



Newby and Scalby Primary School

(An Academy within Coast and Vale Learning Trust)

School Policy

Behaviour Policy (including Anti-Bullying Policy)

Approver: Headteacher
Review Cycle: Annual

Revision History

Date	Version	Short Description of Changes	Approved by:
21st Oct 2011	1.01	Rationalising use of two colours of incident slip to one Providing warnings by leadership team early in the process Removal of weekly Golden Time from school timetable	Senior Leadership Team
Mar 2013	1.01	No changes	HT
Mar 2017	1.01	No changes	HT
Sep 2018	1.02	Certain refs. to LEA removed Data Protection information included.	HT
Jan 2019	1.03	Insertion of up-to-date incident slip Removal of reference to ICT manager	SLT

Feb 2020	1.04	GDPR Section Added	SLT
Mar 2021	1.05	Review taken by NYCC legal policy updated in line with recommendations. School rules added	HT
September 2022	1.06	Insertion of up-to-date incident slip Change of language (IEP to IPM) Addition of CPOMs	SLT
September 2023	1.07	Insertion of new school rules and removal of Incident (Green Slip) details. All recording via CPOMs	SLT
January 2024	2.0	Establishment of Policy	HT

'Dream, Believe, Succeed'



Our Vision Statement

"Inspiring Dreams, Creating Belief, Building Success"

"We are a school which nurtures children to achieve infinitely more than we might ask, or they might dream; empowering them so they can thrive as confident citizens now and in the future."

DREAMS

Newby and Scalby primary School is an academy within the Coast and Vale learning Trust catering for children between the ages of 4 and 11 years old. The school prides itself on its 6 key values of: Dream, Respect, Excellence, Aspiration, Motivation and Success

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1. Policy objectives

The purpose of this policy is to ensure a consistently high standard of behaviour by children across the whole school, in all school contexts which all children and staff recognise, understand and follow. This policy is to be used in line with other teaching and learning policies, and the Special Educational Needs and Disabilities Policy and Inclusion Policy

2. Statement of intent

- To encourage a healthy and positive attitude towards learning
- To reinforce and encourage good behaviour which has been agreed by parents, children and staff
- To discourage and respond effectively and consistently to inappropriate behaviour
- To positively affect the behaviour of our pupils by promoting self-discipline and ensuring that poor behaviour by individuals does not adversely affect the learning of others
- To encourage the demonstration of the school's vision particularly: **respect** throughout school, for people and property; **motivation** to build confidence and self-belief; **success** enabling all children to thrive and be accepted for who they are
- To continue to develop good relationships within school and with parents
- To provide a framework within which both staff and pupils can develop self-esteem
- To reduce the necessity for confrontation between staff and pupils
- To address incidents of bullying, racial harassment or sexual harassment and truancy as well as minor misbehaviour as soon as possible.
- To enable pupils with needs to be identified and the most suitable action and support for any special educational needs and disabilities to be planned within an Individual Provision Maps (IPMs)
- To make parents, pupils and staff aware of the policy
- To provide a framework which ensures that reasonable adjustments are made to the behaviour policy to reflect the special educational needs and disabilities of pupils.

3. Our school's legal duties under the Equality Act 2010 and Children and Families Act 2014

These expectations are intended to apply to the vast majority of children in our school. Occasionally a decision will need to be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress. Specific plans might sometimes be necessary.

4. Making it a reality

Staff will ensure that behaviour expectations are taught as it will not 'just happen'. Teachers will make time to discuss behaviour with their class. All staff working with children have responsibility for encouraging children to follow behaviour norms. Where possible, all staff should ensure that very good behaviour is recognised through:

- Use of team points and other aspects of the behaviour policy
- Celebrating positive behaviour in whole class situations
- Sharing of good examples in whole-school assemblies.

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4a. Recognition and Rewards

We recognise and reward learners who go 'over and above' our expectations. Staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. We encourage children to show initiative by playing an active role in good behaviour, rather than passive compliance e.g. to pick up a piece of rubbish and place in the bin rather than walking past it etc ...

At Newby and Scalby Primary School, we recognise good behaviour, effort and conduct in the following ways:

We are using the term **ON** the rainbow. The rainbow is used as it is reflective of all of our values, and we would expect all children to be on the rainbow.

All children start with names on the rainbow, they can get back on it at any point. This will be reset each day.



Focus	Praise Method	Approach
Learning and Effort	Team Points	For effort and successes in their learning. 1 Team Point – good effort / achievement 2 Team Points– outstanding effort / achievement Teachers to determine the system for recording house points in the classroom. These will be collected weekly by Year 6 monitors and celebrated in Friday's Celebration Assembly.
Learning Attitudes	Excellence Award Certificate Assembly	These awards will celebrate efforts/achievements in learning. They should focus on the learning set out on the certificates. Teachers will write the certificate and bring it to the assembly on Friday and read it aloud. To be written in the second person to address their achievements. Teachers can give more than one certificate each week. Children sent to HT/SLT – Thursday Breaktime.
Learning, Attitude and Effort	Team Point Winner Certificate Assembly	Teachers will write certificate for child with most Team Points in the class.
Values and Behaviours	Values Certificate Assembly	Certificate given out each week for any of the values demonstrated. You may have 1 or all 6 values.
Values and Behaviours	Positive Postcard	These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week. They will be posted home. There is no expectation on the number to be given out by teachers. Teachers will decide how these are handed out dependent on the pupil. Teachers to have a pile of postcards accessible in the classroom for cover teachers. Visitors can also give them out when they recognise 'over and above' behaviour.
Values and Behaviours	DREAMS certificate	These termly (half-termly) awards, in the form of a letter home, will recognise pupils who consistently demonstrate the school's core values: DREAMS. These will be handed out in the last celebration assembly of each term (6 a year). DREAMS Certificates parents to be invited in at the end of each term. Two a term – KS1 and KS2
Learning, Attitudes, Values and Behaviours	Positive Phone Calls Home	Any member of staff is encouraged to call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.

4b. Positively Managing Behaviour

Engagement with learning is always our primary aim at Newby and Scalby Primary School. For most of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Newby and Scalby Primary School praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given processing time in between steps.

All classrooms will have a 'Rainbow Chart' on which every child's name is placed. The expectation that these children's names will remain there because they will have displayed expected behaviour (the school values).

5a. Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Teachers will deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct.

Stage	Steps	Actions
1.	1. High quality/ adaptive teaching (Use Redirection & Reminder)	<p>Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.</p> <p>A reminder of our values: 'Are you showing your partner/class/teacher respect?' '## is demonstrating how motivated they are today. I wonder if I will see more of that.' Etc.</p> <p>The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary.</p> <p>Praise will be given if the learner is able to model good behaviour because of the reminder. 'You are really giving yourself a chance of success now you are ...' etc.</p>
	2.Caution (Remove from rainbow. Re-instate when behaviour is modified successfully.)	<p>A clear verbal warning, delivered privately wherever possible, making the learner aware of their behaviour and the values that they are not adhering to and clearly outlining the consequences if they continue.</p> <p>Use the phrase: 'How can you make a better choice?' or 'Have you made the right choice?' 'What value do you need to think about?' 'Think carefully about your next step.'</p>
	3.Last Chance (CPOMs at this stage, most likely.) (Re-instate on rainbow when behaviour is	<p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.</p> <p>Use the 30 second scripted intervention:</p> <ul style="list-style-type: none"> I have noticed that you are ... (<i>having trouble getting started, wandering around etc.</i>) right now. At Newby, we ... (<i>refer to Dream, Believe, Succeed</i>). '<i>We will be able to show excellent learning by ...</i>'

modified successfully.)	<ul style="list-style-type: none"> • Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 2 (or up to 5) minutes after class/during break. • Do you remember yesterday/last week when you... (refer to previous positive behaviour, ideally based on one of the values). • That is who/what I need to see today... • Thank you for listening ... then give the child some processing time.
4a. Time Out (recorded on CPOMs – this will be the action from a previous report).	<p>Time out might be a short time away from the classroom with another Class/Teaching Assistant/calm corner (other suggestions- brief time-limited time outside the classroom with the resources to complete the task and with clear expectations.)</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. Five minutes (might vary according to need or specific plan) maximum. Reset expectations and settle back in.</p>
4b. Time out in another class	A 5 – 10-minute time with another class teacher – completing specified work.

5. Behaviours requiring a child to leave/be removed from the classroom/playground etc.

(Order of phone calls – Inclusion; AHT, DHT and then HT)

Consequences must be reasonable and proportionate. Wherever possible, consequences should be relevant to the undesirable behaviour and focused on reparation. This includes tidying up an area that has been disturbed, fixing something that has been broken, repeating an activity correctly to show how it should be done. Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.

Undesirable Behaviours	Consequence
Breaking of our rules/values?	Send back, repeat correctly or practise in break time
Continued low-level disruption	Follow stages 1-4b of our behaviour management strategy above and if they continue then a 5 – 10-minute time with another class teacher
Refusal to work	Follow stages 1 – 4b of strategy. Complete work at break or lunchtime (GLR supervised by SLT/Inclusion). Follow up by class teacher.
Unkind words towards peers	Restorative practice/reference to school vision and values.
Rudeness to staff	Long walk to SLT office, preceded by phone call. (Numbers to be specified)
Play fighting	Reminders, as above to nip in the bud. However, might need time off

	<table border="1" data-bbox="464 103 1501 421"> <tr> <td data-bbox="464 103 831 181"></td> <td data-bbox="831 103 1501 181">playground/restorative practice in GLR – see above.</td> </tr> <tr> <td data-bbox="464 181 831 300">Low-level physical unkindness on playground</td> <td data-bbox="831 181 1501 300">Time off playground. See above.</td> </tr> <tr> <td data-bbox="464 300 831 421">Taunting and deliberately antagonising</td> <td data-bbox="831 300 1501 421">Discuss with Inclusion or SLT if required – see above.</td> </tr> </table> <p data-bbox="464 465 1278 499">The following will result in missing playtimes or lunchtimes:</p> <ul data-bbox="512 506 1414 813" style="list-style-type: none"> • Repeated/persistent disruptive behaviour • Swearing at another person • Stealing • Harming or threatening staff • Hurting other pupils with intent to harm • Intentionally damaging property • Racist/homophobic/discriminatory comments with intent to offend (including online behaviours?) <p data-bbox="464 857 858 891">Supervised by SLT/Inclusion.</p> <p data-bbox="464 943 1286 976">Pupils will use the time to do one or more of the following:</p> <ul data-bbox="608 983 1046 1093" style="list-style-type: none"> • Complete work • Reflect on their actions • Engage in restorative work. <p data-bbox="464 1137 1457 1205">Where these behaviours are extreme or persistent, we may decide to give a child an in-school exclusion or suspension.</p>		playground/restorative practice in GLR – see above.	Low-level physical unkindness on playground	Time off playground. See above.	Taunting and deliberately antagonising	Discuss with Inclusion or SLT if required – see above.
	playground/restorative practice in GLR – see above.						
Low-level physical unkindness on playground	Time off playground. See above.						
Taunting and deliberately antagonising	Discuss with Inclusion or SLT if required – see above.						
<p data-bbox="108 1216 432 1391">6. Repeated or persistent breaches of the behaviour policy. (Stage 2)</p>	<p data-bbox="464 1216 1477 1402">Repeated breaches of the school behaviour policy may result in the Assistant Headteacher or Deputy Headteacher removing rewards (see above) or establishing an IPM that includes alternative strategies, support and resources to help the child to comply with the school's behaviour policy.</p> <p data-bbox="464 1435 1477 1581">It is at this stage that parents/carers will normally be informed because Stage 1 sanctions have not been successful and working in partnership is likely to address the issues more effectively than school staff working in isolation.</p> <p data-bbox="464 1615 1477 1794">In the very small number of cases where improvements are not observed within three months of an IPM being established the Headteacher may consider the use of an Exclusion or Suspension from school (using Local Authority Guidelines). Parents will be involved in this process.</p> <p data-bbox="464 1827 1453 1895">Exclusion or Suspension will be seriously considered and may be used by the Headteacher for any of the following:</p> <ul data-bbox="464 1928 1477 1995" style="list-style-type: none"> • Violence towards or swearing at pupils, staff or other adults within the school grounds. 						

