



# Positive Behaviour Policy

**Approved by Governors  
June 2022**

*Happy, safe and fulfilling lives for all.*

*At Falcon Junior School, we provide a safe, encouraging and engaging learning environment that enables all children to develop the skills, knowledge and attitudes to make the most of their lives, now and in the future.*

*We achieve this through excellent teaching, a nurturing ethos that builds relationship skills, and a commitment to equality, diversity and inclusion that ensures fair treatment and opportunity for all.*

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# **1. Statement of Behaviour Principles**

## **Rationale and purpose**

1. This statement is approved by the Governing Body. It will be reviewed annually, in line with Department for Education guidance.
2. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance Behaviour and Discipline in Schools, January 2016.
3. The purpose of this statement is to provide guidance for our Headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in our school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have governors' support when following this guidance.
4. The school's behaviour policy is publicised to staff and families on our school website.

## **Principles**

1. The Governing Board of Falcon Junior School has consistently high expectations of our pupil's behaviour, without exception. We believe that excellent behaviour is essential to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and other members of the school community to uphold and maintain our school values of aspiration, creativity, kindness, positivity, resilience and respect.
2. Every pupil has the right to learn in a safe environment.
3. Pupils understand and respect that they have the right to be safe, to be heard, to be valued and respected, and to learn free from the disruption of others.
4. The principle of equality is actively promoted. All pupils, staff and visitors are free from any form of discrimination.
5. School staff and volunteers set and uphold consistently high expectations of all pupils. Staff and volunteers model exemplary behaviour at all times.
6. The school's behaviour principles and policy are understood by all pupils, staff and parents and can be easily accessed by all.
7. The school works in partnership with parents and children to promote behaviour policy and expectations.

8. The school's legal duties under the Equality Act 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and all vulnerable pupils, is set out in the behaviour policy and understood by all staff.

9. Rewards and sanctions are used consistently by staff, in line with the behaviour policy.

10. All school staff are trained in de-escalation and behaviour management (Norfolk Steps) and apply this training consistently. Any physical intervention is in line with Norfolk Steps principles.

11. Pupils are helped to take responsibility for their actions and to learn from incidents of unacceptable behaviour.

12. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

13. The exclusion policy explains that exclusions will only be used as a last resort or in extreme circumstances, and outlines the processes involved in fixed-term and permanent exclusions.

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

## **2. Maintaining a positive environment**

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

*Aspiration; Creativity; Kindness; Positivity; Resilience and Respect.*

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.

## **3. Promoting and rewarding positive behaviour**

Our behaviour guidelines are about promoting and rewarding positive and constructive behaviour and 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.

### *Credits*

Credits are awarded for hard work and effort, sustained improvement or outstanding achievement in any aspect of school life. Credits are recorded on individual credit records. See appendix 1 and appendix 2.

3 credits = certificate and the child sees the headteacher. The certificate presented in assembly.

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

3 <sup>rd</sup>	=	Bronze – award is a bookmark.
6 <sup>th</sup>	=	Silver – award is a dictionary.
9 <sup>th</sup>	=	Gold – award is a pen.
12 <sup>th</sup>	=	Platinum – award is a paperweight.
15 <sup>th</sup>	=	Diamond – award is a thesaurus.
18 <sup>th</sup>	=	Falcon – award is the 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 during Friday celebration assembly. The values are:

*Aspiration*

*Creativity*

*Kindness*

*Positivity*

*Resilience*

*Respect*

## **4. 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, with an explanation.
2. If the child persists, their name is written down (record book needed – NOT on the board), a small token (class specific – counter, post-it) will be placed on their desk discreetly (low level/warning level on behaviours list).
3. If behaviours still persist, a second small token will be placed discreetly on the child's desk. (Amber consequence – time off break/lunch – reflection sheet completed – see appendix 3). Noted in record book.

***Warning system resets itself after every lesson. However, if this becomes a reoccurring issue, parents will need to be contacted and other Amber consequences considered.***

#### **In the playground**

1. The child is given a clear reminder that their behaviour is not appropriate, with an explanation.
2. If the child persists, their name is written down (record book needed), child informed quietly (low level/warning level on behaviours list).
3. If behaviours still persist, add a second note to the record book and inform quietly. Inform class teacher (Amber consequence – time off break/lunch – reflection sheet completed).

