

Falcons Primary School



Behaviour and Rewards Policy

Approved by GB: October 2025

Review Date: October 2027

School Vision and Ethos Statement

We encourage all members of the Falcons Community to respect one another, to know that everyone has an important part to play in making the school as good as it can be, to take responsibility and be responsible, to strive for excellence and to try one's best in everything we do.

Our vision for Falcons Primary School is to be recognised as a school that values uniqueness, where children are provided with the skills to enable them to become:

- * Successful learners
- * Responsible citizens
- * Creative thinkers and
- * Reflective individuals

SIKH ETHOS

The school draws on the teaching of the Sikh faith and is committed to providing not only an academic education, but one that will also encompass an underlying message of unity, equality and respect. High morals, discipline, love, compassion and selfless service towards all regardless of faith, gender or colour. Falcons Primary School will embrace a universal, inclusive approach to spirituality.

AIMS

To achieve our vision, we aim for all pupils, staff, governors and parents to:

- Work in unity to make Falcons Primary School a welcoming, stimulating and successful school. Encourage good manners, self-discipline and the desire to be enthusiastic learners who grow into forward thinking responsible citizens who respect, value and care for themselves and others.
- Provide an ethos with clear boundaries and expectations, enabling all children to succeed and to reach their full potential confidently, in a safe and supportive environment.
- Become excellent lifelong learners who are independent and prepared for the wider world and aim high to achieve aspirational goals.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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1.0 Introduction

Falcons Primary School considers it is vitally important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote good behaviour.

We aim to encourage and inspire our pupils to show:

Compassion – for each other and for the environment

Faith – in their ability and chosen way of life

Determination – strength of conviction to succeed in all their endeavours

Resolve – to see it through

Mastery – to be the best we can in all areas (physical, spiritual, mental and emotional)

These five virtues are key to the Sikh faith. They will empower all of our learners to become outstanding individuals and great humanitarians with a lifelong passion for learning and selfless service.

2. School Expectations

1. We will show respect for others and our environment
2. We will always try our best in school
3. We will be polite and kind to each other
4. We will look after other people's property
5. We will walk quietly and safely around the school

3. Aims

- To develop a whole school behaviour policy, supported and followed by the whole school community - parents, teachers, children and governors - based on a sense of community and shared values.
- By applying positive policies, to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves, for other people and for property.)
- To encourage good behaviour for children of all ages and abilities through a consistent reward system, rather than simply to punish bad behaviour.

4. General Good Behaviour Expectations:

The children and staff should move around the school quietly, without rushing. They should be polite and have respect for other people and their surroundings.

- **In the classroom:** the children should be: tidy, industrious, respectful, attentive, co-operative and courteous.
- **Assemblies:** the children should enter and leave the assembly area silently.
- **Lunchtime:** the children should enter and leave the hall/classrooms quietly.

5. Movement

- Safe movement is essential inside and outside the school. Walking, not running, is required at all times inside the school building. The children should walk on the left-hand side of the corridors in single file.

6. Good Manners

- Good manners should be insisted upon at all times and modelled by all staff.
- Children setting a good example should be praised.

7. Playtime Behaviour

In order to ensure a high standard of behaviour during playtime the following should be observed:

- Staff on duty should ensure that they are outside promptly in order to supervise the children.
- All children should be outside unless, by special arrangement, they are supervised inside.
- Members of staff on duty should keep a close eye on children across the area and manage behaviour to avoid possible problems. Any behaviour problems should be shared with the child's class teacher so that they can be written in the class behaviour log.
- Members of staff on duty should try to help children who find it difficult to mix and join in with others.
- At the end of play the children should move quickly and quietly to their lines and line up silently in classes.

8. Playground Rules

- Children should play safely, treating equipment and other children with respect.
- They should courteously follow instructions from all members of staff, including lunchtime supervisors.
- Children must stay in the playground and be on view to a member of staff on duty.
- Children are only allowed in any other area if permission has been given.
- All litter must be placed in bins.

9. Wet Playtimes

During wet morning playtimes, class teachers are responsible for their own classes and need to provide appropriate activities. They may arrange to release each other for breaks in turn, while ensuring that the pupils are adequately supervised. During wet lunchtimes, lunchtime supervisors will supervise pupils in allocated classrooms.

10. Rewards

We praise and reward children for good behaviour in a variety of ways.

- Staff praise.
- Staff give children blue dots (which are saved up for a certificate presented in assembly).
- Pupils are awarded Class Dojo points to reward good behaviour, attitude and effort. Class teachers set points to focus on a specific behaviour or skill within their class. Rewards are given when a particular points total is reached and parents and pupils can view Class Dojo points awarded from home.
- Class teachers are expected to operate their own whole class reward systems.
- Weekly, a 'pupil of the week' is nominated by each teacher to receive a 'Falcons Award' and have their photo taken in a whole school assembly.
- All children have an opportunity to show great examples of work in assemblies.
- Achievement outside school is shared and celebrated in class and in assemblies.

11. Sanctions

- The school employs a number of sanctions to enforce school rules and to ensure a safe and positive learning environment. We employ sanctions appropriately to each individual situation.
- Sanctions may include time out of class (to calm down), missed playtimes, detention or speaking to parents/carers.
- Pupils may have individual positive achievement charts in order to encourage higher standards of behaviour.
- Unofficial exclusion will never be used; however, pupils may be asked to work in isolation from other pupils for a fixed period if this is thought to be a suitable sanction.
- Class behaviour logs record any incidents of concern.

