour and attitudes in St-Michael's CIW School is based upon our shared values:

*We are ready  
We are respectful  
We are safe*

*Rydym yn barod  
Rydym yn barchus  
Rydym yn ddiogel*

## CLASS RULES

We aim to involve everyone to take part in their development, e.g. each class makes its own set of rules in September. We also feel it is important to promote the idea that every member of the school community has a responsibility towards the whole.

### Teachers' Responsibilities

Teachers have a key role to play in the promotion of positive attitudes and the creation of positive experiences for our pupils. Within the context of care and control they are responsible in the first instance to ensure that the pupils in their charge are safe.

As well as the above, the role of the teacher is as follows:

- providing lively, interesting and exciting work which corresponds to the age and ability of the pupils in the class;
- providing a well-planned classroom in order to deliver the above;
- being positive by praising and rewarding pupils for their positive attitudes, good behaviour and hard work and efforts in all areas of school life;
- discussing and drawing up class rules with the children at the beginning of the school year;
- using opportunities in the formal curriculum (Personal and Social Education and Circle Time etc.) to provide opportunities to discuss issues and consequences of possible decisions made;
- using sanctions when necessary both consistently and fairly as set out later in this document.

## Parents' Responsibilities

Parents and guardians have a key role in ensuring that their children are happy and successful whilst at school. This involves:

- sharing the concerns of the school with regard to the wellbeing, behaviour and welfare of the child / children;
- taking an active interest in the work and achievements of the child / children;
- being prepared to help the child with his / her work;
- attending when possible events and activities both at the school and away from the school;
- ensuring the child / children arrive at school promptly for the morning sessions and for the afternoon sessions when a child goes home for lunch;
- informing the school regarding the child's / children's absence from school;
- ensuring that children are properly dressed to attend school and have the proper change of clothing for physical education, games lessons and other sporting activities including swimming.

## Pupils' Responsibilities

Pupils also have a key role in ensuring that St-Michael's CIW School is a safe, happy and caring environment in which all pupils can work, play and develop confidently in the knowledge that they are valued by each other and by the staff who work with them.

We expect each child to be kind and courteous at all times and to treat other people as they themselves would like to be treated. Each pupil is welcome at St-Michael's CIW School and will be treated fairly:

- Whether the child is a boy or a girl;
- Whatever their belief or religion;
- Wherever they were born;
- Wherever they live;
- Whatever their first language;
- Whatever the colour of their skin.

All pupils at St-Michael's CIW School are expected to behave well and to work hard.

The children make the school a happy and special place by:

- doing their best in all aspects of the work of the school and helping others to do their best;
- smiling;
- being polite, helpful and kind to adults and other pupils;
- treating others, as they themselves would like to be treated;
- walking quietly and sensibly around the school;
- respecting other people's property and taking responsibility for their own belongings;
- keeping the agreed class rules and other school rules;
- telling an adult if they have a problem that they cannot sort out themselves.

## **STRATEGIES FOR POSITIVE ENCOURAGEMENT**

Our emphasis is on rewarding and reinforcing good behaviour. Children's achievements, large or small, are shared with peers and staff on a daily basis. Rates of praise for good or positive behaviour should be as high as for good work.

Recognition of this is given:

- By praising pupils in formal and informal ways
- By showing others in class their good work/behaviour
- By sending a child to the Head teacher for good work/behaviour
- In assemblies where children can showcase their work from that week
- Through positive feedback to parents (verbal)
- In class recognition for class behaviour and good work
- Through the Home/School Agreement. (Updated Autumn 2019)

## **WHOLE SCHOOL SANCTIONS**

No school, however successful in ensuring good behaviour and self discipline, can eradicate disciplinary difficulties entirely. Staff are always vigilant for signs of deterioration of a child's behaviour and work closely with parents to encourage the child to improve his/her behaviour.

The aim of sanctions and the Behaviour Programme is to discourage future misbehaviour. The severity of the sanctions should always be kept to a minimum and implemented fairly, according to the different stages listed below and in-line with those on the School Rules Chart. Members of staff will use their professional judgement when deciding which stage the behaviour fits best.

