

Simonside Primary School



Assertive Discipline and Positive Behaviour Management Policy



INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Exclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- PSHE Policy
- Safeguarding and Child Protection Policy
- Inclusion Policy
- Complaints Procedure
- Rights Respecting School Policy.

This policy complies with:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

RATIONALE

At Simonside Primary School we believe all children and adults in our school are important. Everyone in the school should feel happy, safe and secure. We are committed to enabling all children to access education successfully. Part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

The policy is based on the following aims:

- To develop the whole child, enabling them to take responsibility for their own behaviour through self-discipline

- To provide a welcoming and friendly atmosphere in which the children will feel safe and develop the skills which will enable them to make the right choices
- To encourage good behaviour and respect for others, preventing all forms of bullying among pupils
- To foster a positive ethos in which all children feel valued
- Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times
- Good behaviour for learning should always be promoted, allowing children to work and participate to their full potential, completing assigned work in connection with their education
- That children should have equal access and opportunity to the curriculum
- To establish effective links and co-operation between home and school.

RIGHTS RESPECTING SCHOOL

Simonside Primary is a Rights Respecting School and as such, strongly believes in and promotes the United Nations Convention on the Rights of the Child. We know the importance of children knowing their rights to an education, to a safe and friendly environment, to a voice and the right to rest and play. Within this learning, it is vital children learn what their roles and responsibilities are to ensure their own and other people's rights are met. Working in partnership with parents and the community, the school endeavours to provide a well ordered, caring learning environment where children can build on their experiences to develop intellectually, to become self-reliant and to co-operate with others.

This policy exemplifies these rights and our practice aims to ensure that the following rights are adhered to:

Article 3 - The best interests of the child must be a top priority in all things that affect children

Article 19 – Every child has the right to be protected from hurt or mistreatment

Article 28 - Every child has the right to an education. Discipline in schools must respect children's dignity

Article 29 – Every child has the right to an education which develops their talents and abilities, and enables them to live peacefully, protect the environment and respect other people

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

We recognise that high standards are best promoted when all stake-holders have a shared understanding of what is acceptable and unacceptable behaviour. We therefore aim for the children at Simonside Primary School to be able to:

1. Learn in an inclusive, ordered, attractive, friendly and stimulating environment
2. Be respected for their personal qualities, valued for their achievements, and acknowledged for their individual needs
3. Be encouraged to become confident, enthusiastic, self-motivated and independent learners.
4. Feel valued as a member of the school community
5. Have well planned and organised learning opportunities in which high standards will be encouraged

6. Be expected to keep the school rules, respecting and considering others.

GOLDEN RULES

1. Be kind (Article 19 – Right to be protected from hurt or mistreatment)
2. Listen and learn (Article 28 – Right to an education)
3. Respect (Article 29 – Your education should develop your talents and abilities and help you to live peacefully, protect the environment and respect other people)

These rules will be displayed prominently around the school and shared/reinforced with children on a daily basis. In addition, each class will design and implement their own Class Charter based on the Rights of the Child.

ROUTINES

It is important that children are consistently taught a range of school routines that enshrine the golden rules, including:

- Good attendance and arriving on time to school for the start of the day and individual lessons
- Walking around school in an appropriate manner at all times
- Knowing which areas of the school are 'in bounds' during periods of free time i.e. Break and Lunchtime
- Ensuring children have a clear understanding of the timetable and arrive at school with the appropriate equipment/clothing to take part in all activities

RECORDING AND REPORTING BEHAVIOUR

The CPOMs electronic recording system should be used to record behavioural incidents. This recording is a means by which staff can be alerted to changes in behaviour over time which may be indicative of the need for further investigation or intervention. The recording also allows staff to make links between behaviour and relevant background safeguarding information.

Parents are regularly kept informed about their child's behaviour for learning: Assertive Mentoring meetings; daily contact or meetings at home time; phone calls home; report cards and end of year reports.

Lunchtime supervisors report to class teachers any incidents or concerns they may have. This regular dialogue ensures that information is shared and reported to parents at the end of the day if appropriate.

Recording of exclusions – see Exclusion section.

