

The Falkland Islands Community School

Behaviour for Learning Policy



Date of last review	September 2026
Date of next review	September 2027

School Vision and Values

*Our vision is to empower young people to thrive in a culture of **Respect, Resilience and Curiosity**. Proudly rooted in the Falkland Islands and connected to the wider world, our students have the confidence and character to achieve excellence in all of their endeavours.*

Policy Aims

This behaviour policy outlines the school's approach to supporting and ensuring those behaviours in our students. Students have the right to learn and teachers have the right to teach; no one has the right to disrupt lessons, to prevent others from learning or to violate the rights of others.

- To build a culture of achievement and an ethos of success
- To maintain a clear structure of rewards and sanctions, communicating this to all members of the school community
- To offer clear guidance, giving consistent and coherent responses to student behaviour
- To enable the children to learn how to manage their own behaviour
- To enable all staff to manage the behaviour of students consistently and effectively

School Expectations

Parents and carers are vital stakeholders in the FICS Behaviour Policy. Parents and carers are expected to take responsibility for the behaviour of their child, both on site and when travelling to and from FICS. Parents and carers are expected to work in close partnership with the school to help maintain high standards of behaviour.

We are making a commitment to work together. It is a three-way commitment between the school, family and the student to ensure that your child is successful at school.

As parents/carers you are expected to ensure that your child;

- attends school every day, arrives in good time and is fully equipped
- is actively supported in their studies at home and has a quiet place to complete homework etc.
- understands the behaviour policy and the consequence of poor behaviour
- adheres to the dress code

Parents/Carers are also expected to:

- attend Parents' Evenings and any other meeting required to discuss my/our child's progress or conduct at school
- make the school immediately aware of any changes in circumstances which might affect my/our child's work, behaviour or mental well-being
- inform the school of any changes in my/our contact details
- respect the rules of the school and support the school in any sanction that is issued in line with the Behaviour Policy

As a professional at FICS, we agree to:

- display the school values of **Respect, Resilience** and **Curiosity**.
- provide a balanced curriculum and meet the individual needs of your child
- mark and assess work and provide feedback to ensure that your child is supported to make excellent progress and reach their full potential
- keep you informed about general developments within the school and your child's progress in particular
- provide a safe, disciplined and stimulating environment in which your child can learn effectively
- recognise your child's successes and rewards progress and achievements
- be available to listen, to discuss and act to resolve any concerns that may be expressed by parents/carers or your child

We expect students to:

- Display the school values of **Respect, Resilience** and **Curiosity**.
- Attend school on time every day, ensuring that they are in tutor rooms **Ready to Learn** by 8.30am and 1.30pm.
- Bring all necessary school equipment to school every day in line with their **Ready to Learn** card.
- Use the lockers at appropriate times such as before school, break time, lunch time and after school.
- Adhere to the dress code and failure to do so may result in them being asked to change/remove items.
- Follow all instructions from **all** members of staff, whether in lesson, in the street or out the front of school.
- Follow the school's behaviour policy.
- Voice any concerns at the right time and in the right manner with their Head of Key Stage instead of raising it in the moment and therefore causing disruption to the lesson.
- Express themselves appropriately and politely to everyone within the school community.
- Aware that their body language and tone of voice impacts how what they say is received by others.
- Accept consequences for their actions.

Behaviour for Learning in the classroom

All lessons last for 60 minutes. During this time, all students are expected to follow clear behaviour for learning expectations at all times. Failure to do so will result in appropriate sanctions in line with the policy. Students can expect the same structure and expectations in every lesson across the school.

