



**ST PATRICK'S R.C.**  

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**PRIMARY SCHOOL**

**Assertive  
Discipline/  
Behaviour Policy  
2021-2022**

*'Together we are one'*



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**Document History.**

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**Signed on behalf of the Governors**



**(Chair)**

**Date : September 2021**

**Head teacher:**



**Date: September 2021**

# St Patrick's R.C. Primary School

As a Catholic school we are conscious of our need to love and serve God and each other in all we do.

We use the key phrase **"Together we are one"** to remind us of our mission

## Education is Holy

*Everything connected with human living and the means by which we understand and come to terms with it, is part of God's revelation to humanity, whether those engaged in it are conscious or not. Therefore, the process of education, teaching and learning is a holy act and since the world in which we live is God's, all teaching and learning are related to him.*

(Evaluating the Distinctive Nature of Catholic Schools)

## Our Mission Statement

*Though many, we are one.  
Living our Faith, learning together.  
Knowing our strengths and weaknesses.  
Recognising the worth of every individual.  
Giving them room to grow in the image of Jesus Christ*

We are a Catholic community which is characterised by the gospel spirit of freedom, justice and love. These gospel values permeate the life and work of our school.

### Our Vision is to: -

Lead the children to a positive awareness of God through Christ's teachings.	Create a caring, Catholic environment where children can learn to live in peace and harmony with themselves and others.
Provide a quality education for all our children and develop their full potential physically, spiritually, morally, academically and culturally.	Recognise the worth and talents in each individual, developing self-esteem and self-respect that they may grow in the image and likeness of Jesus Christ.
Build and strengthen the relationships (based on gospel values) which exists between home, school and parish.	

We strive to make this vision a reality through the belief that

**"Together we are one"**

## **STATEMENT OF ETHOS / PRINCIPLES**

As a school community, at St. Patrick's we seek to live by the Gospel, responding to God's boundless love for us by incarnating in our daily life the values of:

- mutual respect as brothers and sisters in Christ;
- self-discipline;
- service to others;
- forgiveness;
- use of our talents;
- Effective learning.

At St. Patrick's we realise that good behaviour is a necessary condition for effective learning and teaching. The whole ethos of the school and the value set on each individual child is important in maintaining discipline. We realise that children learn best in a secure, ordered environment with set boundaries.

We acknowledge that it would be a mistake to see behaviour as somehow a separate issue to learning, teaching and the curriculum.

## **PROCEDURES AND PRACTICE**

Following the implementation of the Assertive Discipline Policy within the Authority, the school has determined its own set of rules, which reflect the positive behaviour expected by the school.

These rules are made clear to pupils at the start of and throughout the year. The rules are clearly displayed in the classroom so that reference can be made to them whenever necessary. In line with the Assertive Discipline philosophy, rules are positive rather than negative e.g. use the correct voice for the correct activity as opposed to shouting etc. The rules are clearly understood by everyone in the class

## **EXPECTATIONS AND RULES**

In conjunction with pupils and parents, the school has developed a 'Code of Conduct' for all who belong to our school family. Our class rules re-enforces our Code of Conduct, which distinctly sets out for all to see the objectives we set ourselves: -

We expect that our children will: -

- Treat others as they would wish to be treated;
- Be good citizens – respect other people's culture, language, colour and religion;
- Always take responsibility for their actions;
- Take care of the environment - recycle, buy recycled goods and do not be wasteful of the earth's resources;

- Always be trustworthy;
- Treat other people's property with care;
- Be polite and respectful at all times;
- Always learn to the best of their ability;
- Not engage in rough play;
- Keep safe – they are not to run in the school building.

A set of common sense rules to ensure the safety and smooth running of the school are as follows: -

- Pupils are to walk around the school and not run;
- Pupils are to keep to the left on stairs and in corridors;
- Pupils are to line up quietly;
- Pupils are to sit quietly in the hall while waiting for assembly to begin;
- Pupils are not to eat sweets during lessons. They may bring fruit to eat at play times;
- Pupils are to go outside during playtime and lunchtime, weather permitting, and only return into school with the permission of the teacher or midday supervisor on duty. An exception will be made for children bringing a note, excusing them on medical grounds.

