



Newbald Primary School

Beverley Road, North Newbald, East Yorkshire, YO43 4SQ
Headteacher: Mr Paul Flintham

Newbald Primary School Behaviour and Anti-Bullying Policy

So that everyone feels welcome, happy and safe at school, the School Council, have written our school's behaviour policy. We have asked all the children, teachers and headteacher for their ideas about what we should put in the policy.

School Values

At our school we expect our staff and children to display our core values that have been chosen by the children at Newbald Primary School. Our core values are:

- **Determination**
- **Kindness**
- **Positivity**
- **Respect**



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Good and Bad Behaviour

We have listed the behaviour below that we think should be rewarded because it is good and also the behaviour that should be punished because it is bad. These are our school rules.

<u>Good Behaviour</u>	<u>Bad Behaviour</u>
• Displaying the school values in everything we do • Being helpful • Working hard in class • Being kind and friendly to others • Not leaving children out of games • Listening to the teacher • Being polite and well mannered • Saying Please and thank you • Looking after playground equipment • Walking calmly in school • Taking turns in games and activities • Putting your hand up in class • Saying kind things to other children • Respecting other children's things • Being a good friend • Wearing the correct uniform • Bringing PE Kit and reading book • Giving respect to everyone	• Calling other children names • Using bad language or swearing • Pushing and shoving in the cloakroom • Taking anger out on someone • Throwing things at other children • Running in school • Hitting other children • Spoiling new equipment • Not doing as told in school • Disrupting the rest of the class • Taking other children's things • Going in children's bags and drawers • Answering back to adults • Being rude or disrespectful • Biting and spitting • Messing about in the toilets

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Rewards & Good Behaviour

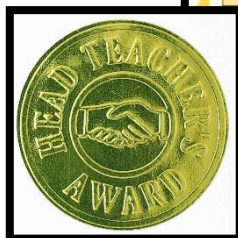


We have written a list of rewards we have asked Mr Flintham and the teachers to use to say **'well done'** or **'thank-you'** to us for showing good behaviour and good work in school.



- Team points given out by all adults in school and the trophy is awarded for the team who wins the weekly tally the most times in a term
- Stickers given for good behaviour
- 'Surprise' letter or card sent home to parents from Mr Flintham to inform them of good behaviour, progress and good work
- Trophies and certificates awarded at termly award assemblies for good work and good behaviour
- We hold weekly celebration 'Special Mention' assemblies where we celebrate and award certificates to children who have exceptional behaviour, work hard and show our school values.
- Class Reward Scheme – Staff can reward marbles where the whole class display positive behaviour and work collaboratively. Each class aims to collect 20 'Marbles' When the target number of marbles has been gained the class can decide on a class treat or fun lesson they would like as a reward e.g.: cookery, cinema experience, fun sports, forest school or team building activities.

Kindness Team Points	
Name Surname	
Name Surname	
Name Surname	
Name Surname	
Name Surname	
Name Surname	
Name Surname	
Name Surname	
Name Surname	



Newbald Primary School Special Mention	
awarded to _____	
for _____	
Date _____	Signed _____



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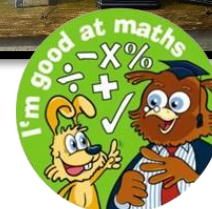




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- Children can go and show Mr Flintham good work regularly.
- Good work can be photocopied to take home to show parents and carers
- A class superstar is chosen at the end of each day where a child is selected as an 'ultimate otter', 'fantastic fox', 'superstar squirrel' or a 'hedgehog hero'
- At the end of each day the children can nominate their peers as a VIP (Very Impressive Person).
- Class dojo messages or email messages sent home from the teacher to parents of children who have behaved or worked well
- A trophy is awarded to the class with the highest attendance each week
- 'Well done' stickers are awarded to pupils who share wider development achievements such as sharing achievements out of school
- Spelling and Maths stickers are regularly awarded to those pupils who engage in homework activities and those who show determination in their lessons
- Class Teachers may also have reward systems in our individual classrooms to praise our good work, values and behaviour. E.g. Reading Raffle to reward reading at home, sticker charts, 'Star of the Week' etc.



