



BEHAVIOUR & ASSERTIVE DISCIPLINE POLICY

Date Reviewed:

June 2025

This policy has been written following a consultation process, ratified by the Board of Governors and communicated to the school community as required. It will be monitored and reviewed as part of the school's policy review schedule.

BEHAVIOUR & ASSERTIVE DISCIPLINE POLICY

Article 28 – Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's human dignity.

INTRODUCTION

Good behaviour is necessary for safety and to allow effective teaching and learning to take place. We believe a clear code of conduct, which is understood and accepted by all, helps us to achieve good standards of behaviour.

SCHOOL POLICY

The development of positive behaviour is ongoing. With the support of Governors and parents we aim to:

- Set and maintain acceptable standards of behaviour.
- Encourage and acknowledge good behaviour.
- Encourage concern for others, for the school and its environment.
- Involve everyone in promoting good behaviour.

CHARTERS

We have two key statements that describe acceptable behaviour:

- Each child is expected to behave in a responsible way both to themselves and others, showing consideration, courtesy and respect at all times.
- Each child is expected to take care of the property, buildings and grounds of the school.

From our two key statements a list of related school appropriate behaviours has been drawn up. The behaviours are frequently explained in a language that is appropriate to the age of the children and displayed in classrooms.

We have appropriate behaviour inside and outside the classroom, for playtime, lunchtime and coming to and going home from school. We endeavour to state behaviours positively. We say what we should do rather than what we must not do.

CLASSROOM CHARTERS

In accordance with our school ethos, taking into account the United Nations Convention of the Rights of the Child (U.N.C.R.C), teachers promote and encourage positive behaviour in the classroom. All our staff have been trained in planning and implementing a whole school Assertive Discipline Plan. The class charter is devised and agreed each year by the children and adults in that class. Rewards and consequences are in line with our Assertive Discipline Plan and these are agreed between adults and children when writing the school charter each year.

We aim to help children recognise and accept responsibility for their behaviour and actions. Helping children to develop self-discipline is a fundamental aim of the school. This involves us in helping children to learn to moderate and improve their behaviour. We want to maintain a positive and rewarding environment in which everyone knows exactly what is expected of them and where the focus is on helping children to behave well so that effective learning can take place. To help us achieve this consistently:

- Rules, Rewards and Consequences will be discussed and agreed by the class teacher and the children and these will form the basis of a Class Charter.
- The Classroom Charter will be displayed prominently in each classroom.
- Parents will be sent a copy of the agreed Class Charter early in the Autumn Term of each year.

CHARTERS

- Charters will be written in a positive way whenever possible and will be frequently referred to in the classroom.
- Classroom charters will be written using “children agree to” and “adults agree to” statements.
- Each class will agree a maximum of five statements.
- These statements will relate to the classroom and encompass the Whole School Rules.
- U.N.C.R.C. articles are central to the class charter e.g. articles 14, 28 and 29.
- Some classes incorporate the ‘It’s Good to be Green’ as part of their assertive discipline plan and all classes follow an agreed playground charter.

REWARDS

Rewards as part of this behaviour policy will include:

- Verbal praise
- Stickers
- Praise notes
- Certificates
- Individual reward charts
- Whole class rewards

CONSEQUENCES

When we first see inappropriate classroom behaviour, we will remind children of the class charters and what is expected of them. If inappropriate behaviour persists, we will work through a series of step-by-step sanctions. Each class will have a list of sanctions agreed by the teacher and the children.

Examples of sanctions include:

- Reminders and verbal warnings
- Warning cards placed on desks
- Time out in class or another classroom
- Withdrawal of privileges

- Behaviour journals to be sent home and signed.

A consequence for poor behaviour may be applied the next day depending on the situation.

BEHAVIOUR AT BREAK AND LUNCHTIME

A child's behaviour during, for example, lunchtime and in the playground is also very important. We expect children to behave appropriately at these times too. That includes being respectful to the lunchtime supervisors or other adult staff in the school. Misbehaviour at lunchtimes will be reported to class teachers and the class teacher will apply appropriate sanctions. Playground charters will be used at break and lunch time.

