

Prudhoe West First School
Assertive Discipline and Positive Behaviour Management Policy

Rationale:

Keeping pupils in control is not an educational aim in itself, but it is a necessary prerequisite for the achievement of many other educational aims. This policy is based on the following beliefs.

- Develop the whole child enabling them to take responsibility for their own behaviour.
- Provide a welcoming and friendly atmosphere in which the children will feel secure and develop the skills, which will enable them to make the right choices.
- A policy will allow children to work and participate to their full potential.
- Children need to know when they have been successful.
- Improved self-esteem leads to improved behaviour.
- Praise is more effective than punishment.
- Children will have equal access and opportunity to the curriculum.
- Effective links and co-operation between home and school are essential to success.
- Schools can and do make a difference to the personal development of the child.
- Consistency is the key to success. The positive behaviour management and assertive discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

Values that we are promoting

- Taking responsibility for your own behaviour.
- The ability to make choices about our behaviours.
- Being honest and telling the truth.
- Having mutual respect and being polite to one another.
- Caring for others.
- Caring for the environment and the school building.
- Trying to do our best.
- Valuing other's people's efforts.

- Accepting and recognising individual differences.

The Prudhoe West Promises

- I promise to do my best in everything I do.
- I promise to be quiet and calm everywhere I go in school.
- I promise to be kind, thoughtful and polite to everyone.
- I promise to take care of our school and everything in it.
- I promise to listen to grown-ups in school and do everything I am asked.

Parents responsibilities

- Know the Prudhoe West Promises.
- Support the child in following the Prudhoe West Promises.
- Support the school in implementing the Prudhoe West Promises.
- Discuss any concerns with teachers and staff. Let us know if you have a problem.

Children's responsibilities

- Know the Prudhoe West Promises.
- Follow the Prudhoe West Promises.
- Accept the consequences of their actions.

These rewards are given to a child or a class when children follow the rules.

- Praise of an individual or group.
- Celebrating praise of an individual with the whole class.
- Merit stickers.
- Sharing good work with other classes.
- Sharing good work with the Headteacher.
- Sharing good work with parents.

Each week the class teacher will select one child to be "Star of the Week".

To encourage children who are slow to follow directions and adhere to the Prudhoe West Promises teachers will **use any of these strategies.**

- Praise of children nearby.
- Call the child's name out.
- A disapproving look.
- Stand close and encourage back to work.

When children continue to ignore directions and/or are disruptive teachers will give a clear:

- Rule reminder using their name.
- Give reminder of the consequence so the child has a clear choice about following direction or taking Level 1 consequence.

Routines

We have a few routines that enable the school to be a safe place. These are:

- Getting to school on time and lining up in the yard for the start of the school day.
- Walking into school in a calm and orderly manner following the end of break and lunchtimes.
- During breaks and lunchtimes the appropriately designated toilets for the different key stages will be open.

Guidelines

Staff will spend time teaching children the Prudhoe West Promises and routines they need to follow.

Staff will give recognition, in the following order, to children who follow the rules and routines. **These guidelines apply only to behaviour.**

1. Praise using names, clapping and describing the good behaviour. Feedback back to parents.
2. Varied responsibilities in the class.
3. Notes home in the Personal Organiser for Key Stage 2 children.
4. Merits will be used for positive persistent ongoing behaviour and pupils who are trying hard to behave well. (How many and for what will be identified by individual teachers.)

Behaviour Monitoring Diaries (traffic light system or similar) are available for pupils with behavioural special needs. They are used to monitor behaviour and effectively communicate between school and home.

Year 2 - 4

In class if a child repeatedly breaks a promise these consequences will be followed in order:

Fresh start every day.

Level 1 The final verbal warning becomes written – formally recorded on the board.

Level 2 Child asked to move seat.

Level 3 Wait behind for 2 minutes at the end of session.

Level 4 Wait behind for 4 minutes at the end of the session.

Level 5 The class teacher issue a yellow card which the child will then go and discuss with the Deputy Headteacher or Assistant Headteacher.

The class teacher must inform parents each time their child receives a yellow card and hand over the yellow card slip. Staff should, whenever possible, speak directly to a parent (not a childminder or friend) after school. When this is not possible, the slip may be placed in the child's bag and followed up the following day.

