

Behaviour for Learning Policy

2025-2026

Policy Sign off

Reviewer/Approver	Reviewer	Approver	Date
SLT	Theresa Moses	LAC (Pending Approval)	Autumn 2025
Next Review			Autumn 2026

Related policies: Safeguarding Policy, Anti-Bullying Policy, SEND Policy, Mental and Wellbeing Policy, Searching, Screening and Confiscation Policy (DfE, 2023).

Behaviour for Learning Intent

1. To embody the school values throughout the day and uphold high expectations for all pupils.
2. To have a positive attitude to learning and develop resilience.
3. To be a proud, respectful and responsible 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, staff are positive role models and embody the school values. Staff 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.

Resilience

We are determined to succeed. We never give up

Excellence

We strive to reach our potential and are committed to excellence.

Success

We value achievement and celebrate success.

Pride

We take pride in everything we do.

Equality

We are all valued members of our community. Everyone is treated fairly.

Care

We look after our community, showing we care through our words and actions.

Teamwork

We work as a team because together we achieve more.

Behaviour for Learning

At Paxton Academy, we are committed to providing high-quality, engaging teaching that inspires children to develop a deep love of learning. Teachers design lessons that build on prior knowledge, meet the needs of every learner, and provide the right level of challenge so that all pupils can achieve success. Our classrooms and learning spaces are inclusive, purposeful environments that celebrate children's achievements and reflect our belief that every child has the right to thrive.

Exemplary behaviour for learning sits at the heart of this. It is rooted in our core value of R.E.S.P.E.C.T. Children show exemplary behaviour when they are:

Ready to learn: arriving prepared, focused and eager to take part.

Respectful: of themselves, others, and the learning environment.

Engaged and curious: participating actively, asking thoughtful questions, and showing interest in every subject.

Resilient: persevering when work feels challenging and showing a growth mindset.

Proud of their efforts: taking care with presentation and celebrating their own progress and that of their peers.

Caring and inclusive: showing kindness, empathy and fairness, and valuing the differences within our school community.

Positive team players: listening well, collaborating effectively, and contributing to a calm and productive classroom.

Exemplary behaviour is evident when children listen attentively, follow instructions first time, support one another positively and contribute to a learning environment where everyone feels safe, valued and able to do their best.

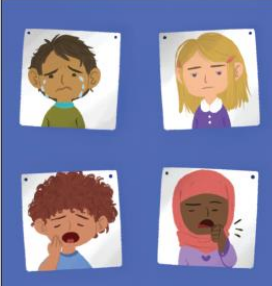
Rewards for Displaying Positive Behaviours for Learning

At Paxton, children receive green slips for exemplary behaviour. On a Friday assembly, golden slips are awarded to one child in each class who has displayed our school values consistently throughout the week. These children will also be celebrated in the school newsletter and be invited to afternoon tea with the Headteacher on a Friday afternoon.

Zones of Regulation

Our behaviour system follows the principles of the Zones of Regulation and is underpinned by relational practice and trauma-informed approaches. Children are taught the vocabulary to name the different emotions they may feel and understand how these can impact on their mental and physical wellbeing. From this, they are able to identify triggers in themselves that can place them in the blue, yellow and red zones. Pupils are taught to understand when they become dysregulated. They know that it is okay to feel a range of emotions and are taught key strategies to enable them to self-regulate.

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Types of Behaviour

Detailing behaviours that do not follow our school values, including unsafe use of technology and online behaviour.

Blue	Yellow	Red
Low-level	Medium-level	High-level
- Repeatedly calling out. - Talking in lessons when an adult is talking. - Talking in lesson time about an off-task topic. - Failure to follow instructions the first time.	- Refusal to follow instructions. - Rudeness to other pupils or adults. - Damaging school property by irresponsible behaviour. - Leaving a classroom without permission. - Play fighting/unacceptable rough play.	- Swearing - Theft - Persistent breaches of the behaviour for learning policy over a sustained period of time. - Racial, sexist, homophobic or transphobic comments. - Threatening behaviour to staff or other students. - Bullying. - Persistent dangerous behaviour. - Spitting at someone on purpose. - Assault on a student. - Assault on a member of staff. - Being in possession of banned/illegal items. - Fighting incidents. - Severe unfounded allegations against staff.
- Verbal warning - Emotion coaching conversation if needed. - If repeated behaviour, issue blue slip. - Blue slip to go home and class teacher/TA to have conversation with parent/carer.	- Verbal warning - Emotion coaching conversation if needed. - If repeated behaviour, issue yellow slip. - Yellow slip to go home and class teacher/TA to have conversation with parent/carer.	- Emotion coaching conversation. - Report to SLT with key details including statements where needed. - Internal/external at discretion of SLT. - Red slip to go home and discussion with SLT.

At Paxton Academy, we use Emotion Coaching conversations to support pupils in understanding their behaviour choices. Emotion Coaching conversations are based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

If a pupil has shown one of the above behaviours, they will be given a blue, yellow or red behaviour slip, depending on the behaviour shown. Behaviour 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. Teachers will track and monitor behaviour throughout the term.

If a pupil receives four blue slips within one half term, a conversation will be had with the parent/carer and the class teacher. If a pupil receives four yellow slips within a half term, a conversation will be had with the parent/carer and a member of the Senior Leadership Team (SLT). If a pupil receives a red slip a conversation will be had with the parent/ carer at the end of the school day with a member of SLT.

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. Conversations with parents will be held at the end of the day, either face to face or via a telephone conversation by the class teacher or a member of SLT.

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 resulting in a red slip is recorded on CPOMS, by a member of staff. All other slips are logged in the class behaviour file and reviewed fortnightly by SLT. Behaviour data will be monitored for patterns, including SEND, disadvantaged and LAC pupils. Where pupils are identified as consistently failing to meet and demonstrate the school values, a meeting will be held with the family to discuss additional support.

Additional Support

Children identified as having behavioural/ social/ emotional difficulties can be referred to the Mental Health Support Team, Inclusion Team, or Early Help services. Referrals may also be made to CAMHS, Educational Psychologist, or other external agencies.

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

Internal Suspension

In certain circumstances and at the discretion of the Senior Leadership Team, a child may be internally suspended and removed from their usual classroom. This will provide the child with a safe space to reflect on their behaviour choices.

External Suspension

In extreme circumstances and at the discretion of the Head Teacher, or SLT in their absence, a child may be externally suspended. Statutory processes will be followed in line with DfE guidance (2023) and governors will be informed.

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, SLT and Inclusion Team are responsible for supporting staff in dealing with behaviour that may result in a physical intervention. Staff receive accredited training (e.g., Team Teach) to ensure any intervention is safe.

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.

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