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# 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</b> <i>(Statutory / Advisory)</i>	Statutory	<b>Review Cycle</b>	Annually
<b>Last Review</b>	September 2023	<b>Next Review Date</b>	September 2024
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## **Behaviour Policy**

### **Purpose of the Policy**

This document is a statement of the aims, principles and strategies for promoting behaviour in a positive way at Finlay Community School. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

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.

### **Aims**

Good behaviour should be maintained and encouraged within a positive structure. With this in mind Finlay Community School aims to teach children to:

- Be tolerant and understanding of others with consideration for their rights, views and property;
- Develop a responsible and co-operative attitude towards work and towards their role in society;
- Achieve their potential in terms of academic achievement, self-esteem, having good morals and spiritual awareness;
- Develop pride and a responsible interest in caring for their environment.
- Develop self-discipline and an acceptance of responsibility for their own actions.

### **Finlay Community School Procedures**

At Finlay Community School, we have agreed on the following behaviour management systems to ensure consistency across the whole school. These systems were devised, with all staff, children and parents to ensure that children manage their own behaviour, are clear on the reasons involving a decision and ensure the flow of teaching is conducive to learning.

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



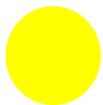
**Shooting Star**– Our 'Gold' behaviours. This is for children who demonstrate excellent behaviour daily.



**Star** – This is what all children are working towards. Children can move their name up from green to the star for making the right choice and displaying role model behaviour and attitude. Any child on the star or shooting star can then be chosen for star of the day. If required, when all children are on the star, the class can be rewarded.



**Green** – 'Role Model Behaviours'. **At the start of every day, all children** will begin every day on the green circle.



**Yellow** – 'Verbal Reminder'. A child will receive a verbal warning, and then if that behaviour continues, the child will move their name to yellow.



**Orange** – If a child continues to make the wrong choice, they will move their name down again. The child will miss up to **15 minutes** of lunch time but this time can be earned back by moving their name back up. The orange circle is split into three separate parts, each representing 5 minutes.



**Red** – '**Lunchtime Sin Bin**'. Children will go to sin bin in the allocated classroom **for up to 30 minutes** and then the final 15 minutes lunchtime will be spent eating their dinner. When a child's name is on red, they will have the opportunity to earn back some of their 'sin bin time'. The red circle will be split into 6 sections, each section representing 5 minutes. If a child's name is moved to red during an afternoon, they will have to complete their 'Sin Bin' the following day. However, they will begin the following day on the Green Circle.

## **Behaviour Expectations**

### **GOLD (Star or Shooting star)**

- ✓ Always helping others
- ✓ Good manners
- ✓ Always trying your best
- ✓ Setting a good example
- ✓ Participating in lessons
- ✓ Perseverance
- ✓ Effort to improve presentation
- ✓ Positive Attitude to Learning ✓ Role Model Behaviour, inc walking.



- Showing respect to everything and everyone □ Listening to others and putting hand up.
- Sitting smartly in class
- Walk around classroom sensibly

**YELLOW – Showing disrespect**

- Calling out.
- Distracting others.
- Not following instructions.

**ORANGE**

Any on-going 'yellow' behaviours that have continued after a warning has been given.

**RED**

- Physical Violence (Provoked or unprovoked).
- Play fighting
- Taking things that do not belong to you without permission
- Rudeness (eye rolling, huffing, answering back, intentionally ignoring an adult)
- Swearing
- Lying
- Leaving a room/playground without permission.
- Deliberate unkindness
- Damaging school property intentionally

**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 a sin bin at lunchtime so there is an immediate consequence.

**Sin bin**

Sin bin is used as a consequence for a child moving their name to red. This is where children will sit in a classroom at lunchtime, reflect on their behaviour. This will be monitored by a designated member of staff. Staff are encouraged to 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 children 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. **Staff will inform parents on a Thursday**, prior to the assembly.

**Praise Points**

Individual Commendations will be awarded by the class teacher and teaching assistant. Praise Points will be awarded for:

**P:** presentation **R:** Resilience **A:** Achievement **I:** Independence **S:** Studious **E:** Enthusiasm

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.

### Sanctions for repeated high risk behaviour

Actions	Consequences
<ul style="list-style-type: none"> <li>• Leaving the school boundaries.</li> <li>• Running away on an offsite visit.</li> <li>• Physical violence towards another child or adult.</li> <li>• Deliberately damaging school equipment or property.</li> <li>• Persistent disruptive and dangerous behaviour.</li> </ul>	Visiting head teacher or assistant head Contacting parent/s Exclusion: lunchtime exclusion, internal exclusion, suspension, (1 – 30 days) or in extreme cases only, permanent exclusion.

The Headteacher has the responsibility for giving fixed-term exclusions 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.

### **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 Key Stage 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.