



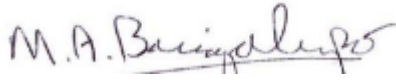
St. Mary's Catholic Primary School
Ysgol Gynradd Gatholig Y Santes Fair

Milford Road, Newtown, Powys,
SY16 2EH

Headteacher: S Ruggeri



Pupil Discipline Policy

Reviewed and approved by the Governing Body:	22 nd October 2024
Next Review Date:	Autumn Term 2025
Signed by Governor representative	

Our Vision:

“Love one another as I have loved you, then everyone will know that you are my disciples”. *John 13:34*

Our Mission Statement anchors our purposeful learning, so that valued in our uniqueness we nurture our skills and talents to our fullest potential. Our stimulating experiences promote our joy of learning as we thrive, growing in our self-belief, happiness and independence. We inspire and motivate each other to strive for excellence in our increasingly digital world, as we become advocates for our ever-changing future. We develop our inclusivity and compassion for our global neighbours as we encourage each other in our responsibility to care for God's world. Together, we build a stronger community through mutual respect of our differences and similarities, celebrating our home in Cymru and our place in the wider world as we

Listen, Laugh and Live in the Light of the Lord.

Rationale

We believe that each person is created in the image and likeness of God and is therefore entitled to be valued and respected as a unique individual.

Relationship with other policies

The effectiveness of this policy is relevant to all of the school's policies and should be read in conjunction with them.

Aims

In everything we do, we have high expectations- for the children, staff and governors.

At St Mary's Catholic Primary School, the children are supported to enable them to reach their full potential, thus empowering them to become caring individuals capable of critical, independent thought and ready to make a positive contribution to society as a whole.

Our school aims to:

Provide an environment in which Christian values are lived and upheld at all times, where children can grow safely in the knowledge and love of God, while developing spiritually, morally, mentally, physically, socially and culturally into loving, respecting and responsible people.

Foster a love of God and an appreciation of His Church,

Encourage a warm, purposeful and happy atmosphere within the school, where achievements at all levels are acknowledged and valued,

Develop a realisation of themselves as God's children, worthy of the best they can achieve and able to cope with success and failure at all stages of life, confident of God's love and support,

Develop a feeling of love and respect for all God's people and the world in which they live,

Have a clear and consistent approach to behaviour throughout the school with parental co-operation and involvement,

Deliver a broad and balanced curriculum that will prepare the children to take a full and proper place in society. This curriculum will conform to the legal requirements of the National Curriculum.

Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We teach our pupils to take responsibility for their actions and to accept the consequences of their choices. We have a zero tolerance approach to bullying by adults or pupils and any such incidents will be dealt with promptly and firmly. We believe the above aims to be best achieved in the framework of a positive environment in which pupils are able to give their best in all aspects of school life and are stimulated to fulfil their potential. Christian values and example, teaching skills, commitment, character and personality are of paramount importance.

Our Commitment

Everyone at St Mary's is committed to providing a safe, calm and Christian environment in which teaching and learning can take place. We are committed to providing the highest quality education for the children; this includes treating them with courtesy and consideration and encouraging them to treat others in the same way.

It is the responsibility of everyone in the school community- pupils, parents, staff and governors- to make sure that these strategies work for all of us.

What the children need in order to learn

They need:

- A secure emotional environment
- To feel valued
- To be listened to
- To have their individual differences recognised
- To be treated fairly
- Help in understanding and regulating their emotions
- Adults to behave in consistent, understandable and positive ways

Basic rules

Our golden rules have been agreed to promote good behaviour from the pupils and complement our Mission Statement:

- We are kind
- We listen
- We work hard
- We are gentle
- We are honest
- We look after property

The rules are displayed in prominent places around the school.

Creating a supportive environment

We recognise our responsibility as educators to enable every child to achieve their potential.

We will:

- Provide a friendly welcome to every child and a secure, stimulating, Christian environment in which to learn.
- Ensure that every child is valued for who he/she is and is helped to make good progress in his/her spiritual, moral, cultural, emotional and academic development.
- Provide a balanced curriculum and meet the individual needs of every child.
- Encourage every child to achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.

We provide:

- Models of adult behaviour that are consistent, understandable and positive both to children and adults alike
- Clear and consistent school and classroom routines
- Well organised classrooms with:
 - furniture that allows easy access

shared resources that are tidy and accessible
equipment that is in good condition

- A curriculum that is differentiated as far as possible to meet children's needs
- Playtimes with opportunities for quiet play, organised play and imaginative games

Explicit teaching to encourage good behaviour

We make our expectations explicit by giving:

- Clear requests giving visual cues as well as words
- Demonstrations of what is expected
- Simple instructions – breaking down tasks into simple steps and teaching each step separately before attempting the whole task.
- Reminders of steps or ingredients
- Clear signals that we expect co-operation
- Reminders before reprimands
- Particular attention to the beginnings and ends of activities

Praise

The emphasis in our school is that children choose how to behave. Good behaviour is expected and should be rewarded and praised:

- Praise should be prompt and explicit
- It is important that we 'recognise' all children when they are being good, including those who find it more difficult to do as asked.

This way they learn that behaving appropriately brings its own reward and removes the need for other, often less desirable, ways of getting attention.

Other ways of rewarding the children

- Positive comments on the children's work
- Valuing a child's work by displaying it attractively
- Taking work or report about outstanding behaviour to our assembly on Friday afternoon or to the Headteacher for a Headteacher's sticker
- Sharing achievements with parents, including inviting them into the classroom to see their child's work
- Reward stickers
- Golden Time

How parents can support their child

We recognise that parents or guardians are the primary educators of their children. We ask parents to work in partnership with us by:

- Encouraging their child to show kindness and consideration to others.
- Supporting the Christian values of the school.
- to their child about their experiences in school and encouraging them to do their best.
- Giving their child opportunities for home learning and supporting work from school.
- Supporting the school's policies and guidelines for behaviour.
- Seeing that their child attends school regularly, on time and suitably equipped and providing an explanation for any absences.
- Informing the school of any concerns or problems that might affect their child's work or behaviour.
- Attending parent evenings and information meetings and supporting school events.

The playgrounds

Children are encouraged to respect each other, members of staff and the playground environment. Children are expected to play safely in the playgrounds following behaviour codes which are known to children and staff.

Playtime and Dinnertime Behaviour

The procedure that is followed at dinnertime is:

- The lunchtime supervisors share the same expectations for behaviour as the teachers
- If a child's behaviour on the playground does not conform to the expected level, time-out from the playground will be given.

Guidelines when rules are broken

- Most children are well behaved, polite and hard working but some need extra reminders and support to adapt their behaviour when it is unacceptable
- Children need to understand that it is behaviour, not themselves, that is in question when rules are broken
- They also need to be aware that breaking a rule has a logical consequence
- A *logical consequence* is not a punishment but a sanction that helps the child to recognise that they have made a mistake, make amends and improve future behaviour
- Logical consequences should be known and understood by all the children, parents and staff and should be applied consistently.

Examples of logical consequences include:

- Continued shouting out – isolate from group within the room
- Fighting – time out from the playground
- Teasing or rudeness – writing a note to say sorry
- Pushing in line- going to the back of the line
- Bringing toys to schools – teacher keeping the toy safe until home time.

Code of Conduct and Dealing with Incidents

This procedure is followed if a child does not conform to expected behaviour levels:

- Each class teacher employs a range of strategies to manage the various forms of behaviour encountered within the classroom; the logical consequences given above are examples of some of these.
- If the problem persists, the class teacher will call on the Headteacher for advice.
- If the problem persists, the Headteacher will speak with the child.

- If the problem continues further, a formal meeting will be held involving the child's parents, the class teacher, the SENCo and the Headteacher. The purpose of this meeting is to find solutions and agree strategies designed to help the child. Specific targets will be made at this stage. Depending on the age of the child, he / she may be involved in setting these targets.
- The class teacher on a weekly basis will monitor the behaviour of the child and all relevant adults kept informed of progress.
- If the child's behaviour shows no improvement, referral with parental agreement will be made to an appropriate outside agency. Regular meetings will continue to be held to review the child's progress.

Exclusion

If the first six stages fail to bring a satisfactory improvement, the school would reluctantly resort to considering exclusion procedures. The Headteacher may have to decide to exclude a child for a fixed time or permanently. This is an extremely serious step and for this to happen, the Chair of Governors, the LA and the Education Welfare Officer will be informed immediately.

There may be occasions where there have been serious breaches of the school's behaviour policy (including bullying) and the Headteacher decides that an immediate exclusion is required. This decision would only be made when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Parents would be informed and involved at each stage of this process.

Such and subsequent action would be in accordance with Powys Procedures for Exclusion of Pupils.

Arrangements for monitoring and evaluation

The Head teacher will report to the Governing Body at least annually on any breaches of this policy and subsequent action taken. The Governing Body will evaluate the effectiveness of this policy based on data provided by the Head teacher and ensure that all necessary action is taken to achieve the desired result.

This policy is subject to annual review.