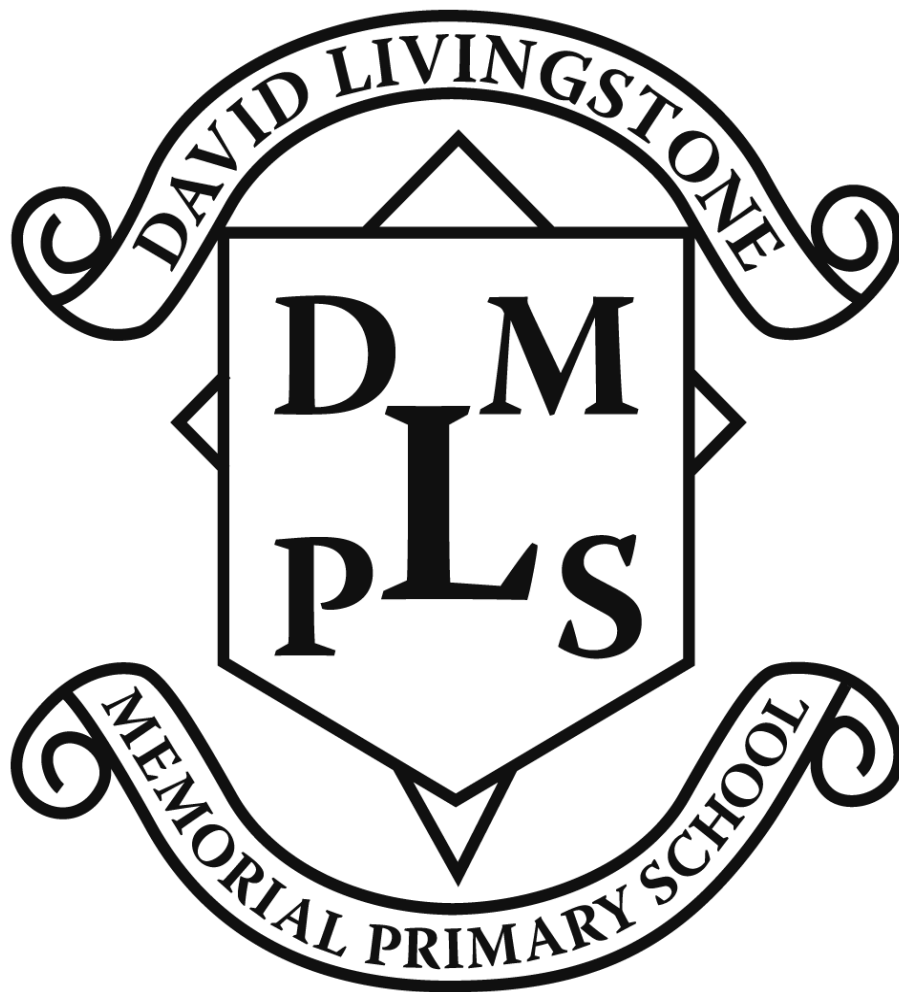


David Livingstone Memorial Primary Discipline Policy

Revised December 2021



Assertive Discipline Procedure

This procedure falls in line with the aims of South Lanarkshire Council as outlined in their seven core policies in the following way:

- Care and Welfare
- Communication and consultation
- Inclusive education and support for learning
- Quality Leadership
- Learning and Teaching

Vision and Values

Central to this policy is also the Vision and Values of David Livingstone Memorial Primary School:

Our Vision:

We aim to provide an inclusive and nurturing environment where everyone can thrive and achieve.

“I am prepared to go anywhere provided it be forward!” Dr David Livingstone.

Our Values:

We want all of other children to be:

- Confident
- Honest
- Respectful
- Caring
- Successful
- Responsible

Rationale

We operate a whole school approach to discipline, in line with the Scottish Executive’s Better Behaviour Better Learning approach to discipline.

Our procedures also fall in line with an inclusive approach, encouraging and enabling children to know and follow rules.

- Shared values underpin practice in promoting positive behaviour and reacting to discipline problems.
- We have a key role to play in providing our pupils with the skills required to participate safely, effectively and responsibly in an increasingly complex world.
- Our pupils’ experiences and behaviour in school cannot be disassociated from all other aspects of their lives, including their families and community.
- We need to work in partnership with parents/carers, education services, social work, health, voluntary agencies and others.
- There is a link between high quality learning and teaching and reducing discipline problems where there is an appropriate balance of challenge and support.
- No matter the extent or nature of indiscipline within any given context or situation, it is a barrier to learning and teaching.

