

1. Aims and objectives

- To adopt a positive approach to behaviour in our school, placing greater emphasis on rewards rather than sanctions.
- To define acceptable standards of behaviour.
- To provide a consistent framework for recognising and rewarding success and de-escalating negative behaviours.
- To promote self-esteem, self-discipline and positive relationships at all levels.
- To encourage the involvement of parents, pupils and staff in the implementation of this policy.
- To establish clear communication systems so that all parties are informed and supported.

2. Maintaining a positive environment

We expect all members of our school community to understand and demonstrate the values of:

Excellence, Friendship, Respect, Inspiration, Motivation, Equality, Communication, Gumption, Independence, Determination and a positive Attitude

We want to ensure all children and adults work together in a supportive and collaborative way. We want everyone to feel happy, safe and secure, to create the best learning environment we can.

Promoting and rewarding positive behaviour

Our behaviour guidelines are as much, if not more about promoting and rewarding positive and constructive behaviour as it is about discouraging disruptive and unhelpful behaviour.

'Rewards' are based on recognition and praise as well as team points, golden time, Falcon Flyer Awards, credits and recognition and appreciation in assembly for exemplary behaviour or outstanding effort. We love to acknowledge children's progress and achievements outside school, and encourage these to be shared with the school.

Our children's golden rules:

- We look after our school and everything in it
- We move around school safely
- We keep our hands, feet and unkind words to ourselves
- We listen to and follow instructions the first time they are given
- We are responsible for our own learning and actions.

Please refer to appendix 1a

Specific rules regarding expectations during assembly and lunch are included in this document. These will be clearly displayed in the appropriate areas.

Please refer to appendix 1b, 1c and 5

Credits

Credits are awarded for **sustained improvement or outstanding achievement in any aspect of school life**. Credits are recorded on individual credit/debit records (Appendix 2a and 2c).

3 credits = certificate and child sees the HT. Certificate presented in assembly.

Every third certificate is a star certificate and is presented in the celebration assembly:

3rd = Bronze (Bookmark)

6th = Silver (Calculator)

9th = Gold (Pen)

12th = Platinum (Paperweight)

15th = Diamond (Thesaurus)

18th = Falcon (Sponsorship of a Falcon)

Falcon Flyers

Each class nominates a child who has demonstrated one or more of the Falcon Values during the week. Certificates are presented with a wrist band during Friday celebration assembly. The values are:

Excellence

Friendship

Respect

Inspiration

Motivation

Equality

Communication

Gumption

Independence

Determination

Attitude

What happens when children need support with their choice of behaviour?

Staff support children in class and in the playground to encourage behaviour in accordance with the golden rules. A process is in place to help children make the right choice about their behaviour, and understand the consequences if behaviour is persistently disruptive.

In the class:

1. The child is given a clear reminder that their behaviour is not appropriate.
2. If the child persists, their name is written down.
3. The final step is a cross being placed next to the child's name. This is referred to as receiving 'a yellow card' and the child will lose their next break time (15 minutes). The child will be asked to attend a supervised room during their break, and be encouraged to reflect on their behaviour, think about the impact it might have on themselves and others, and what they can do to make better choices in the future. **Parents will be informed after each yellow card????**

Please refer to appendix 4a

If a child loses three breaks within six school weeks, we will inform the child's parents/carers and, unless there are exceptional circumstances, the child will receive a debit (in essence - lose a credit).

In the playground:

1. The child is given a clear reminder that their behaviour is not appropriate.
2. If the child persists, their name is written down by the adult supervisor.
3. The final step is a cross being placed next to the child's name and they are taken to a supervised room (for 15 minutes), where they will be encouraged to reflect on their behaviour, think about the impact it might have on themselves and others, and what they can do to make better choices in the future.

Please refer to appendix 3b and 4b

In cases requiring immediate resolution

In circumstances where behaviour needs to be dealt with immediately, such as the safety of staff and children are compromised, a supervising

adult may shorten the procedure, either skipping one or more steps, and if necessary, a child may receive a debit after a single incident.

In very exceptional circumstances, for example, if other children or adults could potentially be hurt, it may be necessary to respond differently, and outside of the stepped procedure, to best safeguard all children (including the child whose behaviour is potentially unsafe). It may be necessary to refer to other safeguarding and disciplinary policies.

