



Waverley Primary School

Assertive Discipline and Positive Behaviour Management Policy

Coordinator: Headteacher

Approved by: GB

To be reviewed: July 2024

Purpose

The purpose of this policy is to set out how we will manage behaviour within the school. This policy applies to all pupils including those with SEND.

Rationale

At Waverley Primary School, we believe that all children and adults in our school and community are important. We have a legal responsibility to ensure every child is safe and protected from harm. We aim to provide an environment where everyone feels safe, valued and respected and can learn free from the disruption of others.

We are committed to enabling all of our pupils to access their education successfully by regulating the conduct of all pupils. Keeping pupils in control is not an educational aim in itself, but it is a necessary pre-requisite for the achievement of many other educational aims.

This policy is based on the following beliefs:

- Developing the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and proper regard for authority.
- Providing a welcoming and friendly atmosphere in which the children will feel secure and develop the skills, which will enable them to make the right choices.
- Encouraging good behaviour and respect for others aiming to prevent all forms of bullying among pupils.
- Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.
- Schools can and do make a difference to the personal development of the child.
- 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 allows children to work and participate to their full potential, completing assigned work in connection with their education.
- Children should have equal access and opportunity to the curriculum.
- Effective links and co-operation between home and school are essential to success.
- Consistency is the key to success. The positive behaviour management and assertive discipline policy of the school depends upon all staff endeavouring to achieve these aims by understanding and being able to implement its procedures.

Legal considerations

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- The DfE Statutory guidance on [Exclusion from maintained schools, academies and pupil referral units in England](#) sets out the legal framework that schools must adhere to when considering the exclusion of a pupil on disciplinary grounds.

Roles and responsibilities

- **Governing Body** is responsible for reviewing this policy's effectiveness and holding the headteacher to account for its implementation.
- **Headteacher** will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied

consistently. Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds.

School leadership

The Leadership Team will follow the recommendations for 'Improving Behaviour in Schools' as outlined by the EEF (June 2019)

1. **Know and understand your pupils and their influences** – Understanding a pupil's context will inform effective responses to misbehaviour.
2. **Teach learning behaviours alongside managing misbehaviour** – Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.
3. **Use classroom management strategies to support good classroom behaviour** – effective classroom management can reduce challenging behavior, pupil disengagement, bullying and aggression.
4. **Use simple approaches as part of your regular routine** – use of specific behaviour-related praise and working with parents (early intervention) can support good behaviour.
5. **Use targeted approaches to meet the needs of individuals** – for pupils with more challenging behaviour, the approach should be adapted to individual needs.
6. **Consistency is key** – consistency and coherence at a whole-school level are paramount. Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.

The School Rules and Values we are promoting:

Work- we work hard and make progress

Attitude – we have a positive mindset

Value – we value each other and appreciate our differences

Environment – we look after our school and the things we have

Respect – we are respectful and honest

Learning – we are ready to learn and enjoy opportunities

Everyone – we all work together as a team and are helpful to one another

You – we are good role models(ambassadors) and celebrate what we accomplish

Children's Responsibilities

Know the rules

Follow the school rules

Accept the consequences of their actions.

Parent Responsibilities

Know the rules

Support your child in following the rules

Support the school in implementing the school rules

Discuss any concerns with teachers and staff. Let us know if your child has a problem.

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.
- Acknowledging good behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching the language of feelings.

- More specifically children must be taught:
 - To move appropriately in and out of 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.

Rewarding good behaviour must be the norm and is the responsibility of all adults in the school. All staff should be pro-active in celebrating ordinary good behaviour overtly and often throughout each day.

Rewards

These rewards are given to a child or a class when children follow the rules. Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of praise, smiling, acknowledging and thanking children for their behaviour. Praise and rewards can and should be awarded by all staff in and around school as positive reinforcement.

- Verbal praise.
- Non- verbal cues: approving look, smile, nod, sign (e.g. thumbs up)
- Stickers, stamps, comments in books.
- Individual class chart/reward systems (Dojo, raffle tickets, dip in the box)
- Sharing good work with others-Phase Leader, DHT, HT and parents.
- Achievement Certificate in celebratory assembly
- Half termly class incentives by building up class do jo points (film/ popcorn/ extra forest school session/ games afternoon/ longer play time).

