



Assertive Discipline Policy

Policy Monitoring, Evaluation and Review

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Revision History:

Version	Date	Author	Summary of Changes:
1.0	February 2021	D. Swann	Policy reviewed and new template

This policy should be read in conjunction with the academies Anti-bullying Policy, Safeguarding Policy, SEN Policy and Equality Policy.

Aims of the policy

To create a positive environment.

To encourage a calm, purposeful and happy atmosphere within the school.

To maintain an atmosphere free from prejudice and bullying**

To promote good behaviour, respect, courtesy and caring.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To apply agreed rules for behaviour in school and on the playground.

To have a consistent approach to behaviour throughout the school.

To set out the sanctions for unacceptable behaviour.

*** Definition - Bullying is a conscious, aggressive and repeated intention to hurt, threaten, frighten or intimidate someone else by an individual or a group, causing pain or distress.'*

Pupil's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To listen to the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other pupil and adults.

Staff Responsibilities are:

- To treat all pupil fairly and with respect.
- To raise pupil's self-esteem and develop their full potential.
- To create a safe and pleasant environment, physically and emotionally.
- To provide a challenging, interesting and relevant curriculum.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To recognise each child as an individual and be aware their needs.

Encouraging outstanding behaviour for learning

Our school and Trust values support positive promotion of outstanding behaviour and link closely with the procedures enforced by this policy to maintain the high standards and ethos of the school. The policy is based on the schools vision of *'Together we succeed through challenge and enjoyment'* and the school values -

School Values:

Do be kind and gentle/caring, Do listen,

Trust Values

The Trust Values are the 7Cs – Challenge, Creativity, Culture, Collaboration, Community, Character and Courage.

These values will be promoted, encouraged and consistently applied and enforced by all staff through modelling expected behaviour and throughout the curriculum. We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the pupil. To maintain a calm atmosphere the school has been sectioned into zones. Red zone = silence, amber zone = whisper voices, green zone = indoor voices. Red zones include all corridors and the hall during lunchtime. Teachers use their discretion in classrooms and take into account the type of teaching and learning happening.

We encourage pupil to be polite, respectful, well-mannered, helpful to each other and to become good citizens. No one has the right to prevent another child from learning or a teacher from teaching. Rowllatts Mead is a place where pupil should feel safe to learn without disruption or the fear of bullying. Teachers have the right to confiscate property, which will be returned at the end of the day, if it is impacting on behaviour or learning.

Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned. We do recognise that there is a distinction between poor behaviour and a child with specific educational needs. Our positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by all adults involved with the pupil encourages outstanding behaviour across the school. However, if a situation arises whereby a child is committing an offence, injuring themselves or others, or damaging property a member of staff will intervene using force that is reasonable in the circumstances. Most members of staff are trained in 'Team-teach' which is positive handling training. Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

As part of our behaviour policy we recognise that parents/carers should be fully informed about their child's behaviour. Every effort is made to ensure there is good communication between home and school. Should a child's behaviour be a cause for concern their parents will be contacted and the matter discussed.

Rewards

The majority of pupil will respond to encouragement and rewards and it is hoped by promoting positive behaviour and by challenging themselves the pupil will be in climate of outstanding behaviour for learning.

Staff members can praise in a number of ways:

- Verbal praise/encouragement

- Golden Time
- General Stickers / stamps
- Send to other adult, member of Leadership team for reward & acknowledgement of good behaviour
- Certificates – given out in assemblies
- Note / card / certificate home
- Display of work
- Praise in front of a group/class
- Inclusion on WEDUC/Twitter
- Class raffle tickets/rewards e.g sitting with teacher for lunch

AND

House points – where houses will be rewarded on a regular basis and rewarded termly. A shield is presented to the ‘best house’ at the end of the academic year.

Golden time

Classes have Golden time displays which include the names of all the pupils in the class. The display is visible to everyone who enters the classroom. All pupils begin the week with 30 minutes of Golden time which is taken on a Friday afternoon. Pupils are given a variety of activities to choose from during Golden time.

Pupils lose Golden time in 5 minute increments for not following the vision and values of the school. Opportunities to earn back Golden time are immediate. Any pupil that loses 10 minutes of Golden time before break and does not earn it back remains in class during break time (see sanctions).

