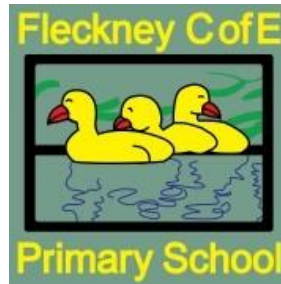


Fleckney C of E Primary School

Behaviour Policy



Let your light shine Matthew 5:16

Be the best that you can be.

Our Vision

Fleckney Church of England Primary School is a place where kindness, compassion and respect are at the heart of everything we do. We aspire for everyone to thrive and flourish and achieve our full potential in every aspect of school life. Through our Christian values, we nurture self-confidence, resilience and a sense of community so that we have an understanding of ourselves and our place in the wider world.

Date of Policy: September 10th 2026

Drafted by: S. Allen

**Approved and ratified by:
Gareth Robinson – Chair of Governors**

Date of Review: Annually

Aims

This policy aims to promote outstanding behaviour and mutual respect. We believe that this is best achieved through adhering to our school values, following our golden rules and explicitly teaching positive behaviour. Developing an ethos of kindness and co-operation creates an environment in which everyone feels happy, safe and secure.

As with our anti-bullying policy, our behaviour policy is centred on promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and succeed. This policy supports the school community in adopting a shared, consistent approach.

The vision of Fleckney Church of England Primary School is to create an inclusive environment in which every pupil is encouraged to thrive, flourish, and reach their full potential. We focus on nurturing self-confidence, resilience, and a sense of community, all through the lens of Christian values such as kindness, respect, and compassion.

As a Church of England primary school, Fleckney is committed to providing an education underpinned by Christian principles. The school's vision emphasises the holistic development of each pupil, supporting their academic achievement as well as their spiritual and personal growth, ensuring that all are encouraged to "let their light shine." In their pursuit to "Be the best you can be!"

Be the best you can be !

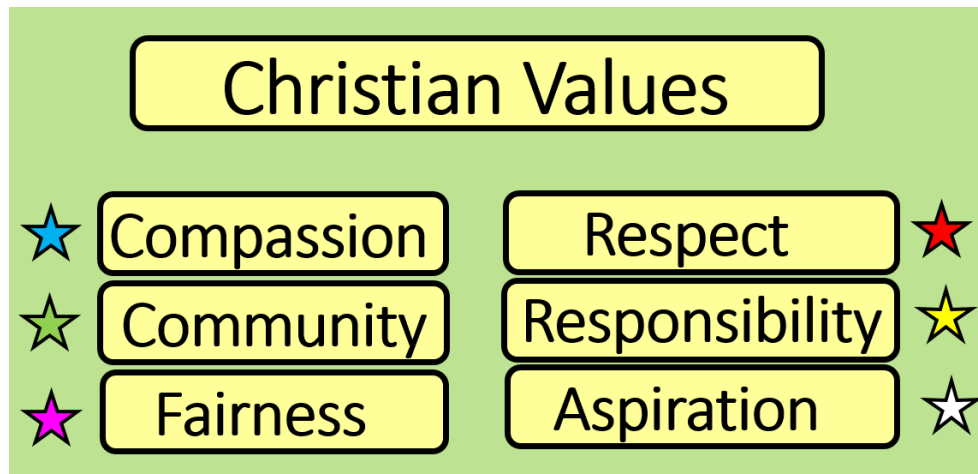


Let your light shine

Matthew 5:16

Our Values and their meanings

All representatives in our school community (children, teaching staff, support staff, governors and parents) have had an input into our school values. The values have been carefully chosen to represent our school with the aim to support children in being good role models. In weekly collective worship, the children are keen to demonstrate their knowledge of our six Christian values and the meanings of the words.



The school's Christian values are as follows:

Compassion

Compassion is to understand and care about people and appreciate their differences.

Respect

Respect means you care about people's thoughts, feelings and emotions. Respect means you care for our world and everything in it.

Responsibility

Responsibility is to show that you are reliable and do everything with care.

Community

Community means to help and support other people wherever they are.

Fairness

Fairness is about making sure that everyone is treated with the kindness and respect they deserve.

Aspiration

Aspiration is having a strong desire to work hard to achieve your hopes and dreams

As a school community, we want to ensure that children feel valued, special and happy.

