



**Paddock Wood**  
Primary Academy



**LEIGH**  
Academies Trust

# Behaviour Policy

September 2023

Nominated Member of Leadership Staff Responsible for the policy: Simon Page

Designated Safeguarding Leads: Simon Page, Alice Early, Kirsty Stockbridge,  
Sarah Thorne

Date agreed and ratified: September 2023

Date of next review: September 2024

It is the aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. At Paddock Wood our behaviour policy is designed to support the way in which all members of our school work together. We aim to promote the overall wellbeing of pupils and staff and an environment in which everyone feels happy, safe and secure.

## **Roles and responsibilities**

It is the role of the Principal and the Senior Leadership Team to promote and support this behaviour policy by their own behaviour and the support of all colleagues and children to implement and adhere to the policy.

At Paddock Wood Primary Academy, (PWPA) there are shared rules that we follow based on our core values of 'Persevere, Respect and Aspire.'

**P**ersevere and focus,

**W**alk sensibly and quietly,

**P**lay with respect

**A**spire to great things.

## **Key principles**

- that enabling each child to develop personally, socially and emotionally is an important part of the work at Paddock Wood, in line with British Values
- that prevention is more effective than responding to disruption.
- that positive approaches which focus on rewarding appropriate behaviour are more effective than those which focus on unacceptable behaviour
- that all adults in the school community have an important part to play in providing good role models
- that a consistent approach is essential to ensure children feel secure
- that children need to understand clearly what is required of them
- that clear consequences and sanctions for poor behaviour are in place
- that working with parents is an important part of promoting social and emotional development.

## **Expectations**

We believe that children behave well when:

- there are high and consistent expectations which focus on good behaviour and when they understand that there are/will be consequences for inappropriate behaviour
- children and staff are treated with courtesy and respect
- staff and children feel that they are valued members of their class, year group and the whole school
- behaviour incidents are seen as the shared responsibility of all staff and there is clear communication and consistency
- all staff listen to children and are sensitive to their needs
- children are enabled to engage in decision making at an appropriate level
- parent support and participation is actively sought and expected and parents will work in partnership with us

## **Roles and Responsibilities**

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

### **Children's responsibilities:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.

### **Staff responsibilities:**

- To act as a good role model.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs.

### **Parents' responsibilities:**

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

## Rewards

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. At PWPA we start everyday “as a new day” or “with the positive” and praise the good behaviours and achievements rather than focussing on the negative. Rewards can and should be given for achievement, attitude and effort.

Rewards can include:

- positive gestures from staff (smiles, etc.)
- praise
- comments/feedback on work
- displays of good work
- stickers, stars, postcards
- sharing work with other adults
- phone calls home
- certificates at celebration assemblies
- table points
- house points
- reward time

Whole school reward systems include:

- House Points will be given to reward pupils who show exemplary behaviour and an attitude towards their learning that is in line with or exceeds our high expectations at PWPA.
- Each class uses a consistent behaviour system linked to the Zones of Regulation. This includes a ‘green’ ‘Zone’. Pupils will be rewarded with House Points for staying on this for the whole day and thus showing excellent behaviour in line with our high expectations.
- Achievement and citizenship certificates of the week
- Each week at least one child from each class will be awarded an achievement certificate and a citizenship certificate in recognition of good work, achievement, positive attitude, etc. linked to British values and the PYP learner profile.

In line with the PYP, pupils at Paddock Wood Primary are expected to:

- **Be principled**

Be honest and fair. Show respect for others and take responsibility for your actions. Treat others how you would like to be treated yourself.

- **Be caring**

Show a caring attitude towards the school community and school environment. Act in a way that makes a positive difference to the lives of others.

- **Be open-minded**

Be open to and respectful of others' points of view. Understand how you can learn from others' experiences, cultures and perspectives.

- **Be balanced**

Take care of your physical and mental wellbeing and be mindful of others' wellbeing.

- **Be communicators**

Listen to others' ideas. Express yourself clearly and respectfully. Work collaboratively with others.

- **Be reflective**

Consider what you are good at and what you still need to work at and develop. Think about the changes you need to make to continue to improve and grow.

- **Be knowledgeable**

Remember techniques and strategies you have learned to manage your own wellbeing and behaviours for learning.

- **Be thinkers**

Think carefully and make good decisions.

- **Be inquirers**

Be proactive to find solutions and to look for advice when you need it.

- **Be risk takers**

Be willing to try new things and understand that mistakes are opportunities to learn. Be brave and stand up for what is right.

## Sanctions

Children are always encouraged to make the right choices and 'self-regulate' their emotions, behaviours and attitudes towards learning and to each other. Class expectations are very clear and children have opportunities to turn their behaviour around during learning. Staff and Parents are fully aware of [PWPA Behaviour Chart](#) (See Appendix 1). This identifies 'Levels' of Behaviour and appropriate sanctions that may be used.

PWPA has adopted the internally renowned intervention using 'Zones of Regulation' which helps children to manage difficult emotions that they might encounter throughout the school day. Children should be given every opportunity to think about their actions and to resolve the situation. This may involve a restorative conversation with year leaders and staff will ensure that parents are informed.

All staff will make informed choices on how they deal with behaviour (including the Use of Reasonable Force). Occasionally children may need additional support with their behaviour and so a behaviour plan (or PSP - Pastoral Support Plan) may be written in consultation with children, parents, staff and SLT, including the Inclusion and Pastoral Leads. There will be formal steps to avoid exclusion. This will be monitored by SLT, Year Leaders and the Inclusion lead and records will be monitored.

Year leaders have discretion to make decisions/give time if incidents need to be dealt with and in consideration for staff wellbeing. If behaviour incidents go beyond Level 2, or the same behaviours become more frequent, then these incidents will be recorded on the behaviour log spreadsheet which is monitored by SLT.

At all times, staff should work together to support one another. If a more senior member of staff is required, in the first instance this may be the Year Group lead, and then SLT.

### **Use of Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

Short summary of Use of Reasonable Force in Schools (July 2011) This is non-statutory advice from the Department for Education. This advice replaces the Use of Force to Control and Restrain Pupils – Guidance for Schools in England. This guidance relates to The Education Act 1996 and The Education and Inspections Act 2006. This advice is aimed at all staff and Governors and Trustees on working Governing Bodies, in all schools. Key points School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

#### Definitions:

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Who can use reasonable force? All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the SLT has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Schools can use reasonable force to: remove disruptive children from the classroom where they have refused to follow an instruction to do so to prevent a pupil behaving in a way that disrupts learning, a school

event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

## **Playground**

The same high levels of behaviour and values are expected at playtimes as well as other aspects of school life. Specific incidents need to be reported, in the first instance, to the child's class teacher and then passed to a member of the SLT. All incidents will be dealt with according to the behaviour policy but with the best intent of not impacting on learning.

## **Off-site activities/Kids club**

Children attending any activity outside of school or the normal school hours, e.g. sports activities, trips, Kids club, will receive the same consistent response to their behaviour in line with this policy.

## **Parents**

Staff will be encouraged to have an open and honest dialogue with parents with regards to behaviour. Parental support is vital in supporting children in making the correct choices with regards their behaviour and staff will have sensitive conversations with parents to ensure clarity. Parents and staff will work together to ensure the best possible outcome when dealing with behaviour concerns and that any such concerns are shared and explored at the earliest opportunity. School are also responsible for supporting and dealing with behaviour that happens out of school if appropriate, following DfE guidance.

This policy should be read alongside the DfE Behaviour and Discipline in School guidance, Use of Reasonable Force guidance and Keeping Children Safe in Education.

## **Monitoring**

All recorded behaviour incidents, including bullying, will be monitored by the SLT and actioned and followed up. Incidents of behaviour will be added to our Behaviour Record. Trends, frequency and details will allow SLT to always reflect on systems and ensure they are of the highest quality.

## **Equal Opportunities/Inclusion Statement**

This policy is written to take account of the needs and responsibilities of all pupils regardless of ability, gender, class or ethnic background and is implicit in all our teaching about values and attitudes.

## Review

This policy is subject to review every two academic years or sooner should there be a change in practice.

Date of review	Version	Summary of changes.
September 2021	1	New policy shared with all staff for September 2021.
September 2022	1	<ul style="list-style-type: none"><li>- Behaviour chart implemented</li><li>- Whole School Reward and behaviour system in place (linked to zones of regulation)</li></ul>
September 2023		Reviewed policy shared with all staff for September 2023.



