

Lochside Primary School

Assertive Discipline Policy



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Discipline requires the positive approach of:

- Praise
- Encouragement
- Incentives
- Inducements



It must involve all pupils, parents and staff in providing a framework for learning self discipline. Learning appropriate ways to behave is a process which starts when a child is very young. It begins in the home through the positive teaching and encouragement given by parents to their child. It continues in the school years through both the school and home providing a consistent, supportive framework in which each child comes to learn and appreciate appropriate ways to act. Through this experience children will grow into independent, social people who are fulfilled, happy and secure in themselves.

Lochside School has adopted an assertive discipline framework. The four fundamental beliefs of assertive discipline are:

- **All** pupils have a right to learn.
- **All** adults have a right to be able to do their job.
- **All** adults have a responsibility to promote good behaviour.
- **All** children can behave.



Children are valuable people in our Society. It is important that they learn that it is the behaviour which is bad and not them. It is for this reason that we seek to positively encourage children to learn the appropriate behaviours which will help them to lead happy lives.

Good discipline in school assists parents in dealing with children at home. A consistent approach between home and school is likely to lead to better behaviour at all times and lead to a happy, well balanced child.

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Aims:

1. To create a happy and secure working atmosphere in which pupils are able to function without fear to produce their best.
2. To create, in partnership with parents, the conditions for an orderly school community in which effective learning can take place; in which there is a quality mutual respect between all members of the school and community.
3. To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
4. To give each pupil the security of knowing the rules, being aware of what to do in any situation likely to present itself and to eliminate in so far as possible any uncertainties of rules or procedures.

Guidelines:

1. All situations will be dealt with by staff as fairly as possible with minor offences, requiring only a look or a quiet word, being dealt with immediately.



2. We will do our best to foster a close liaison between school and home through:
 - Informing parents of any issues
 - Meeting parent to discuss concerns
3. We will try to emphasise the positive approach of encouragement, praise and good example, which will improve self esteem and promote better behaviour. A child will be encouraged to discuss their negative action and discuss alternative positive strategies which could have been undertaken by the class teacher.
4. The school rules will be discussed with the children and displayed throughout the school with reference being made to them as and when appropriate.

Agreed Actions



Friday Assembly Awards

- Children who have tried hard to improve an aspect of their work or behaviour will be selected for either a Head Teacher sticker or a school certificate.

Friday - Golden Time

- Golden skills time is given to each class to reward good behaviour throughout the week.

Class Rewards

- Each class has a selection of rewards - such as house points, behaviour charts, small gifts - which can be distributed by the class teacher as applicable.
- Each class will give a certificate to the child who has attained the most 'House Points' each week.
- Each class will have a 'Reward Time' session at least once per week to reward good behaviour. Children not attaining this will be asked to reflect upon the reason why in class during the 'reward time'.
- Charts are in each class to reward those children who bring a healthy snack to school.

Unfinished Class Work

- As a result of misbehaviour in class, any incomplete class work will either sent home for completion or completed at break time as agreed with the child.

Traffic Lights

- This is a behaviour monitoring system which is designed to enable children to modify their behaviour if required as the day progresses. At the start of every day all children's names are placed on the green traffic light; if misbehaviour continues, the child's name can be moved onto amber traffic light and ultimately red traffic light. A child can improve their behaviour and as a result move back onto amber or green which ever colour is appropriate.
- Any child who remains on green will get their name put into a Lucky Dip - drawn on a Wednesday and Friday. Winners will get the opportunity to go into the Games Room and have some free time on these days.
- If a child is on amber at the end of a day then they will miss 5 minutes of their golden time. If a child is on red at the end of the day then they will miss 10 minutes of their golden time. If the behaviour continues onto another day, then the time will be doubled. Children will receive amber alert cards to warn them that their behaviour is deteriorating before being placed on the traffic light. Children missing golden time will go to their activity with a slip stating how long they have to sit out for.
- Any child who gets put on the red traffic light 3+ times within a week will lose all of their Golden Time activity and will be sent to a member of the SMT. Parents will be informed.

Misbehaviour in School

Children will be spoken to initially by their class teacher about their behaviour. If necessary, they will then be sent to a member of staff or a member of the management team.



If the misbehaviour persists, the parents will be informed, the child may be referred to the Behaviour Support Unit and a School Review Group may be called. The strategies for dealing with the persistent misbehaviour will be agreed by the class teacher, a member of the management team with the parent/carer and child. This may include the use of a home-school book to keep parents informed of the child's actions; and the use of individual rewards and/or sanctions as agreed.

Misbehaviour in the Playground

Whilst the children are in the school playground, we expect them to act appropriately. Minor misbehaviour will be dealt with by the playground staff in the first instance.



There is located within the playground a 'time out bench.' This is an agreed area which children can be sent to in the first instance to calm down and reflect upon their actions.

Some children in the upper stages are trained as Peer Mediators - these children are available to work with others and to help them resolve any issues / disagreements which they may have with each other.

If misbehaviour persists, children will be sent in from play to the relevant class teacher. Misbehaviour in the school includes:

- Deliberately and aggressively swearing in the playground.
- Being openly rude and insolent.
- Fighting.
- Partaking in threatening or dangerous behaviour either towards themselves or others.
- Spoiling others' games deliberately.
- Leaving the playground without permission.

If appropriate, the class teacher can then forward the child to a member of the SMT.



If a child is in school with permission, they must have a permission tag from a member of staff.

Bullying

WHAT IS BULLYING?

"It is when someone persistently deliberately hurts, threatens or frightens someone else."

BULLYING USUALLY MEANS:

Punching

Kicking

Hitting

But it can also mean:

- Name calling, teasing, threatening, put downs or taunting.
- Being hit, tripped, poked or kicked
- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread
- Receiving abusive text messages or e-mails
- Behaviour which makes people feel like they are being bullied
- Being targeted because of who you are or who you are perceived to be
- Making hurtful comments about a child and their family.
- Taking someone's belongings or money.
- Damaging another's school work or belongings.
- Forcing others not to play with someone else.



This is not an exhaustive list. It is important to consider impact, intent and persistence

WE MUST ALL WORK TOGETHER TO MAKE SURE THAT THIS DOES NOT HAPPEN AT LOCHSIDE PRIMARY SCHOOL.

Keeping Parents Informed

It is important that we try to keep parents involved in what their child is doing or not doing in school. Please remember that we have letters for:



- Not having a P.E. kit
- Not doing homework
- A child working out with the class
- Absences / Arriving to school late
- Disruptive Behaviour

All of these letters are available at the office if required. Please ensure that the tear off slip is returned and signed by the parent.