



## **Little Paxton Primary School Behaviour Policy**

**Approved by Governors December 2023**

### **Be READY – Be RESPECTFUL – Be SAFE**

At Little Paxton consistency is key in enabling our children to get the best out of their learning every day at school. Our behaviour policy is therefore short and simple to make sure all adults, and children, in our school are able to remember it and are speaking the same language.

As staff it is our responsibility to build relationships with the children at our school. We will remind the children of their behaviour that is not in line with our policy (how they are not being ready, respectful or safe) – our expectations of them (that they are ready, respectful, safe) and the next step if they choose not to conform (they continue not to be ready, respectful or safe). As staff we will apply the policy consistently and fairly at all times.

Our key words will be used by the adults and children at Little Paxton. They will be displayed in every classroom (and any other room where learning happens) and in the break out spaces in our school.

Children who are READY, RESPECTFUL and SAFE will be rewarded with any of the following by any member of our school staff – Dojo points, house points, a phone call home, worker of the week certificate, headteacher's award, praise postcard posted home.

Children who are not READY, not RESPECTFUL and not SAFE will be told why they are not following our rules\* and the behaviour flowchart (appendix 2) will be followed.

## **Appendix 1**

### **Paxton Promise** **Our best, always** Ready ~ Respectful ~ Safe

At Little Paxton we all follow the Paxton Promise ...

- \*We RESPECT ourselves and each other
- \*We always look for opportunities to go ABOVE AND BEYOND in all we do
- \*We are all different, we THINK ABOUT what we do and how it affects others
- \*We are proud of our school and we will LOOK AFTER it
- \*We MOVE around the school safely and keep each other safe
- \*We may not always know but we ALWAYS need to TRY
- \*We show KINDNESS and LISTEN to each other
- \*We see everyone as a LEARNER and we will help others to learn

3 words to remember ...

READY  
RESPECTFUL  
SAFE

## Appendix 2

### Little Paxton: Behaviour Flowchart

#### For those who are ... not READY, not RESPECTFUL, not SAFE

##### Step 1: Informal Warning

Ensure the child knows that they have been given a verbal warning. Be clear and concise, especially what behaviour they are being reminded about.

##### Step 2: Verbal Warning

If the child still isn't engaging in the classroom learning then they are given their verbal warning and explain their next step will be going to reflection if they do not participate. Repeat what behaviour they are being reminded about that you want them to change.

*All "red" sanctions must be recorded on SIMS (this could be recorded in a behaviour book first and then inputted onto SIMS later)*

##### Step 3: Reflection Time (out of class in paired class)

The children will complete their work at a table in their paired classroom. This will be for 10 minutes. If reflection needs to happen at play/lunch then the Play Team will do the following. 5 minutes reflection on a bench then, if behaviour continues, children will be sent to the next to complete a reflection form with a member of the leadership team overseeing.

Paired Classes			
EYFS (within the setting)	Year 1	Year 2	Year 3
	Year 4	Year 5	Year 6

##### Step 4: Loss of Privilege\*/Complete work at home

If, on returning to class, the child still refuses to participate/complete their work then it is sent home for them to complete that evening. Parents/Carers will be messaged, via the office, to inform them that their child has reached this step and the consequence (loss of privilege or work to be completed at home)

##### Step 5: Internal Suspension

A meeting with parents and carers will be arranged. Phase leaders can be present if needed.

## **Step 6: External Suspension**

**Reintegration meeting with parents and carers will be arranged.**

### Additional Information for Staff

Staff are able to move a child straight to a different “step” if their behaviour is severe e.g. if a child is swearing, hurting another child, breaking resources then they should go straight to reflection. We trust their professional judgement and knowledge of the children.

We will monitor behaviour that is recorded on SIMS. If incidents are recorded of the same type (eg being physical) within a half term, and the STEP 3 and STEP 4 sanctions, have been issued the child will be internally suspended if the same behaviour is repeated.

We record the “red” steps as children who are repeatedly not ready, respectful and safe may miss out “steps” due to the fact they are not following our policy.

\*loss of privilege can include missing **playtime** but not **lunchtime** in line with our OPAL policy.

Please use the attached script so that our language is consistent.

If it is break time in your paired class and a child needs reflection; they can still be sent to the reflection table but will need to take a timer with them.

### Adjustments for children with SEND

Have a verbal warning card (1 and 2) to put on their tables so that they know where they are on the system (visual reminder).

If they need to go to reflection then their 1:1 will go with them and support them. They can draw for reflection rather than write. If they do not have a 1:1 then the inclusion team will be called to support that child. Their reflection needs to take place at their reflection table not in ‘The Treehouse’.

Decisions about ‘Step 4’ will be made with the support of the child’s teacher, 1:1, SEND and inclusion team. Loss of privilege could be no bikes for example.

Any suspensions can become part of the APDR for that child.

*A child who is not SEND may need reasonable adjustments made e.g. child's reflection to be with phase leader rather than the allocated paired class.*