

St. Mary's Church in Wales School, Ruabon

Discipline / Behaviour of Pupils Policy

This policy on discipline has been compiled with the consultation of the teaching staff and approval of the School Governors.

At St. Mary's School the staff aim to:-

- a. develop in the pupils a sense of self discipline and an acceptance of responsibility for their own actions and consequences.
- b. create conditions for an orderly community in which effective learning takes place and there is mutual respect between all members of the school community and where there is a concern for the school and surrounding environment.

The aims will be best achieved within the framework of a relaxed and pleasant atmosphere which is conducive to learning both academically and socially, encouraging and stimulating pupils to fulfil their potential both in and out of school.

The teaching skill, commitment, character and personality of staff are of paramount importance. The standards the staff set and the relationships they build with the pupils are major determinants on maintaining effective discipline.

Expectations

That pupils have good manners and conduct themselves with courtesy and consideration for others

To behave in an acceptable and correct way especially when outside the school, and particularly when wearing school uniform

To have a pride in their own work and care for the possessions of others.

To look after the younger children within the school and those who are weaker than themselves

To move about the school in an orderly manner, without running and be ready to step aside to let others pass and help by opening doors etc.

To keep the school grounds and environment tidy and clean

To observe requests made of them from time to time

The discipline structure at St. Mary's will be to moderate and improve the behaviour of our pupils. The emphasis should always as far as possible, be positive, with praise and encouragement. If a negative approach of criticism or punishment has to be used then this should be as short and minimal as possible. Most children react favourably to praise and appeals to their better nature.

It is important that the child understands that it is the behaviour that is being challenged not the child as a person.

A. Praise and Encouragement

Praise can be given in many ways and may include the following:

1. A quiet word or a 'pat on the back'.
2. A written comment on their work, either generally or on a specific point.
3. A personal rapport or view.
4. Showing the work to the class, a colleague or head by the pupil
5. Public acknowledgement in the form of a special presentation to the whole assembled school.
6. Use of school reports and parents' evenings to comment favourably, not only on academic work but on general conduct, attitude and involvement.
7. To be given a privilege or responsibility - a reward or special recognition, for a particular achievement.
8. Marble in the jar for whole class reward.
9. Individual point to exchange for prizes.
10. A letter to or a good word with parents informing them specifically of some achievement deserving praise.
11. An entry in the child's record of achievement file recognising and confirming their success.
12. Visiting the Headteacher, for special sticker/prize.

B. Pastoral Care

Pastoral care can form an important part of the disciplinary framework. Such counselling will be of an informal nature.

- a. A prompt word of praise or the immediate checking of misbehaviour are important first steps in counselling. However, this should also extend to the deliberate building up of an understanding and relationship with the child which will make discussion of attitudes and criticism of poor achievement or behaviour acceptable.
- b. Class teachers have specific responsibility for each class member. It is important that the teacher has time to spend with a pupil having behavioural and disciplinary problems.
- c. All staff are aware that they have the support of the senior staff in the school including the Special Needs Support Teacher and the head. This support can be extended to the L.A.s professional support service if it is necessary.

C. Punishments - The Range of Sanctions Available.

Unfortunately, there are times when one has to check or even punish a child, and the right to administer this punishment when judged to be appropriate rests with the class teacher acting within the policy of the school. The following suggestions generally start with the less serious and end up with the more serious sanctions (e.g. damaging school property, leaving the premises, physically and verbally attacking a member of staff). Our sanctions are listed below for low level behaviour.

Sanctions (to be used like a ladder - moving down)

- 3 warnings - loose point / individual reward
- Time out
- Miss a Break
- See Headteacher
- Speak to parents (Parental consultation. This should come at an early stage especially if the class teacher is concerned about the matter. Such steps need to be recorded.)

If behaviour is deemed to be more serious, we would take the following steps.

1. In consultation with the parent, advice and referral to outside agencies.
2. Short term suspension exclusion for defined period. This would be after consultation with Governing Body.
3. Long term suspension pending action by the Governors and/or L.A.
4. Transfer to an L.A. designated unit for disruptive pupils.
- These steps are only used after consultations with the Governing Body and L.A.

Hopefully, many of the sanctions will never need to be used at St. Mary's School, but are listed as a procedure to be processed if the occasion arises.

Summary of Rules, Rewards and Sanctions

Golden Rules

To keep our hands, feet and objects to ourselves.

To speak nicely to and about others.

To listen and follow instructions first time.

To be honest.

To look after our own and school property.

Rewards

Various dependent on class

Sanctions (to be used like a ladder - moving down)

3 warnings - loose point / individual reward

Time out

Miss a Break

See Headteacher

Speak to parents.

This policy is updated in line with our school improvement cycle.