SEVERELY DISRUPTIVE BEHAVIOUR

If a child's misbehaviour is so frequent and/or so extreme that it may cause injury to self or to other children then the child responsible will be referred immediately to the school's senior leadership team and appropriate action will be taken. This could include removal from the school.

Referral to the senior leadership team will normally involve going to see their head of key stage in the first instance Mrs Hanna (Nursery – P2), Miss Bell (P3 and P4) or Mr McCrea (P5 - P7).

Further incidents will normally involve referral to the Principal – Mr Totton

The sanctions that the senior leadership team can use include:

- Debarment at break and/or lunchtime
- Debarment from after-school provision and/or educational visits
- Suspension

Normally these are applied in order of severity, but they may be by-passed in extreme cases. We apply these sanctions following agreed procedures and usually only when other efforts have failed to make a real improvement in a child's behaviour.

DEBARMENT

The school will debar children whose behaviour during the mid-day break is so poor that other children are in need of protection from them or because a child is involved in constant and/or serious disruption. Debarment means that the child will be sent home during the mid-day break whether or not he/she usually has free school dinners. The responsibility for care during the lunch break is returned to the parent(s) until such time as the child's behaviour is modified.

DEBARMENT FROM AFTER-SCHOOL PROVISION AND/OR EDUCATIONAL VISITS

The school requires children to agree to a specific code of conduct related to after-school provision and educational visits. This code is intended to ensure that all children can benefit from and enjoy such activities and that they can do so safely. Children are reminded that they are ambassadors for their school whenever they are taking part in such activities.

The school believes that because the learning environment can be less formally structured during after-school provision or on an educational visit children need to have demonstrated consistently acceptable standards of behaviour in school if they are to participate.

Children whose behaviour gives cause for concern will be reminded that they may not be permitted to participate in such activities. Parents will be informed in advance if such a sanction has to be applied.

SUSPENSION

The school may suspend children in cases of extreme or repeated serious behaviour in accordance with EA and Department of Education policies. We regard suspension as a very serious sanction which will normally only be used when other available strategies have failed to modify extremes of behaviour. The school reserves the right in exceptional circumstances and in accordance with Board policy, to suspend a child immediately from the school.

WORKING TOGETHER TO IMPROVE BEHAVIOUR: THE PASTORAL DIMENSION

We try to form good relationships with children helping them to develop their self-esteem. We believe true success and increased self-esteem occurs when children learn how you expect them to behave and then choose that behaviour as their own. We are concerned with helping children to set and achieve their personal, social and academic goals within a supportive atmosphere. Each class teacher has a pastoral role and works to establish stable, supportive relationships with the children in their care, encouraging them to become increasingly capable of making independent, responsible choices. The relevant articles from the U.N.C.R.C. are infused into our Pastoral Care and provision.

Pastoral advice and support is an important part of the behaviour policy of our school. When we are following up incidents of misbehaviour we try to discuss feelings and attitudes and more appropriate forms of behaviour with the children concerned.

KEEPING PARENTS INFORMED

We do not normally inform parents about every lapse of behaviour. Everyone can make mistakes or act inappropriately at times, but we do monitor the behaviour of each child so that if a pattern of unacceptable behaviour begins to show we can let you know. We may speak to you briefly at the school gate or contact you by telephone or in writing. There will be times when we may need to arrange a meeting with you to discuss our concerns, or your concerns, about your child's behaviour.

We don't expect you to have all the answers any more than we have them, but we do ask for and expect your co-operation in trying to improve your child's behaviour if it is causing concern. We believe that when parents and school work together it is possible to help any child to improve her or his behaviour.

KEEPING SCHOOL INFORMED

We recognise that at times unsatisfactory behaviour can stem from personal problems or difficulties. Children can become upset about things inside or outside of school. If you are aware of what may be a difficult time for your child, please do let us know, so that we are more prepared and able to help him/her cope with it.