



Behaviour Policy

June 2025

We see the magic in every child....

....and help make them sparkle.

At Finchale Primary School, we promote very high standards and to achieve this we set high expectations for work and behaviour and provide a consistent approach to rewarding appropriate behaviour and responding to unacceptable behaviour. This requires the support of staff, families and Governors.

Praise and awards are given for all behaviour which reflects the values and ethos of the school, enabling everyone to celebrate the achievements of our children. All staff can issue a variety of rewards which encourage/praise good work and behaviour around school.

Our Finchale Values:

Our six school values (**Trust, Respect, Resilience, Inclusivity, Community** and **Kindness**) form the foundation of our behaviour policy and are explicitly taught through our curriculum, assemblies and throughout daily life at the school. Our **Pupil Charter** (Appendix 1) describes these values and our expectations surrounding each one in more detail. We use a rhyme to help us remember our values:

“At Finchale we're slick and we don't miss a TRRICK...
We **TRUST** and **RESPECT**. Are we **RESILIENT**? Yes! Tick!
We're **INCLUSIVE** and we care for our bodies and our minds
We are the Finchale **COMMUNITY** because each of us is **KIND**.”

Rewards for Positive Behaviour:

Each week, teachers award a **Star Award** (badge and certificate) for exceptional performance in work or behaviour. A **Head Teacher's Award** (badge and certificate) may be presented for outstanding performance or achievement.

Pupils also earn '**Dojo**' points on an online system called 'Class Dojo'. Points are awarded for demonstrating our school values and other positive behaviours chosen by class teachers. On reaching identified numbers of Dojo points, pupils can earn individual and/or whole class rewards such as an item of stationery or extra playtime.

The table below provides an example of types of positive behaviour and how they would be rewarded (*please note that this is not an exhaustive list and may be adapted to meet the needs of individual children, for example those children with additional needs*).

Value	Positive Behaviour Examples	Reward
TRUST	Reporting incidents of unkindness to adults	Verbal praise
	Returning a lost item to someone	1 Dojo point
RESPECT	Following instructions immediately	Verbal praise
	Actively participating in respectful listening and discussion	1 Dojo point
RESILIENCE	Correcting a mistake	Verbal praise
	Persevering over time to achieve something they have found challenging	1 Dojo point
INCLUSIVITY	Sharing resources	Verbal praise
	Purposefully supporting/ including someone in an activity	1 Dojo point
COMMUNITY	Legendary lining up and walking around school	Verbal praise
	Using free time to tidy up an area of school	1 Dojo point
KINDNESS	Applauding others who achieve	Verbal praise
	Putting somebody else's needs before my own	1 Dojo point

Kindness Awards:

At Finchale Primary School, we encourage pupil leadership and autonomy to prepare our pupils for their future lives. We, therefore, have a pupil-nominated award that can be given out in award assemblies when children would like to celebrate an example of another pupil being **kind**.

Consequences:

At Finchale, pupils who do not demonstrate our values will be encouraged to reflect upon their behaviour and to consider how they can make better choices in the future. Staff will always talk to children involved in an incident to clarify what has happened and what other choices they could have made. Every lesson is a 'fresh start' and an opportunity to reset and demonstrate our values. Consequences for not upholding our school values will be decided on the basis of each individual case and may include:

First Verbal Warning - to remind children of positive behaviour expectations and school values

Second Verbal Warning – as above with a reminder to make the right choice

Step 1: 5 minutes spent with an adult carrying out a restorative conversation - as soon as possible, e.g. within play-to-learn time in Reception or at the beginning of the following playtime (see Appendix 2 for an example of a restorative conversation format)

Step 2: moving to another class (Key Stage Lead where possible) and 5 minutes of playtime spent carrying out restorative conversation with Key Stage Lead

Step 3: meeting with Head Teacher to discuss behaviour expectations and school values

Step 4: meeting with parents/carers and Head Teacher / Class Teacher to discuss behaviour and create a behaviour action plan (see Appendix 3 for an example of a behaviour action plan)

Please note that, occasionally, some of the above stages may be omitted, depending on the issue and this is at the Head Teacher's or Senior Leader's discretion. Incidents may occur which are deemed to be so serious that they require immediate contact with parents / carers. Examples of this would be persistently challenging or physically aggressive behaviour towards other pupils or staff, any form of bullying including cyberbullying, having dangerous items in school or absconding / attempting to abscond from the premises. Parents / carers will be asked to attend school as soon as possible to discuss the incident and such incidents may lead to:

- The Head Teacher monitoring a child's behaviour action plan;
- An internal exclusion (working within another class for a half or full day);
- A fixed-term suspension;
- An exclusion or managed move to another setting.

