

**FOREST VIEW  
PRIMARY  
SCHOOL**

**ASSERTIVE BEHAVIOUR  
DISCIPLINE POLICY**

**January 2022**

## 1. Aims and objectives

At Forest View Primary School we aim that EVERYONE feels valued and respected and that each person is treated fairly and well.

Our behaviour policy is designed to support the way in which ALL members of the school can live and work together in a supportive way. It aims to promote an environment where EVERYONE feels happy, safe and secure.

This policy aims to promote good relationships and an ethos of cooperation so that teachers can teach effectively and children can learn to their full potential.

The school expects every member of the school community to behave in a considerate way towards others.

ALL children will be treated fairly and this behaviour policy will be applied in a consistent way across the whole school.

As part of the school's assertive disciplinary behaviour policy we are seeking to ensure we have a whole-school behaviour management system as recommended by the DfE paper of January 2016.

## 2. Assertive discipline system and values

At the heart of our policy is a view to safeguarding and promoting the welfare of children (Education Act 2002). Good behaviour in all aspects of school life is necessary to promote excellent learning and teaching and high standards of attainment. At Forest View Primary we wish to create a caring, holistic learning environment by encouraging:

- Excellent behaviour and discipline;
- Fairness of treatment for all;
- Self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Early intervention as a challenge to poor behaviour;
- Consistency of response to both positive and negative behaviour;
- A safe environment free from disruption, bullying and any form of harassment;
- A positive relationship with parents and carers by involving them in behaviour management.

We wish to place the emphasis and focus on teaching pupils to **choose** responsible behaviour, self-discipline and respect; consequently we create an environment in which teachers can teach and pupils can learn. We aim to prevent bullying through a comprehensive anti-bullying policy (please see anti-bullying policy).

Teachers' powers to discipline will include the power to discipline pupils even when they are not at school or in the charge of a member of staff (DfE guidance 2016 ); e.g. misbehaviour when a pupil is travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school. In addition, teachers may discipline pupils for misbehaviour that could have repercussions for the orderly running of the school or pose a threat to another pupil, someone in the "Forest View family" (such as a parent) or member of the public or could adversely affect the reputation of the school; this can include issues related to all forms of social media.

### 3. Promoting positive behaviour

In Forest View Primary School we want to provide a consistent approach to behaviour management; this will be seen by:

- Strong school leadership;
- Strong classroom management;
- Behaviour strategies and the teaching of good behaviour;
- Staff development and support;
- Pupil support systems;
- Making the boundaries of acceptable behaviour clear;
- Recognising and praising good choices of behaviour;
- Encouraging pupils to take responsibility for their own behaviour by providing a clear structure of consequences;
- Gaining the cooperation of parents in promoting appropriate behaviour from children in all situations for example on the school yard whilst waiting to enter or leave school, during lessons, playtimes and lunchtimes and on any educational visits or in participation in after school clubs; and
- Liaison with parents and other agencies.

In Forest View Primary School we expect ALL pupils to follow our ***Respect Rules***:

1. Listen to and follow instructions.
2. Keep hands, feet and objects to ourselves.
3. Be polite and show kindness to the whole school community.
4. I will do my best at all times.
5. Use appropriate school language: no name calling, teasing or bad language.

### 4. Rewards

We praise and reward children for positive behaviour by:

- Teachers and support staff giving recognition and praise – a positive comment or a smile;
- Teachers and support staff give children individual points on their reward card: children who complete 'checkpoint' stages on their cards will receive a prize;
- Class rewards - each class will work as a team to incur reward points that will go towards a class treat of their choosing (a majority class vote to decide this.)
- Behaviour praise cards to be sent home to share great examples of good behaviour with parents;
- Class certificates – weekly;
- Certificates given out in celebration assemblies;
- Communication to parents praising positive attitudes and behaviour for learning; and
- The school acknowledging the efforts and achievements of children both in and out of school.

Rewards must be fair and even, in order that it is not perceived that children are receiving more rewards for a comparatively small effort to behave when there are children who behave well most of the time who receive no reward.

All children have a record of achievement file, which accompanies them throughout their time in school documenting their achievements in and out of school from nursery to Y6 at Forest View Primary School. This is presented to them as they leave to embark on secondary education.

## 4 Consequences

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- 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, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class or individual pupils as deemed necessary.

The class teacher discusses break time and lunchtime behaviour expectations with children. Unacceptable behaviour during these periods includes violence towards pupils or staff, verbal abuse against staff, answering back, racial abuse, bullying, fighting (including fun fighting), defiance of staff, damaging property, spoiling games deliberately, spitting and running in and out of school. All behaviour incidents are recorded in the class teacher's behaviour log.

