



# **Behaviour and Assertive Discipline Policy**

## **1 Aims and Expectations**

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, happy, safe and secure. We aim to:
- provide a consistent approach towards managing behaviour across the school
  - ensure high standards of behaviour are in place to allow learners to make good levels of progress
  - foster a sense of partnership between all members of the school community in promoting high expectations of behaviour

- 1.2** The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

During the first PSHE topic of the year, there will be a class discussion of general behaviour expectations and a list of 'Rules' drawn up. These will be further discussed and finalised by the School Council. Where possible, these should be positive rules, rather than starting with 'don't'.

The rules should cover:

**Relationships:** respect and tolerance of each other and individualities.

**Communication:** hands up, partner voices, positive language, active listening.

**Learning:** co-operation and use of resources, how to fairly get teacher assistance.

**Movement:** walking not running, orderly entry/exit; personal space, sensible movement.

**Problem solving:** settling problems peacefully; using teacher assistance; classroom meetings to problem solve.

- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

## **2 Rewards and Sanctions**

- 2.1** We praise and reward children for good behaviour in a variety of ways. (see Appendix 1)
- 2.2** The school acknowledges all the efforts and achievements of all children, both in and out of school.

- 2.3** School rules are agreed in each class but, in addition, the Learning Environment Teaching and Learning Principles are applied. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of poor behaviour, the class teacher discusses these with the whole class during circle time opportunities.
- 2.4** The school employs a number of sanctions to enforce the school rules, agreed principles, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. (see Appendix 1)
- 2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All incidents of bullying will be recorded by the class teacher and the log kept in the school office and monitored by the Headteacher. (see Anti-bullying Policy)
- 2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in The Use of Reasonable Force Advice for Head teachers, Staff and Governing Bodies – (Ref: DFE-00295-2013 -July 2013). Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (see Restraint Policy) Annual LA provided staff training is undertaken with regard to restraint and reasonable force. There are a number of staff who have received specific ‘team teach’ training.
- 3 The Role of the Class Teacher**
- 3.1** It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2** The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3** The class teacher treats each child fairly, and enforces the agreed Learning Environment Principles consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner and will verbally inform parents of any incidents if he/she feels it appropriate. However, if misbehaviour continues, the class teacher seeks help and advice from the appropriate senior leader/SENCo.
- 3.5** The class teacher/SENCo liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

- 3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.
- 3.7** If a child is finding it consistently difficult to complete work in the allocated time, the teacher may need to consider the pitch of the work or their expectations, which may need adjusting. If it is felt that the child should have completed a piece of work but their own behaviour/attitude has prevented them from doing so, they will be asked to stay in at break time to complete it. If still unfinished the work must be taken home and completed that night. Children can be invited to homework club to complete unfinished work.

#### **4 The Role of the Headteacher**

- 4.1** It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3** The Headteacher keeps and monitors the records of all reported serious incidents of misbehaviour.
- 4.4** The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified. (see exclusions guidelines)

#### **5 The Role of Parents**

- 5.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. The school will quickly establish verbal communication with the parents of any child who demonstrates persistent disruptive or inappropriate behaviour.
- 5.2** Our Behaviour Policy is available from the website and we expect parents to read it and support the school in managing the behaviour of their children whilst in school.
- 5.3** We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. In the first instance behaviour charts and rewards systems will be introduced.
- 5.4** If the behaviour of a child escalates to the extent that school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Headteacher/Team Leader in each phase. If the behaviour digression is extremely serious then

the Headteacher will become involved. Any form of exclusions will be the decision of the HT (or Asst HT in her absence) and the Chair of Governors will be kept fully informed. (see the Behaviour Consequence Ladder)

## **6 The Role of Governors**

- 6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- 6.2** The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and Permanent Exclusions**

- 7.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has complied with *A guide for those with legal responsibilities in relation to exclusion 2013*. We have adopted the standard national list of reasons for exclusion. (See Appendix 2) We refer to this guidance in any decision to exclude a child from school.
- 7.2** Exclusion is the most serious consequence of poor behaviour and should only be considered in exceptional circumstances. When making the decision to exclude the Headteacher must take into account the context, age and SEN of the child in order to deem if exclusion is the most appropriate response.
- 7.3** Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single school year), or permanently. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. In such cases the head teacher must write to the parents explaining the reasons for the change. The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.
- 7.4** If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.5** The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term and completes the necessary paperwork.
- 7.6** The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.7** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- 7.7** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8** If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.
- 8 Drug- and Alcohol-related Incidents**
- 8.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2** If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed. (See Substance Education Policy)
- 9 Monitoring and Review**
- 9.1** The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and its impact on children's personal development, behaviour and welfare. If necessary she will make recommendations for further improvements to the policy.
- 9.2** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 9.3** The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality and ensure that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix 1**