Assertive Mentoring

Assertive Mentoring is a system which allows school to track children’s’ progress on a termly basis. It provides school and parents, through the assertive mentoring form (Appendix 1), with a breakdown of what the children can do academically and also includes a traffic light system for behaviours which link to the school sanctions.

All pupils begin each term as ‘green’, if they follow the school vision and values they will remain green and are rewarded at the end of each term e.g. KS1 Picnic and DVD after school; KS2 pizza, activities and sleepover at school. At the end of the academic year all pupils that have remained green throughout the year are rewarded e.g. picnic and bouncy castle

Pupils that have been ‘yellow’ during a term will not join in the end of term reward and will not be eligible for the end of academic year reward.

If a pupil is made ‘red’ their parents will be informed by the class teacher or a member of SLT. Red pupils will not be allowed to participate in after school clubs or trips until they return to yellow or green.

Pupils can be made yellow or red for not regularly completing homework, not reading regularly, attendance/punctuality, not wearing uniform/P.E kit and attitude to learning in school/remotely as well as for unacceptable behaviour. Only a teacher or member of SLT can change a pupil from green to yellow or red and back to green.

Assertive Mentoring helps us to provide appropriate support and helps you to see what you can do to support and encourage your child at home.

Pupil Support Systems

Staff are aware of pupils with specific behavioural needs and personalised plans are put in place to support them through the school day including provision at break and lunch times. If it is required individual pupils will have a positive handling plan

Library Club

The library club rota is an intervention for pupils who find it difficult to manage their behaviours on the playground or with others. A variety of activities are on offer for pupils to complete. Pupils who are red or need to complete work are also able to use the library space.

Restorative justice and Peer Mediation

Restorative justice enables pupils affected by behavioural incidents, to communicate and agree on how the harm caused by their actions or done to them is to be repaired. Restorative justice at Rowllatts Mead involves holding peer mediation meetings by trained pupils and informal restorative approaches by staff. Peer mediation involves trained pupils helping their peers work together to resolve everyday disputes. A room and peer mediators are available each lunchtime.

School staff also use restorative approaches more informally in dealing with behaviour problems.

Sanctions

There is still a need to apply sanctions to those pupils who do not conform to our standards of behaviour, to modify unacceptable behaviour and to protect the school community. Sanctions must be consistent, fair and carried out immediately. Pupils must be made aware of why the sanction is being carried out. Teachers must log any incidents that require sanctions on to the schools record keeping system CPOMS and alert key holders. Logged incidents are monitored by the principal and reported on in the principal's report to governors.

Stage 1

Will be applied to isolated incidents of unacceptable behaviour

E.g. Name calling, insults, refusal to carry out instructions, talking in a 'red zone', disruption in class, rudeness to adults and other pupil, swearing & indirect attacks – leaving pupil out, taking property.

- Warning
- Removal of Golden time (upto5 min)**
- Time out in class.
- Made 'yellow' (assertive mentoring) if appropriate – behaviour to improve to return to 'green'.
- Time out with Manager
- During assembly time (including coming in & going out of assembly) Golden time will be removed for talking without warning. This is the only occasion where Golden Time will be removed without warning.
- Pupil losing 10min. before break time must miss 10min. time – arrangements to be made in teams.

** Remember all adults in school can give Golden Time back to pupil if they show that they have followed school values.

Stage 2

Will be applied to repeated incidents of unacceptable behaviour, as in Stage 1 (i.e. escalation of Stage 1) and an isolated instant, reactive physical attack.

E.g. hitting, kicking, scratching, punching.

- Sent to Head teacher.
- Contact with Parents / Carers (with invitation to a meeting).
- Made 'Red' (assertive mentoring) - removal of privileges e.g. no clubs, trips until a change of behaviour is seen i.e. aim to come off by end of the week
- Behaviour Book may be issued.
- Exclusion for lunchtime session/s or seclusion of session (Appendix 2)

Pupils who consistently find themselves on stage 1 or 2 may also be included on the library rota.

Stage 3

Will be applied to persistent incidents of unacceptable behaviour, as in stages 1 & 2 and a premeditated, vicious physical attack*.

