



# Positive Behaviour Policy

July 2023

Policy Creation and Review	
Author(s)	Sam Dutch & Mary Bull
Last Review Date	21st July 2023
Ratified by Governing Body	
Next Review Date	21st July 2025

# New City Primary School

## Positive Behaviour Policy

### A. Introduction

Our main objective when considering whole school behaviour is to maintain **consistency and fairness for all**. We do this by expecting all staff to use the strategies detailed in this policy in a **consistent way**.

At New City, we feel that effective behaviour management is a very high priority. In order to deliver the curriculum effectively the environment must be calm and well organised. Therefore, we aim for a high standard of behaviour and use a range of strategies to achieve this. We also give ownership to our children to verbalise and discuss how they feel through the schools Zones of regulation. It is important that staff are very clear about New City's expectations and these expectations are communicated to all children as routine.

- Please also refer to our 'Positive Behaviour Guidance' (in the event of a covid 19 phased return)-June 2021.

We also hope that by adopting the guidelines outlined in this document, we will provide a framework for the creation of a happy, secure, orderly environment in which children can learn and also develop into caring, responsible people.

At New City, we have some underlying principles that are central to our views on the management of behaviour as a whole school issue:

- We believe that every child has the right to learn and it is not acceptable for anyone else to disrupt their learning
- Creating the correct ethos is essential to learning. Building relationships founded on trust and co-operation is extremely important and an integral part of school life
- That all children follow the 5Cs of: **Care, Consideration, Commitment, Cooperation and Courtesy**.

- That children use the schools Zones of regulations displays (located in each class room) to show how they feel.

## **B. Aims**

Our aims for behaviour management at New City are as follows:

- The children will develop a responsible, self motivated and co-operative attitude towards their work and also towards their contribution to school life as a whole
- Pupils will develop an awareness of their responsibility to apply this positive attitude towards their position in society
- The children will achieve their potential in academic, social and behavioral achievement
- The children will accept responsibility for their own environment and develop pride in their surroundings

## **Roles and Responsibilities**

Every member of staff is responsible for following the School Behavior Policy.

Senior Leadership are responsible for coordinating the Behavior Policy and for ensuring that it is implemented consistently. Leadership will support all staff and pupils regarding this policy and use outside agencies where applicable.

Our Pastoral team lead small groups to support pupils with developing self esteem, strategies for anger management, co-operative work and play skills where applicable.

## **Creating a Positive Atmosphere**

As a staff, we can make the school a positive place to both learn and work by adopting certain strategies to make the children feel valued and cared for. A major aspect for the whole of New City is the use of the 5Cs (care, consideration, courtesy, cooperation and commitment).

Effective behavior management does not simply just happen - it needs to be worked at. We need to:

- Set high standards
- Apply rules consistently and fairly - according to children's individual needs

Relationships are a very important part of school life. Teachers should take the initiative and set an example by:

- Using please and thank you, and emphasising the need for good manners
- Greet children when moving around the building and respond when greeted
- Speak to the children - often a comment or a smile to a child, in passing, will relay to the child that he or she has been noticed

To create a positive atmosphere, examples of good behaviour should be highlighted:

- Praise should be used often, but at appropriate times and in context
- Good behaviour should be rewarded
- Good role models should be commended

When dealing with a more confrontational situation, all members of staff should handle the children in the same way:

- Be calm
- Listen carefully to the things that the child is telling you
- Establish the facts
- Make a judgement only when you are certain of events
- Avoid confrontation whenever possible
- Use harsh punishments very sparingly, i.e. sending to children to the Deputy Head Teacher's office should be used for serious incidents.

As a staff, we believe that by following these guidelines we can help the school environment be a pleasant place to be, where children and staff establish a feeling of co-operation and understanding.

Staff will be positive role models in everything they do by promoting respect of each other's rights.

## **C. Values**

We have the following values as part of our school culture:

- Telling and looking for the truth
- Respecting the rights of others
- Encouraging children to care for each other
- Accepting personal responsibility for actions
- Listening to and valuing each other's ideas
- Supporting each other and asking for help
- Being open and honest to create a secure and safe environment

- Acting considerately towards others and be polite
- To respect and celebrate our differences
- Respecting other people's feelings and need for space/time
- Promoting self-discipline
- Boosting self-esteem and achievement by raising expectations
- Respecting the property of other people and of the school
- Valuing and respecting other people's cultures, ethnicity, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, gender.

## **D. SMSC-Spiritual, moral, social and cultural development.**

The school has put 'SMSC' at the heart of school development.

Children are encouraged to think about the kind of people they aspire to be.

Children are taught about the benefits of this through PSHE lessons, discussions, phase assemblies and Whole school themed assemblies.

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

## **E. British Values.**

At New City Primary School we value each and every member of our school community as individuals and respect their rights and freedom. Through the 5 Cs we promote the values of:

- · Care
- Co-operation
- · Courtesy
- · Commitment
- · Consideration

We believe that these values are the fundamental building blocks for our children to grow and develop as responsible adults and British citizens. The government set out its definition of British values in the 2011 Prevent Strategy.

These values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Our curriculum is designed to ensure that our children have the opportunity to learn and reflect on the British values that underpin our lives.

**(See the British Values Statement Policy, available on the schools website).**

## **F. Whole School Approaches and Positive Attitude**

The school recognises that the encouragement of positive behaviour and discipline is the result of a partnership between all staff, governors, parents/carers, children and other people in the community.

All of these partners have an important part to play and we recognise that the aim of this partnership is to offer the children the opportunity to develop self-discipline and to have high regard for themselves and all others in the community.

This policy is based on the principle that all children will develop high standards of behaviour according to their age, maturity; ability and that they must be treated and valued as individuals. Our approach to managing behaviour is to be seen within the context of the school's commitment to equality of opportunity. This awareness of Equal Opportunities is integral to the encouragement of positive behaviour within the school.

All staff will be responsible for encouraging positive behaviour amongst the children. We recognise that as role models to the children, staff must have high standards of behaviour towards themselves and the children.

All staff will have a positive attitude and are encouraged to acknowledge and reward appropriate behaviour and express approval. Staff will exhibit a range of positive controlling responses and give personal acknowledgement for positive efforts.

## **G. Our Expectations**

At the beginning of each school year, whole school expectations and ground rules are shared in assemblies and in individual classrooms. Classes display their shared agreements so that they can be referred to throughout the year. Every class room will also display the schools ethos and 5Cs which are referred to throughout the year.

## **H. Curriculum and Teaching Initiatives**

The key factor in motivating and encouraging positive behaviour is the planning and teaching of an appropriate and effective curriculum that is differentiated to stimulate and engage all children.

Children behave and learn successfully when they feel responsible for their learning and success. The children are encouraged with guidance from staff to set and organise clear goals for themselves, reflect on their progress and work co-operatively with each other. The school educates children within a moral, spiritual and cultural context. Many opportunities exist in school to enable children to develop a sense of values and moral code e.g. in all curriculum opportunities including RE/collective worship and PSHE. All staff will use all learning situations to foster positive behaviour and help children develop a sense of values and mutual respect.

Children are encouraged to think about their behaviour and its effect on others and to share in the responsibility for creating a better learning and caring atmosphere.

All staff should also take into account other factors that influence behaviour such as, hunger, tiredness, illness, difficulties at home, etc. These issues will have to be dealt with on a one to one basis in partnership with parents and carers.

## **I. Self-Esteem**

We believe at New City, children must be encouraged to have a high self-esteem, as this is a major factor to influence positive behaviour.

All staff will be expected to encourage self-esteem amongst the children and to provide appropriate care and support to all.

Staff should enable children to:

- Experience success
- Know that they are valued as individuals by adults and other children
- Know their ideas and contributions are welcomed and acted upon
- Know that their efforts will be praised



- Be proud of their achievements

We have a range of strategies to promote self-esteem:

- Encourage children to support their peers' self-esteem
- Encourage independent work
- By showing enthusiasm for children's efforts
- Encouraging self-criticism
- By providing an environment that allows children to take safe risks and challenges
- By giving genuine praise
- By giving all children the opportunity to be successful in different curriculum areas

All staff will be expected to be role models and to encourage self-esteem amongst the children, providing appropriate care and support to all.

## **J. Encouraging the Behaviour We Want**

All staff will recognise the need to encourage and foster positive behaviour. We recognise the need to acknowledge appropriate behaviours and reward children's efforts on a range of levels. When children are rewarded for their good behaviour staff must make it clear to them and other children the reason for the reward.

Staff should understand that effective praise helps the child to develop positive attitudes and foster intrinsic motivation.

