



Behaviour Policy

Policy Written By: Sasha Palmer

Policy Reviewed: September 2021

Review Data: September 2022

Policy to be taken to Governors:

Policy Category: School



Behaviour Policy

Purpose of the Policy

This document is a statement of the aims, principles and strategies for managing 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 general 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 self-esteem, academic achievement, appreciating their environment, 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 not constantly interrupted:

The below 'traffic light' system 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.



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’. As they move up through the colours towards the shooting star, the time will be reduced by 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 being helpful
- Polite to everyone
- Bringing in home learning
- 100% effort in everything
- Setting a good example
- Answering questions well
- Perseverance
- Showing improvement

GREEN

- Showing respect
- Listening & putting hand up on the carpet
- Listen when an adult is talking
- Stay in seat during activities in class.
- Move around the classroom sensibly



Finlay Community School

- Sit sensibly in assembly
- Line up quietly and sensibly
- Look after equipment and our belongings.

YELLOW

- Calling out.
- Distracting others.
- Being inside a classroom at break or lunch.
- Not listening or following instructions.
- Refusing to complete work.
- Being unkind.

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
- Swearing
- Stealing
- Lying
- Leaving a room without permission.

Reception and Pre-School

In Reception and Pre-school, 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 orange/red. This is where children will sit in a classroom with an adult and reflect on their behaviour. Staff are encouraged to discuss the behaviour with the child 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 the 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.

Enrichment Afternoon

'Enrichment Afternoon' will be every Friday afternoon.



At Finlay, we understand that it is important to promote positive health and wellbeing. Enrichment afternoon will include activities that are in line with our SMILE values (social awareness, mental health and wellbeing, independence, life skills, excellent aspirations). Each enrichment block will last for a 3-4 week block and could include:

- Sports: hockey, tennis, gymnastics, basketball, golf, cricket etc – sports that children do not have access to regularly.
- Wellbeing: yoga, mindfulness
- Life skills: sewing, woodwork, construction,
- Healthy eating: learning about what healthy eating means and learning to cook a range of recipes or prepare a healthy meal/drink
- Mental health and wellbeing: sleep project, body image
- Use of sports coaches/ external agencies to carry out activities: karate, zorb balls,
- Art and creativity: creating a sculpture, a piece of art work over three weeks, learning to use charcoal/watercolour/pastel etc.
- Charity: working with charities to come in and deliver sessions to children explaining more about their work
- Community projects: helping the community/ making something for the community e.g. our own parking buddies out of wood.
- Aspirations: arranging visits from people who can teach our children about their jobs/ things that they could do in the future. You could also work alongside a local secondary school or Gloucestershire University.

Individual Behaviour Plans/Individual Risk Assessment

Some individual children will have individual behaviour plans, and a risk assessment for high level behaviours and offsite visits. These will be jointly written by the adults in the classroom, learning mentors, parents and the child. Parents are involved throughout the whole process.

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.

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.

Rewarding Positive Behaviour

Rewarding behaviour is an important aspect of improving children's self-esteem at Finlay Community School. Therefore staff will:

- ☺ Praise children (privately and publicly);

- ☺ Provide good work certificates every Friday in assembly;
- ☺ Present certificates and medals related to subjects, clubs or outside interest.



Star Awards

Throughout the week, children will receive stars for good manners and great presentation/effort with work. Stars will be recorded on a chart/sheet in the classroom. The class with the most ‘stars’ each week will be rewarded with a special snack on Monday morning and will receive the Star Award Trophy in celebration assembly.

Sanctions for repeated high risk behaviour

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

An appropriate consequence for any of these behaviours will be decided by SMT and relevant actions will be taken.

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 ‘Pink 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.



Covid-19 Appendix

Due to Covid-19, the following things on our behaviour policy will look slightly different:

Sin Bin

As opposed to a sin bin timetable across Key Stage 1 and Key Stage 2, each 'bubble' will have a sin bin rota. Children will complete their sin bin with the timetabled adult, and will be encouraged to reflect on their behaviour. They will then go straight in for lunch and sit with their year group if they are in the hall or on a separate table.

Enrichment activities

Currently, due to Covid, we will be unable to take the children out for experiences, but could look into whether visitors could carry out activities whilst socially distanced – e.g. a block of work with our local PCSOs on road safety.

Celebration Assemblies

These will be held on zoom each week on a Friday afternoon. During a zoom celebration assembly, the children will be awarded Star of the Week certificates, a class will be awarded the Star Trophy and we will have a class attendance winner. These will be led by a member of the KS1 team and a member of the KS2 team.

Behaviour expectations

Staff may move a child's name down for not following health and safety rules in school regarding Covid – e.g. refusing to wash hands, entering other people's bubbles, spitting on the floor etc. Staff may also reward children with stars or by moving a child's name up by following the covid-19 health and safety rules e.g. good hand washing, social distancing etc.