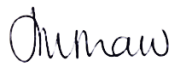


Positive Behaviour Policy



Written by	SLT
Date for review	July 2027
Signed by Headteacher	
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Review Dates confirmed	20/6/19, 16/7/20, 03/06/21, 12.7.22, 14/9/26

New York Primary School Positive Behaviour 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 with high standards of behaviour and a culture of respect.

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 educated about positive behaviour and are encouraged to embrace it as a life standard. We talk about **bystanders** at New York and the importance of being able to tell someone about unacceptable behaviour in order to both stop or prevent it and as a route to enabling an individual to change their behaviour choices to become positive ones. Our pupils are also encouraged and supported to say NO to others if they don't want to play a particular game or join in behaving in a particular way etc.

We believe that positive behaviour is rooted within a culture of mutual respect, clear expectations and genuine positive relationships.

At New York we have high expectations which include:

- Arriving to school on time
- Attending school with a strong attendance record
- Wearing appropriate school uniform
- Having all that you need for the day at school
- Respecting staff, peers and property
- Being kind and caring
- Staying safe and supporting others to be safe
- Moving sensibly around school
- Having kind feet and hands and words
- Embracing with positivity the life of school including learning and other opportunities

We operate a Buddy system which includes both indoors and outdoors, empowering pupils with friendship responsibilities. All classes display a school code of conduct and each year individual classes will discuss and agree upon their own set of standards for pupils within class to follow. These standards will contribute to the school behaviour 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 (below) to their behaviour choices.

Our democratically elected 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;

- Verbal praise and feedback is often immediate recognising and acknowledging conduct or effort
- 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 within our Accountability for All culture 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' for both behaviour and work and for applying the school PROUD words.
- Certificates and trophies are awarded from various events both in and out of school
- Weekly Headteacher PROUD awards
- Children's achievements are celebrated through displays, photographs on the 'proud wall' and 'achievement wall'

- We are active on Social Media (Facebook) to celebrate and highlight pupil success
- Children have opportunities to show work, which they are proud of, 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 proactive 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 (643 8357) if appropriate
- Internal Exclusion put in place (The Nook or other dedicated space) after discussion with pupil and parents

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. After returning from an exclusion we hold a meeting with the pupil and parents and a 'return to school agreement' will be written up and signed by all parties to lay out the expectations of behaviour for the return to school.

Restrictive Intervention

Staff may intervene physically only to prevent injury to self, others or an individual. Specific staff have received 'Positive handling' training and must be sent for where necessary. Parents must be notified in such circumstances and events logged using school systems and CPOMS. This can be read in the [Restrictive Intervention Policy](#).

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](#)).

Child on Child Abuse

We recognise that child on child abuse can happen and all staff are aware of how to identify, take action and report such incidents or concerns. ([see 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 the Head Teacher if appropriate. Seek help and advice from the 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.

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.

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 Student 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.

School Leaders will not hesitate to speak to parents and other adults if their behaviour is considered to be unacceptable. In doing so we may unpick other reasons causing this and be able to offer support.

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 or Complaints Policy)

KCSIE 2026

Changes within the KCSIE 2026 which impact upon this policy:

Peer on peer abuse now Child on Child 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 and online. It is important that all staff recognise the indicators and signs of this type of abuse and know how to identify it and respond to reports. All staff are clear about the school's policy and procedures with regard to Child on Child 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 to ensure online safety is clearly viewed as part of the schools statutory safeguarding responsibilities should it be necessary and that effective monitoring and filtering protocols are in place in school.

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.

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 nudes 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 may wish to consider if there are underlying causes for pupil choices which may fall into the safeguarding arena.