Faith Primary Academy

Behaviour for Learning Policy

Our school vision is inspired by the bible verse Ephesians 5: 8-9:
For you were once darkness, but now you are light in the Lord. Live as children of light.

Faith Primary is a joint Catholic and Church of England Academy. Guided by our Christian ethos we are here to serve the community, helping the children and all involved in the school to reach their full potential in a safe and happy environment.

"Loving and Learning in the Light of the Lord"

Love *Generosity* *Compassion* *Courage* *Forgiveness* *Friendship* *Respect*

Reviewed: **September 2025** Review date: **September**

FAITH PRIMARY ACADEMY

Behaviour for Learning Policy

Mission Statement

"Loving and Learning in the Light of the Lord"

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where emotional self-understanding is promoted and children are taught to understand the connections between their emotions and their behaviour. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- Our behaviour policy is underpinned by "The Zones of Regulation." It is important that children are supported to understand that inappropriate behaviour leads to consequences, but it is equally important that children are taught to identify and manage their emotions as they grow and develop.

- To create an ethos that makes everyone in the school community feel valued and respected.

- To foster the development of self-esteem, self-regulation and self-control in each of our pupils.

- To encourage respect for the individual, the school community and the school environment.

- To foster the development of tolerance, empathy and understanding.

- To promote a sense of community and shared values.

- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

Objectives

- To have a consistent approach to encouraging children to manage their emotions and use tools to support their emotional state, which will contribute to the development of attitudes and skills, required to be successful, happy and socially aware.

- To ensure that the special educational needs of pupils with social, emotional and behavioural difficulties are assessed and met.

- To ensure that all staff take responsibility for maintaining good behaviour throughout the school and that they model the types of behaviour encouraged by the school policy.

- To implement a stimulating curriculum appropriate to the needs of the children.

- To promote pupil self-esteem and a shared sense of pride and ownership through the celebration of achievement by the school community and through the display of children's work in an attractive and well cared for environment.

- To develop effective partnership with parents

Procedure

Self-Regulation **The Zones of Regulation**	• Each classroom will have a visual display which identifies the four, key emotion zones. • Each class will complete lessons which are designed to teach children to identify their own emotions. The lessons and learning activities are designed to help the students recognise when they are in the different zones as well as how to use strategies to change or stay in the zone they are in. • Each child will check in every morning using their check in card and any children not in the "green zone" will be followed up by a trusted adult and passed onto the Safeguarding Team if appropriate. All staff are trained to support children identify which zone they are in and support them to make the right choices.
Role of the Local Academy Council	• The Local Academy Council has: ▪ the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school; ▪ responsibility to ensure that the school complies with this policy;

	▪ delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy; ▪ to support the Headteacher and school personnel in maintaining high standards of behaviour; ▪ nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Local Academy Council; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher	• The Headteacher will: ▪ determine the detail of the standard of behaviour that is acceptable to the school; ▪ work with everyone in the school community to create an ethos that makes everyone feel valued and respected; ▪ promote good behaviour by forging sound working relationships with everyone involved with the school; ▪ encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils; ▪ ensure the health, safety and welfare of all children in the school; ▪ work with the School Council to create a set of school rules that will encourage good behaviour and respect for others; ▪ monitor the effectiveness of this policy; ▪ annually report to the Local Academy Council on the effectiveness and development of this policy
Role of School Staff	School staff are expected to: • implement the school behaviour policy; • encourage good behaviour and respect for others in pupils and to apply all rewards and consequences fairly, consistently and in line with the school policy; • use the Zones of Regulation classroom display consistently and effectively; • promote self-regulation amongst pupils; • deal appropriately with any unacceptable behaviour; • provide well planned and interesting lessons which will contribute to maintaining good behaviour; • attend training on behaviour management; • ensure the health and safety of the pupils in their care; • know and understand triggers for pupils' behaviour and avoid these wherever possible;

- identify problems that may arise and to offer solutions to the problem;
- praise in public and reprimand in private.

Teachers and other adults who deal with children should avoid:

- humiliating children, as this breeds resentment;
- shouting and overreacting unnecessarily;
- using blanket punishments, over punishment or public punishment;
- loss of temper;
- sarcasm;
- leaving children outside rooms for long periods of time;
- injustice and hasty judgments;
- labelling the child;
- using sanctions that can be seen to be divisive or unfair;
- making use of children to administer sanctions or to inform on their peers.