CURRICULUM

Encouraging and promoting positive behaviour involves everyone and should permeate the whole curriculum. The school uses PSHE sessions to discuss behaviour and British Values are addressed through class discussions and whole school assembly themes e.g. 'Tolerance' and 'Respect'.

RESPONSIBILITIES

The respective responsibilities of children, parents and staff regarding behaviour are detailed in the Home School Agreement (see Appendix i).

Children's Responsibilities:

- Work hard and believe in themselves
- Listen and contribute in lessons
- Do all classwork and homework to the best of their ability
- Talk to parents about school and share targets with them
- Follow the Simonside Golden Rules
- Attend school every day and arrive on time
- Always wear school uniform and have PE kit in school

Parent Responsibilities:

- Talk to their child about school and encourage them to participate fully in school life
- Work in positive partnership with the school and talk to class teacher if there are any concerns
- Support child with homework and encourage daily reading
- Ensure their child attends school regularly and on time
- Support the school uniform rules

THE ROLE OF THE HEADTEACHER

The Headteacher must:

- Implement the behaviour policy consistently throughout the school and report to governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy
- Keep records of all reported serious incidents of misbehaviour
- Take the responsibility for giving fixed-term exclusions 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).

PREVENTING INAPPROPRIATE BEHAVIOUR

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Effective classroom organisation and management
- Appropriate curriculum to ensure pupils are engaged, motivated and challenged
- Establishment of effective relationships
- Teaching of co-operative strategies
- Children taking ownership of routines
- Praising and rewarding good behaviour
- Development of self-esteem

- Teaching the language of feelings and fostering Emotional Intelligence.

More specifically children must be taught:

- To move appropriately inside the school building
- To be polite to adults and other children
- To support other children
- To empathise with each other
- To develop strategies to deal with upsetting or aggressive behaviour
- To report incidents of bullying behaviour involving themselves or others.

REWARDS

These rewards are given to a child or a class when children follow the rules. Rewards need to be frequent and consistent in order to be effective. Praise and rewards can and should be awarded by all staff in and around school as positive reinforcement. These include:

- Non-verbal signals (smiles, gestures etc)
- Verbal praise
- Sharing positive aspects with peers and other adults, including parents/carers
- Stickers
- Class dojo points – these are shared with parents via an APP.
- House Points (Weekly house point totals are celebrated in assembly every Friday. The House with the highest score each half term will be rewarded)
- Sharing good work with others
- Receiving awards in weekly Awards Assembly
- Name placed on Recognition Board on a daily basis
- Top Table for lunch on a Friday
- Recognition for outstanding work/attitude – name written in Head Teacher's book and prize given.
- Raffle tickets for good behaviour/manners at lunchtime.

NB Class teachers may operate individual reward systems within the scope of the policy.

To encourage children who are slow to follow directions and rules, staff must be skilful in building good relationships with the pupils and must employ a range of strategies in conjunction with effective teaching:

- Praise of children nearby
- Non-verbal cues
- Give children time and opportunity to disclose any pastoral or emotional difficulty
- Visit the child and ensure that the work/activity is understood and at an appropriate level.

If children continue to ignore directions and/or are disruptive, teachers may give a clear rule reminder using the class rules display and give a reminder of the consequence so the child has a clear choice about following direction.

SANCTIONS

These sanctions may be given to a child or a class when children do not follow the rules. Sanctions need to be consistent and sure to happen in order to be effective. Staff endeavour to be fair and honest.

Sanction Levels within class/school:

Level 1: Non-verbal warning

Level 2: Verbal warning/rule reminder

Level 3: Time out in another class/Detention (if a child is moved or misbehaves during assembly, they will instantly do a detention that day)

Level 4: Time out with Headteacher/Deputy Headteacher/Assistant Headteacher

Level 5: Internal exclusion

Level 6: Fixed term exclusion

Level 7: Permanent exclusion

See Appendices for specific sanctions used in each phase.

Home/School Diaries or Weekly Behaviour Charts are available for pupils with specific behavioural needs, where deemed appropriate. They are used to monitor behaviour and effectively communicate between school and home.

Red Cards – A red card is used when staff need further adult support to manage an incident. A child will go to the nearest adult for support or a teacher can ring for support.

