




# Finlay Community School

ASPIRE

BELONG

ACHIEVE

# Behaviour Policy

<b>Governor Committee Responsible:</b>	FCSCC <i>Finlay Community School Combined Committee</i>	<b>Staff Lead(s):</b>	Hannah Williams
<b>Status (Statutory / Advisory)</b>	Statutory	<b>Review Cycle</b>	Annually
<b>Last Review</b>	May 2025	<b>Next Review Date</b>	
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## **Behaviour Policy**

Finlay Community School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core values of 'Aspire, Belong, Achieve' with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## **Aims of the Policy**

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

## **Purpose of the policy**

To provide simple, practical procedures for staff and pupils that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

The Behaviour Policy should be read in conjunction with the relevant policies for teaching and learning (Curriculum, Maths, Literacy and ESafety) as, together, these establish the ethos of the school.

## **Legislation, Statutory requirements and Statutory Guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Searching, Screening and Confiscation](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education 2024](#)
- [Suspension and permanent exclusion guidance](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Searching, screening and confiscation - advice for schools](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).



In addition, this policy is based on: Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its students  
 Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students’ property

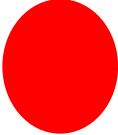
**Finlay Community School Procedures**

At Finlay Community School, we have agreed on the following systems to ensure consistency across the whole school. These systems were devised, with staff, children and parents to: clarify behaviour expectations, support pupils in managing their own behaviour, encouraging self-discipline and develop the skill of consequential thinking.

Engagement with learning is always the primary aim. Steps will be considered with care and consideration, taking individual needs into account where necessary.

The ‘traffic light’ system below is displayed in every classroom and is used consistently by all members of staff across school.

	<p><b>Gold:</b></p> <p>This is for children who go above and beyond the expected standards and <b>consistently</b> demonstrate excellent behaviour daily:</p> <p>Helping, good manners, positive attitude to learning, kindness</p> <p>Children who remain on the Gold Star will receive a praise point.</p>
	<p><b>Green:</b></p> <p>At the start of every day, all children will begin every day on green.</p> <p>Behaviour Expectations: Showing respect to everything and everyone.</p> <p>Upholding our school values ‘Aspire, Belong and Achieve’</p>
	<p><b>Yellow:</b></p> <p>Low Level disruption</p> <p>Calling out, distracting others, not following instructions.</p> <p>Children’s names will be moved back up to green for making the right choices.</p> <p>Children will be given ‘take up time’ of 3 minutes</p> <p>All learners must be given ‘take up time’ in between steps. This is avoiding a leap or accelerating steps for repeated low-level disruption. Take up time will be completed in the child’s classroom.</p>
	<p><b>Orange:</b></p> <p>If a child continues to demonstrate yellow behaviours, despite a reminder and take up time, they will move their name down again.</p> <p>The child will miss up to 15 minutes of lunch time in reflection time, but this time can be earned back by moving their name back up.</p> <p>The orange section is split into three separate parts, each representing 5 minutes (5,10,15)</p>
	<p><b>Red:</b></p> <p>‘Reflection Time’ Children will go to reflection time in the allocated classroom for up to 30 minutes and then the final 15 minutes lunchtime will be spent eating their dinner.</p> <p>The red section is split into 3 sections, each section representing 5 minutes (20,25,30).</p>



The children will complete a reflective activity in this session. If a child's name is moved to red during an afternoon, they will have to complete their 'Reflection Time' the following day. However, they will begin the following day on the Green Circle

**Red Behaviours:** Persistently disruptive, Physical Violence (Provoked or unprovoked), Stealing, Rudeness, Swearing, Lying, Leaving a room/playground without permission, deliberate unkindness, Damaging school property intentionally

If a child has three reflection sessions in a week (Monday – Friday), they will complete their third session with a SMT member. Parents will be notified via a formal letter from the Headteacher.

### **Reception**

In Reception, children will follow a traffic light system the same as the rest of school, however if a child moves their name to orange or red, they will receive immediate time out rather than reflection time at lunchtime so there is an immediate consequence.

### **Reflection Time**

Reflection time is used as a consequence for a child moving their name to red. This is where children will miss their lunchtime play, reflect on their behaviour using a restorative approach. This will be monitored by a designated member of staff. Staff will facilitate a discussion with the child to address the behaviour, and talk about how this could be avoided in the future.

### **Recording behavioural concerns/ incidents (CPOMS)**

All incidents where a child's name has been moved to red will be recorded by the staff member on CPOMS. This information is then shared with parents, senior management team, SENDco and the pastoral team. This enables all involved to monitor the behaviour, decide on necessary intervention and prevention alongside parents. This is done as early as possible to avoid behaviour escalating.

