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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 policy for teaching and learning as, together, these establish the general ethos of the school.

**Aims**

Good behaviour should be maintained and encouraged within a positive structure that fosters the growth of self-esteem. 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

**Golden Rules**

The school Golden Rules are developed with the whole school to make them ‘easy to remember’ and ‘attainable’ to enable everyone to play their part in keeping the rules, to award good behaviour and to encourage each other (appendix 1). These are displayed in every classroom and in all rooms round the school which the children use.

**Finlay Community School Procedures**

At Finlay Community School we have agreed on the following reward/sanctions systems to ensure consistency across the whole school. These systems were devised 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:

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

Star – What all children are working towards, any child on the 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’. **Every day all children** will begin every day on the green circle.

Yellow – ‘Verbal Reminder’. If child’s name is **still on yellow at the end of the day** they will then lose 5 minutes off ‘Diamond Time’. If child manages to move their name back up before end of day they do not lose any time.

Red – ‘10 minutes’ taken off ‘Diamond Time’. This time **cannot be earnt back**; however the children can move their name back up.

Black – **‘Lunchtime Sin Bin’ and 15 minutes off** ‘Diamond Time’ Children will go to the sin bin in the allocated classroom for 30 minutes and then the final 15 minutes lunchtime will be spent eating their dinner. When a child’s name is on balck, they will have the opportunity to ear 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 black 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**

**Your name will be moved if:**

|  |  |  |
| --- | --- | --- |
| Yellow | Red | Black |
| * Calling out
* Distracting others
* Being inside at break or lunch.
* Not listening or following instructions.
* Refusing to complete work.
* Being unkind
 | Any on-going ‘yellow’ behaviours that have continued after warning has been given.  | * Physical Violence (provoked or unprovoked)
* Rudeness
* Swearing
* Leaving a room without permission
* Stealing.
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**CPOMS**

All incidents where a child’s name has been moved to black will be recorded by the staff member on CPOMs. This information is then shared with the senior management team, SENDco and the pastoral team. Enabling 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.

**Diamond Time**

‘Diamond Time’ will be every Friday afternoon.

Children will sign up to activities on a Monday morning. Where possible children will be allocated their activity of choice. School council regulary meet with their class to ask for new diamond time activities, these are then shared with staff and activities are changed on a regular basis. On a Friday, a member of SMT will have the children who have lost some of their diamond time.

**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 and will be given a cushion for the day or a chair to sit on.

**Team Points**

Every child in each class will be divided into 4 teams (kestrels, hawks, falcons & eagles). Each child is responsible for earning as many team points as they can in a week. All these points are then added together on Friday morning by the children and presented in assembly. Children are awarded a maximum of 5 team points at a time. The team with the most team points at the end of a term, will have a reward.

All adults in school are able to award children with a team point if they:

* Show good manners;
* Are being helpful;
* Are being kind;
* Are working hard;

**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.

**Sanctions for repeated high risk behaviour**

|  |  |
| --- | --- |
| **Actions** | **Consequences** |
| * Leaving the school boundaries.
* Running away on an offsite visit.
* Physical violence towards another child or adult.
* Deliberately damaging school equipment or property.
 | Visiting head teacher or assistant headContacting parent/sExclusion: lunchtime exclusion, internal exclusion, temporary exclusion (1 – 30 days) or in extreme cases only, permanent exclusion. |

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.

Appendix 1