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Bad Behaviour & Sanctions

- Each class teacher will have a 'Warning Chart'. If someone doesn't follow the rules, they will be reminded that if they choose to misbehave they will receive a warning. Each day will be a 'fresh start'.
- If someone continues to misbehave and they receive 3 warnings in the day, they will be told that they have to miss their playtime. This will be logged by our teachers using a computer system called CPOMS
- During playtime notification of any negative behaviour (and or any warnings) will be passed to the class teacher to log on their warnings chart.
- Each day is a 'fresh start'. However, warning charts will be passed to the headteacher. Any children who consistently receive warnings will be seen by Mr

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Flintham. He will then decide to speak with the child, send a letter home to parents and carers, speak to them in the playground/on the phone or issue a final warning to the child.

- For serious incidents, such as violence to other children, the warning system will not be used. The incident will be logged by our teachers using a computer system called CPOMS. A teacher will deal with the incident and the child will receive an appropriate sanction. Mr Flintham will speak to the child and if it is deemed necessary contact parents to discuss behaviour and any sanctions.
- If children display significant negative behaviour or continue to break the school rules, then Mr Flintham and the Class Teachers may give the children work to finish, stop children from attending some fun or enrichment activities such as trips and visits, remove break time/lunchtime privileges or put them 'On Report'. Mr Flintham will speak with the child and decide if there is the need to send a letter home to parents and carers, speak to them in the playground/on the phone or issue a final warning to the child. Following significant or repeated incidents of unacceptable behaviour, Mr Flintham will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy.
- **We understand that our teachers care for us and treat us all consistently and fairly. We know that if a child makes mistakes with their behaviour, our teachers will work with them so that they don't make the same mistakes in future. We understand that some sanctions may be adapted to suit each individual child due to their age or their individual need.**

Newbald Primary School Daily Positive Behaviour Report Card							
Date: _____							
Lesson Time	Morning Break	Lesson Time	Lunch Time	Lesson Time	Assembly Time	Break Time	Lesson Time

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Behaviour at Lunchtimes

- At Lunchtime, the same high expectations of positive behaviour remain.
- Positive behaviour will be rewarded with team points. School Councillors and Lunchtime staff nominate children who demonstrate positive behaviour and display the school values. These children receive lunchtime award stickers in weekly special mention assemblies in recognition of their positive behaviour at lunchtimes.
- If children do not behave, staff on duty will remind pupils of the need to behave well.
- If children choose to continue with poor behaviour they will be asked to stand or sit in a special position e.g. against a wall, where the pupil can sit / stand for an appropriate amount of time and have cool down time. (In the summer the pupil would be asked to sit on a bench in the shade) This may be for 5 or 10 minutes. Their behaviour will be logged in the lunchtime carbon copy book. (For younger / SEN children the adult on duty may request that they hold the hand of the adult or that they wait with an adult on duty).
- The adult on duty will speak to the pupil after the specified 'cool down' time. If they show that they have understood that their behaviour was not acceptable, they have learnt from their cool down time, they are able to show the school values and will be safe, they will be allowed to continue with play.
- If a child needs to be asked to have a third cool down session in one break / lunch session they should be asked to come inside and miss the remainder of the period to cool down and speak to Mr Flintham. This will be recorded by lunchtime staff using a computer system called CPOMS.



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- Any entries of the carbon copy lunchtime book will be passed to Mr Flintham at the end of Lunchtime. If appropriate Mr Flintham will see the pupil or ask a class teacher to do so.
- For serious incidents at lunchtime, such as violence towards others, the child should be isolated from the other children (i.e. stay inside with supervision). As with any incidents like these they will be logged by our teachers using a computer system called CPOMS. Following discussions with parents, Mr Flintham may decide that children cannot stay at school for lunchtimes if behaviour continues to be poor.

