



The Fulbridge Academy Behaviour Policy

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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 behaviour management. The children learn that to succeed, they have to behave well and adapt their attitude to learning.

We aim to foster a commitment towards creating children who 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, behavioural attitudes 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, and we provide them with opportunities to do so. 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 are transparent with the children, but we make the final decisions on issues to do with school rules, rewards and sanctions. The children do not have a choice.

Education must:

- Motivate young people and raise their confidence and self-esteem;
- Increase their employability;
- Develop their skills of communication and of social interaction;
- Encourage cultural tolerance and understanding;
- Promote a sense of social responsibility and political participation;
- Promote inclusion and combat exclusion in a world of rapid social and economic change.

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 do not tolerate rocking on chairs, chewing gum, talking whilst others talk, misuse of resources, wearing tops around waists and any other low-level disruption that disrupts learning. Being unkind to others is never acceptable in our school.

Poor behaviour is unacceptable for all children. In exceptional circumstances, reasonable adjustments are made, but these are carefully considered and monitored by the senior leadership team along with the classroom team.

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 and PE kit; restrictions on hairstyles, haircuts and jewellery; walking silently on the left-hand side of the corridors; application of SLANT in all classrooms; and the use of manners at all times.

We highly value learning time and therefore encourage children to use the toilets at break and Lunchtimes, as opposed to within lesson time, however, we will always allow children to use the toilets should they need to.

Manners are very important at Fulbridge Academy, and this includes dining etiquette. We aspire to create an environment that promotes and values the use of correct table manners.

We actively use our 'Pause for Thought' sessions, Citizenship and Ethics lessons and assemblies to promote and reinforce our behaviour expectations. ACTIVE Learning further complements our approach.

Four Levels of Child Responsibility:

Level 1	Disregards school or class rules. Does not care about others or their learning.
Level 2	Breaks rules and bothers others. Needs adult intervention to behave.
Level 3	Cooperates to look good, be rewarded or avoid trouble.
Level 4	Is self-motivated to do the right thing even when nobody is 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 the Inclusion Team and may have a learning plan. Parents will also be heavily involved and informed as will Team Leaders, the Assistant and Vice Principals and the Principal. Level 2 children will have some Inclusion 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.

REWARDS:

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 sanctions/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.

At Fulbridge Academy, our rewards system focuses 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 counterproductive. Children should feel that they have really earned something if they receive a reward. When a child receives a class token, this is added to their class's collective total. At the end of each block, these are counted, and the class with the highest number of tokens receives a reward. The children take great pride in this and really look forward to seeing which class has won.

However, poor behaviour cannot go unpunished, so a system of rewards and sanctions is an essential tool when things are not going well. At Fulbridge Academy, we use our strike system.

Successful behaviour management strategies only work when they are 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 with sanctions that have been given.

Sanctions: Rewards:

1.	Verbal praise
2.	Class Token
3.	Class Gold Star Tokens
4.	Teacher commendations
5.	Commendation postcards

COMMENDATIONS:

We have high expectations of behaviour and performance, and a successful ingredient of this is commending students who deserve recognition. The child has to have excelled in something and achieved something beyond their usual capabilities to be commended. Commendations are shared in assemblies for everyone to hear. Commendations aren't automatically given - if nobody in the class deserves to be commended, then so be it - we must not give them out because we feel obliged to pick someone. The final step in this process is that a postcard is sent home to make the parents aware. To be commended is a real privilege.

SANCTIONS:

In successful learning environments, there is little need for a system of sanctions.

1.	Verbal warning without explanation.
2.	First strike on the class whiteboard with an explanation.
3.	Second strike on the class whiteboard with an explanation - 5 minutes of breaktime or lunchtime missed.

4.	Third strike on the class whiteboard with an explanation - 10 minutes of break time or lunchtime missed.
5.	Fourth strike on the class whiteboard with an explanation - 15 minutes of break time or lunchtime missed.
6.	<p>Fifth strike on the class whiteboard with an explanation - sent to another classroom</p> <ol style="list-style-type: none"> a. Parents are informed, and it is recorded on CPOMS. b. Each subsequent receiving of five strikes: <ol style="list-style-type: none"> i. Sent to the Team Leader ii. Sent to the Assistant Principal iii. Sent to the Principal

After each strike, the teacher can revert to a verbal warning with an explanation rather than immediately issuing an additional strike. Each day is considered a new opportunity for the children; strikes are not carried forward to the next day, but the sanction may be, where appropriate.

In addition to the strike system, minutes from break time and/or lunchtime can be lost for incidents of not doing homework, wearing the wrong uniform, catching up on missed work, redoing a task that they have not completed well enough, forgetting PE kit, or breaking our school rules. This is at the discretion of the class teacher and/or phase leader.

Actions of zero tolerance behaviours will invoke the sanction equivalent to five strikes. Zero tolerance behaviours include: racism, swearing, physical violence, destruction/damage of property, disrespectful conduct, which includes severe unkindness towards others.

In very rare circumstances, the school may consider a suspension (fixed-term) or permanent exclusion. Permanent exclusion will be a serious consideration in cases of serious breach or persistent breaches of the Behaviour Policy, including the manipulation, creation, possession, and/or distribution of images or photographs of staff or student

In all cases of poor behaviour choices, the classroom team keeps the phase leader informed.
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 not part of the behaviour approach.
 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' and a team approach.

We think it is very important to communicate with parents and carers when a sanction has been used, as we believe a team approach (teacher, child and parent) is vital to positive behaviour choices.

Staff must refer to other policies that relate to behaviour management, such as the Anti-Bullying Policy, Physical Intervention Policy and our Safeguarding & Child Protection Policy.

HOME SCHOOL AGREEMENT:

All children at our school agree to the following 'I will' statements:

Show respect for others' cultures, beliefs, feelings and values.
Be responsible for their learning and behaviour both at school and at home.
Ask for help when needed and always try their best.
Be kind and behave respectfully toward everyone.
Care for school property and the school environment.
Follow school rules, including mobile phone use.
Tell an adult if they are unhappy or worried.
Take their reading book home and complete home learning on time.
Use the values of Active Learning to help them develop as a person.

By adhering to this agreement, we believe that children and adults alike will look after each other and take care of their own and other people's property. As well as this, children will therefore show empathy and be aware of other people's feelings, demonstrating good manners and making positive behaviour choices. 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 lockers, in the proper and appropriate way.