

# Behaviour for Learning Policy

## Policy Sign off

	Reviewer	Approver	Date
<b>Reviewer / Approver</b>	Jamie Stevenson (Inclusion Manager)	IAB	Summer 2021
	<b>Next Review</b>		Summer 2022

**Related policies:** Safeguarding Policy, Anti-Bullying Policy, SEND Policy, SEND Information Report

## Behaviour for Learning Intent

1. To embody the school values throughout the day.
2. To have a positive attitude to learning.
3. To be a proud member of the Paxton school community.

## Academy Ethos

At Paxton Academy, we believe that every child should be able to achieve their full academic and social potential. This is to ensure that they have the best outcomes possible to function as part of the school, wider community and the ever changing world in which they live. This is achieved by creating an environment where both staff and children feel respected and valued in their interactions with one another. At all times, all staff should act as positive role models and embody the school values to demonstrate the behaviour that is expected of children while at school. At Paxton Academy Sports and Science, we appreciate the diverse backgrounds that all children come from and incorporate this into our curriculum, valuing the different experiences that our families contribute to the school. Our RESPECT values underpin everything that we do at Paxton Academy and is a shared understanding amongst the school community of how we present ourselves.

 <b>PAXTON ACADEMY</b> SPORTS AND SCIENCE <small>INDIVIDUALLY EXCELLENT, COLLECTIVELY BRILLIANT</small>	<b>Our Values-RESPECT</b>
<b>R</b>	Resilience-we are determined to succeed. We never give up.
<b>E</b>	Excellence-we strive to reach our potential and are committed to excellence.
<b>S</b>	Success-we value achievement and celebrate success.
<b>P</b>	Pride-we take pride in everything that we do.
<b>E</b>	Equality-we are all valued members of our community. Everyone is treated fairly.
<b>C</b>	Care-we look after our community, showing we care through our words and actions.
<b>T</b>	Teamwork-we work as a team because together we achieve more.

## Behaviour for Learning

At Paxton Academy staff are committed to ensuring that children have access quality first teaching that is engaging and help them to further develop a love and passion for learning. Teachers ensure that lessons are tailored to meet the needs of children in their class, are well resourced and continuously built of their knowledge so that they are challenged. The classroom environment is inclusive towards all pupils, ensuring that it is compliant with the Equality Act 2010. Classrooms and additional learning spaces are an extension of the learning and a celebration of the learning taking place throughout the term, these are interactive and built alongside the children.

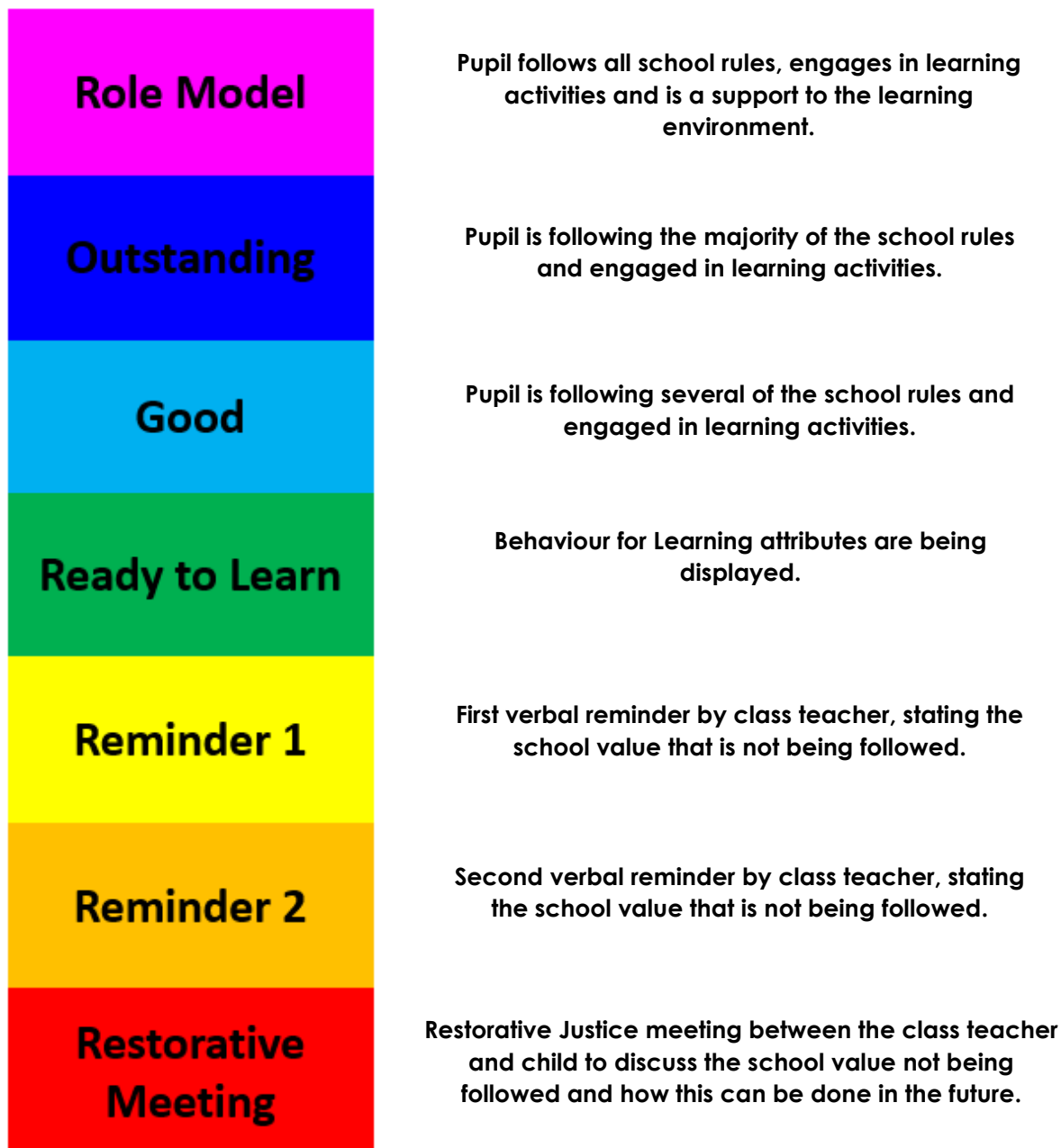
# Rewards for Displaying Positive Behaviours for Learning