N.B. 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 a good relationship with the pupils and must employ a range of strategies in conjunction with effective teaching (see above). When dealing with instances of poor behaviour the following strategies may be used as guidance:

- Praise of children nearby.
 - A disapproving look.
 - Stand close and encourage back to work.
 - Visit the child and ensure that the work/activity is understood and at an appropriate level.
- If a child is misbehaving in a lesson, always look to your own practice first and the content of the work. Ask: Is it engaging? Is it at the right level for the child? Do I need to re-teach or re-engage?

When 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 and Consequences

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. Always endeavour to be fair and honest, be prepared to apologise if you have made a misjudgement – we are all human – children like honesty and fairness. Never give a consequence without following it up. There must be a fresh start every day.

Sanctions within class/school:

1. Non-verbal warning
2. Verbal warning / reminder
3. Name on the board KS2, moved to red on colour chart KS1 and EYs loss of Dojo's
3. Loss of break and/or lunchtime – short isolation EY's 2-minute timer time out space or hand held of adult, KS1 and KS2 (5 minutes).
4. Time out in other class – KS1 upwards.
5. A report card or behaviour diary given (discussed with child and parent) – a discussion will take place with the SENCO regarding other external agency support options.
6. Longer isolation (work away from class with DoP or Headteacher, giving class, teacher and pupils a circuit break – maximum 5 school days)
7. Fixed term exclusion (up to 45 days in an academic year).
8. Discussion with Local Authority regarding short term spell at a PRU
9. Permanent Exclusion

Short Isolation can be used to exclude pupils from the yard at break or lunchtime (for 5 minutes) or if a pupil needs a longer 'time out' from the lesson to reflect on their significant behaviour which has disrupted the class learning it is the decision of the Key Stage Leader and DHT/HT whether a pupil/s needs to be isolated, when, where and for how long and who will from the senior leadership team will supervise them. Pupils need to be sent with their work to complete.

Longer term isolation will be used in discussion with parents where a child may be at risk of a fixed-term exclusion and requires time to reflect on their behaviours. A member of the Senior Leadership Team will aim to ensure where and when this will take place and ensure the provision for the pupil during the day. The class teacher will provide the curriculum work.

Exclusion for serious incidents (for behaviours):

- 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 fixed term exclude any pupil without using the above consequence process. This will be a matter of judgment for the Head Teacher 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).

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Parents will be informed of any activity out of hours where behavior in the community is unacceptable and would/could bring the school name into disrepute e.g. by the pupil wearing school uniform identifying them to the school.

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 Head Teacher in accordance with the DFE Exclusions from the Maintained Schools Guidance Document 2017.

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 head teacher 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.

Pupil Voice:

☑ There will be an annual pupil survey.

☑ Our Director of Pastoral support is available to speak with children and regularly does so.

☑ The Headteacher will invite different groups of children to meet with her across the school year.

☑ The staff have a duty under the whistleblowing policy to report anything of concern to the Headteacher or member of the SLT. Staff may also contact the Chair of Governors if it is about the Headteacher.

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 a My Support 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).

School Director of Pastoral Welfare and Outside Agency Support

The school's DoP may support behaviour where referred by the Head or Deputy Head Teacher. A Team around the Child 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 impact reports produced termly.

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 Head Teacher 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.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power with the intention of hurting another child, either physically or emotionally.

Bullying is:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include:

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, comments about sexual reputation or performance, 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

We firmly believe bullying is wrong and can damage individual children. We endeavour to prevent it, by having a school ethos in which bullying is regarded as unacceptable.

We aim to produce a safe and secure environment where all can learn without anxiety.

We aim, through our Anti-Bullying Policy, to have a consistent school response to any bullying incidents that may occur.

We will make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.

All issues are fully investigated and appropriate action taken. Pro-active measures are in place to help all children deal with the issues surrounding bullying. These are delivered

through a wide range of strategies including, Computing, RSE and PSHE activities – in class, with individuals, in groups, and in assemblies.

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.

Routines

It is important that children are consistently taught a range of school routines that enshrine the rules.