Where a child has a special educational need, they may be following a bespoke behaviour plan, which will look different to the whole school approach. Plans will be inclusive of our rules and expectations, but the rewards and consequences will be tailored directly to the special needs of the child.

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 members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child or member of staff, 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. Teaching and support staff at Forest View Primary School have been trained in Team Teach strategies used for positive handling de-escalating the risk of injury to staff and pupils.

### Behaviour management school procedures

The school operates a tiered consequence system, which all staff operate consistently across all key stages throughout the school day.

1. The child is initially given a firm verbal warning.
2. If misbehaviour continues the child will lose five minutes of their playtime - at the next available break time.

3. If misbehaviour continues the child will lose ten minutes of their playtime - at the next available break time.

4. If misbehaviour continues the child will lose fifteen minutes of their playtime - at the next available break time.

Here they will complete a 'think sheet' as a means of reflection and learning from the incident.

*Once the child has missed their consequence time at the next available playtime, each child will be given a fresh start.*

5. If three missed playtime incidents occur in one week - parents will be contacted.

6. If misbehaviour continues after full playtime has been removed - the child will be sent to a key stage lead for time out.

- 'Time out' of class will be for an agreed period of time and will have SLT overview.

7. If misbehaviour continues once the child has returned from timeout with the key stage lead - the child will be sent to the Deputy Head Teacher and parents will be informed.

8. In the case of repeated acts of anti-social behaviour this should be escalated initially by the class teacher to the appropriate key stage lead. If this behaviour continues after this intervention, the process will be followed up by the Deputy Head Teacher, then the Headteacher, who will decide upon the action to be taken.

- A formal behaviour action plan may need to be implemented for ongoing or repeated acts of disruptive or antisocial behaviour.

9. In the case of a serious incident this will be referred directly to the Headteacher, who will investigate the cause and decide upon the action to be taken.

- Where there is a need for a more serious consequence, this will be actioned by the Deputy Head or Headteacher, and will deviate from the main policy procedure as necessary.

- In very serious cases parents will be called in to discuss the problem and to work out a way forward involving home and school. If this proves unsuccessful, the school will consider support from outside agencies or as a last resort, the child would be suspended from school for a fixed period of time. See linked policy - suspensions and exclusions.

Note: all consequences will be proportionate to the behaviour incident.

Considerations for the early years foundation stage: Rewards and consequences will be tailored to the specific needs and developmental stage of the child and will be more instantaneous.

## 5. Roles and Responsibilities

### The role of children:

- To follow the agreed school Respect Rules (as in section 3).
- To obey the instructions of ALL adults (teachers, classroom assistants, HLTAS, dinner ladies, caretakers, nursery nurses and all other adults in the school).
- To work to the best of their ability.
- To cooperate with other children and adults.

### The role of staff:

- To make sure the agreed rules are understood by the children and displayed.
- To ensure that the agreed rules are enforced in their classes and that their classes behave.

- To have high expectations of the children with regard to their behaviour and ability.
- To be fair and consistent.
- To set a good example and to be a good role model.
- To be aware of the special needs of individual children.
- To report serious incidents or persistent misbehaviour to the Deputy Head or Head Teacher.
- To keep a record of all incidents of misbehaviour in their class on the behaviour tracking log.

### The role of Headteacher

- To implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all the children in the school.
- To keep records of all serious incidents of misbehaviour.
- To implement the school's exclusion policy in agreement with the governing body.

### The role of parents and carers:

- To be aware of the school rules and expectations so that children receive a consistent message on how to behave at home and in and out of school.
- To support their child's learning and to cooperate with the school.
- To support the actions of the school in cases where consequences are applied to punish misbehaviour.

### The role of Governors:

- To support the headteacher in adhering to these guidelines and to review their effectiveness.
- To give advice to the headteacher about particular disciplinary issues.

## 6. Drug and alcohol related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. Any medication needed by a child while in school must be taken under the supervision of a first aider.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be reported immediately to the headteacher who will decide what, if any, agencies need to be contacted.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

## 7. Monitoring and Review

- The headteacher and staff will monitor the effectiveness of this policy on a regular basis and will, if necessary, suggest further improvements or changes.
- School will keep a variety of records concerning incidents of misbehaviour. The class teacher records incidents in a behaviour log.
- The Key Stage Leaders/SLT record incidents in which a child is sent to him/her on account of bad behaviour. Incidents at break are recorded in the class behaviour log. Lunchtime supervisors report details of any incidents in a book and report to class teachers or senior management as necessary who enter them in the class log.
- The headteacher keeps a record of any fixed-term or permanent exclusion.

Name: Mrs E Cook (Head Teacher)/Mrs H Marshall (Deputy Head Teacher)

Reviewed: January 2023