The rewards we give are:

- Through non-verbal praise e.g.: - approving look, nod, wink or smile
- Personal verbal praise
- Public praise, in groups, assemblies or whole school assembly
- Head Teacher Stickers for exceptional learning.
- Choice of favourite activities.
- Giving responsibility.
- Star of the week certificates given during whole school assembly with pictures presented in the school's weekly newsletter and school website
- Reading and mathematics awards
- Presentation awards in assembly
- Informing parents/carers.
- Prominent display of children's work.

- Gift vouchers/book tokens/achievement awards.

## **K. Rules**

Within the school there are clear ground rules that relate to the school's expectations, which have been negotiated and agreed by all children and staff. These are regularly reviewed and shared with the staff, children and parents/carers.

They use age appropriate language.

(Please refer to section D 'Whole School Approaches and Positive Attitude' for more detail)

These rules set the context for positive behaviour and relationships.

All staff and children have agreed:

- To show respect for the needs and feelings of other children and adults.
- To be kind and considerate to others in the playground and throughout the school.
- To show respect for other people's property.
- To be encouraged to share and co-operate.
- To use appropriate language, both verbal and non-verbal at all times.
- To be involved in caring for the school buildings and grounds.

These are used in conjunction with the school expectations.

## **L. Playground**

### **1. Staffing**

- All staff must be aware of lunchtime rotas and to be prompt when on duty.
- If staff attend in-service training courses then it is expected that they will swap duties. If a member of staff is absent and on duty, please inform SLT or your Year Lead.
- If you are on duty and need to leave the playground then please inform the other member of staff and ensure this is covered.
- All staff must be vigilant and mobile while on duty.

## **2. Playground Equipment**

- Children will have access to a wide range of activities and equipment at lunchtime in the playground.
- It is intended to continue to develop the playground environment over the next few years.

## **3. Rules and Expectations**

- Children must not have any toys or unauthorised equipment in the playground.
- No food or drinks are allowed in the playground at lunchtime. Children must eat all food in the dining hall. Chewing gum is not allowed in school.
- Children must not be in the bushes or play with branches, twigs etc.
- Children who are playing football/basketball must show consideration and care towards others.
- All staff must have high expectations of all children's behaviour and deal promptly with any incidents.

## **4. Reflections Linked to our Zones of Regulations**

If children are unable to follow the playground rules and expectations the following are options available to staff:

- A. If a child experiences difficulties in the playground, that can be resolved easily, it will be dealt with by staff on duty.
- B. The child is sent inside to a senior member of staff and will have a discussion/reflection or help in the Dining Hall.
- C. The incident is reported to the class teacher or Year Leader. Appropriate actions will follow which may involve a formal 'reflection time' taking place with the year lead where by the child will need to complete a reflection sheet with a set of questions linked to the Schools 'Zones of Regulation'.
- D. When children are involved in serious /repeated incidents, they must be

reported to the Deputy Head Teachers. The child will complete a reflection

Sheet Linked to the Zones of regulation (see 'How to encourage positive behaviour and self-discipline' section, page 14) about their behaviour, which will be logged and may be sent home to parents/carers dependent on the severity of the incident. In the case of a serious incident both the perpetrator and victim needs are met and follow up care is provided and monitored (appropriate to the incident itself)

E. If the difficulties continue it may be necessary:

- To contact the parent/carer of the child
- Have a formal meeting with the parent/carer
- To draw up a behaviour management support plan

## 5. The Toilets

During lunchtime, the ground floor toilets will be open for the children to use. Children are expected to use them properly and keep them clean.

The member of staff on duty will oversee the use of the toilets but all staff must be vigilant.

## 6. Injuries

- The school has employed a full time Welfare Officer who is available throughout the school day. The Welfare officer will see to any injuries that need attention. All injuries need to be recorded in the accident file and an accident note sent with the child back to the Class and parents/carers informed. Early Years children will need to be accompanied by and to go back and tell a member of staff from Early Years about the accident.
- If there are serious injuries then Senior Leadership must be informed and they will manage the situation.

## 7. Repeated Incidents/Serious Incidents including Peer on Peer for the following (e.g. Bullying, Racial, Extreme Behaviours, Homophobic, Gender Discrimination, Online Abuse/sexual Nature or sexual harassment/abuse)

- If children are involved in incidents either as a perpetrator or as a victim

staff must inform the Deputy Head Teachers. They will speak to the children to investigate the situation. After investigation, there may be a formal meeting with parents where actions including developing a behaviour management programme will be discussed.