### **Rewards and Sanctions**

#### **Individual:**

Children are expected to work to the best of their ability and to behave well in Probus Primary School. They are rewarded in a variety of ways:

- Teachers congratulate children
- A variety of individual achievement is celebrated every week in Celebration Assembly
- Golden tickets are given for exceptional behaviour during visits / trips / school events

Children are more specifically rewarded for good behaviour by the giving of 'tracker' points in their classes for exceptional behaviour, effort and outstanding work. These may look different in each class e.g. wall systems or sticker charts, but should be referred to as 'tracker' points so that staff are easily able to reward pupils across the school for exceptional behaviour. Small 'golden tracker tickets' will be available for governors etc to collect on visits that they can give out when they see children behaving above expected levels of behaviour for our school. Efforts should be made to ensure that parents are informed of these positive moments, such as 'golden-grams', mini-certificates and verbal communication at the school gates.

#### **Whole class rewards:**

Through working as a team, classes are able to gain class reward tokens. These lead to a possible class treat, roughly once a half term.

Y6 are rewarded for their additional contributions to the school; prefect duties, friendship squad etc. in the form of a VIP day out towards the end of the summer term .e.g. A day trip to Flambards.

#### **Whole school rewards:**

All pupils belong to a house team. Children are able to earn house points individually (100% attendance, improved attendance, sporting events, special events) and collectively (walk to school, reading sweep).

#### **Break/Lunch Time Rewards:**

- Good Behaviour Ticket – pupil receives this and then places into the golden post box to be entered into the draw in Friday Celebration Assembly. The winning ticket receives a prize from the prize box

#### **Weekly Individual Awards:**

Each week in Celebration Assembly, two pupils of the week from each class will be chosen and presented with a certificate which could be related to an area of the curriculum or to one of the school's six values.

There is a weekly Reader, Writer and Mathematician celebrated from each class. These awards are also shared on the school newsletter. Other achievements, such as handwriting or multiplication challenges are celebrated in Key Stage assemblies. Achievements outside of school by children such as music exams etc. are also celebrated within Key Stage assemblies.

## **Sanctions:**

**To enable children to reflect on the consequences of their actions or to act a deterrent for poor behaviour a range of sanctions have been agreed:**

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session
- If a child threatens, physically hurts or bullies another child, the class teacher records the incident in the behaviour log, informs the child's parents and agrees the appropriate sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school has another meeting with parents to discuss the situation and resolve it together

If the child breaks any of the agreed class rules or shows unacceptable behaviour in or around school the following procedure should be followed:

**Verbal Warning:** Member of staff asks the child to comply and, if necessary, talks to the child about why they are not following instructions to ascertain any difficulties / misunderstanding.

**Visual warning:** Member of staff asks the child to comply and moves their name / picture to a warning sign on the board.

**Moved to another area in the class:** The child is moved away from distractions and given the opportunity to follow instructions.

**Loss of 5 minutes play:** Member of staff calls child to them. They explain why the behaviour is unacceptable and mark 5 minutes loss of play. The child /adult will move their name / picture to the red warning side of the board to indicate loss of playtime. The child is moved to a quiet place in the classroom to work for approx. 5 mins.

**Loss of 10 minutes play:** If poor behaviour continues, the child will lose 5 minutes more playtime.

**Removed to partner class:** Children are sent or taken (depending on age) to the partner class. They will have work to complete for approximately 15 minutes, or until the end of the lesson.

## **Automatic parental involvement**

**Home Communication Slip:** (if a child has done one of the 'no excuses' actions or has been moved to a different class). Member of staff calls child to them and they are informed that they have a Home Communication Slip. The child is moved to a quiet place in the classroom to work. If poor behaviour continues, the child will be sent to a member of the Senior Leadership Team. The slip is put in an envelope and given to the parent who signs and returns the slip the next day, signed slips are placed in the communication file. *This is a matter of professional judgement and a slip should not be sent home if it is believed that this will be counter productive or could lead to a child being unsafe. Positive messages should also be sent (see rewards).*



**Formal Meeting:** Loss of playtime should be a rare consequence, as the positive reinforcement and warning system in place should give pupils ample support and opportunities to modify their behaviour. If a child loses break time then it will be as a consequence of senior leadership/HT involvement and be recorded in the Behaviour Log. If a child loses a breaktime on 3 occasions in a half a term, their parents will be invited in for a more formal interview with the child, the HT or SENCo and the class teacher. Decisions such as whether the level of behavioural challenge being demonstrated warrants an external Behaviour Support referral or placement on the register of need will be discussed at this meeting.