	<ul style="list-style-type: none"> • Bringing weapons, illegal drugs, cigarettes, offensive material, fireworks or any other items into school. • Other circumstances deemed serious enough by the Headteacher to warrant this level of sanction.
Repair (at any point of the process but particularly after a sanction)	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting.</p> <p>Restorative Practice: Suggested 5 questions (Key questions in bold) are usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? <ul style="list-style-type: none"> ◦ What were you thinking at the time? ◦ What have you thought since? ◦ How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Visual sheet to support this will be available in all classes and in Inclusion/SLT offices.</p>
Follow-up	Quantity of incidents over specific time frame. AHT and DHT to monitor CPOW weekly. Threshold 3 record incidents in one week.

5b. Serious Incidents:

These incidents will be dealt with by school staff, who will consider the age and needs of the child. All serious behaviour matters must be referred *immediately* to the SLT or Headteacher.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults.

Restrictive Physical Intervention (RPI)

We follow both the LA and national guidance on the use of physical intervention. It is the policy of this school that only in exceptional circumstances may physical restraint be used on children by any adult employed at the school. In all cases, RPI should only be used when all avenues have been exhausted and the pupil is endangering their own safety, the safety of others, damaging property or threatening the good order of the school.

6. Newby and Scalby Primary School anti-bullying policy

AIMS

This policy relates to children, young people and adults at Newby and Scalby Primary School. It acknowledges the statutory obligations on school to encourage good behaviour and prevent all forms of bullying amongst pupils. It also acknowledges that bullying incidents should be addressed as a child protection concern where there is a risk of significant harm.

The School recognises its duty to respond to bullying that takes place at school and outside the school premises. Any incidents of bullying behaviour are totally unacceptable. Claims that

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bullying has occurred will be taken seriously and acted upon. Reasonable adjustments will be made according to special educational need/ disability/ or vulnerability of children where circumstances might explain but never excuse bullying behaviours.

Our vision is to develop and nurture happy, healthy and emotionally intelligent independent learners. Every child no matter what their race, culture or background has a right to belong and feel valued and safe. We aspire to create an atmosphere in which high quality learning takes place; a school where pupils, staff and visitors are welcomed into a warm, friendly and thriving learning community.

WHAT IS BULLYING?

The Anti Bullying Alliance includes the following principles in its definition of bullying which Newby and Scalby Primary School agrees with:

- bullying behaviour deliberately causes hurt (either physically or emotionally)
- bullying behaviour is repetitive (though one-off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves)

BULLYING IS NOT:

- teasing and banter between friends without intention to cause hurt
- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to and enjoy (though watch as coercion can be very subtle)

Procedures for dealing with bullying incidents

- Children are listened to calmly and seriously
- The class teacher will record the event and actions on CPOMS
- If bullying has occurred then parents would be informed
- If bullying has occurred then sanctions designated by the school would be applied

Sanctions

- The level of sanction would reflect the severity of the incident
- Sanctions available are: loss of playtime, internal suspension, lunchtime exclusion from school, suspension and exclusion from school
- The bully is given behavioural support to address any underlying causes for bullying behaviours
- The victim is given support
- The victim is given actions to keep safe

IF THE INCIDENT IS REPORTED BY A PARENT

A member of the Inclusion Team will listen impartially to the complaint. The procedures will be explained to the parent. If the Inclusion Team are satisfied that there has been some bullying the procedure is as follows:

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- The parents of the bully are informed and invited into school to discuss the incident
- The victim is supported and given actions to keep safe
- The bully is given appropriate sanction
- The bully is given behavioural support to address any underlying causes for bullying behaviours.

Appendix A

The 30 second scripted intervention:

1. I have noticed that you are ... (*having trouble getting started, wandering around etc.*) right now.
2. At Newby, we ... (refer to *Dream, Believe, Succeed*' *'We will be able to show excellent learning by ...'*)
3. Because of that, you need to... (refer to *action to support behaviour e.g. moving to another table, complete learning at another time*)
4. See me for 2 (or up to 5) minutes after class/during break.
5. Do you remember yesterday/last week when you... (refer to *previous positive behaviour, ideally based on one of the values*)?
6. That is who/what I need to see today...
7. Thank you for listening ... then give the child some processing time.