<b>Behaviour</b> <i>might include things such as:</i>	<b>Sanctions</b> <i>might include things such as:</i>	<b>Notes</b>
<b>Stage 1 – Low-level disruption</b> Examples could include: <ul style="list-style-type: none"> <li>calling out</li> <li>interrupting a teacher who is talking to the whole class / group</li> <li>interrupting other pupils</li> <li>ignoring minor instructions</li> <li>talking with other pupils</li> <li>silly noises / tapping etc</li> <li>pushing in line</li> <li>fiddling with objects</li> <li>wandering about the class</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning</li> </ul>	<ul style="list-style-type: none"> <li>Class circle time could be used to address these issues</li> </ul>
<b>Stage 2 – Continual low-level disruption after verbal warning in stage 1</b> Examples could include: <ul style="list-style-type: none"> <li>Not responding to teacher's request to work</li> <li>Stubborn behaviour / lack of co-operation</li> <li>Being repeatedly / increasingly aggravating</li> <li>Annoying other children</li> <li>Poor time keeping</li> <li>Being cheeky / off hand comments</li> <li>Rough behaviour</li> <li>Lying</li> <li>Repeated low level disruption</li> <li>Minor challenge to authority</li> <li>Deliberately creating a disturbance</li> <li>Repeatedly bringing inappropriate items to school</li> <li>Answering back</li> </ul>	<ul style="list-style-type: none"> <li>Separation from the rest of the group / class</li> <li>Child to stand/sit apart from the group or class then told to sit down back with groups / class when the teacher feels they are ready to do so</li> <li>Withdrawal from playtimes</li> <li>If behaviour is repeated, SMT can phone parents regular contact with parents through diary and meetings will take place with SMT.</li> </ul>	<ul style="list-style-type: none"> <li>Child will be given a home/school Behaviour Book for a short set period if children <b>continually</b> repeat examples at stage 2</li> <li>Make all staff aware of issues – a list</li> </ul>
<b>Stage 3 – Serious</b> Examples could include: <ul style="list-style-type: none"> <li>Harmful / offensive name calling</li> <li>Swearing</li> <li>Threatening behaviour</li> <li>Spitting</li> <li>Intentionally damaging school / other pupils' property</li> </ul>	Deputy headteacher/ headteacher involvement. <ul style="list-style-type: none"> <li>Lunchtime SMT detention – parents contacted</li> <li>Regular contact with parents through diary and/or meetings</li> <li>Possible exclusion from class to a supervised area</li> </ul>	<ul style="list-style-type: none"> <li>Home / school Behaviour Book or regular meetings with parents</li> <li>Consider placing the child on the ALN register if appropriate</li> <li>Possible white slip</li> </ul>
<b>Stage 4 – Very Serious</b> Example could include: <ul style="list-style-type: none"> <li>Fighting</li> <li>Throwing dangerous objects</li> <li>Serious challenge to authority</li> <li>Verbal abuse to any staff</li> <li>Vandalism</li> <li>Stealing</li> <li>Absconding</li> <li>Swearing directed in an aggressive manor at pupils or staff.</li> </ul>	As above <ul style="list-style-type: none"> <li>Immediate contact with parents</li> <li>Possible Newtown high school/ Brynllwarch support</li> <li>Lunchtime exclusion</li> <li>If children run off – police involvement</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Support Plan implemented if necessary</li> <li>Possible involvement of outside agencies</li> <li>Violent incident form</li> <li>Possible white slip</li> </ul>
<b>Stage 5 – Extremely Serious</b> Examples could include: <ul style="list-style-type: none"> <li>Extreme danger or violence</li> <li>Very serious challenge to authority</li> <li>Verbal / physical abuse to any staff</li> <li>Running out of school</li> </ul>	<ul style="list-style-type: none"> <li>Possible fixed term exclusion</li> <li>Recurring behaviour will involve longer exclusions</li> <li>Youth inclusion and support panel involvement</li> </ul>	<ul style="list-style-type: none"> <li>Follow Powys guidelines</li> <li>Violent incident form</li> <li>Parents informed</li> <li>Chair of Governors notified</li> <li>Police involved</li> <li>Possible white slip</li> </ul>