Behaviour at before and after school clubs

- At any before or after school clubs, the same high expectations of positive behaviour remain.
- At before or after-school clubs, (Sunshine Club) Staff will continue to use positive praise and rewards such as team-points and stickers to reward good behaviour. Warnings will be used consistently in line with how they are used in the classroom. Both team-points and warnings will be recorded on a daily report sheet along with any notes from the daily sessions and will be passed to the headteacher.
- If any child continues to show persistent negative behaviour at before and or after school clubs, Mr Flintham may decide that children cannot attend before or after school clubs if behaviour continues to be poor.

Newbald Primary School		
Date:		
Team Points		
Team	Tally	
Respect		
Kindness		
Determination		
Positivity		
Warning Chart		
Name	Warnings	Notes
	W1 W2 W3	
	W1 W2 W3	
	W1 W2 W3	
	W1 W2 W3	
	W1 W2 W3	
	W1 W2 W3	
	W1 W2 W3	
	W1 W2 W3	
Notes / Messages		

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Bullying Incidents

Bullying is not tolerated at Newbald Primary School. Bullying will be taken seriously. We have decided that we are a **'Telling School'**. The bullying target (victim of bullying) will be encouraged to talk about what is happening to them.

We will also encourage all the other children to tell a teacher, adult or school councillor if bullying is happening because the bullying target maybe afraid to say anything.

Mr Flintham and all the teachers will deal quickly with any bullying through finding out what is happening, talking to the children involved, mediating between the children if appropriate and involving parents when necessary.

We will talk about bullying in class and in assemblies and remind everyone that telling about bullying is everyone's responsibility.



Additions to the School Council Behaviour Policy

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting negative or unacceptable behaviour. Newbald Primary focuses heavily on forming positive relationships based on care, routines, professionalism, predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. We are proud to be a child centred school.

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Positive Handling - Physical Intervention

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order and discipline. Furthermore, the school takes seriously its duty of care to pupils, employees and visitors to the school. The first and paramount consideration is the welfare of the pupils in our care. The second is the welfare and protection of the adults who look after them.

Physical intervention will only be used as a last resort and should only be used when there is no realistic alternative and for the shortest amount of time possible. The school understands that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response with a dynamic risk assessment. After that event, staff have a duty to plan ahead and prepare a risk assessment detailed in their individual student plan which could be the Education health and care Plan, Behaviour Support Plan or Pupil Passport to Success.

Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Staff may use reasonable force where it is deemed it is in the best interest for the safety of pupils, to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Details of the physical intervention will be logged using CPOMS as soon as possible after the incident and staff should also verbally report this to the headteacher. All staff involved should create a log using CPOMS. The written log of the incident must be thorough, including as much detail as possible such as:

- Staff involved / pupils involved
- Witnesses / other staff pupils present
- Start time of incident & duration of incident
- Details of what had happened before, during and after the incident,
- The reasons why specific interventions were employed, (e.g. nature of the risk)

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- details of any physical restraint, (referring to Team Teach techniques where possible) the duration of the restraint and any injuries incurred due to the incident.
- Details of diversion, distraction and de-escalation strategies attempted
- Details of calming strategies and post incident

Physical intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to challenging behaviour should be reasonable, proportionate and necessary.

Any violent or threatening behaviour by a pupil towards other pupils or members of staff will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

Suspensions and Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Any suspensions and or exclusions will be made as a last resort and in line with our suspensions and exclusion policy.

We follow the Government guidance on exclusions from school:

<https://www.gov.uk/government/publications/school-exclusion>

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school will

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respond promptly and appropriately to any sexual harassment complaints. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate to sanction the pupil. Where a pupil is identified with SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances, requirements and need of the pupil concerned.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include some of or all of the following (non exhaustive list) :

- Reassuring children that we care and want to help
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an achievable outcome goal.
- Giving pupils a choice of next steps e.g. 'You can put the item in your bag or on my desk.' 'Shall we go and talk in the classroom or my office?'
- Using slow breathing exercises to regulate and calm a dysregulated pupil
- Use of appropriate reassuring contact e.g. rubbing the back, reassuring hug etc.

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