In line with Assertive Discipline, we use "positive recognition" and it effectively changes children's behaviour. We therefore: -

- catch children being good;
- praise them for doing things correctly;
- use the "I" statement i.e. - "I like your handwriting";
- send positive notes home about a child's work;
- make positive phone calls about a child's behaviour;
- maintain positive rapport between pupil and teacher;
- use class wide reward system - can earn rewards for "whole class"

## **How Assertive Discipline Works**

### **Rules**

In conjunction with Newport LA advisors, the staff drew up a list of five simple rules to follow. These are: -

*We stay on task by:*

1. Following instructions, the first time.
2. Listening to the chosen speaker.
3. Always using the correct voice: - class / group / partner / hall / playground.
4. Keeping hands, feet, objects and hurtful words to ourselves.
5. Staying in our seats unless we need to move.

### **Rewards**

When the children follow these rules, there is a set of rewards.

These are: -

- ❖ verbal praise
- ❖ Do-jo's
- ❖ stickers
- ❖ teacher informing parents and/or the Headteacher
- ❖ Star of the Week Certificate
- ❖ Class rewards, e.g. video, class quiz, parachute, etc.

These rewards are a mix of individual, group and class rewards, as different children respond to different incentives. Peer pressure can help maintain positive discipline and this selection, reinforces and rewards good behaviour. It gives the children attention for behaving in a positive way, as opposed to attention only being given to negative behaviour.

Do jo's are awarded for both academic and non-academic achievements, for effort and for being caring, as well as all aspects of good work and behaviour. Certificates for both class and lunchtime 'Stars of the Week', are also given out in this assembly and then taken home to reinforce the importance given by the school to assertive discipline and develop home/school partnerships. These certificates are given to as many children as the class teachers and lunchtime supervisors feel appropriate. Acts of kindness are celebrated during assembly.

Class rewards are collected by counting reward points awarded; each class has their own system for this. Achievement in reaching the target number of points results in allowing the children to choose from a list of rewards for a short period on a Friday afternoon. Studies have shown that the 'free time' the children gain is a fraction of the time saved through off task, disruptive behaviour.

As well as these rewards, one class from each Key Stage per week is selected by the caretakers and cleaner for the 'Tidy Classroom Trophy' and the class with the highest % of attendance receives the 'Attendance Trophy'. Children are also encouraged to share out of school achievements - (sporting, music, etc.) in class and assembly.

Children's birthdays are also celebrated.

Most children respond to this positive approach where their efforts are seen to be valued, and to make considerable efforts to improve their work, and where necessary, their behaviour.

### **Consequences/Sanctions**

Examples of these sanctions are: -

1. A positive reminder off the rule.

2. Verbal warning
3. Time out in class (1 – 5 minutes the child is removed from the situation causing problems and placed in a time out area of the class for a short period of time to think about their behaviour)
4. Time out to write a reflection journal (this involves the child completing a framework sheet. It gets the child to think about the unacceptable behaviour and what they could have done/will do next time to overcome it).
5. Loss of break time (1-5 minutes on the wall)
6. Sent to Senior Teacher / Deputy Headteacher for a verbal warning
7. Sent to Headteacher for a verbal warning
8. Teacher will contact parents informally
9. Headteacher will contact parents formally.

These sanctions are progressively more severe and normally a child will not pass beyond the first few. Minor incidents are generally dealt with by the teacher in a kind, supportive and fair manner. However extreme bad behaviour (violence, etc.) will immediately result in one of the more severe sanctions being imposed. In cases of severe behaviour parents will be involved at the earliest possible stage. Support of the parents is vital in supporting these sanctions in order for them to have the desired effect. Very serious problems may result in exclusion from school in accordance with the Welsh Assembly Regulations.

