



Behaviour Policy

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School Policy

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01637 303106 or email info@kernowlearning.co.uk.

'Good behaviour is a necessary condition for effective learning and teaching to take place'.

At Falmouth Primary Academy we believe that good behaviour is the key to a successful education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

We believe that every member of our school must promote and model high standards of positive behaviour at all times.

Our policy determines our boundaries of acceptable and unacceptable behaviour, our hierarchy of rewards and consequences and how they are fairly and consistently applied in our school.

Aims:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and poor choices .
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Rationale

At Falmouth Primary Academy we believe that every child has a right to learn in a safe, secure and happy environment. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Falmouth Primary Academy. This is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents/carers and other members of the wider school community.

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

At Falmouth Primary Academy the school environment plays a central role in the children's social and emotional development. All adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

The core beliefs of Falmouth Primary Academy are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to motivate children and acknowledges positive choices
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing positive behaviour choices helps our children feel good about themselves.

Aims

The aim of Falmouth Primary Academy is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Staff will be sensitive to children's feelings when giving consequences. Whole class 'shaming' is not acceptable. Staff will always use a tone and volume that is appropriate to the learning, Falmouth Primary Academy is a no shouting school. Children will not be given consequences for being late or lack of equipment.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Three Golden Rules and the agreed behaviour chart and supporting visuals
- Develop positive relationships with pupils which may include:

- Greeting pupils in the morning and starts of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting next day afresh
 - Having a plan for dealing with low level disruption
 - Using praise at every opportunity and explicitly acknowledge positive behaviours
 - Use Class dojo to reward positive behaviours
 - Make use of golden stars, golden book and Head teacher awards
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- Using proximal praise
 - Using PBs (personal bests)
 - Using the behaviour chart
 - Share positives with home
 - Reinforcing positive behaviours that are expected
 - Making use of discussion guidelines
 - Individual behaviour systems
 - Selective use of stickers

At Falmouth Primary Academy we have three whole school golden rules:

- Follow instructions with thought and care
 - Show good manners at all times
 - Show respect to everyone and everything
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- The rules are taught and reinforced with everyone within the school community.
 - The rules are modelled as part of the learning process.
 - The rules are displayed as attractively as possible in all areas of the school where children gather.
 - The rules are communicated effectively to all stakeholders in the school.
 - The rules underpin all areas of school life.
 - The rules are rewarded daily through using reward systems

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self – controlled way
- Treat others with respect at all times
- Respond appropriately to the instructions of staff and other adults working in school
- Take care of property and the environment in and around the school.
- Cooperate with children and adults in all aspects of school life
- Help formulate and comply with the classroom rules
- Move sensibly and quietly around school with their arms by their sides
- Remember that there are times when we need to be silent
- Help to keep our school clean and tidy so that we can all be proud of it, including the school grounds
- Learn without disruption to others
- Wear correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow the school's Three Golden Rules

The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Falmouth Primary Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

A Positive Approach

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards. Thus the school has a central role in the children's social, emotional and moral development just as it does in their academic development.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Definitions of behaviour

Unacceptable behaviour is defined as:

- Disruption in lessons, corridors, at break and lunchtimes
- Choosing not to follow the Three Golden Rules
- Non completion of learning
- Poor attitude

Severe unacceptable behaviours are defined as:

- Bullying
- The physical abuse of a child
- The physical abuse of an adult
- Racial abuse
- Carrying a weapon or an item which is being used as a weapon
- Repeated disruption
- Swearing
- Deliberately damaging or breaking property
- Stealing property from school/staff or pupils
- Refusal to accept consequences
- Deliberately missing learning by hiding in an area of the school
- Doing something deliberately that constitutes danger to another child
- Trying to or leaving the school site
- Using age-inappropriate language • Sharing children's magic moments

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: Types of bullying

Emotional

Physical

Racial

Sexual

Definition

Being unfriendly, excluding , tormenting

Hitting, kicking, pushing , taking another's belongings, any use of violence

Racial taunts, graffiti , gestures

Explicit sexual remarks, display of sexual material, sexual gestures, unwanted

physical attention, comments about sexual reputation or performance or

inappropriate touching

Name – calling, sarcasm, spreading rumours, teasing

Direct or indirect verbal

On line bullying

Child on child abuse

Bullying that takes place on line, such as through social networking sites, messaging apps or gaming sites. This includes all forms of bullying , including cyber bullying, physical abuse, sexual violence