There are many positive rewards for good behaviour. This may be as an individual, group or whole class. Whole school rewards include:

- Star of the week (Postcards home for demonstrating our school values and outstanding behaviour for Learning).
- Afternoon Tea – (attendance once a term).
- Writer and Mathematician of the week.

## Our Behaviour System

Our behaviour chart encourages children to move upwards from **Ready to Learn** to achieving 'outstanding' through demonstrating the school values throughout the day.



# Behaviour Summary Guide

*detailing behaviours that do not follow our school values and how they will be dealt with.*

<p><b>Reminder (Low level)</b></p> <ul style="list-style-type: none"> <li>• Calling out/talking in lessons</li> <li>• Failure to complete classwork</li> <li>• Failure to follow instructions the first time</li> </ul>	<p><b>Restorative Justice meeting (Medium level)</b></p> <ul style="list-style-type: none"> <li>• Out of class reflection time when failing to display the school values after two reminders.</li> <li>• Refusal to follow instructions</li> <li>• Rudeness to other pupils or adults</li> <li>• Fighting incidents</li> <li>• Damaging school property</li> <li>• Running out of a lesson</li> <li>• Swearing</li> <li>• Theft</li> </ul>
<p><b>Internal/Fixed Term Exclusion (High level)</b></p> <ul style="list-style-type: none"> <li>• Defiance in internal</li> <li>• Persistent breaches of the behaviour for learning policy</li> <li>• Racial, sexist, homophobic or transphobic comments</li> <li>• Threatening behaviour to staff or other students.</li> <li>• Ongoing bullying</li> <li>• Persistent dangerous behaviour</li> <li>• Spitting at someone on purpose.</li> <li>• Assault on a student</li> <li>• Assault on a member of staff</li> <li>• Being in possession of drugs/alcohol</li> <li>• Severe allegations against staff.</li> </ul>	<p><b>Permanent Exclusion (Severe level)</b></p> <ul style="list-style-type: none"> <li>• Serious and ongoing bullying.</li> <li>• Serious assault on a student.</li> <li>• Extremely serious damage to property or building.</li> <li>• Sexual or indecent assault.</li> <li>• Serious incident outside of school.</li> <li>• Serious dangerous behaviour.</li> <li>• Persistent breaches of the behaviour for learning policy</li> <li>• Being in possession of an offensive weapon.</li> </ul>

## Parental Engagement

Staff at Paxton Academy are committed to developing positive relationships with parents and carers, ensuring that they are kept well informed of the expectations of behaviour and of any incidences that arise requiring a restorative justice meeting to pupils at risk of an exclusion. This will be done either verbally at the end of the day or via a telephone conversation by the class teacher.

## Senior Leadership Team

The Senior Leadership Team are responsible for the implementation and daily management of the Behaviour for Learning Policy. They have a responsibility to ensure that all staff at Paxton Academy Sports and Science take a consistent approach to behaviour management.

## Recording Information

All behaviour incidents should be recorded on CPOMS, by all members of staff. Where pupils are identified as failing to meet and demonstrate the school values, ABC charts will be used to identify potential triggers, the specific behaviours displayed, the consequences and the times that they have occurred.

## Additional Support

- Children identified as having behavioural/ social/ emotional difficulties are referred to the Inclusion Manager. Support will be available, and referrals made to outside agencies where appropriate once e.g. Educational Psychologist.
- The Inclusion Manager will monitor progress as a result of the intervention that has been put in place to support children with behavioural/ social/ emotional difficulties.
- The Learning Mentor will support individual pupils/small groups in conjunction any external agency supporting the child/ren.

## Pastoral Support Plan

In the event of a fixed term exclusion, the reintegration meeting may be the start of the PSP process or a PSP review. A PSP can also be initiated where there is consistent low-level behaviour. These discuss specific targets to be worked on by the pupil and strategies for how they can be achieved. Targets are reviewed on a six-weekly basis with all relevant stakeholders e.g. parents, class teachers, SLT, SALT etc.

## Physical Intervention

The Headteacher, Deputy Headteacher and Inclusion Manager are responsible for supporting staff in dealing with behaviour that may result in a physical intervention. However, all staff members are able to provide basic intervention in the protection of school property, self-harm being caused to the individual displaying challenging behaviour or if any pupil is at risk of significant harm. Physical interventions will only be used in an emergency and as a last resort due to an individual's dangerous behaviour. For pupils who are at risk of needing physical intervention, a risk assessment will be written; if it is known that a situation is likely to arise.