Swearing/Fighting – Swearing or fighting results in an instant detention. Parents will be informed and in more serious cases, the child will carry out an internal exclusion the next day.

Detention

Internal Exclusion

Lunchtime Nurture

Provision is made for children who struggle to maintain self-control for long enough at lunchtimes. These children are offered a carousel of activities on a rota basis. There is also an indoor setting for lunchtimes where children can go for 'time out': play board games, read and sit quietly. In the summer months an additional Task Force is set up where children can contribute to a project that benefits the whole school community e.g. redecorating the Art room, gardening.

Lunch time exclusions

If a child is regularly causing disruption at lunch time, the Headteacher may take the decision to exclude a child for a fixed set of lunch times. If this is the case, the parent/carer will be required to collect the child at 12:15 pm daily and return them to school for 1:10pm daily.

Reduced Timetable

A part-timetable will be considered in consultation with parents and the Local Authority for children who struggle to control their emotions in school on a full time basis.

Fixed-Term Exclusion

- in response to a serious breach or persistent breaches of the school's Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The school reserves the right to fix-term exclude any pupil without using the above consequence process. This will be a matter of judgement for the Headteacher in accordance with the DfE Exclusions from Maintained Schools guidance document 2017. Initially, exclusions will be for a fixed period (a period of up to 5 days) and if necessary permanent exclusion will be considered (in consultation with the school's Governing Body).

Exclusion for serious incidents outside of school-The behaviour of pupils outside school can be considered grounds for exclusion. This will be a matter of judgment for the Headteacher in accordance with the DfE Exclusions from Maintained Schools guidance document 2017.

In the EYFS, children are dealt with 1:1 by the teacher or Key Worker and in more serious cases, parents are informed. Behaviour and expectations in Nursery and Reception are dealt with regularly through PSED and Circle Time sessions. The children are assessed for their progress in the Managing Feelings and Behaviour section of the Development Matters Statements.

DEALING WITH MALICIOUS ALLEGATIONS AGAINST STAFF

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the Headteacher and Chair of Governors may refer to Social Services to determine whether the child is in need of support or has been abused by someone else. The Headteacher will decide upon the sanction for the pupil who made the false allegation. The Headteacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant, we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or an Individual Behaviour Plan, shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND and Inclusion Policy).

SUPPORT FOR CHILDREN WITH SIGNIFICANT SOCIAL EMOTIONAL AND MENTAL HEALTH PROBLEMS

All children with SEMH problems will have an individual plan. Support may include:

- Behaviour charts/grids
- One session per week in nurture group with Behaviour Support Officer

- Support from Parent Support Advisor
- School Educational Psychologist time
- Referral to CYPS

PARENT SUPPORT ADVISOR AND OUTSIDE AGENCY SUPPORT

The school's Parent Support Advisor may support behaviour where referred by the Headteacher or Deputy/Assistant Headteacher. A Team Around the Child (TAC) meeting may take place to explore areas of support, including that provided by external agencies. This will be recorded on the school's CPOMS system and shared with relevant staff.

OUTER WEST LEARNING PARTNERSHIP SUPPORT

The Outer West Learning Partnership can offer support to pupils at risk of exclusion. This may be offered, where appropriate, to aid the inclusion of a vulnerable pupil. The Headteacher will negotiate the terms with the partner school and parents regarding completing a fixed term period of work at a partner school. This will be a restorative process, allowing the pupil time to reflect and complete work away from their designated school. At the end of the period, a reintegration meeting between the school and parents will take place to discuss the outcomes and next steps.

THE GOVERNING BODY

The Governing Body in accordance with guidance stipulates that the following areas will be included within the school Behaviour Policy.

BULLYING

Bullying is defined as any behaviour which is intended to hurt, threaten or frighten another person or group of people. It is often repeated and can continue over a long period of time.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Simonside Primary school, we understand bullying makes children very unhappy and they can lose their self-confidence and self-esteem. This often results in children finding it difficult to concentrate on their schoolwork and taking time off school to avoid being bullied. Our approach

to tackling bullying is promoted through assemblies and collective worship; circle time, projects, role plays and social stories. The children are made fully aware that all forms of bullying are unacceptable and will not be tolerated. Damage, injury or theft and other incidents demand a serious response. We believe raising awareness of the issues increases pupils understanding and makes them more likely to report incidents.