***Warning system resets itself after every break. However, if this becomes a reoccurring issue, parents will need to be contacted and other Amber consequences considered.***

#### **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 intervene with 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.

Incidents of poor behaviour should be recorded on CPOMS and shared with class teacher and other responsible adults.

## 5. Behaviour Management Plan

Positive Level	Behaviour	Results
<ul style="list-style-type: none"> <li>Children will benefit from normal classroom practise for praise.</li> <li>Positive praise will always try to encourage positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Cheerfulness</li> <li>Politeness</li> <li>Good attitude</li> <li>Kindness</li> <li>Being considerate</li> <li>Doing a job well</li> <li>Working hard</li> <li>Being generous and sharing</li> </ul>	<p>Children will benefit from</p> <ul style="list-style-type: none"> <li>Stars</li> <li>Credits</li> <li>Names on the board</li> <li>Positive praise</li> <li>Dojo points</li> <li>Team points</li> <li>Recognition through assemblies</li> <li>Awards</li> </ul>
Low Level	Behaviour	Consequence
<ul style="list-style-type: none"> <li>Children are subject to normal classroom practice.</li> <li>They will be given warnings and chance to correct behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Talking whilst someone else is</li> <li>Not waiting your turn to talk</li> <li>Answering back</li> <li>Distract others</li> <li>Lack of equipment</li> <li>Homework late</li> <li>Work avoidance</li> <li>Talking in assembly</li> </ul>	<ul style="list-style-type: none"> <li>Normal classroom monitoring and warning system.</li> <li>Children given a chance alter behaviour.</li> <li>Restorative Approach</li> <li>Warning system in place (post its)</li> <li>If behaviour continues</li> <li>CONSEQUENCE 2: Warning Level</li> </ul>
Warning Level		
	<ul style="list-style-type: none"> <li>Rough Play</li> <li>Unintentional harm to others</li> <li>Unintentional use of inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>CONSEQUENCE 2: Time out</li> <li>Restorative approach</li> <li>Child moved to another area.</li> <li>BEHAVIOUR LOGGED ON CPOMS</li> <li>If behaviour continues</li> <li>CONSEQUENCE 3: Amber Level</li> </ul>
Amber Level		
<ul style="list-style-type: none"> <li>Child has been persistently ignoring warnings and continued low level or warning behaviour.</li> <li>Or they have acted in an inappropriate way that warrants the amber level due to the seriousness of the incident</li> </ul>	<p>Repeatedly disruptive behaviour e.g.</p> <ul style="list-style-type: none"> <li>Calling out</li> <li>Disrupting others learning.</li> <li>Disrupting others wellbeing.</li> </ul> <p>Repeatedly not having the correct equipment in school for learning.</p> <ul style="list-style-type: none"> <li>Classroom equipment</li> <li>Homework</li> </ul> <p>Inappropriate behaviour</p> <ul style="list-style-type: none"> <li>Rudeness</li> <li>Bad manners</li> </ul> <p>Mild aggression (verbal and physical)</p>	<p>CONSEQUENCE 3: Amber level</p> <ul style="list-style-type: none"> <li>SEND behavioural plan</li> <li>Parents contacted</li> <li>Play/lunchtime missed</li> <li>Restorative approach</li> <li>Parental meeting</li> <li>Behaviour monitoring chart (on report)</li> <li>Behaviour chart</li> <li>Working in a different classroom</li> <li>Behaviour plan</li> <li>Risk Assessment</li> </ul>

Red Level		
<ul style="list-style-type: none"> <li>• Serious incidents that are provoked or unprovoked, but the behaviour is deemed extreme.</li> <li>• No warning necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Walking away from staff or classroom without permission</li> <li>• Theft</li> <li>• Swearing</li> <li>• Vandalism</li> <li>• Fighting</li> <li>• Bullying</li> <li>• Racism</li> <li>• Refusal to work and comply with instructions</li> <li>• Deliberate aggression</li> <li>• Unprovoked aggression</li> <li>• Threatening behaviour</li> <li>• Actions result in serious harm</li> </ul>	<p>CONSEQUENCE 4: Red level</p> <ul style="list-style-type: none"> <li>• Parental contact/meetings</li> <li>• Restorative approach</li> <li>• Behaviour contract</li> <li>• Long term monitoring</li> <li>• Trips/visits compromised</li> <li>• Working in a different classroom</li> <li>• Internal exclusion</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion</li> <li>• Reduced timetable</li> <li>• Restructure of free time</li> <li>• Offsite lunchtimes</li> </ul>