### **Assertive Discipline in Action**

The Assertive Discipline rules, rewards and consequences are displayed prominently in all classes and in the infant and junior corridors. The school follows the “good to be green behaviour system within the school.

At lunchtime, supervision is carried out by the lunchtime supervisors. Supervisors can refer to the class teacher, Head or Deputy Head teacher if necessary. The supervisors are expected to maintain order, using Assertive Discipline. They inform class teachers of any incidents that occur during the lunchtime and these are recorded in the Class Incident Diaries.

All lunchtime staff, including those in the kitchen must be treated with the respect expected by all children and adults at St. Patrick’s RC Primary School. Disrespectful behaviour or attitudes, verbal or physical abuse will not be tolerated.

### **Parents**

At St. Patrick’s RC Primary School, we believe strongly in parents working in partnership with the school. This can be achieved by:

- Parents signing the Home/School Agreement
- Parents recognising that an effective school behaviour policy requires a close partnership between teacher, parents and pupils.
- Parents discussing the school rules with the child, emphasising their support and assisting when possible with their enforcement.
- Parents attending parents’ evenings and by developing informal contacts with the school.
- Parents knowing that learning and teaching cannot take place without sound discipline.
- Parents remembering that staff deal with behaviour problems patiently and positively.
- Parents that in order to support the school any worries or complaints should be discussed with the staff in school and not at home in front of the children. This is most important because any negative feelings can easily become theirs too.
- The school informing new parents of the school’s behaviour policy and Assertive Discipline.
- The school keeping parents informed of the behaviour of their child, through class open

evenings, parents' evenings and informal and formal meetings when appropriate.

### **Beyond Assertive Discipline**

Assertive Discipline has proved to be a very effective means of improving behaviour and encouraging the children to accept responsibility for their own actions. However, they may be a small percentage of pupils who do not respond, for whatever reason, in the same manner. If it was deemed necessary, a child would be given an individual behaviour programme (IBP), monitored and reviewed in the same manner as the IEPs. In appropriate cases, advice and help would be sort from the Behaviour Support Service or other appropriate external agencies.

### **THE ROLE OF THE CLASS TEACHER**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers at St. Patrick's have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats all children fairly and applies the rules, rewards and consequences consistently.

The teacher treats all children in their class with respect and understanding.

The class teacher keeps a record of appropriate incidents and misbehaviour in the class incident book. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in **The Use of Force to Control or Restrain Pupils Policy this document is based on Section 550A of the Education Act 1996 and Welsh Office Circular 37/98; To support the policy reference has also been made to the DfES guidance document on the use of Force to control or restrain pupils**. Staff only intervene physically to restrain pupils in order to prevent injury to a child/adult, or if a child is in danger of hurting him/herself, see 'Positive Intervention & Physical Restraint Policy'.

### **THE ROLE OF THE HEADTEACHER**

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school. The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher keeps a record of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed term or permanent exclusion to individual children. This action is only taken after the school Governors have been notified.

## School Behavior Flow Chart



**It's Good to be Green!**  
Every morning ALL CHILDREN start on GREEN on the class behaviour chart.  
*REMEMBER – Good behaviour is rewarded.*



**Stop and Think**  
The child will be given a stop and think card which is a reminder of the rule.



Front View

**Warning**  
The child will be given a verbal warning and further reminder of the rule and examples of what they need to do to improve their behaviour.  
Reflection time within classroom in the first instance  
(their age in minutes e.g. 4 years = 4 minutes)



Front View

**Consequence**  
The child will be given a consequence card  
If the behaviour continues the child will be sent for reflection time in another classroom and discussion with SLT staff member  
*SLT: SE, JG, JJ*

**Additional Consequences – A Formal Warning**  
Any further behaviour after a consequence card will be dealt with by the Head Teacher/Deputy Head Teacher.  
The consequences **may** include discussion with the HT or DH, break time or lunch time reflections, phone call home to parents, removal of privileges, loss of golden time.