## Appendix 1: Behaviour Chart and Sanctions

Stage	Behaviours Demonstrated	Appropriate sanctions	Comments
1	<p>Calling out Wandering about classroom Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/Minor annoyances Talking during silent work Minor Playground Incidents Being in a building unauthorised Dropping litter Pushing in line Bad language (one off)</p>	<p><b>Sanctions should include:</b></p> <ul style="list-style-type: none"> <li>Verbal reminder of inappropriate behaviour and consequences for repeating it</li> <li>Change of seating</li> <li>Name moved down if traffic lights are used</li> <li>5 Minute playground cool down period</li> <li>Tactically ignore</li> </ul>	<p><b>Dealt with by all adults as and when behaviour occurs.</b></p> <p>Not recorded. No other staff members involved. TA &amp; Teachers on duty deal with playground incidents After 3 repetitions within a small time frame <b>then</b> move to stage 2</p>
2	<p><b>Repeated stage 1 behaviour</b></p> <p>Refusal to work/Unacceptable output Deliberate disruption Accidental damage through carelessness Minor challenge to authority Minor, non directed swearing Repeatedly annoying other children Playground skirmish Spitting</p>	<p><b>Sanctions should include:</b></p> <ul style="list-style-type: none"> <li>Separation from the rest of the class within classroom</li> <li>Writing a letter of apology during playtime/breaktime</li> <li>Moved down behaviour chart</li> <li>10 - 20 minute lunchtime/playtime detentions to complete unfinished work</li> <li>Repair/clean up of damage.</li> </ul>	<p><b>Repeated incidents within a short time frame to be reported SLT</b></p> <p>TA/Teacher on duty to report playground incident to class teacher and record on the behaviour record.</p> <p>Informal contact with parents by <b>class teacher</b></p>
3	<p><b>Repeated Stage 2 Behaviour</b></p> <p>Deliberately throwing small objects with intention of harming or breaking them. Harming someone Damage to school/pupil property Leaving class without permission Repeated refusal to do set tasks Deliberate rudeness to adults Harmful/offensive name calling/Directed swearing at another child Bullying Less serious playground incidents/fighting Discrimination against others</p>	<p><b>Sanctions should include:</b></p> <ul style="list-style-type: none"> <li>Moved down behaviour chart</li> <li>Separation from the rest of the class - external from classroom - moved into shared area if in KS2.</li> <li>Writing a letter of apology during playtime/break time</li> <li>Behaviour report started and shared with parents weekly</li> <li>Is there an underlying issue would a referral to SENCo be appropriate? Use Initial concern form to refer.</li> </ul>	<p><b>Repeated incidents within a short time frame to be reported SLT</b></p> <p>Informal contact with parents by class teacher - recorded on PWPA Behaviour Record.</p>
4	<p><b>Repeated Stage 3 Behaviour</b></p> <p>Repeatedly leaving the classroom without permission Fighting in the classroom More serious playground incidents/fighting Serious fighting &amp; intentional physical harm to other children ( mark left) Throwing large dangerous objects Serious challenge to authority Verbal abuse/swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, road. Vandalism/Graffiti Stealing Persistent bullying Racist incidents Persistent discrimination against others Malicious or inappropriate use of new technologies</p>	<p><b>Sanctions should include:</b></p> <ul style="list-style-type: none"> <li>Possible recompense for damaged property from parent</li> <li>Moved down behaviour chart</li> <li>Pupil place on report - shared with SLT and Parents, if not completed virtually then ensure this shared with parents daily</li> <li>Possible denial of technology access rights</li> <li>Consider a Part/Time Timetable in discussion with parents (SLT have to be involved in these discussions)</li> <li>Possible fixed term exclusion up to 15 days/Permanent exclusion</li> <li>Exclusion from site at lunchtimes</li> <li>Withdrawal from whole school events e.g. trips</li> <li>Internal exclusions</li> </ul>	<p><b>Requires immediate involvement of SLT</b></p> <p>Formal telephone call/contact/ letter/ meeting with parents by Class teacher and all action recorded on the Behaviour Record.</p> <p>If persistent consider involvement of outside agencies and SENCO referral</p>
5	<p><b>Repeated Stage 4 Behaviour</b></p> <p>Extreme danger or violence Very serious challenge to authority Verbal physical abuse to any staff Running out of school Possession of a weapon considered to be dangerous by an adult at PWPA Possession of illegal drugs</p>	<p><b>Sanctions are:</b></p> <ul style="list-style-type: none"> <li><b>Immediate exclusion; fixed term or permanent.</b></li> </ul>	<p><b>Requires immediate involvement of LFI and maybe DBI</b></p> <p>Recorded on Behaviour Record. If other children/adults are hurt - then an incident report should be written up shared with SLT.</p> <p>Formal telephone call/contact/ letter/ meeting with parents and SLT.</p> <p>Any exclusion recorded on KELSI</p>