Three golden school rules

At Fleckney C of E Primary School, we have 3 golden school rules:

- **Be Safe**
- **Be Kind**
- **Be Ready**

Our school rules of 'Be Kind, Be Safe, and Be Ready' provide a framework to support children when making choices for their behaviour.

Children are explicitly taught classroom routines and the behaviours required to follow the 3 school rules. This happens at the beginning of each year, during collective worship and is periodically

reinforced throughout the year (as required). The school rules are for everyone. All members of staff and all pupils are expected to follow them.

Appendix A outlines examples of the school golden rules. These examples of positive behaviour choices inform the school's behaviour curriculum 'The Fleckney Way'.

All staff praise children using these rules to positively reinforce consistent adherence to them. The expectation is that rewarding children for demonstrating these positive behaviour choices will encourage intrinsic motivation, which will in turn encourage the behaviour to be replicated.

We recognise that some pupils with complex special needs may require adaptations and adults will work closely with the SENDCO to create educational support plans specific to further support individual pupil's needs. These plans are shared with all adults who work closely with the child. Where a risk assessment is also needed, this will be written in consultation with all adults who work closely with the child.

Positive praise

Through encouraging and rewarding behaviour using positive praise, we recognise that this will reinforce the behaviours that we are looking for. In our school, adults praise children for behaviours that demonstrate our rules and values. We try to instil in our children a feeling that they are also part of the school community, upholding our high standards, not just for themselves, but as a representative for the school for example: "What beautiful Fleckney manners you have." "Thank you for holding the door, children in our school are always so polite."

Dojo reward points

Each child within school has their own individual Dojo avatar. Teachers can award positive Dojo points for children demonstrating the 3 golden school rules.

In addition to these three golden rules, teachers may use their discretion to award Dojo points for other positive behaviour traits.

Each child will collect their own individual Dojo points which will be collated through the Class Dojo platform. The scores are cumulative and totalled for each half term. The six children in each year group (split evenly across the classes), who have obtained the highest dojo point totals, will be rewarded. This reward, is time with Headteacher, and an opportunity to share in a treat. The scores will reset each half term, this allows all children a fresh opportunity to be the highest earning pupil for the next half term.

Golden tokens

Across the school, all children are allocated a house team. In addition to gaining Dojo rewards as an individual, our pupil's are also encouraged to work as part of a team. These house teams are as follows:

- **Marcus Rashford - Red**
- **David Attenborough - Green**
- **Queen Elizabeth 2nd - Blue**
- **Malala Yousafzai - Yellow**

At lunchtimes, when children demonstrate positive behaviour choices (following the three rules), they are awarded a golden token. Once awarded a golden token, the children place these in the tube corresponding to their house team located in the school foyer. Each week in collective worship, the Headteacher announces the total amount of tokens collected for each house from the previous week. On a half termly basis, weekly scores are added together to give an overall winning house. All children, who are part of this house team are invited to a reward afternoon to celebrate.

Christian Value stars

Each half term, one of the values is chosen. All children are given the opportunity to model the chosen value in their behaviour, attitude and conduct around the school. Towards the end of the half term, class teachers select two children to be congratulated and awarded a coloured star pin badge in a celebration worship. The colours link with the six Christian school values (see stars below). Around the school, the children then proudly wear the badges they have earned on their uniform for the rest of their school career.

Shining star of the week certificates

Each week, the Headteacher leads a collective worship titled: Shining star of the week. During this collective worship, a certificate awarded to an individual pupil in each class across the school, who has embodied one of our school values and 'allowed their light to shine.'

The Kindness cup

To mark her dedicated service to our school, our former Chair of Governors donated to our school an oak cup titled 'The Kindness Cup'. Every half term, staff members nominate children, who demonstrate and embody kindness, to receive the award. Class teachers' write a paragraph about the reasons this child has been selected. This write up is featured in our half termly school newsletter.

In a special half termly collective worship, this cup and is presented. The winner of cup takes the cup home for the next half term. Upon returning the cup, the recipient receives a kindness cup pin badge to wear on their school uniform for the rest of their time in school.

Sanctions

We strive to create a classroom environment where all of our children are engaged. Our teaching and support staff use positive praise and rewards to encourage and motivate children. On occasions where behaviour does not meet our high standards, we adopt the Flowchart for Behaviour Management – See overleaf).