Exclusion will be used only as a last resort and in response to a serious breach, or persistent breaches, of the school's behaviour policy or if allowing the child to stay within class or on site would seriously harm the education or welfare of the pupil or others.

Off-site Behaviour and Behaviour at Lunch Times, After-School Clubs & Wraparound Care:

We expect our pupils to display exemplary behaviour whilst out representing our school. This includes when they are arriving at and leaving school each day and we ask that family members always support us in modelling positive behaviour. Consequences may be required where a pupil

has displayed negative behaviour off-site when representing the school, or when at school clubs, either before or after the school day. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- At breakfast club or after-school wraparound care
- At other after-school clubs, both organised by school and by external providers
- In any other way identifiable as a pupil of our school

This also applies if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, member of staff or member of the public
- Could adversely affect the reputation of the school

Consequences will only be carried out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip) and could result in children returning home from educational visits or returning to school premises to meet with a Senior Leader. It could also result in children being asked not to attend before or after-school clubs. Families will be contacted in this situation.

Behaviour at break times will be monitored by staff on duty who will also be responsible for praising children and giving verbal warnings and will report awarding of Dojo points or any incidents that require a restorative conversation (Step 1 consequence) to class teachers. More serious matters will be reported to a Senior Leader who will take appropriate action.

Bullying and Sexual Harassment:

Finchale Primary has adopted the DfE definition of bullying as:

“deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.”

We take bullying very seriously and record all reported incidents on our electronic logging system, CPOMS. After an initial investigation, all incidents are followed up to ensure there has been no recurrence and that those involved feel happy and safe.

Further details of our school’s approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

HOW CAN PARENTS HELP?

- By understanding our Behaviour Policy and school values
- By praising children when they receive awards and demonstrate our school values
- By co-operating fully and always working with school staff for the benefit of our children
- By communicating promptly with school staff when asked to do so
- By treating everyone with respect and modelling good examples of behaviour

Appendix 1: Finchale Pupil Charter



Our Pupil Charter

We see the magic in every child . . . and help make them sparkle.

In our school **every** person matters. At Finchale Primary we all show:

Trust through:

- ✓ Caring about others in our school community.
- ✓ Dealing with any incidents of discrimination fairly and seriously.
- ✓ Always doing the right thing.
- ✓ Being honest and owning our mistakes.

Respect through:

- ✓ Promoting fairness and equality in all that we do.
- ✓ Speaking and listening respectfully to one another.
- ✓ Protecting each other from discrimination, harassment and victimisation.
- ✓ Respecting everyone's individual differences whatever they may be.

Resilience through:

- ✓ Never giving up, even when something is challenging.
- ✓ Using the power of 'yet'.
- ✓ Setting personal goals to achieve more.
- ✓ Knowing that it's ok to make a mistake as this is something we all do.

Inclusivity through:

- ✓ Encouraging everyone to join in, so everyone is included.
- ✓ Appreciating that we all have different needs.
- ✓ Sharing without prejudice.
- ✓ Treating others as we would like to be treated ourselves.

Community through:

- ✓ Encouraging each other within all aspects of our curriculum.
- ✓ Supporting participation in a wide range of clubs and cultural experiences.
- ✓ Our School Council, which represents the voices of our young people.
- ✓ Our pupil action groups who actively support the smooth running of our community.

Kindness through:

- ✓ Acknowledging that kindness is central to our school ethos.
- ✓ Being caring and supportive with everyone.
- ✓ Encouraging and celebrating each other's personal achievements.
- ✓ Nominating other people in our school community for Kindness Counts awards.

At Finchale, we acknowledge and respect the protected characteristics that are accepted within our society:



Age



Disability



Race



Sex



Religion
or Belief



Pregnancy
& Maternity



Marriage &
Civil Partnership



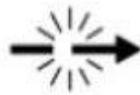
Sexual
Orientation



Gender
Reassignment

Appendix 2: Restorative Conversation Template

Restorative record sheet



What happened?



How were you feeling?



Who has been affected?



How can we make this right?



What have we learned from this?

Appendix 3: Examples of Behaviour Action Plan

	Session 1		Session 2		Session 3		Session 4	
	I will follow instructions first time	I will complete a set task	I will follow instructions first time	I will complete a set task	I will follow instructions first time	I will complete a set task	I will follow instructions first time	I will complete a set task
<u>Mon</u>								
<u>Tues</u>								
<u>Wed</u>								
<u>Thurs</u>								
<u>Fri</u>								

	Morning Playtime		Lunchtime Play		Finchale Fitness	
	I will speak to others kindly	I will ask an adult if I need help	I will speak to others kindly	I will ask an adult if I need help	I will speak to others kindly	I will ask an adult if I need help
<u>Mon</u>						
<u>Tues</u>						
<u>Wed</u>						
<u>Thurs</u>						
<u>Fri</u>						