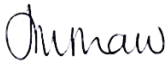




Positive Behaviour Policy



Written by	SLT
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Signed by Headteacher	
Signed by SLT	 
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New York Primary School Behaviour and Discipline Policy

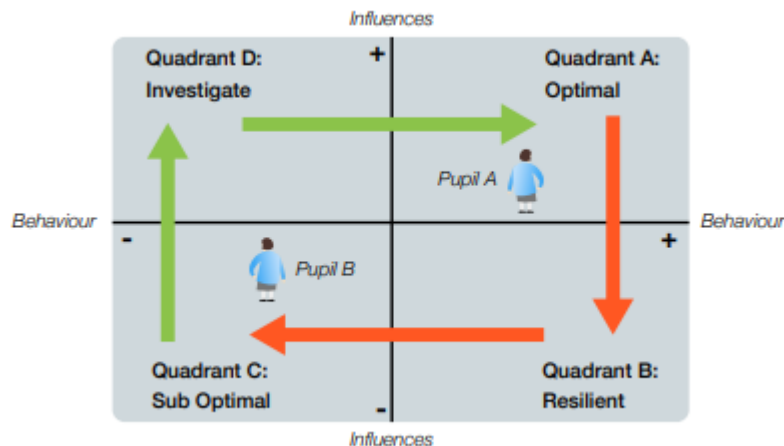
Mission – Come as you are. Leave at your best.

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. Pupils in KS2 learn about the importance of self awareness and apply the influencers quadrant to their behaviour choices.



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 consequences in place to discourage unacceptable behaviour.

Rewards and Consequences

We operate within a culture of positive relationships, always focussing upon the positives with praise and reward for children who demonstrate high standards, improvements and positive behaviour. Even the smallest example would receive praise. This occurs in a variety of ways;

- Children are congratulated and their efforts are recognised and often shared across staff so that pupils can be praised by more than one staff member. This also promotes communication and we recognise that it is important for pupils to know that staff communicate.
- Reward stickers, dojo points and raffle tickets are given
- Teachers nominate a 'proud pupil of the week'
- Certificates and trophies are awarded from various events both in and out of school
- Half termly Headteacher Afternoon Tea
- Children's achievements are celebrated through displays, photographs on the 'proud wall' and 'achievement wall'
- We are active on Twitter to celebrate and highlight pupil success
- Children have opportunities to show work, of which they are proud, to other teachers and to the Headteacher.
- Children receive positive feedback about their work in accordance with the **Assessment and Feedback Policy**
- Children have access to circle time games and discussions, designed to celebrate individuality and increase self-esteem. These are classroom based either during Class Assembly or PSHE, Commando Joe or ad hoc at the end of the day as deemed appropriate by the class teacher
- Pupils access Thrive and other nurture and socialisation interventions
- Parents are informed about children's good behaviour 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 actions, appropriate to each individual situation, to enforce school rules and protocols.

- 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
- Verbal warnings may be given
- Children may be referred to a member of the Senior Management team or to the Headteacher.
- Parents are informed if behaviour is persistent or severe

- We take a nip it in the bud approach to unacceptable behaviour to prevent escalation
- Referral to Learning Mentor
- A behaviour diary or chart may be used in agreement with parents
- A Behaviour Plan will be put in place if needed in agreement with parents
- Referral to Behaviour Support Team (Anne Oldham 643 8357) if appropriate
- Internal Exclusion put in place (The Nook)

We have a consistent approach to discussing choices with our pupils. Challenging behaviour is never about the child, but the choice that they have made.

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 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).

We recognise in school that peer on peer abuse can happen and all staff are aware of how to identify, take action and report such incidents or concerns. (See Peer on Peer Abuse Policy)

The Role of the Class Teacher

Relationships are integral to the success of behaviour and attitude in school. 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. Accountability for All.