1 Arrive on time, you will be greeted by a teacher	2 Enter the room calmly	3 Sit in the seat allocated to you. Get your planner, SSV, book and equipment ready
4 Begin the 'do now' activity in silence	5 Respond positively to interactions and feedback throughout the lesson	6 Before exiting, stand quietly behind your chair until dismissed by your teacher

Equipment - Be '*Ready to Learn*'

The minimum expectation is that students have the following equipment with them:

- Ready to Learn Card
- Two pens (black or blue)
- Planner
- Reading book for use in tutor time
- Subject Specific Vocabulary booklet (SSV)
- Calculator (Year 8 - 11)

The ***Ready to Learn*** card is designed to support students in developing organisational habits. Arriving at every lesson with the correct equipment demonstrates **Respect** for learning, builds **Resilience** through responsibility and preparation, and allows **Curiosity** to flourish.

How it works.

- Students bring all required equipment to every lesson.
- Missing equipment = 1 teacher signature.
- 5 teacher signatures = 30 minute detention to reset expectations.

Form tutors will check that students are ***Ready to Learn*** every morning in AM tutor.

Praise and rewards

As a school, we recognise the importance of celebrating the success of students.

Reward system	Description
House points	House points can be awarded on ClassCharts at any time. These are accumulated and result in achievements awarded in the end of term celebration assemblies.
Stars of the week	Every week staff select one student or more to nominate for star of the week for students who have demonstrated the school values of Respect, Resilience and Curiosity . This will be celebrated with parents, students and the wider community in weekly assemblies.
Golden Ticket	Each half term a limited number of staff are given a golden ticket to hand to a student who has demonstrated exceptional work or attitude. This is a direct opportunity to celebrate their success with the Principal. Students who have won a Golden Ticket will be entered into a prize draw at the end of the year.
Rewards Store	Students can spend their house points through the student ClassCharts app to buy a variety of prizes.
Rewards trips and activities	These provide opportunities for students to be rewarded for consistently demonstrating school values.
Attendance Raffle	For each full week of attendance students' names will go into a prize draw to win a prize. This is drawn half termly.

Sanctions

Students will either be fully engaged or not in the lesson. If a student is not engaging, staff will follow the 3-stage approach of **remind**, **reinforce** and **remove**.

Stage 1: Remind

We understand that students make mistakes and that sometimes a quick prompt can refocus a student. Staff will use a variety of strategies to do this and it is their judgement as to how many times this may and can be used before being escalated.

Examples of reminders include moving into proximity of the student, verbal or non-verbal cue or a reminder of the rules and expectations.

Stage 2: Reinforce

Where a student has not adhered to Stage 1: Remind, the staff member may progress to the reinforce stage. This will be a non-negotiable, clear instruction as to how the student can be successful and the outcome if they do not choose the correct behaviour.

Examples of reinforcements include confiscation, adjusting the student's location in the room or being sent outside for a short time to reflect and refocus.

Stage 3: Remove

If a student does not respond positively to the *Remind and Reinforce* stage, they will be removed from the classroom. A member of the leadership team will collect the student and place them in the back of another teacher's lesson.

Parents/carers will be informed of the removal and same-day detention by email. The class teacher will then make contact later that day to discuss the incident.

A removal will automatically result in a 30-minute same-day detention (4:00–4:30pm).

Following a removal, the member of staff will meet with the student that afternoon to hold a supportive conversation and agree on a plan to help prevent a recurrence. The incident will also be logged on ClassCharts at the earliest opportunity.

If a student is removed twice in one day, they will be placed in isolation for one full school day. This enables us to work constructively with students to help them to reset and refocus while minimising disruption for other students in their classes.

