



Behaviour & Rewards Policy

Written by	NYPS SLT
Date for review	June 2017
Signed by Headteacher	
Signed by SLT	
Review Dates confirmed	

(This policy to be read in conjunction with the Anti-Bullying Policy and the Teaching and Learning Policy)

Rationale

New York Primary is a caring School where every member of the community feels valued and respected. The behaviour policy is designed to promote a safe, secure and mutually supportive environment. We encourage children to take responsibility for their own actions, developing self-discipline, respect for themselves, others and the environment. This creates a happy, caring school, which enables effective teaching and learning to take place.

The school has a clear code of conduct, behaviour standards and rule system and the formation of positive relationships are promoted so that everyone can work together effectively and considerately. Children are encouraged to report unacceptable behaviour and are given responsibility for friendship skills through a Buddy system.

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

We encourage children to be polite, well mannered, and helpful to each other and to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in being a New Yorker and to feel that this is a safe place to develop and learn.

All children are treated fairly and they are consulted about school and class rules and routines. Children's opinions are taken into account, via the School Council, and they are expected to become increasingly responsible, self-disciplined and independent. We encourage the moral development of children and expect polite and thoughtful behaviour. Children take responsibility for their own actions and understand that they have a responsibility to support others in behaving according to school standards.

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

Rewards and Sanctions

We operate within a culture of positive praise. We acknowledge that pupil behaviour is the responsibility of all staff and each staff member has a responsibility to be a positive role model and an exemplar of the behaviour standards expected.

Pupils are rewarded for positive behaviours in a variety of ways with whole school protocols and individual classroom systems;

Whole school

- Children are congratulated and their efforts are recognised
- Reward stickers and Headteacher golden stickers are given
- Teachers nominate a 'star of the week' during certificate and trophy weeks
- Children's achievements are celebrated through assemblies and displays

- Children have opportunity to show work, of which they are proud, to other teachers and to the Headteacher.
- Monday assemblies celebrate proud work
- Children are invited to the Headteacher's Afternoon Tea
- Each child has a Record of Achievement book which follows them through school and is presented to them on leaving
- Children's work is regularly marked and they receive positive feedback (see Assessment Policy)
- Children have access to circle time games and discussions, designed to celebrate individuality and increase self-esteem
- Parents are informed about children's good behaviour

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 in 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 of unacceptable behaviour as an early warning before it becomes persistent or severe.
- Referral to Learning Mentor
- A behaviour diary may be used
- IBP put in place if needed
- Referral to outside agency if appropriate
- ARP referral may be undertaken
- Internal exclusion if deemed appropriate in consultation with parents
- First Day Response instigated if deemed appropriate

Bullying is not tolerated. See anti-bullying policy

Staff have the right and responsibility to intervene physically only to prevent injury.

A number of staff have received Team Teach training.

The Role of the Class Teacher

The class teacher provides a positive role model by always behaving respectfully towards others and building relationships with pupils and parents;

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and each child is treated fairly and respectfully and high standards of behaviour are adhered to.
- Teachers are expected to maintain a record of incidents and inform Head Teacher if appropriate.
- Seek help and advice from Senior Management Team and Learning Mentor if appropriate.
- Parents/carers must be informed about their child's behaviour with dialogue regarding action to be taken.

- Where possible engage parents to adopt school sanctions and attempt to work together.
- 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. There is an expectation that teachers remain responsible for the behaviour of pupils in their class during break and lunchtimes and therefore support dinner staff and duty staff accordingly.
- Lunchtime staff are advised of any specific pupils or issues that they need to be extra vigilant about.

The Role of Classroom Assistants and Lunchtime Supervisors

Classroom Assistants and Lunchtime Supervisors provide a good role model by always behaving respectfully towards others.

- Classroom Assistants and Lunchtime Supervisors are aware of the school rules and reinforce these throughout their work.
- A range of rewards and sanctions are available for use and teachers ensure that support staff are communicated with to ensure seamless behaviour management for pupils.
 - A record of incidents is kept and communicated to class teachers
 - Serious or persistent unacceptable behaviours are promptly reported to the class teacher, member of the Senior Management Team, Learning Mentor or Headteacher, as appropriate in order to take swift action and minimise unacceptable behaviour.

The Role of the Headteacher

The Headteacher provides an exemplary role model by always behaving respectfully towards others.

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 the staff by implementing the policy, by setting the standards of behaviour, and by supporting the staff in the implementation of the policy.
- The Headteacher keeps records of all serious incidents.
- The Headteacher informs all parents of the school rules via the school prospectus.
- The Headteacher uses the school newsletter to prompt parents of expected standards of behaviour when incidents occur.

Exclusions

- The 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.
- The Headteacher can implement conditions of Flexi School Agreement where consistent unacceptable behaviour continues and where permanent exclusion would not be beneficial for the pupil or the family.

- 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.
- The Headteacher informs the LEA 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 others pupils and parents.
- Parents work with school, support the school rules and cooperate with the school to ensure that their child behaves well both in and out of school
- Parents 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.
- The Headteacher and governors reserve the right to request that a parent refrains from accessing school premises if their behaviour gives cause for concern.

Social Media

- New York pupils are not allowed to have mobile phones on the premises. Where a pupil walks to school and parents give permission for them to have a phone for safety reasons when walking to and from school, the phone will be retained by the class teacher and locked away for the school day.
- There are times when incidents occur through the inappropriate use of social media out of school. Where out of school events impact adversely upon school relationships then school will intervene.