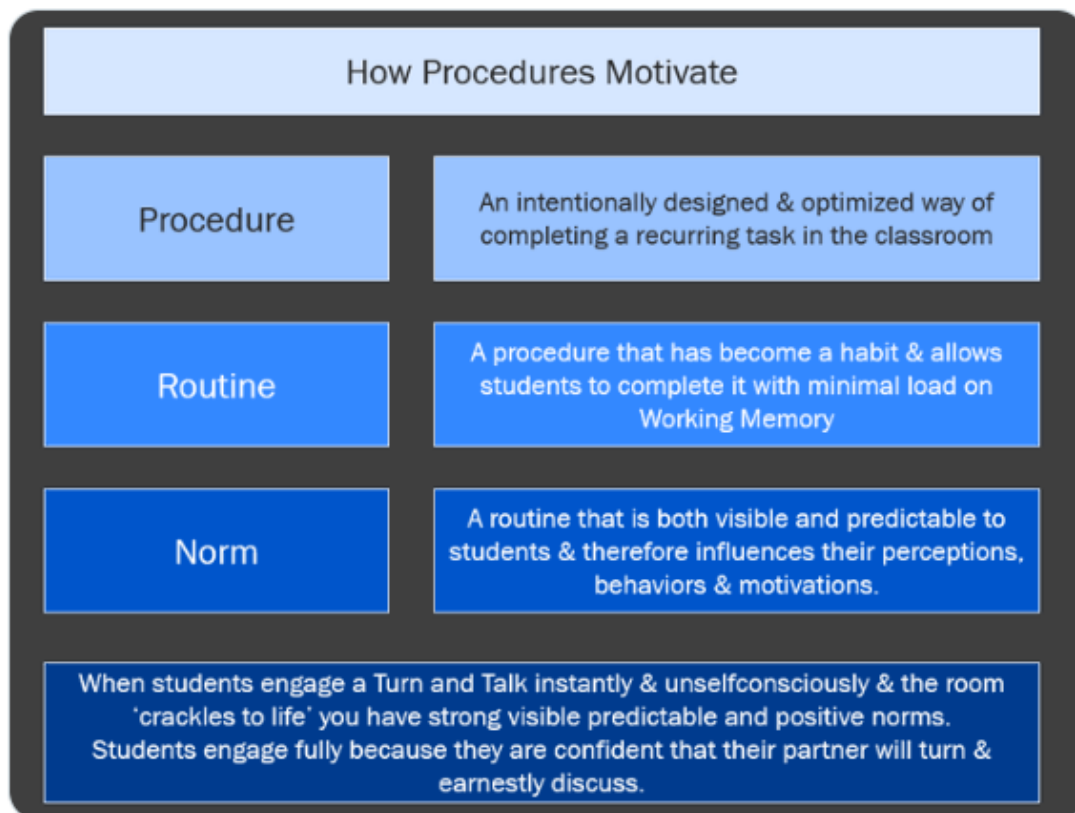
Keep record of incidents and inform Head Teacher if appropriate. Seek help and advice from Senior Management Team and Learning Mentor if appropriate.

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 addressed immediately.

We acknowledge that routines and embedded protocols support pupil behaviour.



Doug Lemov - when procedure becomes routine.

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.

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 address challenging behaviour from pupils. A member of 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 consequence 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 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 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 has responsibility for determining and organising fixed-term exclusions for individual children for repeated inappropriate behaviour or behaviour of such severity that a fixed term exclusion is deemed necessary. For recurring or very serious acts of unacceptable behaviour, the headteacher may consider permanent exclusion. Both of these actions are only taken after the school governors and local authority Behaviour Support Team 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. All necessary statutory paperwork is made available to parents on the day of the exclusion decision. This will be hand delivered if necessary.

The headteacher informs the LA and the governing body about any fixed term exclusions.

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 the 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)

KCSIE 2021 Addendum September 2021

Changes within the KCSIE 2021 which impact upon this policy:

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. (KCSIE 2021 46 - 50) All staff are clear as to the school's policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Online safety including remote education

Specific online safety content has been added and strengthened to KCSIE 2021 to ensure online safety is clearly viewed as part of the schools statutory safeguarding responsibilities.

Online safety content relating to staff training and teaching children about safeguarding has been updated: All staff will continue to be provided with online safety information and training at induction, and the importance of receiving online safety training as part of regular (at least annual) child protection training.

Teachers and leaders have the authority to remove a device from a pupil if they suspect it is posing a risk to them or others. This device will be returned to the parent at the end of the day following discussion about concerns.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. All staff are aware that any concerns relating to online safety should be reported to the DSL or a deputy.

It is considered that in identifying challenging behaviour teaching staff many wish to consider if there are underlying causes for pupil choices which may fall into the safeguarding arena.

Covid-19 Addendum September 2021

In the unprecedented times of the COVID 19 virus it has been necessary to add to the school behaviour policy.

There are changes to the school day from entry to exit. Daily routines are also different from those pupils are used to. All staff have been trained in these new protocols aimed at minimising the risk of virus transmission and keeping staff and children safe.

Parents have been notified of the changes and this has influenced their decision for their child to return to school. By sending a pupil back to school the parents are agreeing to support the new procedures implemented.

At the point of returning to school some pupils will have been away from New York Primary for some time. We recognise that there is a significant amount of wellbeing and mental health strengthening to be done and that some pupils will be anxious about the return and their safety.

Timetables have been designed to ensure that there are daily opportunities for pupils to reflect and express their feelings in order that staff can support and signpost to other resources as necessary. No two pupils are the same and we recognise that we will need to be flexible to manage the needs of our school community.

The wellbeing and welfare of pupils and staff is of paramount importance. It is therefore essential that standards of behaviour are maintained through strong communicated routines and clear and consistent messages. The school mantra remains 'Come as you are, leave at your best'. We are here for each other but standards and expectations remain high to ensure safety for all. For this reason the following additional behaviour choices will not be tolerated and whilst never acceptable they will be viewed with increased severity during the COVID 19 pandemic.

- coughing at others without using a tissue or crook of arm
- spitting or biting (with the increased risk of transmitting virus)
- deliberately mixing with other groups
- deliberately not maintaining social distance (there are some exceptions to this with younger pupils)
- deliberately accessing areas of school known to be forbidden under the COVID protocols.
- Talking about the virus with the intent to cause distress to others.

These are unprecedented times and the safety of all is vital. Inappropriate choices of behaviour can seriously risk the health of our school community.

Appendix A - Year 6 Routine and Protocols for return

<p>Hygiene</p>	<ul style="list-style-type: none"> ● Each classroom has a plentiful supply of appropriate sanitising and cleaning products. ● There is plentiful signage and guidance throughout school. Year 6 pupils will not be permitted to leave their allocated KS2 zone. ● All toilets will be cleaned every 30 minutes. ● Only one pupil at a time may access the toilets. ● Pupils will be reminded of hygiene standards and supported in hand washing regularly throughout the day. ● Staff have been supplied with PPE and some staff may choose to wear it. ● First Aid staff will wear full PPE to deal with any first aid and support any symptomatic pupil. ● Any symptomatic pupil will be immediately sent home. Parents must be contactable and able to get to school quickly. ● The small room in reception is allocated for any pupil who becomes ill. Staff tending to any child in this way will wear full PPE and will wait with the pupil. Staff will remain outside the room with the pupil inside. (There is glass in the door).
<p>Learning/Activity</p>	<ul style="list-style-type: none"> ● There will be a big focus upon pupil wellbeing ● Classes will undertake plenty of reading ● These will be done through Personal, Social, Health and Education, PSHE. ● Other learning activities will take place and they will reflect the learning that has been issued to those pupils remaining at home. ● Most of the learning will take place outside where possible. ● Physical activity will be a daily event along with other project work. ● Transition activities will be worked through. ● Staff will continue to remain in contact with pupils still at home. ● Breaks will be staggered throughout the day and pupils cannot mix with other groups. ● Pupils cannot change groups. ● Lunch will be a packed lunch and pupils will eat with staff in the classroom or outside within their group.