See Appendix 1: Behaviour Ladder

12. Bullying

- Bullying in any form is not tolerated at Falcons.
- Children are educated to recognise and report bullying.
- All reported incidents of bullying are investigated and logged on CPOMs (a secure system that is password protected and overseen by Senior Leaders). Reports are provided to Governors termly.
- The school takes all reported incidents seriously and each case is dealt with according to the needs of the children involved. Support is always offered to the victim. (Please see the Anti-Bullying Policy).
- All class teachers are expected to use the class Emotions Chart.

13. Restraint

De-escalation is the first strategy and handling children is a last resort. It is only used when: a child is at risk of hurting themselves or others; is damaging property, or is seriously disrupting the learning of

others. Where children have been handled a form is completed and countersigned. Parents are informed as soon as reasonably possible and a copy of the form given to them.

See Appendix 2: Physical Intervention Recording Form

14. Responsibilities- the role of class teachers

- Class teachers have high expectations of pupils in terms of behaviour, effort and respect of others and the school environment. They model these values.
- Teachers treat all pupils fairly with respect and understanding and enforce the classroom code consistently. They emphasise positive reinforcement and praise of good behaviour.
- Teachers discuss the school rules with their class. In this way, every child in the school knows the standard of behaviour expected. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class.
- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- Teachers are free to use their own classroom behaviour management system but they must be sure to maintain a positive approach. The system must give a verbal warning first and must always give children the opportunity to change their behaviour and the outcome.
- All class teachers keep a record of incidents of unacceptable behaviour in the class behaviour log book. They should state the perpetrator, victim (if appropriate) and type of incident, as in the format. The behaviour log book is given to the Head teacher each Friday.
- Some incidents should be referred directly to the Head teacher/ Deputy. These would include: serious physical violence, racist behaviour or comments, extreme disrespect of a staff member, significant damage to school property or bullying another pupil.

15. Responsibilities- the role of lunchtime supervisors

- Lunchtime supervisors have high expectations of pupils in terms of behaviour, good manners, and respect of others and the school environment. They model these values and treat all pupils fairly with respect and understanding. They emphasise positive reinforcement and praise of good behaviour.
- Lunchtime supervisors use blue dots to reward and reinforce good behaviour.
- Lunchtime supervisors use a verbal warning followed by an official warning card to challenge unacceptable behaviour. At the end of lunchtime, details of incidents leading to warning cards must be shared with the class teacher in question who will make a record in the class behaviour log book if appropriate. (Lunchtime supervisors may use a notebook to aid them in remembering names and details).
- Some incidents should be referred directly to the Head teacher/ Deputy. These would include: serious physical violence, racist behaviour or comments, extreme disrespect of a lunchtime supervisor, significant damage to school property or bullying another pupil.

16. Responsibilities- the role of the Head teacher/ Deputy Head teacher

The Head teacher/Deputy Head teacher will be responsible for the implementation and day-to-day management of the policy and procedures. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the head teacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

- Each Friday, the Head teacher will collect class behaviour logs and collate incidents.
- They will personally speak to pupils whose poor behaviour has been logged three times or more in a half term period and decide what further action is needed.
- Serious incidents requiring referral to the senior leadership will be logged on CPOMs.
- The Head teacher/ deputy will also deal directly with more serious incidents (as outlined in the final bullet point under 14 and 15 above) and will meet with parents/ carers of the pupil(s) concerned.

17. Responsibilities- the role of the Governing Body

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

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

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, it considers the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the decision of the Head teacher should be upheld.

18. Monitoring and Evaluation

The Headteacher/Deputy Head teacher will review this policy statement annually and update it in consultation with key staff, in line with current best practice they consider necessary.

Appendix 1**Falcons Behaviour Ladder**

Exclusion	
• Violence against staff • Serious false allegations against staff • Serious bullying • Serious misuse of social media • Child is at serious risk to themselves and others	Exclusion Policy followed.
Internal Exclusion	
• Ongoing/continuing disruption • Putting others/themselves in danger • Failure to follow direct instructions • Sustained deliberate/unprovoked aggressive behaviour • Escalated instances of bullying • False allegations against others • Spitting • Misuse of social media • Swearing/ verbal abuse towards an adult	Letter to Parents from HT. Meeting with parents child and HT. Record in central behaviour log
Missing Lunchtime/Playtime	
• Continuing low level disruption • Lack of respect • Answering back/arguing with an adult • Failure to complete work in allocated time or to expected level • Aggressive behaviour: hitting, punching etc. • Swearing/verbal abuse • Lying • Bullying: selective friendships /deliberate exclusion	Red card. HT/DHT informed. Text Message sent to parents. Record in central and class behaviour log
<u>Time Out</u> (removal from situation)	
• Continuing low level disruption • Name calling/ being unkind • Hurting (minor): physically/verbally • Failure to comply with expectations	Yellow card.
Verbal Warning	
• Low level disruption e.g. talking/ distracting others • Unkind comments	

The Behaviour Ladder will be interpreted in an 'age/developmental appropriate' manner.

Some instances of placement on the ladder will be at the discretion of the Head teacher.

September, 2025

Appendix 2



Physical Intervention Recording Form

Staff present:

Name of child:

Date:

Time:

Children present:

Location:

Hold(s) used:

Duration:

Is there a behaviour plan?

Description of situation leading to restraint:

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Description of restraint (including child's view):

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Outcome of restraint (including child's view):

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Signature staff member:

Date:

Signature Head teacher:

Date: