



Pupil Discipline and Behaviour Policy

To be read in conjunction with the Anti-Bullying Policy and Physical Intervention Policy

“Good behaviour is a necessary condition for effective teaching to take place”

Source: Education Observed 5 – DES 1987

The Governing Body and Staff of St. Michael's work together to create an environment and ethos in the school, based firmly upon Christian values, which encourages and reinforces good behaviour. It is acknowledged that society expects good behaviour as an outcome of the educational process.

“Pupils’ attitudes towards their learning, the interest which they show in their work, and their ability to concentrate, are very good.” *Source: Estyn Inspection Report, May 2007*

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

“Pupils behave very well. They are polite without exception and show respect towards their peers and adults.”

Source: Estyn Inspection Report, May 2007

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 principles of honesty, respect, courtesy, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

We hope to achieve these by:-

1. Providing a safe environment where the Headteacher, Staff and Governors are set on maintaining high standards of behaviour.
2. Providing a quality curriculum with a diversity of activities which are differentiated according to the needs of the children.
3. Providing a physical environment that is attractive, with displays of children’s work being apparent and valued.
4. Encouraging children to take good care of their belongings and the belongings of others.
5. Giving children opportunities, as they progress from being the youngest to the oldest in school, to develop a responsible attitude to those who are younger or less able than themselves.
6. Giving children in Year 6 the opportunity to take on extra responsibilities such as becoming House Captains and sit on the School Council and Eco Schools Committee.
7. Giving all children the opportunity to share their views at regular House Meetings.
8. Helping children develop self discipline, a good attitude towards work and to manage time effectively. There is an expectation that work will be finished during play time if children do not complete a task in the time allocated.

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 Headteacher for good work/behaviour
- In assemblies
- Through positive feedback to parents (written and verbal)
- Through a reward system:
 - 20 minutes of Amser Aur (Golden Time) for each child per week if no sanctions have been given
 - House points/stars, smiley faces
- By awarding a Class Cup for effort, good behaviour, and achievement etc., during the week
- By awarding a weekly Good Behaviour Certificate in each class
- Children’s photographs on the Coeden Dathlu / Celebration Tree
- Through the Home/School Agreement.

“The quality of relationships within the school is very good.” *Source: Estyn Inspection Report, May 2007*

WHOLE SCHOOL RULES

Our school rules were devised by the Children's Ambassadors and the School Council in conjunction with members of staff. They are designed to encourage and promote good behaviour in our school, to make clear to children how they can achieve acceptable standards of behaviour and apply equally to all pupils from the Nursery to those in Year 6. (see Appendix 1)

Rules should be:

- Kept to a minimum
- Positive (do's rather than don'ts)
- Clear and appropriate for the age and situation
- Applied clearly and consistently by all members of staff across the school, and followed up consistently.

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.

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.

Sanctions are directly linked to loss of Amser Aur (Golden Time). 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.