- All serious incidents will be logged and monitored in the serious incident folder. After Care will be provided to the victim as well as the perpetrator & will be discussed during weekly Safeguard meetings.

(See section N and O for more details).

- All incidents of verbal or physical abuse of staff must be reported to the Deputy Head Teacher. They will speak to the children and their parents/carers.
- In addition, any act of a serious nature/incident will be followed up and reflected within the schools curriculum, phase assemblies and/or whole school assemblies.

## **8. Children with Special Educational Needs**

- All staff share responsibility for all the children in the playground and must be prepared to deal with all situations with all of the children.
- If staff are unsure about the needs of a particular child they must refer to a member of staff from the child's class or someone who knows them well.
- Children in buggies, 'adult dependant' wheelchairs and rollators must be supervised at all times by an adult.
- Children with medical needs or known conditions such, as epilepsy will usually be supported by a member of staff that is familiar with procedures.
- If you notice anything unusual or if you are worried about any child with a known medical condition who is more independent please talk to the SENCO, or a member of SLT.
- If you need more information or advice about particular children then please refer to the SENCO.

If you need urgent help a member of SLT is always in the dining hall, playground, reflection time space or office.

## **M. How to Encourage Positive Behaviour and Self-Discipline**

The principle aim of any behaviour policy is to encourage children's self-discipline. All staff play a crucial role in developing children's sense of responsibility and ability to control their behaviour and deal with conflicts.

Children are encouraged to:

- Take responsibility for their actions
- Know and understand the school rules and expectations within all the different areas of the school environment
- Understand the boundaries that are set
- Co-operate willingly with adults and other children

All staff must show awareness of the need to look beyond any behaviours and to investigate the root cause of them.

Our approach is to try to understand why particular behaviours occur rather than attempt to control them. This may entail reviewing the appropriateness of the curriculum offered, looking at the context the management and organisation of an area, or the reviewing and re-emphasising of ground rules. While taking all of this into consideration it may also be necessary to impose sanctions for inappropriate behaviours.

Children are given the opportunity to make amends and to understand the effects of their behaviour has on other individuals.

Children are given the opportunity to make amends, which can go some way towards providing the motivation for change because it is effective and therefore powerful.

The procedure to enable the children to make amends is as follows:

- To enable the child to understand what was wrong
- To enable the child to feel empathy
- To problem-solve to put the situation right
- To learn for the future

Wherever possible we encourage negotiated sanctions that match the offence.

Therefore, in discussion with the child, staff will:

- Check with the child that they understand why they are in trouble
- Establish that the child knows that the behaviour was unacceptable
- Discuss the effect the behaviour has on others

- Examine strategies for avoiding the same situation in the future
- Encourage children to think of or offer some alternative strategies
- Problem-solve
- Children will record this on a reflection sheet-The Deputy Head Teachers will monitor and log these incidents.

To enable children to understand that some behaviour is unacceptable we use the following approaches:

- Tactical ignoring
- A non-verbal signal (shake of the head)
- Verbal reminder of the expectations to the whole class
- A reminder of the behaviour chart and warnings.
- A private verbal rebuke and reminder of unacceptable behaviour and reminder of breaking an expectation will result in Play/lunch time reflection
- Removal of choices
- Repetition of task if necessary
- Withdrawal of privileges e.g. park, football team membership etc
- Community service in the school e.g. dinner duty, tidy up areas etc
- Development of a behaviour contract or behaviour support plan

More serious or continuous offenses are dealt with in the following way:  
(At this stage it would be necessary to inform and involve the Deputy Head Teachers and/or Head Teacher where appropriate).

- Logging of incidents during reflection time
- Phone calls home to parents if the child has visited reflection time three times in a single term
- Meeting with parents/carers if the child has visited reflection time five times in a single term
- Withdrawal of privileges over a sustained period of time e.g. a week with community service
- The involvement of outside agencies
- Individualized behaviour management programmes

**Use of Reflection Time** (Please see short version of Behaviour Policy for



detail).

### **Behaviour Procedures**

The Teacher will firstly give a calm, quiet verbal warning reminding the child of the positive behaviour we expect.

If this does not work the child should be warned one last time.

