



Behaviour Policy

Date reviewed and approved by Governing Body: July 2025

Review period: 1 year

Next review due: July 2026

At Little Paxton Primary School, we aim to use our behaviour policy to:

- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children achieve self-regulation, tolerance and respect.
- Provide an environment where pupils feel safe, are happy, and feel supported in their learning.
- Be consistent.

School Expectations

At Little Paxton Primary School, our behaviour policy links to our three core statements which are:

- **Every child matters**
- **Every child flourishes**
- **Every child achieves**

In addition, we have six “Learning Behaviours” which we encourage children and adults to demonstrate in their behaviours around our school. We ask all members of our school community to be:

- Curious
- Courageous
- Creative
- Compassionate
- Caring
- Confident

In our Celebration Assemblies, we award worker of the week certificates to children who have demonstrated the Learning Behaviours or followed the school rules. The reasons for these awards are shared with the whole school community via the school website and our Paxton Press. We award worker of the week certificates for children who have demonstrated these behaviours consistently but also those who have made significant improvements in their behaviours. Following the rules and the learning behaviours is an example of demonstrating prosocial behaviours.

How can/will we teach behaviour?

- Positive relationships
- Role modelling
- Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising prosocial behaviour (really valued in every child – thanking them, proximal praise)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)
- Comfort and forgiveness (understanding and knowing that we will do it differently tomorrow)
- Ignoring (unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)
- Restorative Practice (follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences).

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Consistency, not equality

At Little Paxton, we believe in being **consistent** in our expectations and responses, so that children feel safe and know what is acceptable. However, being consistent does **not** mean treating every child identically.

Every child is different. Some may need more support, time or a different approach depending on:

- their age or stage of development
- additional needs
- emotional state
- personal circumstances

Whilst the **rules and expectations stay the same for everyone**, the way we help children meet them might vary. This is what we mean by **consistency, not equality**: fair, supportive treatment for all, adapted where needed to help every child succeed.

Praise points

Children will receive praise points for going above and beyond during the school day. These are not limited to academic work and will be rewarded for showing above and beyond in our school values.

Points can be exchanged for rewards and prizes throughout the years. Praise points will be given freely and unexpectedly and not as a form of bribery.

Types of behaviour

Prosocial Behaviour

Prosocial relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Unsocial Behaviour

This describes not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Examples could be:

- not doing as instructed, but not to the detriment of others
- leaving their desk without permission
- leaving the carpet during input/story without permission
- refusing to complete the work set
- refusing to get changed for PE
- choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- rocking on their chair
- calling out/talking to a friend
- not listening to instructions
- playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive, and therefore becomes antisocial

Anti-social behaviour (including 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

<u>Antisocial Behaviours</u>	<u>Dangerous Antisocial Behaviours</u>
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Pushing aggressively
Name calling	Scratching
Lying	Pinching
Refusal to carry out an adult's request	Hair pulling
Distracting and/or disrupting others' learning by shouting, banging, making noises	Hitting
Throwing small equipment	Kicking
Leaving the classroom without permission	Fighting
Damage to property/pushing over furniture	Biting
Stealing	Punching
	Throwing furniture
	Physical or verbal bullying

Antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous antisocial behaviour is likely to need SLT support/intervention.

Behaviour Steps 2025-2026

The below flowchart is for children who are showing unsocial, anti-social or dangerous anti-social behaviour. The behaviour flowchart will start at 'Step 5' for the dangerous anti-social behaviours set out by our behaviour policy.

Step 1: Verbal Reminder (First Reminder) - 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: Written Reminder (Second Reminder) - If the child still is still demonstrating unsocial or anti-social behaviour then they are given their written warning – not on view in the classroom - and the teacher will explain their next step will be going to reset if they continue to show anti-social behaviour. The child will be reminded of the behaviour that they need to change.

Step 3: Restorative conversation/calming zone – If the behaviour continues then a restorative conversation will take place in the calming zone. The aim of the conversation is to ensure that the pupil recognises where their behaviour or conduct has fallen short of this standard. Furthermore, it will focus on the understanding how such behaviour impacts adversely on others in the school community and the steps that the pupil must take in future to ensure their conduct is appropriate.

The below sanctions should be recorded on Arbour.

Step 4: Reset – The child will be asked to take their learning to outside the front office to complete. Whilst there, a member of our leadership team will have another restorative conversation focused on the impact of the unsocial/anti-social behaviour on their peers and classroom teacher. The leadership team will decide when that child is ready to return to the classroom.

Step 5: Loss of privilege/complete work at home - If a child returns to the classroom from reset and continues to show unsocial/anti-social behaviours then a loss of privilege will take place – **as we are an OPAL school we understand the importance of fresh air and exercise for all children so this will not include the missing of lunch time.**

Loss of privilege may include removal of participation in the next fixture for the school team/missing a session of an after-school club or an extra lunchtime activity such as lunchtime football or chess club. It could also mean missing breaktime (but not lunchtime) to allow for a restorative conversation to take place. Parents **must** be informed if the behaviour has escalated to step 5 via dojo or email.

Step 6: Internal Suspension - A phone call with parents and carers will be arranged. A member of the middle leadership team will be available to make the call/support the class teacher in this phone call if needed.

Step 7: External Suspension- A member of CLT will make a phone call to the parent informing them that they need to pick up their child as they have been externally suspended. The suspension letter will be written by the DHT/HT. A reintegration meeting must take place before the child's return with the class teacher and a member of the SLT.

Report Cards

Consistent* breaking of the school's behaviour policy will result in the child being placed on a report card. This must be signed by a teacher at the end of each lesson to show that the child has shown pro social behaviours throughout the lesson.

*Consistent breaking of the behaviour policy is classified as being sent to reset (Step 4) three times in two weeks or having one internal suspension or external suspension (Step 5 or 6). The child will be on report for one week initially and during this time will not be able to represent the school in external events or take part in extra privileges for the duration of the report card (such as lunchtime football/chess club).

Praise Points – Recognising Learning Behaviours

Children earn praise points when they go above and beyond, especially in how they demonstrate our six Learning Behaviours.

- They might be curious in their learning, show compassion to others, or act with confidence when trying something new.
- Praise points are given freely and unexpectedly, not as bribes or rewards for doing what's expected.
- Children can save and exchange praise points for small rewards or prizes throughout the year.
- This helps children feel proud of their effort, attitude and personal growth—not just academic success