



Behaviour Policy

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Meeting your communication needs:

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'Good behaviour is a necessary condition for effective learning and teaching to take place'

At Falmouth Primary Academy we believe that good behaviour is the key to a successful education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

We believe that every member of our school must promote and model high standards of positive behaviour at all times.

Our policy determines our boundaries of acceptable and unacceptable behaviour, our hierarchy of rewards and consequences and how they are fairly and consistently applied in our school.

Aims:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and poor choices .
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Rationale

At Falmouth Primary Academy we believe that every child has a right to learn in a safe, secure and happy environment. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Falmouth Primary Academy. This is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents/carers and other members of the wider school community.

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

At Falmouth Primary Academy the school environment plays a central role in the children's social and emotional development. All adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

The core beliefs of Falmouth Primary Academy are that:

- Behaviour can change and that every child can be successful.



- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to motivate children and acknowledges positive choices
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing positive behaviour choices helps our children feel good about themselves.

Aims

The aim of Falmouth Primary Academy is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Staff will be sensitive to children's feelings when giving consequences. Whole class 'shaming' is not acceptable. Staff will always use a tone and volume that is appropriate to the learning, Falmouth Primary Academy is a no shouting school. Children will not be given consequences for being late or lack of equipment.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Three Golden Rules and the agreed behaviour chart and supporting visuals
- Develop positive relationships with pupils which may include:
 - ✓ Greeting pupils in the morning and starts of lessons
 - ✓ Establishing clear routines
 - ✓ Communicating expectations of behaviour in ways other than verbally
 - ✓ Highlighting and promoting good behaviour
 - ✓ Concluding the day positively and starting next day afresh
 - ✓ Having a plan for dealing with low level disruption
 - ✓ Using praise at every opportunity and explicitly acknowledge positive behaviours
 - ✓ Use Class dojo to reward positive behaviours
 - ✓ Make use of golden stars, golden book and Head teacher awards



- ✓ Using proximal praise
- ✓ Using PBs (personal bests)
- ✓ Using the behaviour chart
- ✓ Share positives with home
- ✓ Reinforcing positive behaviours that are expected
- ✓ Making use of discussion guidelines
- ✓ Individual behaviour systems
- ✓ Selective use of stickers

At Falmouth Primary Academy we have three whole school golden rules:

- **Follow instructions with thought and care**
 - **Show good manners at all times**
 - **Show respect to everyone and everything**
- The rules are taught and reinforced with everyone within the school community.
 - The rules are modelled as part of the learning process.
 - The rules are displayed as attractively as possible in all areas of the school where children gather.
 - The rules are communicated effectively to all stakeholders in the school.
 - The rules underpin all areas of school life.
 - The rules are rewarded daily through using reward systems

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self – controlled way
- Treat others with respect at all times
- Respond appropriately to the instructions of staff and other adults working in school
- Take care of property and the environment in and around the school.
- Cooperate with children and adults in all aspects of school life
- Help formulate and comply with the classroom rules
- Move sensibly and quietly around school with their arms by their sides
- Remember that there are times when we need to be silent
- Help to keep our school clean and tidy so that we can all be proud of it, including the school grounds
- Learn without disruption to others
- Wear correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow the school's Three Golden Rules

The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.



Falmouth Primary Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

A Positive Approach

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards. Thus the school has a central role in the children's social, emotional and moral development just as it does in their academic development.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Definitions of behaviour

Unacceptable behaviour is defined as:

- Disruption in lessons, corridors, at break and lunchtimes
- Choosing not to follow the Three Golden Rules
- Non completion of learning
- Poor attitude

Severe unacceptable behaviours are defined as:

- Bullying
- The physical abuse of a child
- The physical abuse of an adult
- Racial abuse
- Carrying a weapon or an item which is being used as a weapon
- Repeated disruption
- Swearing
- Deliberately damaging or breaking property
- Stealing property from school/staff or pupils
- Refusal to accept consequences
- Deliberately missing learning by hiding in an area of the school
- Doing something deliberately that constitutes danger to another child
- Trying to or leaving the school site
- Using age-inappropriate language
- Sharing children's magic moments

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.



Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Types of bullying	Definition
Emotional	Being unfriendly, excluding , tormenting
Physical	Hitting, kicking, pushing , taking another's belongings, any use of violence
Racial	Racial taunts, graffiti , gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching
Direct or indirect verbal	Name – calling, sarcasm, spreading rumours, teasing
On line bullying	Bullying that takes place on line, such as through social networking sites, messaging apps or gaming sites.
Child on child abuse	This includes all forms of bullying , including cyber bullying, physical abuse, sexual violence



Rewards and Consequences

We aim to create a healthy relationship between rewards and consequences with both being clearly specified. Pupils should learn to expect fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school behaviour policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both learning and behaviour, these are examples and the list is not exhaustive.