## 6. Children Beyond

Extra help will be given to those few children for whom the above procedures do not work. In general, they will normally have specific needs and difficulties, for a variety of reasons. They will usually already be part of the school's special needs systems and have specific procedures in place.

### Extra procedures:

- Discussion between class teacher-child or headteacher-child, to talk over why the behaviour is happening, what the teacher can do to help, what the child can do and then individual targets are agreed for a behaviour plan.
- Support through adjustments to routines eg. earlier/later breaktimes, structured lunchtimes.
- 1-2-1 or small group support in and out of the classroom.
- Support through external agencies such as Norfolk Inclusion, Short Stay School and Specialist Resource Bases.
- Support from headteacher and other external agencies.
- Support from the school Nurture Provision.
- Strategies expected from PEASS (Provision Expected at SEN Support).

Occasionally even these extra procedures will not yield positive results and the child needs to spend time away from class and normal teaching and learning, while advice is sought. Cases of total or persistent refusal to comply with school discipline and/or violence or verbal abuse will be grounds for temporary or permanent exclusion and the exclusions policy following the DFE guidelines will be implemented. Wherever possible a restorative approach will be used to try to avoid this action.



## **7. Children with Special Educational Needs**

Staff will monitor patterns of behaviour for all children and if it is suspected or identified that the child has specific behavioural needs, appropriate action will be taken to implement specific plans and strategies to target their needs.

1. Class teacher identifies needs with headteacher / SENCo and an Individual behaviour plan or APDR is written to tackle issues.
2. Advice from the School Support Team may be sought to assist the school in devising strategies specific to that child.
3. Parents/carers will be informed through regular meetings or the use of a home/school book.
4. All staff members, including MSAs will be made aware of the child's needs.

## **8. Norfolk STEPs**

Staff are trained in the Norfolk STEPs programme for dealing with challenging behaviour and are able to recognise and respond to behaviour. We aim to adopt the ethos of STEPs as responding not reacting to behaviour and to keep consistency throughout. Staff have been trained in ways to remove a child from situations and will follow the correct procedures at all times. If a child has had to be removed or their behaviour has become challenging, staff will use STEPs methods to reflect and discuss the child's actions with them after the incident has calmed (see physical intervention/touch policy for further details).

Staff will actively seek advice and support from external services to support specific behaviour management.

Staff will complete individual risk assessments for challenging pupils.

## **9. 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.

## **10. The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school expectations are respected in their class, and that their class behaves in a responsible manner around the school.

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, establishing a calm and respectful learning environment.

The class teacher keeps a record of all incidents on CPOMS.

The class teacher will discuss any behaviour concerns or incidents with parents face to face or by phone. This can be after school or during the day if time permits.