- Well-judged praise and recognition of achievement looks to focus on involving and valuing the strengths of individuals.
- There is no place for discrimination based on race, ethnic origin, religion, gender, sexual orientation, disability, social group or any other grounds.
- There needs to be a positive relationship with all members of the school community to develop a shared approach and involvement in decision making.
- Expectations, rules, rewards and sanctions must be explicit to all pupils.
- Routine procedures for managing pupils in and around the school and within classrooms must be a shared approach.
- Sanctions must be used appropriately and proportionately to the incident and take into account individual circumstances.
- Intervention must be staged in order to support staff and pupils and establish the most appropriate strategy to promote positive behaviour.
- Children should understand their rights and those of others and be supported to take responsibility for, and to understand the consequences of, their actions

Aims of the Policy

The aims of this policy are to:

- Promote David Livingstone Memorial Primary vision and values.
- Develop an active whole-school approach to positive discipline that encourages high standards of behaviour in and out of school.
- Promote a safe, secure and organised working environment that is conducive to learning.
- Foster a school ethos that respects diversity and values the contributions of all.
- Involve pupils, parents and all staff in collaboratively implementing a clear policy of Positive and Inclusive Behaviour Leadership.

Whole School Approach

In David Livingstone Memorial Primary all stakeholders are encouraged to share a common understanding of the aims of inclusive practices and positive behaviour Leadership. The following approaches are used:

1. **School's Vision and Values**- Sharing these through assemblies, policies and class activities.
2. **School Charters** -These are consistently promoted by all staff in school and in the playground to ensure a safe and happy school community.
3. **Rights Respecting School** – All classes create Class Charters and support the Rights Respecting School status through investigating the Rights of the Child and associated responsibilities.
4. **Health and Well-being Programme** – Children investigate emotional and social health as well as physical health through a progressive programme running from primary one to seven.
5. **Praise and Recognition** - Regular use of praise and recognition of achievements is used to foster the self-esteem of all pupils. This includes:
 - Celebration of Success and Achievement at Assemblies

- Sharing school life with parents and a wider community wherever possible (assemblies, performances, open-afternoons and newsletters)
- Stickers are used to recognise good behaviour and work.
- Celebrating the Four Capacities – staff, pupils and parents recognise achievements against the four capacities of Curriculum for Excellence

6. Consequences – All children are supported to recognise that their behaviour can have a negative impact on themselves, property or others. Children are supported to take responsibility for their actions and to take steps to put the situation right. For more serious or recurring negative behaviour, conversations may result in the child and adult agreeing an appropriate sanction.

Whole School Rules

- Be Responsible: Do as you are asked
- Be Respectful: Use appropriate language
- Be Safe: Keep hands and feet to yourself

Specific Classroom Approaches

Teachers promote positive behaviour through class reward schemes. This gives all children the opportunity to be praised for good behaviour and raises motivation for good behaviour as well as self esteem.

Use of the following approaches is actively promoted:

Discussion of School Rules linked to RRSA- at the start of the year and referred to as necessary throughout the year.

Reflection Sheets- Children complete a reflection sheet linked to their Rights when they are at grounding.

Traffic Lights- Each class will adopt the traffic lights system in order to ensure that children are clear on the consequences of breaking a rule.

Whole school Consequences

1. You have received a verbal warning
2. You owe me 5 minute of your time
3. You owe me 10 minutes of your time
4. You have not followed the rules on several occasions you must go to a member of SLT

Where a child has endangered themselves or another person with extreme behaviour the child may be sent directly to a member of the Senior Leadership Team.

Children who lose any time during the week must pay this time back at the Reflection Table. This will be situated in the Open Area on a Friday afternoon. Once the child has paid their time back they can then go back to their class.

Children attending the reflection table will take home a letter which must be signed and returned by the following Monday. If the letter is not returned signed on the Monday a text message will be sent home to the Parent/Guardian to notify them.

Class Charter - Rights and Responsibilities – Each class decides on specific rules required for their class. A contract is drawn up with the class which the children sign to show a shared agreement. It is felt if children have input in creating this charter, they have ownership and are more likely to adhere to this contract.

Circle / Discussion Time – Class time to discuss moral issues. This may be in response to specific needs in the class, current global issues, the HWB or RME programme.

Class Reflection Time – At least once a week, a class will review together what has been going well, what needs to be improved and how to do it. This will cover aspects of learning as well as behaviour.

