

**FOWEY PRIMARY SCHOOL**  
**Behaviour: Expectations, Recognitions and Consequences**



### **Our Ethos and Philosophy**

At Fowey Primary School we expect everyone to model our values at all times; Collaboration, Aspiration, Respect and Empathy. Our expectation of exemplary behaviour is key to this.

We believe that children need to behave well to get the best from their learning. We have high expectations of our children. We know that children are learning the social and emotional skills they need to be successful adults and so will take all opportunities to teach children about the best possible choices. We know that we all make mistakes sometimes, which help us learn.

We expect all adults in our school community to teach that we all have choices about our behaviour; we can make great choices or poor choices. When children have made poor choices there will be a consequence, which is designed to help that child reflect on their choice and the importance of making different choices in future.

At Fowey, we are very careful not to label individual children; we believe that all our children are brilliant but that any child can sometimes make a poor choice.

Children who have made great choices or have shown exceptional effort are rewarded, using our system of recognitions.

Exemplary behaviour is a partnership and we expect all families to form a key part of our approach and to support staff and their decisions.

This procedure maps out our expectations, recognitions for great choices and consequences.

### **Our Expectations**

- We treat others as we wish to be treated ourselves.
- We always tell the truth.
- We come to school on time, every day, ready to learn.
- We are responsible for our own learning; we know that we learn most by challenging ourselves.
- We listen to the person speaking.
- We work respectfully, in line with our core values.
- We always behave sensibly; even when we think no-one is watching.
- We can ask questions if we don't understand or we think something isn't fair.
- We don't leave people out; we make sure everyone has a friend.
- We are kind and we expect no-one to be bullied at our school, if anything which make us feel worried, we always tell an adult straight away.
- We are respectful when playing and share our resources fairly.
- We always use our manners, being polite and courteous.
- We take care of our things, our environment and we wear our school uniform with pride.

## **An Exemplary Learning Culture**

We create this culture by:

- Modelling our values in our interactions with children and other adults
- Speaking respectfully and calmly as parents and staff
- Saying hello and chatting in the corridors and around the school
- Having high expectations of everyone within our community, we want to be exceptional!
- Working with other children throughout the school during our projects and in special days
- Whole school events like World Book Day, performances and fundraising events
- Being an active part of our local community
- Celebrating and recognising great choices in our Friday assembly
- Inviting our families in to join us at events such as Lunch and Learn
- Creating opportunities for all children to be successful and to show their strengths
- Working proactively together to improve our school through our Parent Panels and our local governing body
- Listening and acting on the views of our children
- Enabling children to be leaders as buddies, peer mediators and play leaders
- Providing an exciting, engaging curriculum which meets the needs of our children and our community
- Encouraging our children to be questioning, in order to understand
- Actively teaching our children about difference and British Values, and how these things make our community stronger
- Meeting with every family during parents evenings, to let you know all the great things about your child
- Completing home visits for every new family to welcome them to our school and explain our approach.

## **Our Recognitions**

**We recognise children's great choices or exemplary effort by:**

Giving specific praise

Headteacher's Award certificates, presented in Friday Assembly

Stickers

House Points

Sending letters and postcards home

Displaying work on the Aspiration wall

Choosing children to be the Class Captain for the day

Friday Club

Termly Golden Ticket tea party (different theme each term)

Awards Presentation in July

Classes may also have a class recognition (at the discretion of the class teacher) to improve a particular focus area.

## **Our Consequences**

All incidents resulting in a consequence, beyond a reminder, are recorded using CPOMS (our secure, online safeguarding and behaviour system). Any incident of a discriminatory nature (e.g. racist or homophobic language) is also recorded.

Consequences are led by the child's class teacher and are designed to help that child learn from their choice. A consequence may be natural (e.g. a child who has deliberately broken their pen by messing around may need to use a pencil to complete their writing that day) or created (e.g. letter of apology, directed move to work in another classroom or time spent tidying the classroom).

**Typical Consequences in the Classroom (the stages are usually sequential but may not all be followed when a serious incident has occurred)**

Stage One	Reminder with explanation.
Stage Two	Teacher sees child at playtime to discuss incident before going out to play (time in determined by nature of incident)/completion of work before going out to play.
Stage Three	Sent to another classroom to work with an explanation to the other teacher. Time to be specified by the child's own teacher. Child then sent back to class and teacher discusses incident at next convenient time with child. Teacher contacts family as soon as possible.
Stage Four	Headteacher or Senior Member of Staff intervention.  Children who are repeatedly not meeting our expectations will have an Improving Behaviour Plan to help them make better choices. This will be created and reviewed during a meeting with their family and class teacher.

Fixed Term and Permanent Exclusions are used at Fowey as a very last resort where a child has made a choice which has resulted in themselves or someone else being unsafe. We expect children to follow the instructions of staff and where children are repeatedly non-compliant, this may also result in an exclusion. We follow the statutory DFE guidance on Exclusions, which can be found here <https://www.gov.uk/government/publications/school-exclusion>

An Improving Behaviour Plan will always be put in place following any exclusion, to ensure we can all work together to help children make better choices.

**Break and Lunch Times**

**Consequences during break and lunch will be led by the teacher on duty, in consultation with the child's class teacher.**

Stage One	Reminder with explanation.
Stage Two	Directed move within the playground (e.g. to play in another area or with another child).

Stage Three

Time out on playground. Child then remains with an adult on playground for rest of session. Child is returned, by that adult, to their class teacher who will follow up incident.

Repeatedly not meeting expectations

Headteacher or Senior Member of Staff intervention.

Children who are repeatedly not meeting our expectations will have an Improving Behaviour Plan to help them make better choices. This will be created and reviewed during a meeting with their family and class teacher.