Behaviour Support and De-escalation

At our school, we are committed to promoting positive behaviour and wellbeing through the adoption of **Team Teach** principles. We recognise that behaviour is a form of communication and seek to support pupils through a range of preventative and de-escalation strategies. These may include, but are not limited to, distraction and diversion, the use of appropriate humour, offering choices, reducing demands, and implementing a "change of face" approach, whereby adults may be swapped to help reduce anxiety and diffuse situations. The vast majority of incidents can be resolved through these supportive interventions. However, in the rare circumstances where de-escalation strategies have not been successful and there is a risk of harm to the pupil or others, it may be necessary to use positive handling techniques. Any such intervention will be reasonable,

proportionate and carried out by appropriately trained staff in accordance with the school's **Positive Handling Policy**, individual risk assessments, and relevant statutory guidance.

Reflection

As a Church of England school, we strongly believe in restorative justice. As most behaviour actions are a choice, we offer children the opportunity to reflect on the actions of themselves and others and look at possible reasons for why a particular behaviour may have been chosen. In addition to this, children are then encouraged to consider how they might act next time, thus learning from the incident. Finally, we offer our children the opportunity to make the situation better e.g. apologising for their actions. The behaviour reflection is guided through a series of questions that the child/ren complete.

Behaviour reflection happens for the first 30 minutes of lunch and the children are asked to attend behaviour reflection during this time (in a designated quiet room in school). This room is staffed by a member of SLT on a rota basis. After the children have completed their behaviour reflection, the member of SLT will discuss the incident with the child and support the child in learning from their actions. The child is then offered a 'fresh start' and then no further reference is made.

When a child is asked to attend behaviour reflection, the member of staff who sent them should record the incident on C-POMS. In addition to completing the behaviour reflection log on TEAMS, the class teacher should then communicate with parents about the child's attendance and reason/s for attending. After making contact with home, the child's information on the behaviour log should be highlighted to indicate this has been completed. SLT will monitor behaviour reflection logs (this allows them to spot potential patterns of behaviour and address them accordingly). If a child has attended the reflection room three times, in a half term period, a member of SLT will inform the parent. This ensures that any patterns of behaviour are discussed with parents, whilst offering any potential solutions for school and home to work together. Parents are asked to agree and follow our school working in partnership agreement.

Where a pupil has been identified as vulnerable and/or has Special Educational Needs and Disabilities (SEND), the school recognises that a standard behaviour reflection process may not always be the most effective way to support understanding and learning. In these circumstances, staff will adapt the reflection process to meet the individual needs of the child, taking account of their communication, cognition, emotional regulation and social understanding. The focus remains restorative in nature, helping the pupil to understand what happened, consider the perspectives and feelings of others, and explore alternative choices for the future. To support this, a range of age-appropriate and needs-led approaches may be used, including visual supports, social stories, and Comic Strip Conversations. These strategies enable pupils to process events in a meaningful way and develop their understanding of the impact of their actions, whilst ensuring that the reflection process remains supportive, accessible and conducive to positive behaviour change.

We recognise that some children may require additional support to help them meet our behaviour expectations. Where a pupil is required to attend the Behaviour Reflection Room on three occasions within a half term, this may indicate that further intervention or sanctions are necessary. In such circumstances, additional consequences may be considered, which could include the temporary loss of opportunities to represent the school in sporting events or other activities. This is particularly relevant where a pattern of behaviour raises concerns about the safety and wellbeing of the child, other pupils, or staff, including during educational visits and residential experiences.

Any further sanctions will be discussed with the child and their parents or carers and will take account of the individual circumstances. Decisions will be made at the discretion of the Headteacher, with the aim of promoting positive behaviour, supporting the child to succeed, and ensuring the safety of the whole school community.

Suspensions and Permanent Exclusions

At our Church of England Primary School, we are committed to nurturing a safe, inclusive, and respectful learning environment rooted in Christian values. While we strive to support every child in making positive behaviour choices, there may be rare occasions when suspension or permanent exclusion becomes necessary to uphold the safety and integrity of our school community.