## **11. Use of scripts**

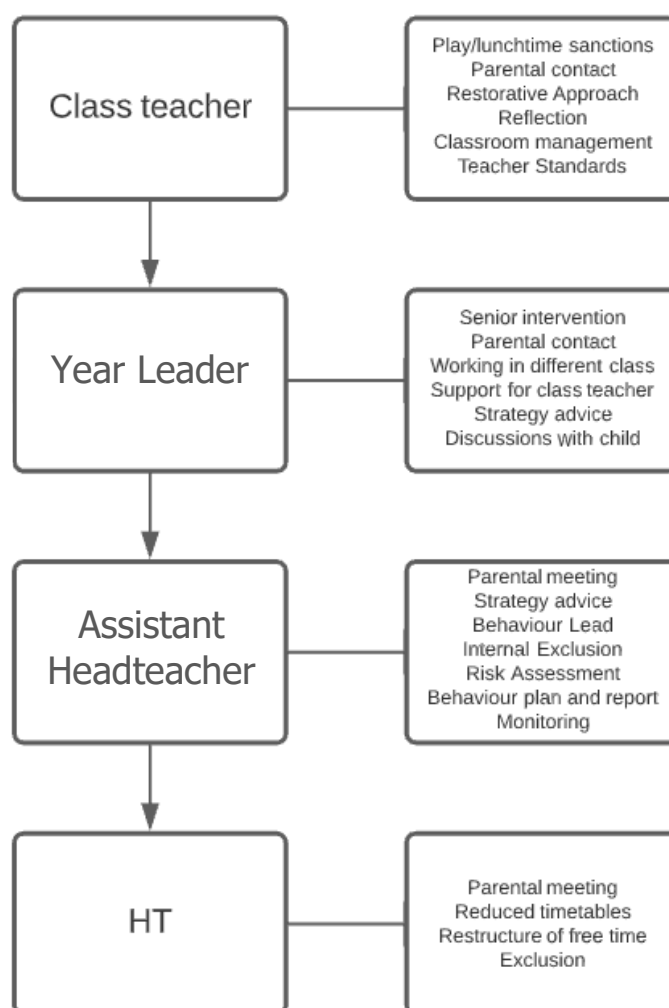
At Falcon we use scripted behaviour phrases which are positive eg:

- Walking feet thank you.
- Kind hands/words thank you.
- Inside/outside voices thank you.
- Use of child's name
- I'm here to help.
- Talk and I'll listen.
- Come with me and...

## **12. Use of voice – use of voice dynamics, light and shade.**

- Shouting is only used rarely and when there is dangerous or unsafe behaviour.
- If outside, staff must use a whistle to gain attention.
- Gaining the class/group attention – use of clapping, hand in the air, triangle/bell etc.
- If attention cannot be gained – see warning system.

### 13. Flow chart



### 14. The role of the headteacher

It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school.

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

The headteacher keeps records of all reported serious incidents of misbehaviour. All staff record incidents through CPOMS and these are monitored by SMT/DSLs

The head teacher has the responsibility for giving fixed-term exclusions 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.

## **15. 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 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, parents should support the actions of the school. If parents have any concern, they should initially contact the class teacher. If the concern remains, they should contact the year leader. If these discussions cannot resolve the problem, deputy headteacher then headteacher will be involved. The complaints procedure is available on the school website.

## **16. The role of governors**

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

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

## **17. Fixed-term and permanent exclusions**

### **DECISION TO EXCLUDE**

Only the headteacher, or in their absence, another authorised person, can exclude a pupil. Normally exclusion is regarded as the final step following the failure of other strategies. However, in exceptional, serious circumstances exclusion may be effected immediately.

The school has a separate Exclusions Policy based on Norfolk County Council guidelines.

**Permanent exclusion**

Will be effected in response to serious breach(es) of the School's Positive Behaviour Policy if allowing the pupil to remain on site would seriously harm the education or welfare of the pupil, other pupils, staff, or others in the School.

**Fixed term exclusion**

Will be effected in response to breach(es) of the School's Positive Behaviour Policy, including persistent disruptive behaviour. It is given where permanent exclusion is considered too serious, but lesser sanctions are considered inappropriate. The length of exclusion may vary, but will often be between one-three days.

**18. Monitoring**

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis. 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. These are recorded on CPOMS.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded on CPOMS.

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

**19. 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.

## APPENDIX 1

Name: ..... Class:.....

Value demonstrated: .....

Details:.....

.....

.....

Signed: ..... Date:.....

## FALCON JUNIOR SCHOOL CREDIT




## Soaring to Success

**APPENDIX 2**

**NAME :** .....

Date	CREDIT Details	Signed/Date

### APPENDIX 3

Name	Date
	
<hr/>	
<b><u>The Falcon Value I did not follow was :</u></b> <hr/>	
<b>Why was my behaviour a problem?</b> <hr/> <hr/>	
<b>This is what I am going to do to change my behaviour.</b> <hr/> <hr/> <hr/> <hr/> <hr/>	
<b>Signed:</b>	
<b>Teacher's signature:</b>	