**Golden Time**  
To be used on a Friday at the class teacher's discretion

If a child shows violent, racist, unsafe behaviour then they will be sent straight to the Head Teacher or Deputy Head Teacher for this behaviour to be discussed.

## **The role of the parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

We explain the school rules, rewards and consequences in the school prospectus, and reminders in newsletters and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to punish a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Head teacher. If the concern remains, they should contact the Chair of Governors in writing. (A copy of the school's complaints procedures are available for parents on request).

## **THE ROLE OF THE GOVERNORS**

The Governing Body has the responsibility of setting down these general guidelines on discipline and behaviour and of reviewing their effectiveness. The Governors support the Head teacher in carrying out these guidelines. The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head teacher about particular disciplinary issues which the Head teacher will take into account when making decisions about matters of behaviour.

## **SANCTIONS**

Although we aim for high standards of discipline at all times we acknowledge that no matter how effective a school might be, no matter how caring, imaginative, positive or willing there will be occasions when children will need greater help and support to achieve self-discipline, respect and good manners that are called for. Therefore, we consider it important to have certain sanctions in force throughout the school. It is emphasized throughout that the pupil is choosing the consequence as a result of their behaviour

However, there may be a small core of pupils who need further assistance in reaching accepted levels of behaviour. In these cases, members of staff in consultation with parents will place pupils on an IEP with behavior related targets.

## **FIXED TERM AND PERMANENT EXCLUSIONS**

In some cases, it may be necessary after investigation to exclude a pupil for a time. A number of factors will be taken into consideration by the Head teacher when reaching a decision as to whether or not to exclude a pupil. These will include severity of the incident and frequency of similar previous misbehaviour by the pupil. In reaching a decision as to which behaviours warrant exclusion the school refers to "The standard national list of reasons for exclusion" (Appendix 1). Only the Head teacher (or the Acting Head teacher) has the power to exclude a pupil from school. The Head teacher follows carefully the procedures set out in LEA and statutory *guidance*, which are designed to ensure fairness and openness in the handling of exclusions. (See National Assembly for Wales Circular 1/2004: Exclusion from School and Pupil Referral Units). The Head teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this. (The Welsh Assembly expects LEA's and schools to work

toward ensuring all pupils excluded for more than three weeks receive full time and appropriate education). If the Head teacher excludes a pupil, she informs the parent immediately, giving reasons for the exclusion. Model letters for parents are provided by the Welsh Assembly. For exclusions of more than 6 days, the Head teacher makes it clear to the parents that they can if they wish, appeal against the decision to the Governing Body. The school informs the parent how to make such an appeal. For exclusions of more than 15 days the Governors must automatically meet.

The Head teacher informs the Governing Body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term. The Head teacher informs the LEA of all fixed term and permanent exclusions. The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the LEA, and considers whether the pupil should be re-instated. If the Governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling. The school has an obligation to provide work for any excluded child to complete at home during the period of exclusion. This work will be marked by the class teacher.

***ST PATRICK'S RC PRIMARY SCHOOL RECOGNISES THAT EXCUSION IS A LAST RESORT. THE SCHOOL WILL INVESTIGATE ALL OTHER ALTERNATIVES BEFORE THE DECISION TO EXCLUDE IS MADE.***

***Examples include;***

- Contact LA for advice on specific patterns of behaviour
- Modify timetable for pupil
- Deploy additional adults to support pupil, if it is persistent poor behavior
- Place child on an individual behavior plan if the issues are on going
- Undertake risk assessments
- Specific intervention and referrals to be made to the appropriate agencies e.g. Social services, Families First and youth offending team/service.
- Restorative Justice

When the child returns to school following exclusion, he will have an appointed mentor from within the Support Staff and a Pastoral Support Plan (possibly linked to their IEP. This person will monitor the child's re-integration at times other than during class lessons. The class teacher will complete a daily log for a four-week period and meet with the child's parents at the end of each week. A written report of the child's re-integration will be kept, along with reports from other outside agencies, such as Behaviour Support, Social Services. The work completed by the child during the exclusion will be kept along with his/her other classroom work and marked as being work completed at home.