Headteacher's Discretion

The Headteacher holds the authority to suspend or permanently exclude a pupil in accordance with statutory guidance from the Department for Education and the Leicestershire Local Authority. This decision is never taken lightly and will only be made:

- As a **last resort**, after other behaviour management strategies have been exhausted
- In response to **serious breaches** of the school's behaviour policy
- Where allowing the pupil to remain in school would **seriously harm the education or welfare** of others

Types of Exclusion

- **Suspension (Fixed-Term Exclusion):** A pupil may be excluded for one or more fixed periods, not exceeding 45 school days in a single academic year.
- **Permanent Exclusion:** This is a final step, used only in exceptional circumstances.

Notification and Support

Parents/carers will be informed promptly of any suspension or exclusion, with clear reasons provided. The school will:

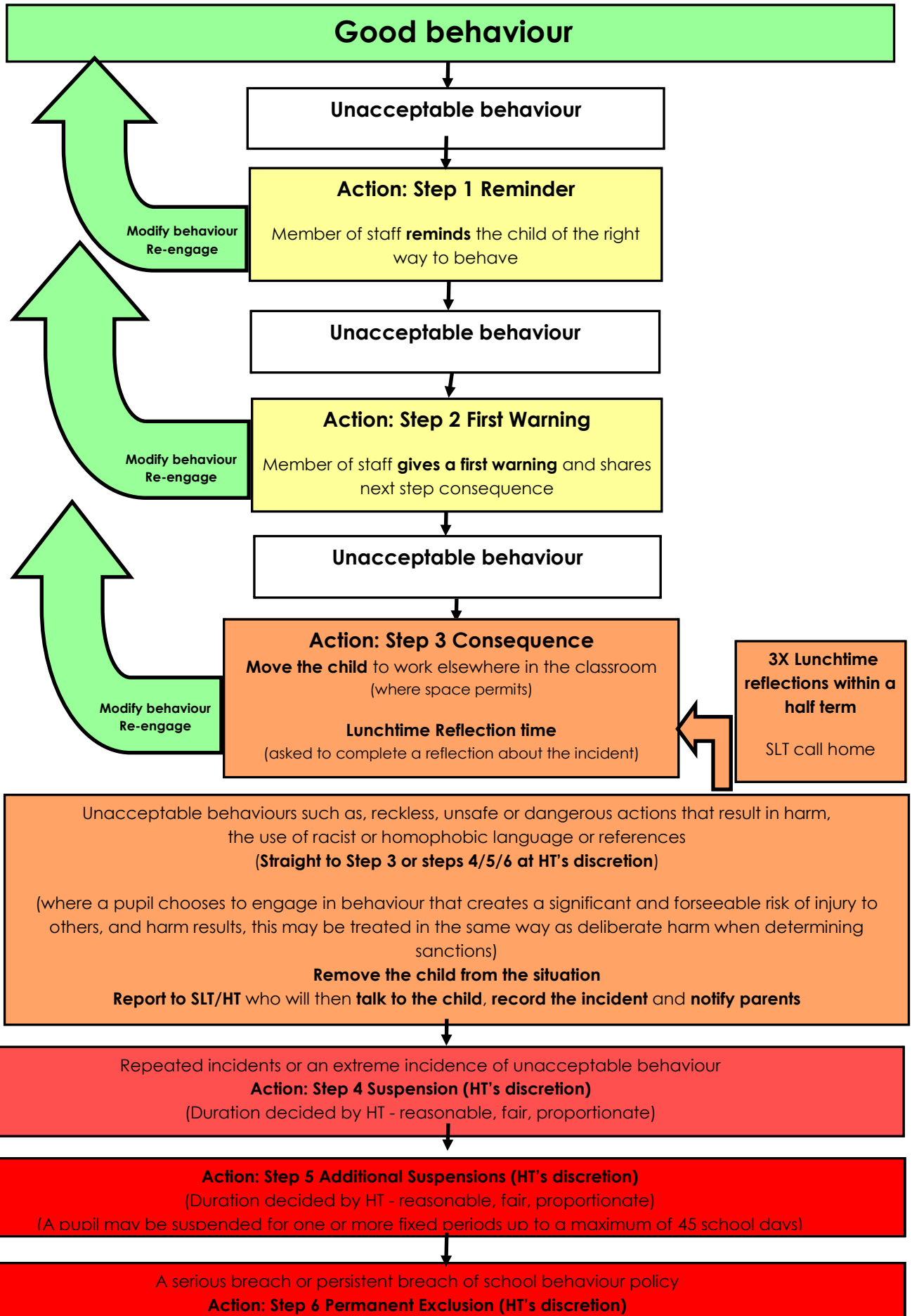
- Offer support and guidance to families during the exclusion period
- Arrange a **reintegration meeting** following a suspension
- Ensure that the pupil's voice is heard and their dignity respected throughout the process