Bullying will be taken seriously by all staff. Children should be encouraged to tell an adult if they are being bullied or if they know someone who is being bullied. Signs of bullying will be investigated and responded to quickly and appropriately. Each case will be handled as deemed appropriate but may follow these steps:

- Acknowledge bullying has taken place
- Speak to the 'victim' about the problem, find out exactly what has been happening and when
- Report the matter to a member of the Senior Leadership Team and outline to him/her the strategies used and intentions for follow up action
- Take follow up action to ensure the problem has been resolved. Do this by checking with the 'victim' and the adults involved in monitoring the situation
- Record any incidents using CPOMS

Responsibilities for the prevention of cyber bullying including mobile phone texting/messaging

- Pupils will be advised on cyber bullying through curricular activities and external consultants.
- Pupils and staff are required to comply with the school's Acceptable Use Policy and Agreement.
- Parents/Carers are required to sign the school's Acceptable Use Agreement.
- Parents/Carers are encouraged to discuss cyber safety and bullying with their child to supplement learning.
- Parents/Carers are provided with information and advice on cyber bullying.

THE USE OF REASONABLE FORCE

In addition to the above and where appropriate as a last resort (primarily for the safety of a child, staff or other children) staff may use reasonable force to restrain a child. Reasonable force or restraint using Team Teach techniques (to hold back physically or to bring a pupil under control) may be used to prevent a pupil or pupils from committing an offence, injuring themselves or others, damaging property and to ensure classroom order and discipline is maintained. All staff have carried out training on 'restraint' and the school has a 'Positive Handling' Policy.

POWER TO SEARCH PUPILS WITHOUT CONSENT

In addition to the use of reasonable force described above, staff may also use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items'

- knives and weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

It should be noted that the aforementioned cannot be used to search for items banned under the school rules. Furthermore, the aforementioned guidance on reasonable force should be adjusted, as is considered reasonable by a member of staff, to take into account the physical or learning needs of disabled children or those identified as having special educational needs. It should also be noted that staff do not require parental consent to use force upon a child.

DISCIPLINE OUTSIDE THE SCHOOL GATES

Where appropriate, staff may also discipline children outside the school gates (this will include: where a member of staff witnesses non-criminal acts or behaviour; the aforementioned are reported to the school) This will also cover the following circumstances where a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school
- misbehaving at any time, whether or not the conditions above apply, if it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

ACCUSATIONS AGAINST MEMBERS OF STAFF

Any allegations of abuse, against a member of staff, are dealt with extremely seriously (see related documents on safeguarding and child protection). During the process of dealing with an allegation against a member of staff, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is investigated (in accordance with Department of Education guidance).

Suspension will not be used as an automatic response when an allegation has been reported. Any child making a malicious accusation against a member of staff will receive a verbal reprimand from a member of the Senior Leadership Team and have the incident noted on their school record. This includes false or malicious allegations by parents.

Any form of bullying towards staff, by parents, guardians or relatives, will be dealt with by the Senior Leadership Team and if necessary action taken to bar the adult from the school site.

LUNCHTIMES

Training has been given to all staff involved at lunchtimes. Golden Rules are displayed in the Dinner Hall and playgrounds. Zones have been set up on the yard for the children to play in and dinner staff are aware of making sure all areas are monitored, in particular the football area. Football contracts must be signed by the children and a rota is in place for different classes at break/lunch time. 'Playground Friends' are selected to support in the dinner hall, help on the yards and set up/tidy up resources on both yards. Dinner staff continue to choose individual children to be on the weekly 'Top Table' and raffle tickets are given to children who are well mannered and display good behaviour. These raffle tickets are then put together for each Key Stage and winners are invited to a Golden Lunch with a member of their family. The Headteacher and Deputy Headteacher visit the dinner hall to monitor behaviour and have termly meetings with dinner staff to discuss any issues arising.