FSU and Year 1

In class if a child repeatedly breaks a promise these consequences will be followed in order:

Level 1 Warning. Child's name moved from "sun" to "cloudy sun".

Level 2 Child asked to move seat.

Level 3 Wait behind for 2 minutes at the end of session.

Level 4 Wait behind for 4 minutes at the end of the session.

Level 5 Teacher moves child's name from the "cloudy sun" to a "sad cloud". (Equivalent to yellow card). The class teacher will inform parents each time their child's name has been moved to a "sad cloud". This will be formally recorded (teacher's own record sheet).

At the end of each day all names are moved back to the "sun" ready for the start of the next day.

Break Time – All Children

During break times if a child repeatedly breaks a promise these consequences will be followed in order:

Level 1 Positive reinforcement given in the playground.

Level 2 Reminder of the Prudhoe West Promises.

Level 3 Told to stand next to a named adult for 2 minutes.

Level 4 Told to stand next to a named adult for 4 minutes.

Level 5 The child will then stay with an adult for the remainder of the break. The class teacher will be informed.

ON NO ACCOUNT MUST ANY MESSAGE REGARDING BEHAVIOUR BE WRITTEN IN A HOME SCHOOL READING RECORD.

Severe Clauses

Each Severe Clause equals 1 yellow card/sad cloud. We will use the Severe Clause Criteria when a child:

- Wilfully hurts another child.
- Wilfully destroys property.
- Wilfully and overtly refuses to do what he/she is told to.
- Engages in any behaviour that stops the class from functioning.

Consequences - Year 2 - 4

3 yellow card/sad cloud - over a period of 3 months = 1 behaviour log.

2 behaviour logs (6 yellow card/sad cloud) over a period of 3 months = parent interview and individual behaviour plan (IBP) for the child agreed with the parent(s). Change the targets within the IBP (rewards) – Review with child 5 minutes per week.

4 behaviour logs (12 yellow card/sad cloud) over a period of 3 months external educational agencies contacted for support.

5 behaviour logs (15 yellow card/sad cloud) over a period of 3 months = first exclusion considered.

When the child receives his or her third yellow card, the child will be interviewed by the Headteacher or the Deputy Headteacher to complete a Behaviour Log – see below. This will be formally held on the child's record and used in discussion with the parent(s).

Issuing Yellow Card

All incidents must be fully investigated.

Every member of staff can issue yellow cards.

Non-teaching staff issuing yellow cards must inform the class teacher and enter the yellow card information in the file.

The yellow card file will hold the following details: initials of staff member issuing card; child's name; date; reason for card being given; signature of DHT/AHT.

If it is noted when entering yellow card information that this is the child's 3rd, 6th, 9th, 12th or 15th yellow card within a 3 month period, the DHT or HT should be notified immediately.

Once a pupil receives 3 yellow cards he/she will complete a behaviour log with the Headteacher or Deputy Headteacher. The pupil will sign the behaviour log.

Lunchtime Supervisory Assistants will follow the same behaviour procedures as outlined as above but should report any possible issuing of yellow cards to the Senior Supervisor. It is the responsibility of the Senior Supervisor to oversee the passing of information back to the class teacher regarding any inappropriate behaviour. Once the information has been passed to the class teacher or teaching assistant a judgement will be made whether or not a yellow card is to be issued, which must be entered into the file.

If the child still does not conform to the policy of the school, after 15 yellow card/sad cloud, then the child will be considered for exclusion for a fixed period appropriate to the severe clause or the exclusion policy.

In the event of a serious misdemeanour the Headteacher will contact the parent(s) immediately.

A Keenleyside

Implemented 10/01/01

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Revised 17/09/03

Revised 09/03/04

Revised 10.05.06

Revised 09/03/09

Revised 14/05/12

Revised 10/07/14 C Davison

Behaviour Log

Name: _____ Date: _____

Dates of yellow cards: 1. _____

2. _____

3. _____

These are the promises I have broken:

I broke these promise because:

This is what I could have done instead:

This is what I can do to put it right:
