

Behaviour and Discipline Policy



Written by	SLT
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Signed by Headteacher	<i>Orimaw</i>
Signed by SLT	
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New York Primary School Behaviour and Discipline Policy

Mission – Come as you are Leave at your best.

Rationale

New York Primary School is a welcoming and caring school where every member of the school community is valued and respected. All pupils in school are treated fairly. This policy is designed to promote a safe, secure and mutually supportive environment.

Aims and Expectations

The ethos of New York is the formation of positive relationships which are promoted so that everyone can work together effectively and considerately. Pupils are encouraged to define positive behaviour and report unacceptable behaviour and are given responsibility for friendship skills through a Buddy system which operates both indoors and outdoors. All classes display a school code of conduct and each year individual classes will derive their own set of standards for pupils within class to follow. These standards will contribute to the school code but may also be specific to year group needs.

The school council ensures that pupils have a voice and as a body it takes responsibility for ensuring that pupils are consulted about school and class rules and routines.

Pupils at New York are expected to become increasingly responsible, self-disciplined and independent. We encourage the moral development of our pupils and have high expectations of polite, respectful and thoughtful behaviour. Children take responsibility for their own actions.

Positive behaviour is rewarded and celebrated there are sanctions in place to discourage unacceptable behaviour.

Rewards and Sanctions

We praise and reward children for positive behaviour in a variety of ways;

- Children are congratulated and their efforts are recognized and often shared across staff so that pupils can be praised by more than one staff member. This also promotes communication and we recognize that it is important for pupils to know that staff communicate.
- Reward stickers and raffle tickets are given
- Teachers nominate a 'proud of the week'
- Certificates and trophies are awarded
- Half termly Headteacher Afternoon Tea
- Children's achievements are celebrated through displays, photographs on the 'proud wall' and 'achievement wall'
- Children have opportunity to show work, of which they are proud, to other teachers and to the Headteacher.
- Children's work is regularly marked and they receive positive feedback in accordance with the **Assessment and Marking policy**
- Children have access to circle time games and discussions, designed to celebrate individuality and increase self-esteem there are classroom based either during Class Assembly or PSHCE or ad hoc at the end of the day as deemed appropriate by the class teacher
- Parents may be informed about children's good behavior as we believe it is equally important to contact a parent with good news as it is with disappointing news.

We have high standards and expectations and employ a number of different sanctions, appropriate to each individual situation, to enforce school rules.

- Children may be instructed to move seats to increase listening potential
- Children may be instructed to redo tasks if there has been a lack of effort
- Unfinished homework may be completed at break times or a pupil will be instructed to attend lunchtime 'Homework Club'
- Verbal warnings may be given
- Children may be referred to a member of the Senior Management team or to the Headteacher.
- Time out from; break times, clubs, reward times, special events and trips may be given.
- Parents are informed if behaviour is persistent or severe
- Referral to Learning Mentor
- A behaviour diary may be used
- A Behaviour Plan will be put in place if needed

- Referral to Behaviour Support Team (Anne Oldham 643 8357) if appropriate
- Internal Exclusion put in place (The Nook)

External exclusion would only be considered when all other options have been thoroughly exhausted. It is not an option the Headteacher or school governors would ever wish to take and has a separate criteria to follow involving the pupil, family external agencies and governors.

Staff may intervene physically only to prevent injury to self, others or an individual. Specific staff have received 'Team Teach' training and must be sent for where the restraint of a pupil is necessary. Parents must be notified in such circumstances and events logged using school systems and CPOMS.

Bullying will never be tolerated and with consistently promoted standards and expectations together with close monitoring of behaviour and timely action should not occur. (See school vision and aims).

The Role of the Class Teacher

The way in which a class teacher conducts their role is fundamental in ensuring positive behaviour in school. The more clarity and consistency of standards and expectations class teachers provide impacts upon pupil attitudes and standards of behaviour. Staff must be consistently positive role models by always behaving respectfully towards other pupils and staff in school.

It is the responsibility of the class teacher to ensure that the school standards and code of conduct are enforced in their class and around school. Staff have a responsibility beyond their own class to include all pupils in school whether in assembly, corridors or play yard.

Keep record of incidents and inform Head Teacher if appropriate. Seek help and advice from Senior Management Team and Learning Mentor if appropriate.

Keep parents informed about their child's behaviour. A member of SLT or Learning Mentor must be notified before any contact with parents as they may have information relevant or helpful.

Liaise with Lunchtime staff regarding behaviour issues relevant to their own class and to react to the behaviour of all children when moving through different areas of the school.

Staff are empowered to deal with behaviour in their own class according to school standards but appropriate to specific pupils and specific situations at the time. However there must always be a communicated consequence to unacceptable behaviour even if this is not sanctioned immediately.

The Role of Teaching Assistants and Lunchtime Supervisors

Teaching Assistants and Lunchtime Supervisors provide a positive role model by always behaving respectfully towards staff and pupils in school.

Teaching Assistants and Lunchtime Supervisors are aware of the school rules and reinforce these throughout their work. Teaching Assistants will follow school protocols and classroom code of conduct expectations and will apply rewards and sanctions in accordance with the class and pupils they work with. They will liaise closely with Class Teachers.

A range of rewards and sanctions are available for use.

Lunchtime Supervisors follow the school code of conduct and there are a separate set of expectations for lunchtime behaviour in the Dinner Hall.

Lunchtime supervisors based in the Dinner Hall have reward stickers to hand out for various positive reasons such as:

- eating lunch
- good table manners
- being helpful
- choosing fruit
- clearing away

It is not expected that Lunchtime supervisors in the Dinner Hall would discipline pupils. A member of senior staff is always on duty in the hall at lunchtime and they would oversee behaviour and discipline. Lunchtime Supervisors will report any concerns to staff to ensure that eating lunch in school is a calm, organised and happy part of the day.

Serious or persistent unacceptable behaviours are reported to the class teacher, member of the Senior Management Team, Learning Mentor or headteacher, as appropriate. One sanction of unacceptable behaviour in the Dinner Hall would be for a pupil to eat lunch either in the KS2 corridor or in class with the classteacher.

Lunchtime supervisors will **never** speak to a parent about a pupil behaviour at lunchtime.

Lunchtime supervisors who conduct outdoor duty must follow the same protocols as documented within the Playground Policy.

The Role of the Headteacher

The headteacher provides an exemplar role model by always behaving respectfully towards staff and pupils in school.

It is the responsibility of the headteacher, under 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 headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports staff by implementing the policy, setting the standards of behaviour, and by supporting the staff in the implementation of the policy and ensuring that all staff receive updated CPD as required.

The headteacher keeps records of all serious incidents.

The headteacher informs all parents of the school rules via the school prospectus and the school website.

Exclusions

The headteacher (or acting headteacher) has the responsibility for organising fixed-term exclusions for individual children for serious acts of misbehaviour. This may be for one or more fixed periods for up to 45 days in any one school year. For repeated or very serious acts of unacceptable behaviour, the headteacher may permanently exclude a child. Both of these actions are only taken after the school governors have been notified.

If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents of how to make any such appeal. This information would not come as a shock to parents as there would have been considerable dialogue and meetings prior to the exclusion decision being made.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The Role of Parents

Parents are expected to provide a good role model by behaving respectfully towards their child, staff in school and other parents on the school yard.

Parents are expected to support school rules and cooperate with school to ensure that their child behaves well both in and out of school

Parents are welcome to discuss any concerns which they have about their child, regarding their behaviour, with the school.

If a parent has any concerns about the way in which their child has been treated at school, they should discuss this with the appropriate member of staff and/or the headteacher. In event that the parent continues to be unhappy about the situation, they should contact the school governors. A formal grievance or appeal process can be implemented if the problem remains unresolved. (see Displeased Parents Policy)