Equality and Inclusion

In line with the Equality Act 2010, we do not discriminate against pupils based on race, gender, disability, religion, or other protected characteristics. Reasonable adjustments will be made to support pupils with additional needs and prevent exclusion wherever possible.

Behaviour Management Flowchart

Children at Fleckney Primary embody our seven school values: be safe, be polite, be friendly, be a good listener, be active, be creative and be ready to try and try again. They also reflect our Christian values of compassion, fairness, responsibility, respect for humanity, community and aspiration in their desire to be the best that they can be. On rare occasions, our children may fall short of these ideals. When this happens, we follow this behaviour management



APPENDIX A

The Fleckney Way

Each golden rule is broken down into specific behaviours which are taught (where appropriate), and in an age appropriate way. These behaviours are constantly referred to and reinforced.

Adaptations

While this curriculum is intended for all pupils, it may be applied differently in different year groups and ages as well as some children with SEND needs. Sensitivity will be applied at all times when teaching the behaviour curriculum

Role of parents and carers

The role of parents and carers is vital in enabling our children to be ready for school. We will work closely with our parents communicating with them their vital role in supporting their children at home in addition to supporting our work in school.

Break and Lunchtime 'The Fleckney Way'

Be ready	kind	Be safe means ...
<u>Break time</u> Know that you must walk from your classroom to the playground Know that you must play safely without hurting anyone Know that we do not 'play fight' because we may hurt someone by accident Know that you must be kind, by including people in your games and sharing equipment Know that someone who is kind behaves in a caring, and helpful way towards other people Know that you need to come off the play equipment at the first whistle and walk orderly, lining up silently when the second whistle is blown <u>Lunchtime</u> Know where you line up for lunchtime when you are called Know where you sit in the dinner hall during lunchtime Know that you should use a quiet voice in the dinner hall Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS) Know that you should finish what you are eating before leaving your seat Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it Know that you need to come off the play equipment at the first whistle and walk orderly to line up on the playground when the second whistle is blown		

'The Fleckney Way' Classroom charter

Be ready	Be kind	Be safe
• Arrive at school on time and understand that attending school is important • Arrive to class on time • Arrive at school wearing the correct uniform • Arrive on P.E days wearing the right kit • Know the routine for entering the classroom and getting ready to work • Hang up belongings and put things tidily away • Know to put your hand up quietly to answer a question or participate in discussion • Know the routine for handing out and collecting books in the classroom • Complete homework on time • Know that each day you need your reading book and a signed contact book in school • Work hard on tasks given • Give the adult teaching your full attention • When arriving for assembly, sit down quietly ready to listen - without talking • When leaving assembly, walk in an orderly fashion - without talking	• Use polite manners by saying please and thank you • Show gratitude to others by thanking people for what they have done for you • Hold the doors open for adults (and each other) • Talk kindly to other pupils • Greet others by saying good morning/good afternoon • Smile and interact positively • Show kindness at playtime and lunchtime by including others in your games • Share equipment fairly, take your turn with others • Know that it is polite to give eye contact to the person you are talking to • Know that you need to take turns in conversation, not talking over one another • Know it is important to speak up, if you know there is unkind behaviour happening • Accept and understand that some children may need learning resources to help them learn	• Line up in an orderly fashion • Walk at a steady pace around school in a line and without talking • Know that when we move around school we walk on the left side of the corridor or stairs • Know that you should line up without leaning against the walls • Know that you should keep your desk area tidy and organised • Be responsible for school and your own belongings/ equipment • Know that the legs of your chair need to always be on the ground • Know to push your chair neatly under the desk before leaving your workspace • Know that you need to keep your hands and feet to yourself • Be responsible and respectful of toilet and shared areas • Leave school in an orderly fashion sticking to the paths • Behave in a calm and respectful way whilst travelling to and from school