Rewards:

- Every class uses Class Dojo which is a system for rewarding positive behaviour and providing consequences for unacceptable behaviours
- Verbal praise to children with a smile
- Verbal praise to a parent/carer about their child, either face to face or phone call
- Stickers
- Golden stars for learning
- Certificates i.e. celebration assembly
- Sending children to other members of staff to celebrate learning.
- Sharing learning with Head teacher for whole school golden celebration book.
- Head teacher's certificate
- Special responsibilities i.e. school prefect/head boy/girl
- Special privileges
- Golden time
- Magic moments
- Letters/postcards home
- Sharing children's magic moments with home

Included in the policy are suggestions for behaviour management techniques (see 'consequences' below). All class teachers should operate a stepped approach to consequences, which allow children to identify the next consequence. There is a behaviour chart in each class which clearly shows the behaviour that is acceptable or unacceptable.

Behaviour chart

Green behaviour: : *Earning positive dojos, getting in the golden book, earning a blue certificate, earning a reward. Feeling proud of yourself*

Yellow behaviour: : *First warning*

Orange behaviour: : *You need time out to think about your choices, needs work dojo and your parents will be informed*

Red behaviour: : *Loss of break time and lunchtime (unless a child has made consistent behaviour choices). Make positive behaviour choices. Sent to member of SLT. Your parents will be asked to come into school for a meeting*

Consequences:



- Needs work Dojos
- Time on a time out chair at break times and lunchtimes
- Loss of playtime/lunchtime (learning time repayment)
- Loss of golden time
- Loss of privileges
- Discussion with SLT
- Meeting with parent/carer
- Internal exclusions
- Fixed term exclusions
- In extreme circumstances where the health and safety of school members is at risk, permanent exclusion has to be considered

If you don't stop the inappropriate behaviour you are condoning it; you own your own behaviour.

Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and consequences (Individual Behaviour Support Plan)

Behaviour Management Strategies

- Clear and consistent high expectations
- Exemplify appropriate behaviour
- Positive reinforcement
- Tone of voice (no raised voices)
- Seating plan of the classroom
- Use of non verbal communication e.g eye contact
- Use of Rules/Rewards/Consequences
- Use of classroom routines e.g meet and greet pupils
- Repeating of expectations in a clear and calm voice
- Removal of child to another area of the classroom
- Time out for thinking
- Whole class rewards
- Adult and child nominations on class dojo
- Sharing learning with other classes
- Individual behaviour support
- Personal best charts

Vulnerable children requiring additional and different support

- Individual behaviour risk assessments (well being plans)
- Individual behaviour charts
- Use of the targeted clubs
- Access to the pastoral team
- Use of Boxhal profiles



- Support from the Well being practitioner
- Token charts
- Home/school contact through Class Dojo
- Support from Behaviour support team/additional outside agency support

Dangerous Conduct

If a child carries out dangerous behaviour this must be dealt with by SLT, where possible within a calm environment. At all times the child is informed what is happening and why.

Parents/carers should be contacted at the early stage to inform and gain cooperation.

Hierarchy of consequences

Stage 1: First time a child chooses to not follow a rule:

A Verbal Reminder.

When giving a child a verbal reminder always -

- Use the child's name
- Indicate to the child the rule not being followed
- State the effect the choice not following the rule is having, or could potentially have
- Say what will happen if they persist with not making the right choice

Stage 2: Second time a child chooses not follow a rule:

A Recorded Warning (yellow on behaviour chart).

- It is important they know they been moved down the chart and what the next step will be in the process if they continue to make poor behaviour choices and that they can make positive changes.

Stage 3: 3rd time a child chooses not follow a rule:

- Move to another space within the classroom
- Take 5 mindful moments
- Needs work dojo given
- Make up for lost learning time during breaks and lunch

Stage 4: 4th time a child chooses not follow a rule:

Time Out (red on the behaviour chart).

- Needs work dojo given
- SLT informed
- Parents will be spoken to at the end of the day

Physical restraint

In some circumstances , staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder



- Hurting themselves or others
- Damaging property
- Leaving the school site

Incidents of physical restraint must :

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and SLT

Off site behaviour

Consequences may be applied where a pupil has misbehaved off site when representing the school, such as on a school trip or at a sporting event. The school reserves the right to withdraw such privileges if a child has misbehaved off site. A parent may be asked to accompany their child on a future trip if this is the case. Children are expected to follow the Three Golden Rules and if there are concerns regarding a child's ability to follow the rules then their attendance on the trip will be reviewed by the class teacher in consultation with SLT.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to be malicious, the Executive Head teacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Executive head teacher will also consider the pastoral needs of staff accused of misconduct.



Fixed-term and permanent exclusions

Only the Head teacher (or the senior member of staff to whom the Head teacher has delegated responsibility in their absence) has the power to exclude a child from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can appeal against the decision to the Local Advisory Board and can request an independent review. The school informs the parents how to make any such appeal or apply for an appeal in accordance with the guidance provided by the LA.

The Head teacher informs the Local Authority (LA) and the LAB about any permanent exclusion, and about any fixed-term exclusions.

The LAB itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

Home/School Agreement

Parents and teachers will work together to ensure consistent approach and even handling. Parents will be informed of the Behaviour Policy which is available on the school website. Staff will support parents with behaviour management through following school practice at home.

Special Educational Needs and Disabilities

Continued anti-social behaviour must be supported by an Individual Education/Behaviour Programme and checks must be made to see if there is an underlying learning problem. Staff will receive training for managing children with or without a clinical diagnosis.

EQUAL OPPORTUNITIES

No child's behaviour will be discriminated against due to race, age, religion, gender or ability.