The third step is to move the child down on the behaviour chart.

The following steps are as follows:

- First Reminder
- Second Reminder
- Time out/sent to Year-phase lead

If the negative behaviour continues the child should be sent to the Year-Phase lead for a discussion. If this continues then the child should be sent at Playtime to the Year/Phase lead for Reflection Time. Reflection time is not an opportunity to complete work or homework and is used as an opportunity for conversation and reflection on actions taken by the child. If inappropriate behaviours continue then children will be required to attend reflection time with a Deputy head Teacher.

**Extreme behaviours such as physical or verbal abuse, fighting, spitting, discrimination, bullying, peer on peer abuse, sexual harassment or abuse will be directed immediately to the Deputy Headteacher and will be logged and dealt with accordingly.**

### **Behaviour Procedures**

Staff follow the below procedure:

1. Verbal reminder of the expectation
2. Verbal reminder of what will happen if they continue to break the expectation e.g. they will be sent to Year leader.
3. The use of the behavior chart will be used correctly and consistently.
4. Phase leader will conduct a Playtime reflection time if the child has been repeatedly moved down on the behaviour chart.
5. When the child returns to class they may want to apologise or do something to 'put it right'

6. If a child reaches x3 reflection times with the phase lead during a half term then they will be sent to a Deputy Head to serve the third reflection and a letter sent home (with a phone call)

In the Early Years Foundation Stage the children receive a verbal warning and if this is not sufficient a second verbal warning. If a child has reached the second reminder on the behaviour chart and this negative behaviour continues they spend time on the Reflection chair. If this is not sufficient they will visit the EYFS Lead.

Once a pupil attends reflection time on 3 occasions with a phase lead, a letter will be sent to their parents with an accompanying phone call and on 5 occasions a meeting will be arranged with parents and carers with a deputy Head Teacher. If a child commits more than 5 behavioural offences within a term then a strategy meeting will take place between the Head Teacher, Deputies and parents of the child whereby next steps/appropriate actions will be discussed.

**Extreme behaviours such as physical or verbal abuse, discrimination, bullying will be directed immediately to the Deputy Head Teachers.**

Parents are spoken to and contacted once their child has been seen by the Deputy Head Teachers to ensure they are kept informed about their child's behaviour.

'Reflection Time' for a serious incident takes place in the Deputy Headteachers office and runs during playtime and lunch time to accommodate those pupils who have not been meeting agreed expectations.

As an inclusive school, we have a commitment to the idea of not suspending pupils and try to seek alternative strategies to support and manage behaviour to keep children in school.

For behaviour that affects the health and safety of other children or staff, or is persistently racist or sexist or undermines staff on a regular basis, then a strategy meeting will take place.

The LA has procedures for the suspension please refer to the attendance manual.

## **N. Role of Staff**

Staff must share expectations of behaviour of each other and children, as well as, procedures for dealing with unacceptable behaviour. This must be done at least yearly and when new staff begin at the school.

Adults play a crucial role in setting standards of behaviour and providing good role models for children particularly to learn and develop self-discipline.

Staff should be constructive and use a positive approach by setting clear goals and aims for children to achieve.

Staff must continually evaluate and reflect on their practice individually, in Phases teams or as a whole school.

Within the school there are various levels of responsibility and management, these are used to deal with areas of conflict and to resolve differences.

The following guidance is for all staff to use and may be adapted in individual cases.

The levels of responsibility are:

- Class Teacher
- Year Lead/Assistant Headteacher
- Deputy Headteacher
- Head Teacher

## **O. Challenging Behaviour**

It is the Boleyn Trust and New City Primary School's policy to promote the inclusion of pupils with Special Educational Needs in our school.

The school has an Inclusion Policy which describes our approach to special educational needs provision. Please refer to our positive Handling and Inclusion Policy.

All children are fully included into the curriculum and life of the school.

We are fully aware of the nature of children's individual needs and the value of a whole child approach to their learning and management.

Where a child has a particular challenge or need with behaviour, in consultation with the child, parent and teacher and Inclusion Lead, a bespoke behavioural support plan will be discussed and agreed upon where needed.

### **1. Positive Handling Procedures**

If a child's behaviour escalates and puts the child, other children or staff at risk of physical harm there are trained staff (through Positive Handling training) that can use positive handling strategies to handle the child in a safe way.

Please refer to our Positive Handling Policy.

