



NEW YORK
ACADEMY

BEHAVIOR GUIDELINES AND ANTI-BULLYING POLICY

New York Academy maintains high academic expectations, but it also places a strong emphasis on the social and emotional well-being of each student. Our students develop the character, creativity, and skills to become global citizens and community leaders. Students learn the attributes of the Learner Profile to help guide and reinforce our behavior expectations.

The Learner Profile allows students to develop an understanding of their individual responsibility to create and sustain a positive and productive community. We also believe that all students, teachers, staff, and parents/guardians must work together to create and maintain a safe and supportive learning environment.

We at NYA expect our students to behave:

- As **Inquirers**, students will be actively engaged in their own learning, demonstrate curiosity and creativity, participating in class discussions and arriving prepared for class, ready to learn.
- As **Thinkers**, students will strive to make positive choices and decisions in relation to their own behavior.
- As **Caring** individuals, students will be kind and cooperative with others. Students will respect fellow students, staff members, parents, visitors, and volunteers.
- As **Open-Minded** citizens, students will understand and respect differences in others. Students will be prepared to listen to one another with tolerance and empathy.
- As **Knowledgeable** young people, students will use their values and past experiences to solve problems effectively.
- As **Principled** individuals, students will always try to make positive choices and follow the Essential Agreements of each classroom. Students will demonstrate integrity and independence when faced with challenges and opportunities.
- As **Communicators**, students will speak respectfully, politely, and honestly with peers and adults.
- As **Balanced** people, students will use self-management skills to stop and think before making decisions.
- As **Reflective** individuals, students will think about the impact their actions have on others and look for ways to change irresponsible or disrespectful patterns of behavior.
- As **Risk-Takers**, students will aim to be positive and proactive bystanders who aim to support, include, and care for others in need.

During the first week of school, homeroom teachers work together with students to frame Essential Agreements for their class and public spaces in school. These agreements set the tone for the school year and are reviewed to reinforce positive behavior, discuss consequences for poor choices and re-teach expectations for expected behaviors, aligned with essential agreements and the IB Learner Profile.

The Learner Profile is the foundation of who we are, and our Essential Agreements make NYA a safe, supportive and stimulating learning community for all students.

We teach children how to use acceptable alternatives to inappropriate behavior to resolve conflict. We recognize that inappropriate behavior is often due to a child's developmental immaturity. When children engage in inappropriate behavior, we reinforce limits and teach them "what to do" instead of "what not to do." Reinforcing limits and teaching alternatives help children have successful social experiences in school. We incorporate opportunities to solve problems and learn through mistakes, both individually and in groups. Our guidelines for responding to unacceptable behavior are as follows:

- Use strategic reinforcing, reminding, and redirection language
- Address the problem and child in a manner to help avoid loss of the child's self-esteem
- Redirect the child to understand the problem
- Use natural consequences when needed
- Encourage children to verbally express their feelings, rather than demonstrate them physically
- Use situations of misbehavior as a learning experience for all involved

We believe children should never be subjected to physical, verbal, or psychological abuse. In our school, any form of corporal punishment is prohibited.

Addressing Bullying Behaviors and Situations

At NYA, we identify “bullying” behaviors as a behavior by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying and cyberbullying behaviors are not tolerated at NYA and will be addressed by school administration upon record of an incident.

Physical	pushing, kicking, hitting, pinching, and any other forms of violence, threats
Verbal	name-calling, sarcasm, spreading rumors
Emotional	exclusion, isolation, tormenting, ridicule, humiliation
Racist	racial taunts, graffiti, gestures, or wearing clothing/bags/items with racist symbols or phrases onto the school campus
Homophobic	physical or verbal abuse based on stereotyping sexual orientation, whether the target is a member of the LGBTQ+ community or not
Cyber	using technology such as mobile phones, computers, laptops, and tablets to bully others with texts, setting up abusive websites, posting photos, misusing social networking sites and/or sexting, note: this can also include inappropriate behavior online during livestream classes such as arriving on camera without clothing on, or making statements or comments to others that are inappropriately sexual in nature.

At the same time, NYA also recognizes that peer conflict is normal to student growth and development. School personnel avoid the use of labels such as “bully” or “victim.” Instead, the teachers, counselor, and coordinator work with students to resolve conflicts and restore justice in the community.

As educators, we understand that conflict and adversity will happen amongst peers. We help students develop coping strategies that are fundamental to their life-long success. Our aim is to be proactive regarding peer conflict by helping students listen to differing points of view, attempt to understand one another and accept responsibility for their actions when necessary. We support and guide students to help them make positive decisions and choices, and believe it is important to give students an opportunity to learn from their struggles.

Consequences for student behavior that does not meet expectations:

The levels of consequences are flexible depending on the frequency and severity of the behavior. Chronically misbehaving students and/or students acting in ways that are unsafe to self or others may immediately receive more severe consequences.

To resolve a conflict, we first encourage students to find a compromise or common understanding. We ask students if they can accept a different solution, find alternative plans, or agree to disagree. Students may be required to problem solve a conflict on the spot, or to set a time to revisit the conflict when it does not impact learning.

Should a student's behavior impact the learning of others, teachers will establish a Thinking Corner, separated from the group, and require that a student change his/her behavior to be able to rejoin the group. The goal is to ensure that classroom learning is not interrupted. When appropriate, teachers and students may seek the support of the school counselor and/or the principal to help with the problem-solving process.

NYA values reflection to help students think through and evaluate the impact of their decisions and actions. For some conflicts, students will be required to complete a Reflection Sheet. This form is a written explanation detailing the nature of the problem, how it was handled, and what the student could do differently next time. The Reflection Sheet will be sent home and is returned the following day with a parent/guardian signature.

Levels of Consequences for student behavior that does not meet expectations include:

1. Warning/verbal reminder
2. Time Away from group
3. Completion of Reflection Sheet (includes discussion with staff member and signature of parent)
4. Loss of Privileges
5. Parent phone call / conference (may include child)
6. In school half-day suspension (with academic work) (Internal Suspensions will be given automatically for instances of severe behavior (aggression, physical harm).
7. A Student who is internally suspended will spend their day at school in isolation, completing academic work provided by the teacher and monitored by an adult. Following an internal suspension, a meeting will be held with the student, parents, teacher, principal, and counselor.
8. In school full day suspension (with academic work)
9. Out of School Suspension
10. Expulsion

Please note: NYA is a private school. Therefore at any time the school ownership and leadership may determine that a particular violation of school rules may result in immediate expulsion. Examples of what may result in immediate expulsion include:

- Physical or sexual abuse of another student (including harassment of any kind)
- Physical or sexual abuse of an adult staff member (including harassment of any kind)
- Bringing a weapon to school
- Bringing drugs/alcohol to school
- Making terroristic threats of any kind to anyone at school (i.e. "I am going to bomb this classroom" or "I am going to kill you!").