- As a last resort the school will initiate a period of fixed term exclusion
- Follow DfES guidelines for exclusion

**In extreme and overt cases of unacceptable behaviour/ breaches of discipline the school may go straight to Stage 3 (following DfES guidelines).*

Positive Handling

Definitions:

- Physical Contact - Situations in which proper physical contact takes place between staff and pupils, e.g. in sports/PE or to comfort pupils in an age appropriate way.
- Physical Intervention - This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.
- Positive Handling - This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced. All such incidents will be recorded.

Training:

- Positive Handling training will be undertaken by all staff
- No member of staff will be expected to undertake positive handling without appropriate training.
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Recording:

Where positive handling has been used a record of the incident always needs to be kept. All recording needs to be completed on the day of incident and needs to include the following:

- name of pupil
- date, time and place of incident

- a brief description of the incident and actions taken
- attempts made to calm the situation
- names of people who witnessed the situation
- any damage/harm to persons or property
- name of person informing parents

Monitoring:

Incidents will be reviewed and monitored by the Principal this will help to ensure that staff are following the correct procedures and will alert the Principal to the needs of any pupil(s) whose behaviour can only be contained using positive handling.

Appendix 1

Pupil:

Teacher:

Autumn term				Spring Term				Summer Term			
Date of session 1:				Date of session 2:				Date of session 3:			

Attainment:	Year 1 (1a+)		Year 2 (2b+)		Year 6 Expect.	Year 3 (2a+)		Year 4 (3b)		Year 5 (3a+)		Year 6 (4b+)	
	Target	Achieved	Target	Achieved		Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved
Reading													
Writing													
Maths													
Science													

Achievement: Progress towards targets	Reading		Writing		Maths	
	Achiev.	Progress	Achiev.	Progress	Achiev.	Progress
Term 1						
Term 2						
Term 3						

Attainment: medium –term targets
Additional support/intervention:

Attitude :	Learning School/remote	Attendance/ Punctuality	Behaviour	Reading	Homework	PE kit	Uniform
Term 1							
Term 2							
Term 3							

Appendix 2

Seclusion

Seclusion is the temporary isolation of a pupil or pupils from other people through the learning zone in main reception. Seclusion should only be used when there is concern for the health and safety of the pupil in question or other pupils or staff.

Under Section 93 Education and Inspections Act 2006, staff in schools have a legal power to use reasonable force in order to keep pupil and others safe or to prevent disruption to a learning environment. The policy makes it clear that parents/carers of the pupil will be immediately notified of the use of the learning zone for the purpose of seclusion. All staff involved in the use of reasonable force should be given appropriate training.

It is for the Head to decide how long a pupil should be kept in seclusion or isolation. However, school should ensure that pupils are kept in seclusion or isolation no longer than is necessary and should also allow pupils time to eat or use the toilet.

Reasonable force and use of a room for seclusion will be used only for controlling violent behaviour or to protect the pupil or other persons. The decision to use seclusion is serious and should only be used as follows:

- as an intervention of **last resort**
- where other, less restrictive strategies have been unsuccessful, although an emergency situation may not allow time to try those other strategies
- where there is a real risk of significant harm to others
- **never** for punishment.

Risk assessment is an essential element in the management of pupil behaviour and should underpin management of pupils with behavioural difficulties. The use of interventions such as reasonable force should be part of a management plan based on an assessment of risk. While it is acknowledged that the occurrence of aggressive or violent incidents are not always predictable, assessment of risk, leading to a Positive Handling Plan is essential to the prevention and management of aggression and violence.

Recording the use of seclusion will include:

- a start and an end time to the seclusion

- other strategies that were employed in an effort to de-escalate the situation and prevent the use of seclusion, although an emergency situation may not allow time to try those other strategies
- person/s involved in and supervising the seclusion.

During seclusion:

- the child should be supervised and within view at all times
- an on-going dynamic (i.e. 'on the spot') risk assessment should be undertaken with a view to concluding the seclusion at the earliest possible opportunity. This is the equivalent of a release strategy.

Parents/carers need to be informed **immediately** a child is secluded.

Following seclusion:

- outside agencies involved with the child (e.g. Behaviour Support Team) should be informed at the earliest opportunity
- in the absence of outside agencies being involved with the child, serious consideration should be given to referring the child to, e.g. BST; Educational Psychology
- 'Listening and Learning' debriefing sessions are undertaken for the pupil and staff involved
- the child's risk assessment and Positive Handling Plan are revised.