reviewed and amended March 2012

Behaviour <i>might include things such as:</i>	Sanctions <i>might include things such as:</i>	Notes
Stage 1 - Aggravations <ul style="list-style-type: none"> • calling out • interrupting a teacher who is talking to the whole class / group • interrupting other pupils • ignoring minor instructions • talking with other pupils • silly noises / tapping etc • pushing in line • fiddling with objects • wandering about 	<ul style="list-style-type: none"> • Eye contact • Frowns • Proximity • Reminders • Change of seating • Removal of object • Warning on Class Amser Aur Chart 	<ul style="list-style-type: none"> • For repeated occurrences the child will lose minutes of Amser Aur (Golden Time)
Stage 2 - Moderately Serious <ul style="list-style-type: none"> • Not responding to teacher's request to work • Stubborn behaviour / lack of co-operation • Being repeatedly / increasingly aggravating • Annoying other children • Poor time keeping • Being cheeky / off hand comments • Rough behaviour • Repeated low level disruption • Minor challenge to authority • Deliberately creating a disturbance • Repeatedly bringing inappropriate items to school 	<ul style="list-style-type: none"> • Brief and appropriate verbal warning • Separation from the rest of the group / class • Child to stand/sit apart from the group or class then told to sit down when the teacher feels they are ready to do so • Completing unfinished work at playtime • Loss of Amser Aur (Golden Time) followed by withdrawal of playtime • Child placed on Behaviour Programme • Writing a letter of apology / explanation / about consequences of their actions 	<ul style="list-style-type: none"> • Repeated loss of Amser Aur (Golden Time) will lead to parents being contacted • Child on Behaviour Programme for 2 out of any 4 weeks will be given a home/school Behaviour Book for a set period
Stage 3 – Serious <ul style="list-style-type: none"> • Bullying • Harmful / offensive name calling • Swearing • Repeated refusal to do tasks • Repeated displays of behaviour demonstrated in Stages 1 and 2 • Aggressive behaviour • Having someone deliberately throwing or bending objects with the intention of breaking them • Spitting • Stealing • Damaging school / other pupils' property • Walking out of class without permission 	<ul style="list-style-type: none"> • As above with the following: • Child placed straight on Behaviour Programme • Regular contact with parents through diary and/or meetings • Possible exclusion from class to a supervised area 	<ul style="list-style-type: none"> • Deputy/ Headteacher informed • Home / school Behaviour Book • Consider placing the child on the SEN register if appropriate
Stage 4 – Very Serious <ul style="list-style-type: none"> • Fighting and/or intentional physical harm to other children or staff • Throwing large and dangerous objects • Serious challenge to authority • Verbal abuse to any staff • Vandalism • Stealing • Persistent bullying • Repeatedly leaving the classroom without permission 	<ul style="list-style-type: none"> • As above • Immediate contact with parents 	<ul style="list-style-type: none"> • Requires the immediate involvement of the Deputy Headteacher / Headteacher • Telephone call or meeting with parents at the end of the day / soonest possible time to discuss sanctions appropriate to the incident / child • Behaviour Management Plan implemented if necessary • Possible involvement of outside agencies • Chair of Governors notified if appropriate • Violent incident form
Stage 5 – Extremely Serious <ul style="list-style-type: none"> • Extreme danger or violence • Very serious challenge to authority • Verbal / physical abuse to any staff • Running out of school 	<ul style="list-style-type: none"> • Possible fixed term exclusion • Recurring behaviour will involve longer exclusions 	<ul style="list-style-type: none"> • Follow Powys guidelines • Violent incident form • Parents informed • Chair of Governors notified

Our School Rules

Always be polite and have good manners

Be respectful to others

Listen to and follow instructions first time

Move around the school quietly and calmly

"In everything, do to others as you would have them do to you." *Matthew Chapter 7: Verse 12*



Rewards



Praise
House Points
Stickers and awards
Class Cup
Visit the Headteacher



Sanctions



Reminder
Lose 5-20 minutes Amser
Aur (Golden Time)
Miss a playtime
Speak to Mrs Thomas
Behaviour Programme / Parents
are told

Automatic Behaviour Programme

Being rude or swearing at a member of staff
Refusing an instruction or a request from a member of staff
Fighting
Swearing
Throwing stones

St. Michael's Church in Wales (aided) Primary School



Behaviour Programme

Children who are sent to the Deputy Headteacher or Headteacher for poor behaviour may be placed on the Behaviour Programme.

Parents will be informed if their child is on the Behaviour Programme.

The Behaviour Programme lasts one week. It consists of:

- Withdrawal of privileges, e.g. no clubs
- Children with extra responsibility will have these privileges withdrawn e.g. School Council, Eco Council, House Captains etc
- Withdrawal of playtimes for one week. (Pupils will have the opportunity for fresh air at playtimes).

At the end of the week, as long as there has been no repeat of poor behaviour, the child is taken off the Behaviour Programme and the 'slate is wiped clean'.

The Children's Ambassadors and School Council also recognised that there may be behaviour that means a child will automatically go onto the Behaviour Programme without any warnings. Again parents would be informed if this occurred. The Ambassadors and School Council agreed these incidents would include:

- Being rude or swearing at a member of staff
- Refusing an instruction or a request from a member of staff
- Fighting
- Swearing
- Throwing stones

Children's Ambassadors

School Council Chair

School Council Secretary

Approved by the Chair of Governors

Signed: _____

Signed: _____

Position: _____

Position: _____

Date: _____

Date: _____

Reviewed by the Governing Body - Signed by Chair of Governors and the Headteacher

Signed		
Date		