### **2. Children with High Level Support Needs**

All children have Educational Health Care Plans, which are working documents and reviewed annually or as needed in consultation with the Inclusion Lead. Careful consideration and arrangements are made as appropriate in consultation with the child, parent, class teacher, Inclusion Lead, SENCO, and relevant external agencies. Refer to our Inclusion Policy.

## **P. Bullying**

At New City Primary School, we are committed to providing a warm, caring and safe environment for all our pupils to learn and thrive.

Bullying is wrong and damages individuals. It can also have a devastating impact on the pupils' social and emotional well-being and as a result is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. At New City, we ensure the following procedure take place:

- Bullying is not tolerated
- Incidences are dealt with appropriately and swiftly
- After care is provided for both the victim and perpetrator.

Refer to our Anti Bullying Policy for further details.

## **Q. Peer on Peer Abuse**

Staff understand the importance of challenging inappropriate behaviours between peers and **MUST** report to the Deputy Heads and DSL as soon as they are made aware. Peer on peer abuse is most likely to include:

- Bullying
- Abuse in intimate personal relationships between peers
- Physical abuse
- Sexual violence
- Sexual harassment
- Causing someone to engage in sexual activity without consent
- Consensual and non consensual sharing of inappropriate images
- Upskirting
- Initiation/hazing type violence and rituals.

We ensure that our children feel confident to report incidents of sexual harassment and through our PSHE policy teachers talk to the children about sexism, sexual harassment and sexual assault

## **R. Discrimination and the seven protected characteristics\***

(\*Refer to KCSIE document 2021)

Staff, children and parents/carers are made aware that it is the school's policy that discrimination of any form will not be tolerated, from children or adults. All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of discrimination.

Staff must be alert to any incidents of discrimination and follow the procedure for reporting any recording incidents:

- All incidents of discrimination must be passed on to one of the Deputy Head

Teachers who will investigate and manage the situation.

- Any discrimination incidents that falls within the 7 protected characteristics are reported to the Governors and borough on an annual basis.
- Such incidents are recorded in the Serious Incident log which is located in the Deputy Head Teachers office.
- Parents/carers will be informed of the strategies used by the school to deal with that situation.
- Staff must act and be seen to act firmly against discrimination wherever and whenever it appears.
- Aftercare will be provided for the victim of the incident.
- Aftercare will be provided for the perpetrator of the incident

**Any form of discrimination and harassment is totally unacceptable.**

(Please refer to equality schemes for more details and development plans)

## **S. Parents/carers.**

Parents/carers play a vital role in fostering positive behaviour. Children need parental encouragement and support to participate positively in their day-to-day schoolwork and in the wider life of the school and community. For the school policy to be effective, parents/carers need to co-operate with the school in matters of discipline and reinforce the school's efforts at home.

Parents are aware of the expectations of the school for all children and the procedures used by New City's staff when dealing with challenging behaviour. Parents will be contacted, where deemed appropriate, to ensure that they are aware of their child's behaviour and how they can help to improve this and reinforce positive behaviour at home.

Staff must share management strategies with parents for use in the home if requested. Parental involvement is an integral part of the school's ethos. Staff should encourage parents/carers to share concerns and discuss problems in an atmosphere of mutual support.

Any behaviour contracts and behaviour support plans will be drawn up in partnership with parents/carers as well as children.

Parents/carers must feel able to talk to staff about their child's behaviour whether at school or at home and know that school is a place that can offer various channels of support. Staff must recognise the need to share achievements and success with parents/carers and to show the positive role that parents/carers can play in promoting positive behaviour.

New City staff should recognise the value of positive reinforcement strategies and reward based systems and encourage parents to use these strategies at home.

Please refer to:

- Keeping Children Safe in Education September 2021
- Safeguarding Policy and Procedures
- Teaching and Learning Policy
- PSHE and RSHE Policy
- Anti Bullying Policy



Reflection Sheet: 2023/24

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher for Reflection: \_\_\_\_\_

My behaviour/What did I do?

---

---

---

What zone was I in?

red

blue

green

yellow

My behaviour was:

expected

unexpected

Why?

---

---

*Did my behaviour have a positive or negative impact on others?*

*My behaved made others feel \_\_\_\_\_ because \_\_\_\_\_*

---

---

*What tools could I have used to get back to the green zone?*

---

---

---

*What will I do next time?*

---

---