

Behaviour for Learning Policy

2021-2022

Policy Sign off

Reviewer/Approver	Reviewer	Approver	Date
	Jamie Stevenson (Inclusion Manager)	LAC (Pending Approval)	Autumn 2021
Next Review			Autumn 2022

Related policies: Safeguarding Policy, Anti-Bullying Policy, SEND Policy

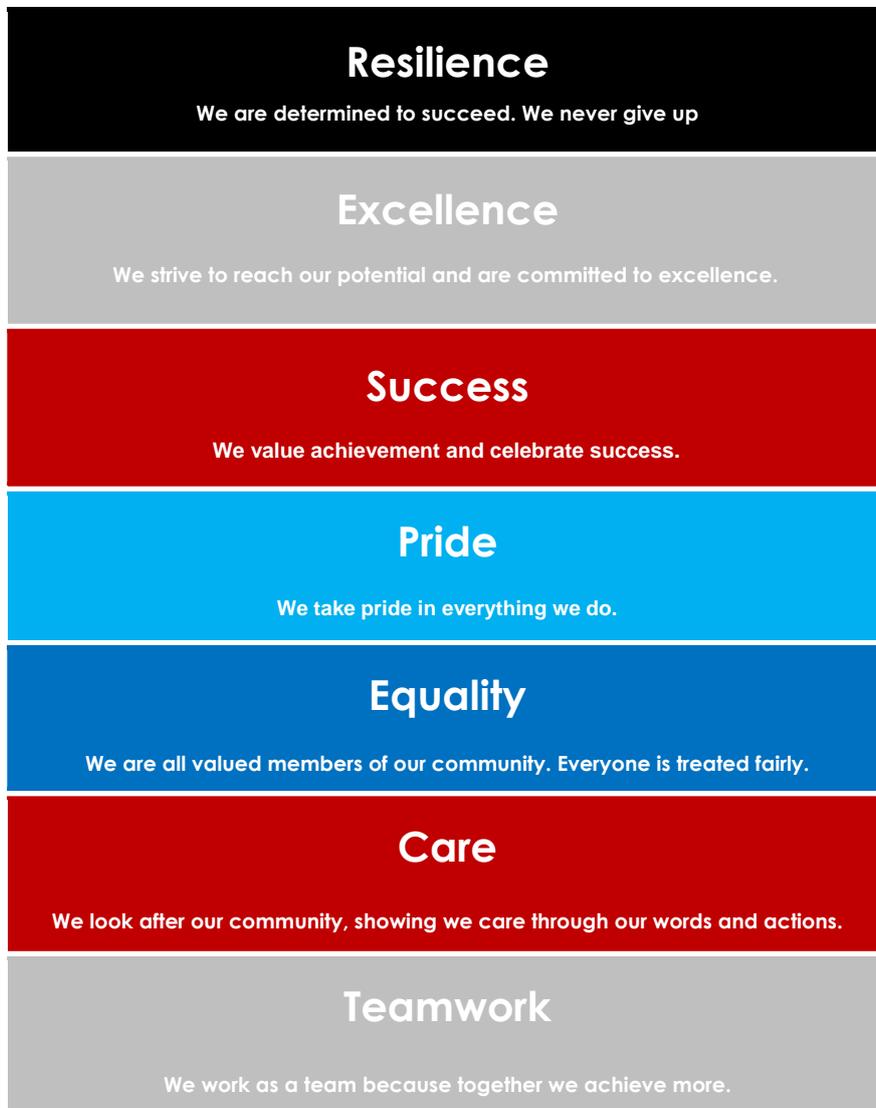
Behaviour for Learning Intent

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, 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.



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

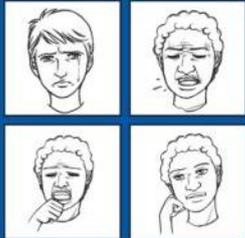
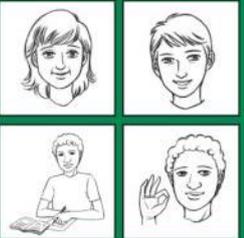
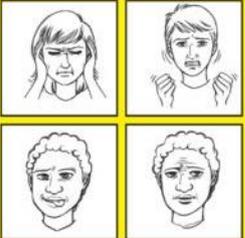
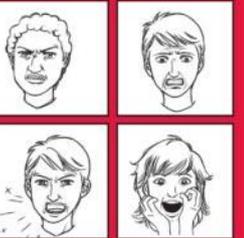
There are many positive rewards for good behaviour. This may be as an individual, group or whole class. Whole school rewards include:

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

Our Behaviour System

Our behaviour system follows the principles of the Zones of Regulation. Children are taught the vocabulary to name the different emotions they may feel and understand how they can impact on them mentally and physically. From this they then begin to identify triggers in themselves and other pupils that can place them in the yellow and red zones. Finally, pupils are taught to develop strategies that can help them calm down and move from the red zones, down to the yellow and back to green, ready to learn.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Types of Behaviour

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

Blue	Yellow	Red	Green
Low-level	Medium-level	High-level	Positive
Example behaviours			
<ul style="list-style-type: none"> • Calling out/talking in lessons • Failure to complete classwork • Failure to follow instructions the first time 	<ul style="list-style-type: none"> • Out of class reflection time when failing to display the school values after two reminders. • Refusal to follow instructions • Rudeness to other pupils or adults • Damaging school property • Running out of a lesson • Swearing • Theft • Spitting 	<ul style="list-style-type: none"> • Defiance in internal • Persistent breaches of the behaviour for learning policy • Racial, sexist, homophobic or transphobic comments • Threatening behaviour to staff or other students. • Ongoing bullying • Persistent dangerous behaviour • Spitting at someone on purpose. • Assault on a student • Assault on a member of staff • Being in possession of drugs/alcohol • Fighting incidents • Severe unfounded allegations against staff. 	<ul style="list-style-type: none"> • Positive and exemplary behaviours • Contribution to wider-school life • Hard work in or outside the classroom
Responses to behaviours			
<ul style="list-style-type: none"> • In class systems 	<ul style="list-style-type: none"> • Restorative justice meeting • Yellow slip home 	<ul style="list-style-type: none"> • Internal exclusion • Fixed-term exclusion • Red slip home and meeting with SLT 	<ul style="list-style-type: none"> • Green slip home

Yellow and Red Slips enable the children to reflect on their behaviour against the school's core values. This process encourages children to think about how their actions impact others and what they must strive to achieve to improve as an individual. If a member of staff deems the type of behaviour to be dangerous or seriously inappropriate than a red slip will be issued and a member of the Senior Leadership will intervene. Parents are also informed at this stage. Teachers will track and monitor the zones of pupils throughout the week. If pupils receive 4 blue ticks they will receive a yellow sanction. If pupils receive 4 yellow ticks within the same term they will receive a red sanction.

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 with 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 take a consistent approach to behaviour management.

Recording Information

All behaviour incidents are 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 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.

Internal Exclusion

In certain circumstances and at the discretion of the Senior Leadership Team, a child may be internally excluded and removed from their usual classroom.

Exclusions

In extreme circumstances and at the discretion of the Head Teacher, a child may be excluded. In this event the school applies the Wandsworth Exclusion Policy.

Risk Assessment and Cognitive Behaviour Plan

In the event of more than one fixed term exclusion, the reintegration meeting may be the start of the Cognitive Behaviour Plan (CBP) process. 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. A risk assessment can also be initiated where there is consistent high-level behaviour to ensure their safety.

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.