- 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 pupils have a clear understanding of their timetable and homework completion dates and arrive at school with the appropriate equipment/clothing to take part in all activities.
- Supervision during school and at break times is key to preventing incidences of poor behaviour. Close supervision/monitoring of identified pupils will take place in collaboration with the class teacher, key stage leader and break time cover staff. Close monitoring details will be made known to staff and recorded by the class teacher on CPOMS.

Guidelines

Teachers will spend time teaching children the rules and routines they need to follow and will review the school rules and consequences on a needs basis but at least at the start of every half term.

Every opportunity is to be taken to reinforce the positive behaviour policy through the use of PSHE resources, planning, teaching, visits and trips.

All staff should take responsibility for the promotion of good behaviour, and dealing with misbehaviour. You are not just responsible for your own class. At any time, take the opportunity to praise children around school, in assembly, dining hall etc. Similarly, if you see misbehaviour in any setting you must challenge it, walking by, ignoring it or leaving it for someone else to deal with is tantamount to condoning the behaviour – consistency and clarity from everyone is the key to the policy working.

Absolute consistency is the key to any good behaviour strategy. Never overlook or fail to reward or impose sanction no matter how busy or time pressured you are. Lack of consistency will lead to pupils deliberately stretching boundaries. This must be consistent across all staff at all times; each time we fail to act either through reward or sanction, we let each other down.

How to debrief incidents - A restorative practice approach

The school is following the best practice outlined in the Restorative Practice approach to behaviour management. The principles of which ensure fairness of approach and allowing all sides to have their say. The aim is always friendly resolution to the problem.

Again, consistency is the key to success. All pupils should be able to rely on the fact that every incident will be handled using the same approach and the same questions. This

avoids children from being able to say 'I was not listened to' or 'I tell a teacher and they do nothing'.

When de-briefing an incident ensure you are talking to the correct children. Move them away from others to avoid unnecessary complication from others. Allow both parties to answer without interruption the following questions (staff have laminated copies available at all times).

Restorative Questions:

- What happened?
- Has this happened before?
- When did this happen?
- How are you feeling?
- How have you been affected?
- Who else has been affected by this?
- What needs to happen to make things right?

The children should come up with the idea of how to move on. A successful resolution would be the children realising what needs to happen and a strategy is developed for the rest of the break/day.

Follow up:

This is an essential element of all behaviour. It is important that a follow up is made between both parties later in the break/day to check that harmony is being maintained. If not, then the approach is repeated.

Break times

1. Positive reinforcement in the playground.
2. Reminder of the rules.
3. Told to stand next to a named adult for 2 minutes.
4. Pupil will be brought in from the yard to sit in isolation. Phase Leaders must be informed and will debrief the incident with the pupil.

The member of staff on duty for each break must aim to ensure that details of inappropriate behaviour are recorded. It is the responsibility of the Senior Leadership team to monitor the behaviour records on CPOMS in order to analyse trends and provide targeted support.

Staff development and support

Behaviour management will become an integral part of continuing professional development.

Monitoring

SLT will continually monitor the application and effectiveness of this policy (at a minimum annually). Appropriate revision and amendments will then take place, with the necessary consultation with staff and Governing Body. The updated policy will then be shared on the school website.

This policy will operate in conjunction with the following policies:

- Safeguarding and Child Protection Policy and all associated policies
- Anti-Bullying Policy
- Exclusion Policy
- SEND and Inclusion Policy
- Equal Opportunities Policy
- Physical Intervention Policy
- Attendance Policy

- Complaints Procedure
- Behaviour Principles Statement
- Whistleblowing Policy

Note: The head teacher has the right to revoke the parent's licence to be on the school site in the event of aggression, threat or violence to a pupil or staff member.

The Rights and Responsibilities of Everyone in Waverley Primary School

OUR PUPILS

Pupils Rights	Pupils Responsibilities
<p>Be valued as members of the school community;</p> <p>Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</p> <p>Make mistakes, and learn from them; Be treated fairly, consistently and with respect;</p> <p>Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon; Be taught in a pleasant, well-managed and safe environment;</p> <p>Work and play within clearly defined and fairly administered codes of conduct; Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</p> <p>Develop and extend their interests, talents and abilities.</p>	<p>Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>Respect the views, rights and property of others, and behave safely in and out of class;</p> <p>Co-operate in class with the teacher and with their peers;</p> <p>Work as hard as they can in class;</p> <p>Conform to the conventions of good behaviour and abide by school rules;</p> <p>Seek help if they do not understand or are in difficulties;</p> <p>Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</p>

