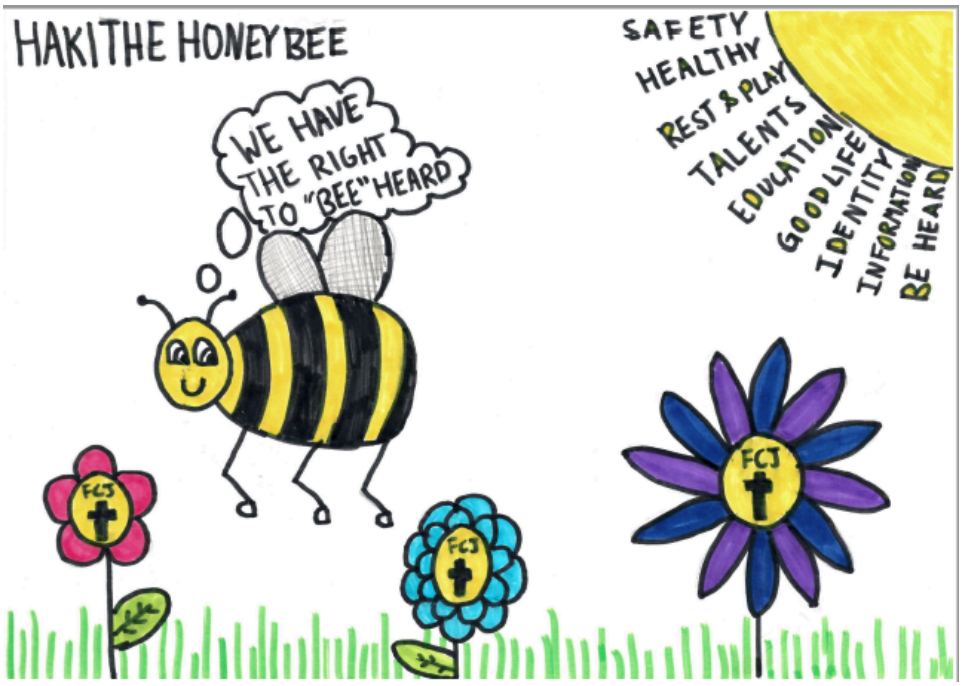
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Justice Hope Gentleness Companionship Dignity Excellence

FCJ Primary School

Behaviour Policy Overview



Article 19: Children have the right to be safe

Article 3: We act in the best interests of the child

Article 28: Children have the right to an education

Article 31: Children have the right to rest and play

As a Rights Respecting School, we believe that our Behaviour Policy ensures ***all*** children's rights are respected, and that interactions between staff and pupils are done so with **dignity** and **justice** at the core.

At FCJ, we believe that education is a partnership and so have written this policy to ensure that all FCJ stakeholders (pupils, staff, parents and carers) can work together to guarantee the best outcomes for the children in our care. We promote a high standard of behaviour (both in and out of the classroom). Children and staff have been consulted about their thoughts and opinions regarding promoting **excellence** in behaviour at FCJ school.

The FCJ Way- Our expectations:

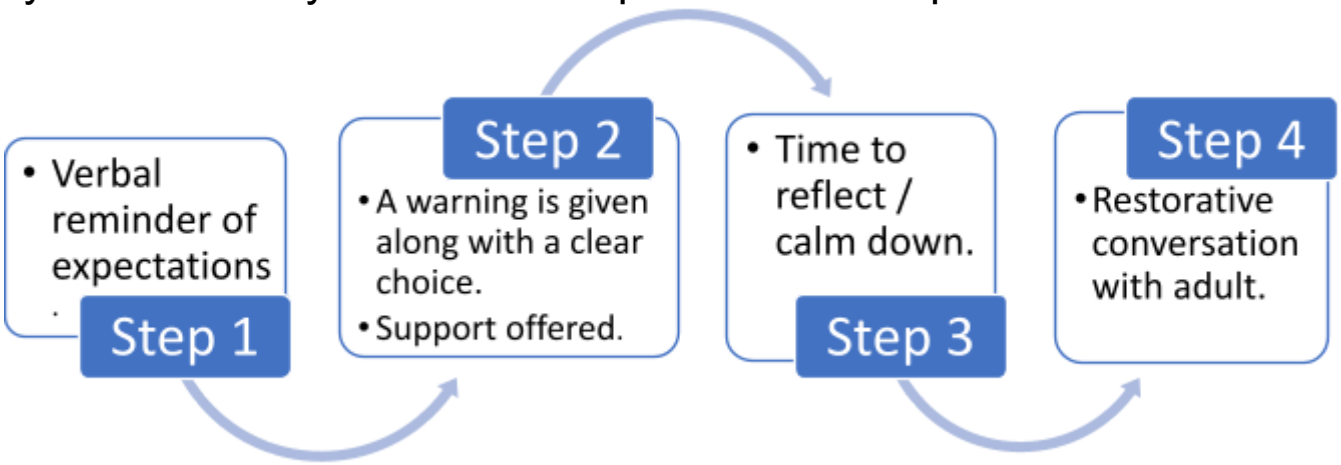
- We are gentle
- We show companionship
- We show excellence in … (behaviour, manners, learning, presentation etc.)
- We are dignified / we show dignity (we show respect)
- We all have a right to learn (and must respect this right of others)
- We all have a right to be safe (and must respect this right of others)
- We all have a right to play (and must respect this right of others)

We promote a positive approach to behaviour management and wish to recognise the children's endeavours in this regard. Positive behaviour is also taught throughout our Jigsaw (PHSE) lessons and is intertwined through our daily teaching and learning activities. We aim to reward progress, whatever the starting point. This is done through:

- Moving up the gold board for showing the class focus. Gold awards given for children getting to gold.

- Gems given for showing the school values (equate to house points) and a chosen in-class reward.
- House points given for good work, answers, homework etc.
- Pupil of the Month (excellent traits of a learner) & half-termly Headteacher's Award (chosen FCJ Value)

At times, children may require adult support in order to make the correct choices. Adults in school will try to intervene and help the child to rectify their behaviour, and also to understand the impact of their choices. If a child's behaviour does not meet the school expectations, that child will be held accountable and a consequence may be necessary in order to help them reflect upon their actions.



Children will be given 'take up time' before moving on to another step within the Behaviour Policy Flowchart.

There may be occasions where extreme or serious behaviour means the child requires time to calm / reflect straight away. A member of the SLT may be involved.

Consequences of continuous, extreme or dangerous behaviour will be decided by the SLT. This may include (but is not exclusive to): the child being removed from the class / playground to complete their work in a safe place (for a given period of time) or the child being sent home. Please see the SEND Policy, Safer Handling Policy, Behaviour Policy and Part-Time Timetable Policy.

Some children have additional needs that may affect their behaviour. In our school, we endeavour for all children to be the best they can be, but also understand that some children may need support in this area. Pupil Passports or Behaviour Plans may be put in place (in conjunction with the child and their parents or carers) with clear strategies and processes. All adults in school are aware of these personalised plans and the additional support that may be needed.

We believe that it is paramount to work as a team with parents and carers to ensure clear communication about their child's behaviour. The child's teacher will make contact with parents / carers if they have any concerns about behaviour or to report any incidents that required a 'restore' conversation. Parents will be involved if further support is needed.

Thank you for your support.