## WHITE SLIPS

Adults need to be especially vigilant around children who have not yet learned to regulate themselves in order to manage situations appropriately, as well as those who have learned but have not yet taken responsibility for themselves fully enough to apply choices where they are able to do so. Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the white slip will follow. An alternative situation may arise if a child is perceived to have made a deliberate choice to break school rules. In both instances, if a school rule has been broken, this will be recorded as a white slip. This is always then used by adults to reflect on which of the two categories the child might fall within, what triggers or precursors took place, as this will inform the learning steps that need to follow. Adults holding consistent boundaries help to ensure our school feels calm and safe.

Where a need has been identified and a child is not yet able to regulate themselves, the school will put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately. The Harbour is our Thrive approaches, this resource might be used to provide calm transitions, offer strategies and manage ongoing action plans.

White slips are our way of capturing incidents where learning and / or support is required. They are written when our School rules are consistently broken, recording the date, what happened and who dealt with the issue. The person issuing the white slip, or the class teacher will speak to the parents or carers as soon as possible and this is also recorded on the slip. A letter is written with a copy of the white slip attached and provided for parents and carers, as well as school staff who are involved. In this way the school ensures parents are kept fully informed and communication is clear and consistent. These white slips will be retained by the class teacher and monitored by the Senior management, teachers and ALN Coordinator.

Name:	_____	Date:	_____	Time:	_____
Parents informed:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Informed by:	_____	
Reported by:	_____		Headteacher:	_____	
			Number of Slips:	<input type="text"/>	

White slips in our school are rare. They sometimes occur when adults hold consistent boundaries and pupils test boundaries or overstep expectations that they do understand. They might occur when a child begins to demonstrate that they are not managing, and that change has occurred. They will arise when a child is not able to regulate themselves or manage appropriately, sometimes being overwhelmed and needing adults to manage the situation for them. They also occur if a child is not used to working in a community and following expectations if this has not been consistently applied previously. Each of these, and other individual and specific instances that arise, require calm and consistent responses to allow learning to happen. This might require many repetitions as part of a clear and structured plan. This will be done within our Thrive processes and supported over time. We have set our boundary as thirteen white slips in any one year. At the beginning of each new school year the system starts with a clean slate.



## **FIXED TERM EXCLUSION**

Beyond thirteen white slips we would move to Fixed Term Exclusions and would certainly be utilising an elevated level of support at this point, representing that the child is not yet managing well enough in a mainstream setting. However, a one-off incident could also lead to an exclusion.

### **Key points:**

- Every time a white slip is issued the member of staff who issued the slip or the class teacher will talk to the parents / carers. The Head teacher writes a letter to attach a copy of the white slip at the earliest possible opportunity. This is shared with the class teacher, person who issued the slip (if different from the class teacher), the Special Needs Coordinator and the Thrive Lead.
- White slips are used for learning. They are used to find a way to support the child in learning a positive way to respond in future. They help adults learn more about the child and what might be happening for them.
- The white slips record a valuable insight into areas where behaviour is causing a difficulty for the child or others around them. If the child has received several white slips in quick succession a support action or programme will be put in place. We would expect to see the further white slips are avoided. If they reoccur the programme will need to be reviewed and support intensified.
- If a child has a significant need and is accumulating white slips, the school might well involve wider agency support. This will certainly be true in the case of Fixed Term Exclusions. • If a child reaches thirteen white slips within one academic year this represents Persistent Disruptive Behaviour. Any subsequent incidents will result in Fixed Term Exclusions, which might be internal or external.
- Every new academic year begins with a clean sheet, so pupils have the opportunity to manage their choices with improved strategies and either have less white slips than the previous year or, like the vast majority of pupils, have no white slips at all.