The Rights and Responsibilities of Everyone in Waverley Primary School

OUR STAFF

Staff Rights	Staff Responsibilities
<p>Work in an environment where common courtesies and social conventions are respected;</p> <p>Express their views and to contribute to policies which they are required to reflect in their work;</p> <p>A suitable career structure and opportunities for professional development;</p> <p>Support and advice from senior colleagues and external bodies;</p> <p>Adequate and appropriate accommodation and resources;</p> <p>To be treated with care and dignity from all members of our school community;</p>	<p>Behave in a professional manner at all times;</p> <p>Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</p> <p>Show interest and enthusiasm in the work in hand and in their pupils' learning;</p> <p>Listen to the pupils, value their contributions and respect their views;</p> <p>Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</p> <p>Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</p> <p>Share with the parents any concerns they have about their child's progress or development;</p> <p>Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</p> <p>Report suspected cases of bullying to a Designated Teacher for Child Protection. The head teacher must also be informed.</p> <p>Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken</p>

The Rights and Responsibilities of Everyone in Waverley Primary School

OUR PARENTS

Parents/Carers Rights	Parents/ Carers Responsibilities
<p>A safe, well-managed and stimulating environment for their child's education;</p> <p>Concerns dealt with sympathetically and efficiently;</p> <p>Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;</p> <p>Be well informed about their child's progress and prospects;</p> <p>Be well informed about school rules and procedures;</p> <p>A broad, balanced and appropriate curriculum for their child;</p> <p>Be involved in key decisions about their child's education;</p> <p>A suitably resourced school with adequate and well-maintained accommodation.</p>	<p>Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>Be aware of school rules and procedures, and encourage their child to abide by them;</p> <p>Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</p> <p>Act as positive role models for their child in their relationship with the school;</p> <p>Attend planned meetings with teachers and support school functions;</p> <p>Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.</p>

Causes of inappropriate behaviour

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented below, Lehman, Hawkins and Catalan (1994).

In school factors

The Environment

- Lack of proper ventilation
- Physical problems of limited space
- Special occasions which cause excitement, e.g. Christmas, Fire Drills etc

The Child

- Tired due to lack of proper rest
- Hungry due to insufficient or inappropriate food
- Poor or inappropriate social skills
- Need for attention from teacher or parent

The Teacher

- Offering poorly differentiated curriculum leading to either frustration or boredom
- Lack of knowledge of pupils
- Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour
- Poor dictation
- Lack of clarity in explaining expectations for behaviour or subject
- Lack of or confusing instruction on subject matter
- Lack of professional development
- Teacher stress

Out of school factors

Family Circumstances

- Child's position in the family
- Child's relationship with parent/siblings/grandparents/ step families etc
- Divorce/ bereavement
- Mental health problems
- Family trauma
- Alcohol or drug addiction
- Death of a pet

The Neighbourhood

- Child's popularity
- Peer relationships
- Bullying
- Social Problems
- Civic disturbance

To be reviewed: July 2024

Behaviour Monitoring Record

Name:

Year:

Monitoring Period:

After each session a member of staff will complete the monitoring record with *Pupil Name*, discussing his/her behaviours.

If the behaviour has been positive in the session overall, a star (*) will be recorded.

The staff member will sign each recorded session.

At the end of the day, *Pupil Name* will review his/her behaviour with the Pastoral Care Leader and/ Phase Leader. Both will sign and/ comment in the review section.

Date	Lesson 1	Break	Lesson 2	Lunchtime	Lesson 3	Lesson 4	Review of the day
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Review and Evaluation of Monitoring Period

Phase Leader comment:

Signed: _____

Pupil comment:

Signed: _____

Behavioural Incident and Restorative Questions Guide sheet

Name:	
Date:	
Staff Member:	
Children:	
Outline of incident and reason for incident: What happened? When did this happen?	
How are you feeling? How have you been affected? Who else has been affected by this?	
Reflection: What would you change?	
Moving forward, next steps: (What needs to happen to make things right)	

Additional Notes:

Staff signature:

Pupil signature:

Pass to DoP for scanning into CPOMS.