In the event of 'harmful' behaviour, staff are Step On trained to guide and escort the child away from harm. Some of our staff are also Step Up trained to physically restrain a child (see Positive Handling Policy).

If there are ongoing concerns

If we have ongoing concerns about a child's behaviour we will seek to discuss these with the child's parents/carers with the intention of working in partnership to support the child.

We will try to determine any underlying reasons for the child's behaviour and put in place a personalised support plan to help the child, dealing with any influencing factors, and help the child focus on positive experiences in school as well as recognise how their behaviour is affecting others. Progress will include recognising and praising children who have taken positive steps to improve their behaviour.

Debits

Debits are recorded on individual credit/debit records (Appendix 2c) Debits mean that pupils must be awarded one more credit to achieve the next certificate.

Incidents of bad behaviour should be recorded on incident sheet and shared with class teacher and other responsible adults. A copy should be placed on the child's file.

Please refer to appendix 3a

5. Inclusion

Falcon Junior School is committed to the development of all pupils regardless of gender, academic or physical ability, race, culture and sexual orientation. We endeavour to meet the needs of all our pupils in the classroom environment wherever possible.

(See Single Equality Scheme)

6. The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher and parents will be informed of the concerns regarding their child's behaviour.

The class teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of each child. Parents will be kept informed and invited to a meeting along with the child to negotiate a support plan to help the child to change the behaviour that is creating problems. The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

7. The role of the head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. School governors are notified of actions taken.

8. The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance process can be implemented.

9. The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

10. Fixed-term and permanent exclusions

Only the head teacher (or the acting head teacher) has the power to exclude a pupil 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 pupil, 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, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee that is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

11. Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

12. Review

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Golden Rules

- we look after our school and everything in it
- we move around the school safely
- we keep our hands, feet and unkind words to ourselves
- we listen to and follow instructions the first time they are given
- we are responsible for our own learning and actions

Lunch Rules

-  We wash our hands before eating
-  We walk into and around the hall
-  We stay sitting down to eat
-  We clear up after ourselves
-  We put rubbish in the bins
-  We follow instructions first time



Playground Rules

-  We play sensibly and safely
-  We ask before joining a game
-  We share space
-  We respect the quiet areas
-  We invite people who are left out to join in
-  We put rubbish in the bins
-  We follow instructions first time



APPENDIX 2a

Name: Class:.....

Value demonstrated:

Details:.....
.....
.....
.....

Signed: Date:.....

**FALCON JUNIOR SCHOOL
CREDIT**



Soaring to Success

APPENDIX 2b

Name: Class:.....

Value not adhered to:

Details:.....

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.....

Signed: Date:.....

FALCON JUNIOR SCHOOL DEBIT



APPENDIX 3a

Name of Child (ren)

Date

Incident

Action Taken

Action to be taken in the future

APPENDIX 3b

Name	Date
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The Falcon Value I did not follow was :

Why was my behaviour a problem?

This is what I am going to do to change my behaviour.

I am sorry for....

Signed:

Teacher's signature:

APPENDIX 3c

Reflection Room Log Sheet

Name:

Class:

	Date	Notes
1		
2		
3		
		Parent Meeting
1		
2		
3		
		Parent Meeting
1		
2		
3		
		Parent Meeting

Keeping Falcon Working

What happens if you make the wrong choices?
IN CLASS

Step 1. Verbal warning and reminder of the rules

Step 2. Name on board and reminder of the rules

Step 3. Cross next to name (yellow card) and loss of break. Report to reflection room.

Keeping Falcon Working

What happens if you make the wrong choices?

OUTSIDE

Step 1. Verbal warning and reminder of the rules.

Step 2. Name written down by an adult and reminder of the rules.

Step 3. Taken off the playground and brought to the reflection room for 15 minutes to reflect on behaviour.

APPENDIX 5

Assembly log sheet

Name:

Class:

	Date	Reason	
1 (5 mins with class teacher at break/lunch)			
2 (5 mins with class teacher at break/lunch)			
3 (5 mins with class teacher at break/lunch)			
	Date	Outcome	
Next steps from meeting with teacher			
	Date	Outcome	
4) Meeting with child and HT/AHT and next steps below			