



Policy Statement

Subject Behaviour

Coordinator Deputy Head

Date July 2016

Review date July 2018 – **The reviewed policy will be ratified by governors in December 2019.**

Newby Primary School aims to provide a high standard of education for all children, and to ensure that each child is extended to reach their full potential during their time at school. To enable this to happen, there must be a safe and stimulating environment rooted in mutual respect. Behaviour for learning is essential.

Assertive Discipline

Assertive Discipline gives schools a positive and planned strategy to cope and to be effective in creating a caring learning environment which boosts the self esteem of the child. It acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

It is a whole school approach based on clear rules, rewards for positive behaviour and consequences for negative behaviour.

Assertive Discipline began in the United States by Lee and Marlene Canter and resulted primarily from assertive training.

Assertive Discipline helps a teacher set up an environment where children are expected to behave and where children clearly know the boundaries of acceptable and unacceptable behaviour. Assertive Discipline is based on teachers being positive, calm and consistent. The aim is to limit situations arising that the teacher is not prepared for and to increase contact time by dealing with negative behaviour quickly and quietly. Positive behaviour is reinforced by a series of simple but highly prized rewards for both individual children and a class as a whole.

ASSERTIVE DISCIPLINE AT NEWBY

Assertive Discipline has so far proven to be an effective system at Newby in terms of creating a fair and consistent approach to discipline throughout the whole of our school. It is important that we maintain Assertive Discipline as an integral part of the day for ourselves and the children.

The principles and philosophy behind Assertive Discipline are fixed but obviously the structure of rules, rewards and consequences must remain dynamic and change according to the needs of our children. We must constantly evaluate and monitor Assertive Discipline to ensure we are catering for the individual needs of our children and ourselves. The following information is our policy at present.

Example of school rules

1. Do as an adult in school tells you the first time
2. Always listen when others are speaking
3. Keep hands, feet and objects to yourself
4. No rude names and swearing

Examples of rewards

Individual

Stickers

Verbal praise

See another adult in school

Class

1. Story with Miss Stephenson
2. 10 minutes extra playtime
3. 10 minutes choosing

There is an additional reward in Upper KS2

1. Children collect stickers on a card and after an allocated amount, can have a small prize

Examples of consequences

Consequences

1. Warning – name in the book
2. One mark – 5 minutes working alone in the class
3. Two marks – 10 minutes working in another class
4. Three marks – send to a member of the Senior Leadership Team
5. Parents called

Severe Consequences

The term severe is used for serious behaviour that requires separate consequences to the breaking of the other rules.

Severe Behaviour Categories

Racism	Bullying
Spitting	Stealing
Insolence	Injury to another person
Fighting	Vandalism

Severe consequences are always dealt with by a senior member of staff. Definitions of severe behaviour can be found in the full policy. Specific records are kept of all bullying and racist incidents.

Behaviour Policy – Newby Nursery

The general approach to behaviour is consistent with the whole school policy based on Assertive Discipline.

Some modifications have however been necessary to take account of the age and understanding of nursery children.

Principal among these is the decision not to make the assumption that every child knows and understands the rules. Some children, especially those new to nursery, may need a lot of reinforcement and regular re-explanation of expectations.

BEHAVIOUR AT BREAKFAST CLUB OR OUT OF SCHOOL CLUBS

If a child at breakfast club or any other out of school hours club has 2 ‘severes’ during a half term, they will not be allowed in the club until the following half term.

WORKING WITH PARENTS

Working with parents is an essential part of our behaviour policy. It is important that home and school work together on improving behaviour as children who choose not to behave will not reach their full potential.

INDIVIDUAL CONTRACTS

Individual contracts are made for children who have severe behaviour problems.

Before a contract is made it is important to allow enough time for the child to work within the existing system before alterations are made.

If a child is continually choosing to break the rules then one of the consequences is taken away, e.g. if a child is reaching consequence 3 on three or more occasions in a week then a consequence will be taken out. This is designed to bring the consequence that works for the child higher up the system thus reducing the amount of rules being broken.

At this point the child and other staff who work in the class must be aware of what is happening and parents informed.

If this has no effect, an individual contract will be made which will cater for the individual child's needs. This is devised with the class teacher, parents, the child and a member of the Leadership Team.

If the contract does not help the child to choose to behave appropriately then the class teacher will follow SEN guidelines. (Please see Inclusion and SEN Policies).

EXCLUSION

Please see separate policy on exclusion.

USE OF ISOLATION

On very rare occasions a pupil may be placed in isolation away from other pupils for a limited period. This will only be done if it is in the best interests of the child or the other pupils. A separate room will be used and the pupil will be supervised at all times. A record will be kept if isolation is used.

ANTI - BULLYING STATEMENT

Newby Primary School operates a positive behaviour policy called Assertive Discipline. It is a whole school approach based on clear rules, rewards for positive behaviour and consequences for negative behaviour. It is essentially a fair system that promotes self-esteem, responsibility and individual choice.

We recognise and understand that our school needs to be a safe learning environment for all of our pupils. It is for this reason, that we devised our severe rules consequences.

Bullying is part of this severe system. We operate a no tolerance approach to bullying at all times. It is a whole school approach which aims to both control and prevent bullying. It creates an atmosphere where bullying is openly discussed and addressed.

Our assertive and positive approach to behaviour allows us to deal effectively with bullying incidents whilst at the same time reinforcing non-bullying behaviours in the school.

As stated earlier, bullying is part of our severe system. Incidents are always dealt with by a senior member of staff and often the parents of both the bully and the victim are involved. Incidents of bullying are recorded as stated in our Assertive Discipline Policy. Individual records are kept for an academic year and school statistics are kept year on year. This allows us to be aware of increases and decreases in bullying behaviours and address them as part of our P.S.H.C.E work.

Reported incidents of a bullying nature will also be recorded even if severe consequences cannot be applied. This will allow us to monitor smaller incidents in case the frequency of such behaviour suggests bullying is occurring.

For further information regarding bullying, please refer to the Assertive Discipline Policy.

Signed by Chair of Policy Committee on 14th July 2016