## **Appendix 2**

### **DfE National Standard List of Reasons for Exclusion**

The DfE has produced a national standard list of reasons to be used when reporting an exclusion. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

#### **Physical assault against pupil** Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

#### **Physical assault against adult** Includes:

- violent behaviour
- wounding
- obstruction and jostling

#### **Verbal abuse/threatening behaviour against pupil** Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

#### **Verbal abuse/threatening behaviour against adult** Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

#### **Bullying** Includes:

- verbal
- physical
- homophobic bullying
- racist bullying

#### **Racist abuse** Includes:

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

#### **Sexual misconduct** Includes:

- sexual abuse
- sexual assault
- sexual harassment

- lewd behaviour
- sexual bullying
- sexual graffiti

**Drug and Alcohol related** Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

**Damage** Includes damage to school or personal property belonging to any member of the school community:

- vandalism
- arson
- graffiti

**Theft** Includes:

- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

**Persistent disruptive behaviour** Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

**Other** Includes incidents which are not covered by the categories above but this category should be used sparingly.

### Appendix 3

## Serious Behaviour & Consequence Ladder

Within Probus Primary School most minor behavioural issues will be dealt with by the class teacher in consultation with their team leader, the HT and, if necessary, the parents.

Sanctions will be determined by the Class Teacher and incur the loss of privileges. However if the nature of the behavioural challenged demonstrated by the child is of a serious, continuous and escalating nature then this consequences are reflected below. **The exclusion related consequences have been cross-referenced against the DfE list. (See appendix 2)**

Behaviour	Persons Responsible	Consequence
Continued transgressions where school has exhausted all avenues of support can result in permanent exclusion		
Continued physical attack, assault to a member of staff or pupil which may include bruising, drawing blood, spitting and threat. Continued non-compliance, despite all strategies being in place and the inability of the school to contain a pupil.	Involvement of: Headteacher Ed Psych Behaviour Support Services SENCo Class teacher/TA Parents + any other external agencies related to the child's specific needs	<b>At this point fixed term exclusion will be considered. The length of the fixed term exclusion will be at the Headteacher's discretion depending upon the severity of the incident and taking into account the health and well-being of the staff involved and the other pupils in the class. All exclusions will be discussed and agreed with Governors and can, at any point be made permanent.</b>
Violence towards a member of staff or another pupil. Leaving school premises without permission, placing self in danger.	Involvement of: Headteacher Ed Psych Behaviour Support Services SENCo Class teacher/TA Parents + any other external agencies related to the child's specific needs	Formal meeting with parents, Headteacher and class teacher. The Behaviour Support Adviser will be included if appropriate. Written follow-up sent to parents. <b>The child is now considered at risk of exclusion. This may again be fixed term (depending on the severity of the incident) or permanent.</b>
Oppositional defiant behaviour with no regard to learning, school organisation or peers, such as repeated/consistent: Disruptive behaviour in class Running from staff member Verbal abuse (swearing or sexually explicit) Aggression towards peers	Involvement of: Headteacher SENCo Class Teacher/TA Behaviour Support Worker Parents	Headteacher with SENCo and class teacher meets formally with parents. Individual behaviour plan agreed of strategies to use at home and school. (IBP) Behaviour log / home link book used regularly. Referral to Behaviour Support Service made by SENCo. <b>Fixed term exclusion will be considered.</b>
Continued negative, attention seeking behaviour. Non-compliance, intent to harm, swearing, inappropriate use of property.	Involvement of: Headteacher Class teacher/TA SENCo Parents	Headteacher informed, child spoken to. Involvement of parents by class teacher and SENCo. Home school diary established. <b>Fixed term exclusion will be considered.</b>
Rudeness to a staff member or pupil e.g. name calling, sexually explicit gestures, or language, swearing, aggressive play	Involvement of: Headteacher Assistant HT/Team Leader Class teacher/TA Parents	Dealt within guidelines of Behaviour Policy by class teacher and supported by the Team Leader/HT. Sanctions within the guidelines will be at the discretion of the teacher/HT. Behaviour logged and dated. <b>Fixed term exclusion will be considered.</b>

**When applying these consequences always consider the child's level of need (SEN) and age.**