Pupil Voice – Class teachers regularly seek opportunities to gather pupil opinions on different academic and emotional issues and use this to collaboratively plan next steps in learning and teaching. Any issues or concerns from the class are passed onto the pupil council rep.

Consistent Use of Praise e.g. through stickers, certificates, raffle tickets, personal points, table points, achievements at assembly etc.

Whole School Reward scheme- children will be given stickers from adults throughout the school for good behaviour and work.

Moving Around School / Areas –Children must take responsibility for their own actions and ensure they line up quietly and move between areas in a considerate manner in order to minimise disruption to other classes.

Discuss Behavioural Incidents or recurring behaviour problems with a member of the SLT to enable school and home to work together to promote positive behaviour.

Severe Clause

Involvement of Senior Leadership Team

More serious incidents of anti-social behaviour will be reported to SLT. These include:

- Multi-cultural and anti-racist issues (See Care and Welfare Policy).
- Incidents of bullying (See Anti-Bullying Policy).
- Physical aggression towards another person.
- Stealing.
- Damage to property.

The Leadership Team will ensure that these incidents are dealt with in a consistent manner in accordance with South Lanarkshire Council Guidelines and relevant School Policies.

The Senior Leadership Team record all more serious or recurring negative behaviour incidents in a Behaviour Tracking file and on SEEMIS. This enables patterns in pupils'

behaviour to be identified and parents or other external support involved where appropriate. Parents will be notified of all serious behavioural incidents or recurring behaviour problems to enable school and home to work together to promote positive behaviour.

Concerns regarding a child's behaviour or learning will be discussed at pastoral care meetings and appropriate action agreed whether this is to put in specific behaviour support systems or involve parents.

Playtime / Support Staff

Behaviour at break-times will also follow the staged approach and support staff will work alongside teachers and the SLT to promote this.

Children who chose not to follow the school rules in the playground will receive a verbal warning and then, a further time out, if they continue to not,

- Be Responsible
- Be Respectful
- Be Safe

Where a child has endangered themselves or another person with extreme behaviour, the child may be sent straight to SLT with further consequences.

Unfinished Work

Children will be supported to stay on-task through a variety of methods including active learning strategies, visual timetables, setting personal targets, moving to a quieter area to work. If a child is still not completing tasks despite being given support, and attitude rather than other barriers to learning are evaluated to be the cause, work may be sent home or completed at interval. If this happens more than twice in a short period of time then the class teacher must make the HT/DHT aware so parents can be contacted and an action plan agreed.

Roles and Responsibilities

Staff, pupils and parents were involved in creating their roles within the Inclusive Behaviour Policy to ensure it is put into practice and everyone is clear about their responsibilities:

Pupils' Role

- To support people who are helping to keep the rules
- To treat others as you would like to be treated
- To keep the class, school and playground charters
- To make the right choices when things get difficult
- To use the supports of the Playground Helpers, Playground Support Staff and teachers if you are unable to resolve things themselves
- To make sure everyone is included

Teaching Staff Role

- To work together to create a positive working environment with high expectations for behaviour
- To uphold the school policy and practice
- To manage minor to moderate level behaviour in their class
- To share concerns in pastoral care/behavioural needs of children with SLT
- To work collaboratively with SLT and Support Staff to ensure a consistent approach

Senior Leadership Team

- To facilitate appropriate training in behaviour support for staff
- To involve all relevant stakeholders in upholding the policy
- To support high tariff behavioural support
- To track behaviour and involve parents where necessary
- To monitor the behaviour policy implementation

Support Staff

- To help keep the children safe, happy, secure and developing healthily
- To promote positive behaviour practice and maintain good behaviour
- To encourage inclusion within all areas of the school
- To model respectful behaviours, give respect and receive respect in return
- To support the children to reach their full potential
- To have a knowledge and understanding of individual classes' rules, responsibilities rewards and sanctions in order to support the class teachers in carrying out behaviour Leadership strategies
- To be aware of children with Additional Support Needs and be involved in planning for their care and development.
- To reinforce playground rules to enable all children to get the most out of their playtime
- To be a good listener, mediator and facilitator

Parents' Role

- To work in partnership with the school to reinforce the Inclusive and Positive Behaviour Policy.
- To support the class, school and playground policies and reinforce behaviour strategies
- To use the Open Door Policy and come in to school to discuss any issues or concerns
- To be involved in creating behaviour plans in partnership with the school and other agencies.
- To listen to their child and school staff and support and act upon decisions made.