

The Fulbridge Academy



Behaviour Policy

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**THE FULBRIDGE ACADEMY BEHAVIOUR
POLICY**

The children at The Fulbridge Academy are very well behaved. We use positive language when we talk to children and the emphasis is on learning not behavior management. The children learn that to succeed they have to behave well and adapt their attitude to learning.

Our aim is to foster a commitment towards creating children that are emotionally, creatively, socially and academically successful.

At The Fulbridge Academy we believe that all must be treated fairly regardless of their sex, race, background or religion so that good relationships are promoted throughout the school and we create an ethos of kindness and consideration. We want a school that is free from any form of racism or bullying.

A safe and challenging whole school and classroom ethos, culture and climate is essential and is the most effective behaviour strategy that we can employ. This is the basis of any effective behaviour management approach. When such an environment is created, attitudes to behaviour are greatly enhanced.

Children will always test out the teacher but inside they want us to win and make their learning environment one in which they are respected, feel safe and can learn. Children want to be responsible, but all too often we may use the wrong approaches to help them. We also believe that when things are not going well, we should 'look in the mirror, before we look out of the window.'

It should also be remembered that we are the adults and are in overall charge. Adults deserve the children's respect just as we will respect them. We will consult the children but we make the final decisions on issues to do with class/school rules, rewards and sanctions. The children do not have a choice.

Education must:

- a. motivate young people and raise their confidence and self esteem;
- b. increase their employability;
- c. develop their skills of communication and of social interaction;
- d. encourage cultural tolerance and understanding;
- e. promote a sense of social responsibility and political participation;
- f. promote inclusion and combat exclusion in a world of rapid social and economic change.

The most successful behaviour management strategy is outstanding teaching combined with an engaging, creative and relevant curriculum where all activities and learning experiences are well planned and both human and material resources are well organised.

High expectations of the children are central to our approach. All children are expected to behave

and learn in a responsible way and adhere to the rules of the school. Incidents of racism, bullying, swearing, fighting, name-calling, spitting, damaging property and other socially unacceptable actions are not tolerated and will invoke sanctions.

We also do not tolerate rocking on chairs, chewing gum, talking whilst others talk, mis-use of resources, wearing tops around waists and any other low level disruption.

Poor behaviour is unacceptable whatever the mitigating circumstances.

The 'Fulbridge Way' guidance consists of agreed rituals and routines that should be followed by all staff and children. Examples of this are our expectation of a correct school uniform, including school shoes, restrictions on hairstyles and cuts, the playing of music at key times of day, Pause for Thought sessions, use of 'Life Skills', walking silently on the left hand side of the corridors etc

REWARDS AND SANCTIONS:

We want children to have a love of learning and that should be their prime motive for behaving and learning well at school, to achieve this we expect them to listen well and try their best. Our aim is for children to make positive choices without the need for punishment/rewards.

Staff who manage children successfully have little use for a rewards system. Rewards become a bribe and then the bribe becomes the incentive to do well rather than an innate wish to do well.

In The Fulbridge Academy our rewards system should focus on successful learning where the child has exceeded our expectations in terms of effort and standards. Children must not be rewarded for behaving or learning as we expect them to, when this happens the use of rewards becomes counter-productive. Children should feel that they have really achieved something if they receive an incentive/reward. All teachers keep a record of the house points that are received.

In successful learning environments there is little need for a system of sanctions as too often punishments engender enmity, not responsibility. However poor behaviour cannot go unpunished so a system of rewards and sanctions is an essential tool for when things are not going well.

Successful behaviour management strategies only work when it is a whole school approach that is firmly and consistently applied by all adults in school.

We do not threaten anything we cannot carry through and we always carry through sanctions that have been given.

Rewards: Verbal praise House Token House Points
House Token Rewarded to the Class Gold Star

Tokens for work that is above and beyond
Certificates for showing Holistic Intelligences
Recognition in Well Done assembly Team Leader
Recognition Assistant or Vice Principal Recognition
Principal Recognition

Sanctions Five Strikes on whiteboard Name on board and 1 strike - Talk to the child Two strikes equates to 5 minutes of play or lunch time Three strikes equates to missing 10 minutes of play or lunch time Four strikes equates to missing 15 minutes of play or lunch time Five strikes equates to being sent to another class. Each time after this that a child gets five strikes: (Each time parents are informed and it is recorded on Pupil Asset)

Sent to Team Leader Sent to Assistant Principal Sent to Vice Principal Sent to Principal Fixed Term Exclusion Permanent Exclusion (Parents must be kept fully informed throughout this progressive list of sanctions)

Playtimes and lunch times are lost for: not doing homework, wearing the wrong uniform, to catch up on missed work, re-doing a task that they have not done well enough, forgetting PE kit, or for breaking our school rules.

As staff we never use: Swear words, scare tactics, insults, words like stupid, idiot or any racist comments.

Shouting, humiliation, embarrassment, intentional public shaming and personal criticism, are strongly discouraged.

We do not stand children in the corner or make them stand outside the classroom /staff room.

We try to avoid having to punish the whole class for an individual's mistake but we must encourage 'collective responsibility.'

Staff must refer to other policies that relate to behaviour management such as the Bullying Policy, 'The Use of Force to Control and Restrain Pupils' and our Child Protection policy and guidance.

Four Levels of Child Responsibility:

1. Disregards school or class rules. Does not care about others or their learning.
2. Breaks rules and bothers others. Needs adult intervention to behave. 3. Cooperates to look good, be rewarded or avoid trouble. 4. Is self-motivated to do the right thing even when nobody's watching.

As a school we have high expectations and must aspire for all children to be at Level 4. Children at Level 1 will be receiving regular support from Learning Mentors, may have an individual education

plan and are highly likely to have been sent to our Seclusion Centre. Parents will also be heavily involved and informed as will Team Leaders, the Assistant and Vice Principal's and the Principal. Level 2 children will have some Learning Mentor Support as and when needed. Parents will be aware of the issues as will the Team Leader. Most children will probably be at least at Level 3 and in good to outstanding lessons and educational provision will be at Level 4. Parents should be informed when children are deemed to be at Level 4.

OUR CORE SCHOOL RULES

Always respect everybody and everything.

Always be polite and considerate.

Always try your best.

Always listen carefully and wait your turn.

Always keep yourself and others safe.

We want children and adults to look after each other and take care of their own and other people's property. We want a clutter-free, tidy school that is free from litter. Children should show empathy and be aware of other people's feelings, demonstrating good manners and remembering to say please and thank-you. Even when children find things difficult they should be willing to have a go and should be patient and caring. Children must play in a safe and considerate way, using equipment safely, walking responsibly around school and using all school facilities, including the toilets and cloakrooms in the proper and appropriate way.