### **Star of the Day**

In order to ensure the day is finished in a positive way, a star of the day is chosen. This pupil receives a sticker to show the children, staff and parents that he/she has been selected. The star of the day is displayed on a board in every classroom.

### **Celebration Assembly**

On a Monday, we celebrate:

- Star of the week, 1 child from every class.
- Home Learning Award, 1 child from every class.
- Positive Play Award, 1 child from every class, awarded by the Learning Mentors and Midday Supervisors.
- My happy mind certificate
- Attendance

Parents and Carers will be invited to the assembly to share the celebrations with their child/ren.



### **Praise Points**

Individual Commendations will be awarded by the class teacher and teaching assistant.

Praise points are awarded for exceptional work and consistently showing outstanding behaviour. Children who are on the Gold Star at the end of the day will receive 1 praise point.

When a child receives the following number of commendations, they will be awarded with:

<b>50</b>	Bronze Commendation Badge
<b>100</b>	Silver Commendation Badge
<b>150</b>	Gold Commendation Badge
<b>200</b>	Award from the Headteacher

### **Promoting positive behaviour**

In order to promote positive behaviour staff will:

- ☺ Act as role models;
- ☺ Provide a curriculum designed to stretch and engage each child;
- ☺ Organise their classroom to facilitate independent working;
- ☺ Organise collaborative work within classes and across year groups which helps to develop good relationships;
- ☺ Hold a celebration assembly once a week.
- ☺ Respond rapidly to incidents of bullying and racial issues;
- ☺ Handle misbehaviour calmly, appropriately and with a positive effect;
- ☺ Work in partnership with parents and outside agencies to promote good behaviour.

### **My Plans/Individual Risk Assessment**

Some individual children will have My Plans, and a risk assessment for high level behaviours and offsite visits. These will be a co-ordinated approach, jointly written by parents and the child, the adults in the classroom, learning mentors, a Member of the Senior Leadership Team and external agencies where necessary.

### **Reasonable Adjustments**

As an inclusive school we have children who come to school with additional needs, we will arrange for reasonable adjustments in order to cater for their needs.

Agreed individual strategies will be implemented to support positive behaviour in the form of a risk assessment – this document will clarify conditions needed to support positive behaviour and what is expected should negative behaviour be displayed.



Strategies could include:

- Time outs
- Working with a named adult
- Alternative curriculum
- Pastoral Support
- Safe space

DFE Guidance on The Equalities Act 2010 states: Schools will not be expected to make adjustments that are not reasonable. School recognises the need to ensure a safe working environment for all children/staff. Behaviours that disrupt learning for others or cause harm to others, in spite of reasonable adjustments, may lead to sanctions such as potential suspension/permanent exclusion.

**Consequences serious acts of misbehaviour**

Actions	Consequences
<ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Bullying (child on child abuse)</li> <li>• Absconding</li> <li>• Physical violence</li> <li>• On-going red behaviours</li> <li>• Deliberately damaging school property.</li> <li>• Persistent disruptive behaviour</li> <li>• Dangerous behaviour.</li> </ul>	<p>Internal Suspension (classroom exchange)                      Formal Warning                      Fixed Term Suspension                      Permanent Exclusion</p> <p>Please see school suspension and permanent exclusion policy.</p>

The Headteacher has the responsibility for giving internal and fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the Headteacher may permanently exclude a child. In each case the Headteacher will follow the schools exclusion policy and the **Local Authority Exclusions Guidance and Protocols**. Both these actions are only taken after the Chair of Governors has been notified.

**Searching, screening and confiscation**

Please see the searching, screening, and confiscation policy.

**Reviewing**

This policy will be reviewed by all stakeholders including the children. In order to provide children with opportunities to discuss appropriate behaviour and share their view, class teachers will include:

- A School Council of pupil and staff representatives which meets once a fortnight;
- Follow aspects of the 'Jigsaw Curriculum' in order to address any relevant issues.
- A programme of Religious Education (The Big Question), which includes ethical and moral issues;
- Weekly phase assemblies when a variety of issues are aired.



This policy will be renewed each year. In order to ensure involvement of all members of the school community, the senior management team will include:

- Regular meetings of teaching and non-teaching staff to review behaviour issues;
- Strategies relative to behaviour management for teachers, teaching assistants, midday supervisors and administrative staff;
- Frank and open debate about behaviour at governors' meetings.