Some children's behaviour can be particularly difficult at lunchtime. Where this is the case, it may be possible to arrange for the child to go home at lunchtime. Lunchtime exclusions are short term measures only and are treated as equivalent to a quarter of a school day.

**SUPERVISION OF CHILDREN**

It is essential that we should at all times be in a position to say; -

- we know where our children are;
- we know what they are doing and why;
- that they are under our supervision.

Therefore, teachers should never leave their classes unattended. In an emergency, staff should alert a colleague in a neighbouring room to the fact that leaving the class is unavoidable and ask that an eye or an ear be kept on the children.

Children should never be left on their own during a PE lesson. Pupils should not be allowed to enter the hall for PE unless their teacher is present.

All PE lessons should end allowing sufficient time for the children to be escorted back to the classroom to change their clothes, supervised by the teacher, before the end of the lesson.

Sometimes small numbers of trustworthy children have earned the privilege of being allowed to work in the library or open areas with minimum supervision. Even on those occasions when this does occur, the children involved should be made aware that it is a position of trust, that, although they may need to discuss, other classes may be involved in quiet activities at the same time. Needless to say regular checks should be made on their progress/welfare.

It is important that, in the interest of safety, children enter the school building in a calm and controlled manner. Teachers should be on the yard promptly to assume responsibility for their classes at the beginning of the day, at the end of break time and lunchtime. Children should be dismissed from classes in an organised, rather than haphazard way.

If it is necessary to involve a senior member of staff in a discipline matter, the pupil should be brought rather than sent or, if leaving the class under the watchful eye of a colleague is impossible, another reliable pupil should be sent with a message. If the Head teacher is unavailable, the Deputy Head teacher or Senior Teacher should be contacted.

No child should be allowed free access to areas where equipment is stored. If the school day is adequately planned in advance, there should be no reason for children being sent to collect anything from stock rooms during lesson times.

### **EQUALITY STATEMENT**

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination. All assertive discipline procedures are designed to promote equal opportunities and cultural diversity.

### **MONITORING**

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records notable classroom incidents. The Head teacher records those incidents where a child is sent to her due to more serious incidents of inappropriate behaviour. Lunchtime incidents are reported orally to the class teacher and Senior Management team on a daily basis of any incidents that require attention.

The Head teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

## **CONCLUSION**

*It is as a Christian Community working together, governors, teachers, parents and children, that we can create an atmosphere of effective learning, self-discipline, mutual respect and co-operation. It is in such an environment that the message of Christ flourishes. Exclusion should be used as a last resort following repeated attempts to draw matters to a suitable conclusion.*

## APPENDIX 1

### Standard list of reasons for exclusion:

#### **Physical assault against pupil or adult**

Includes:

- Persistent fighting
- Persistent or extreme violent behaviour
- Wounding
- 

#### **Verbal abuse / threatening behaviour against pupil and or adult**

Could include:

- threatened violence
- extreme aggressive behaviour
- Continuous and or extreme swearing
- homophobic abuse and harassment
- carrying an offensive weapon

#### **Bullying**

Includes persistent:

- verbal
- physical
- homophobic bullying
- racist bullying
- disability

#### **Racist abuse**

Includes:

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

#### **Sexual misconduct**

Includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

### **Drug and alcohol related**

Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

### **Damage**

Includes damage to school or personal property belonging to any member of the school community:

- vandalism
- arson
- graffiti

### **Theft**

Includes:

- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

### **Persistent disruptive behaviour**

Could include:

- extreme challenging behaviour
- Continual and extreme disobedience
- persistent violation of school rules

Behaviour Think Sheet

Pupil's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**THIS IS THE RULE I BROKE** \_\_\_\_\_

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I chose to break this rule because \_\_\_\_\_

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This is what I could have done instead \_\_\_\_\_

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Pupil's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