Policy reviewed April 2019

APPENDIX 1

Sanctions for managing behaviour in EYFS

Staff use stickers, treasure walls and star of the week certificates to promote positive behaviour. We also use our class mascots to reward good behaviour in school.

1. Non verbal warning.
2. Verbal reminder/warning / praise of others who are following expectations.
3. Time out - If during group times the child will be asked to move to sit next to teacher. If during general classroom time, the child will be given 'time out' sat on teacher's chair. They will be given a 5 min timer in Rec and a 3 min timer in Nursery and will need to apologise before returning to their activities.
Traffic light system – all children have their photo on green at the start of each session i.e. morning/afternoon. Once a child has been given a 'time out' they will move their photo to Amber on traffic lights. It is then their responsibility to show they have corrected the behaviour and deserve to be back onto green by the end of the session.
4. Time out with EYFS leader - When a time out and movement to amber on traffic lights has not made an impact on a child's behaviour, they will be moved to red and taken to see the EYFS leader for time out.
OR
When a child has deliberately hurt another child by biting, hitting, etc, the parents will be informed of child's behaviour that day.
5. Time out with Headteacher - When an incident of a more serious nature has occurred e.g. When an injury has been caused to another child as a result of poor behaviour.

APPENDIX 2
Key Stage 1
Sanction Levels

Level 1: Non-verbal warning

- Positive body language to show expectations
- A look
- Shake of head
- Raised eyebrows
- Finger on lips
- Thumbs up/down
- Smile
- Frown.

Level 2: Verbal warning/Rule Reminder

- Praise
- Count down
- Use of Class Dojos (sound/visual)
- Use of Recognition Board
- Give a reminder of expectation/s
- 'Warning' with explanation
- Asked to think about the Golden Rules
- Provide choice options.

Level 3: Time out in another class/Detention

- Asked to move to 'Thinking Zone' in classroom
- Asked to move to another table to complete work. (This may be to where a good role model is working, to enable teacher to monitor behaviour closely, to remove distractions and/or to provide a new start.)
- Lose 5 minutes from play time
- Time out - Child is removed from the classroom by a TA to walk/talk/provide calming time.
- An immediate consequence e.g. missing a fun 5 minutes at the end of a lesson
- Occasional use of 'send to another class'.

Level 4: Time out with Headteacher/Deputy Headteacher/Assistant Headteacher

- Generally used as a last resort in Key Stage 1
- Child is taken to HT/DHT/AHT by a TA
- Allows a fresh face to provide support.

APPENDIX 3

Key Stage 2

Sanction Levels

Level 1: Non-verbal warning

- Positive body language to show expectations (e.g. sit up, look this way, listen)
- A change of facial expression (smile for positive reinforcement, or a frown)
- Shake of head
- Raised eyebrows
- Clicking
- Hand motion
- Dojo points – ‘catching’ good behaviour for learning
- Light tap on the desk in front to refocus.

Level 2: Verbal warning/Rule Reminder

- Say name
- Give an instruction using ‘thanks’
- Use of Class Dojos (sound/visual)
- Praise those in close proximity for positive behaviour for learning
- Refer to Golden Rules/Rights
- ‘Warning’ with explanation for Amber on traffic lights
- Provide choice options
- Remind child of a time when they successfully ‘turned behaviour around’ or recent achievement.

Level 3: Time out in another class/Detention

- Miss Cooley (Behaviour support) will be called
- Given jobs/something to distract them
- Asked to move to another table to complete work. (This may be to where a good role model is working, to enable teacher to monitor behaviour closely, to remove distractions and/or to provide a new start.)
- Time out - Child is removed from the classroom by a TA to walk/talk/provide calming time
- If behaviour continues after being on Amber, a Red will be given (detention)

- If behaviour continues despite being on red, the child will be asked to go to another classroom.
- If there's a refusal and behaviour continues, a member of SLT will be called (not HT).

Level 4: Time out with Headteacher/Deputy Headteacher/Assistant Headteacher

- Generally used as a last resort as a consequence of consistent refusal or abusive/aggressive behaviour
- Child is taken to HT/DHT/AHT by a TA
- Allows a fresh face to provide support.