Sanction systems

Sanction system	Description
Behaviour points	These are given to students who do not meet the expectation of the school. These will be monitored by tutors and the wider leadership team who will take appropriate action.
Parental meetings	Parents/Carers will be asked to attend a meeting to discuss the conduct of the students and look to form a resolution between the parent, student and school.
Centralised Detentions	When a student is removed from a lesson, they will immediately be placed into a centralised detention the same day. They will be registered by a member of the leadership team, and then collected by their class teacher to complete any missed work and have a restorative conversation. If a pupil does not attend a centralised detention, they will receive 1 day isolation and a parental meeting will be called.
School report	Where the Key Stage Lead or member of the Leadership Team judges that a student's attitude or behaviour requires closer monitoring, the student will be placed on a school report. The report will be available on ClassCharts for parents/carers and students to view. Parents/carers are expected to discuss the report with their child at home to support improvements in behaviour. There are three levels of report: ● Form Tutor Report ● Head of Year Report ● SLT Report

Other Sanctions	Where other strategies have not been successful in resolving behaviour/attitude issues or for more serious incidents, which compromise the safety of our school community or the good order and management of the school, other sanctions could be put in place. These could include; Internal exclusion. Students do not attend regular lessons and are isolated with a member of the leadership team. Alternative school day timings. These will be agreed in advance with parents/carers. External exclusion. During this time, students are not permitted to be on school site during this time.
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Reasonable adjustments for students with SEND

Students who have identified additional needs will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for these students. Advice from the SENDCo and from external agencies where appropriate will be taken and communicated to staff. Alternative strategies will be used as agreed with stakeholders at regular SEND review meetings. Some students may need a differentiated approach in order to break down their individual barrier to learning.

In all adjustments the voice of the child and the voice of the SENCo will be heard.

Punctuality

We have whole school routines and expectations around punctuality as we believe that every minute of lesson time is critical for our students' outcomes. Being on time to lessons demonstrates our school value of **Respect**.

Any student that is late to a lesson including tutor time will receive a 10 minute centralised detention on the same day. Students who are late multiple times during a week will receive a 30 minute detention on the Friday of that week.

If a student does not attend their detention they will then be placed in a 20 minute detention the following day.

Further support will be put in place for students who display persistent lateness to lessons. For example, Punctuality Report.

Truancy

If a student fails to attend their scheduled lesson / amended timetable activity or removes themselves from it without permission, then this is considered truancy and will result in a one-hour same-day detention.

The member of staff who discovers the truancy will add the log to ClassCharts - this will be the class teacher if a student first attends a lesson, but then subsequently leaves without permission.

Unstructured “Out of lesson” management

Teaching and support staff are responsible for setting the tone and context for positive behaviour at unstructured times – including breaks and lesson transitions. They will:

- Arrive at their duties punctually
- Create a positive environment through their language (including body language) and interactions with students – engaging in conversation with students as appropriate
- Actively seek to acknowledge and praise positive behaviours whilst monitoring and intervening in any negative behaviours that are displayed.

If a student fails to display the school’s values, or breaches the code of conduct whilst entering or leaving the building, during breaktimes, in common areas, or at lesson transitions then the member of staff discovering the incident will:

- Respond and intervene as appropriate with a view to de-escalating and managing the situation
- Seek support from colleagues as appropriate
- As soon as is possible log the event on ClassCharts

Mobile Phones and electronic devices (e.g. headphones, smart watches)

We want to create a calm, supportive and safe environment that maximises learning and protects student welfare. Mobile phones are a distraction and have several negative impacts on young people’s academic and social experiences in school.

It is the school’s expectation that mobile phones and headphones are **switched off** and kept **out of sight at all times**, including during break. Any mobile phone that is seen or heard during the school day will be confiscated and handed to reception. Smart watches used to read or send messages will also be confiscated and taken to reception.

Parents/carers will be informed and required to collect the item.

These expectations will be reinforced any time your child is under school supervision.

Fidget Toys

Fidget toys which have been included on a student’s LSP following discussion with the SENDCo are permitted within school provided they are used as per the LSP. Fidget toys that are being misused or which do not fall into this category will be confiscated to be collected at the end of the school day.

Drinks & chewing gum

Sugary, fizzy, caffeinated or energy drinks are not permitted in school. These will be confiscated on sight and disposed of. Any students chewing gum will be asked to dispose of it and will be given a 10 minute detention that day.