In addition, adults should attempt:

- to deal with Level 1 behaviours themselves by applying this policy;
- to use humour and distraction techniques to refocus;
- allow time and space for the pupil to self-regulate before discussion begins;
- to keep calm;
- to listen;
- to establish authority calmly and firmly being assertive but not aggressive;
- to support the pupil to name the behaviour and their emotions and to actively support understanding;
- to apply rules fairly, inclusively and consistently to all, to give praise often for appropriate behaviour;
- to get to know their pupils, to plan well to meet learning needs;
- to provide opportunities for all children to experience success;
- to arrange the classroom materials and furniture to avoid disruptions and maximise efficiency;
- to be proactive rather than reactive when possible;
- to provide a quality learning environment for the children in the widest sense;
- to obtain support from colleagues, particularly for Level 2 behaviours;
- to obtain parental support.

	The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENDCo or LA Inclusion Support Team. Individualised internal and/or external support to be established if required including an Individual Behaviour Plan. The class teacher reports to parents about the progress of each child in their class in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Finally, teachers and other adults should insist upon acceptable standards of behaviour and adherence to the school's Code of Conduct and Classroom Rules.
Role of Pupils	• Pupils are expected to: ▪ be ready, respectful and safe; ▪ show consideration to others; ▪ identify which zone they are in and strive to get into the green zone; ▪ use the toolbox of strategies to either remain in the zone or change zones; ▪ make suggestions about school behaviour via the School Council; ▪ obey all health and safety regulations in all areas of the school. **Acceptable and Encouraged behaviour:** The following list is based on a set of shared values and principles. These include: respect for others, for property and the environment; honesty; politeness; trust and fairness; tolerance and compassion; and the virtues of self-respect and self-discipline. At Faith Primary Academy, we will encourage pupils: • to show consideration and courtesy towards each other and all adults; • to be courageous and take responsibility for their own actions; • to be helpful, polite, respectful, well mannered, sensible and tidy in appearance. (See Uniform Policy Document); • to be accepting and attempt to understand others' points of view; • to be punctual and properly equipped for lessons;

	• to enter classrooms, corridors and the hall in an orderly manner; • to listen carefully and follow instructions; • to refrain from disturbing others who are working; • to help maintain a tidy and well organised environment; • to adhere to high standards of behaviour by following the school's Code of Conduct and Classroom Rules. It will be expected that children show through their actions and behaviour that they know what constitutes appropriate and acceptable behaviour, that they understand what is expected of them and respond accordingly. **Unacceptable and discouraged behaviour:** At Faith Primary Academy, we will actively discourage pupils whom: • are disruptive; • are aggressive, verbally or physically abusive; • are racially abusive; • show little consideration, tolerance or respect for other children and adults; • show little consideration for the classroom or school environment; • leave the classroom without permission; • refuse to follow instructions or adhere to the school's Code of Conduct or Classroom Rules; • disturb Assemblies; • misbehave during lunchtime and playtime; • are cheeky, rowdy, defiant, impertinent, disrespectful, loud and aggressive when reprimanded; • commit acts of vandalism; • take other people's property without permission; • mock or make fun of others; • find amusement in other peoples' misfortune; • bring into school dangerous implements or weapons.
Role of Parents	• Parents are expected to: ▪ have good relations with the school; ▪ support good behaviour; ▪ sign the school's 'Home-School Agreement' and support the statements; ▪ ensure their children understand and value the meaning of good behaviour;

	▪ support school rules and consequences; • work collaboratively with school, so children receive consistent messages about how to behave at home and at school; • support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour; • if the school has to use reasonable sanctions to reprimand a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the senior leaders including the Assistant Headteacher and/or Head of School/Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented – see Complaints Policy.
Role of the School Council	• The School Council will be involved in: ▪ determining the policy; ▪ devising school rules; ▪ reviewing the policy.
Consequences	• Consequences should support the holistic development of the child and support the positive development of their self esteem. • Consequences must be applied fairly and consistently. • They must not be humiliating to any pupil. The school adopts a restorative approach to dealing with issues of low-level negative behaviour. Reflection time will consist of either: • Restorative conversations • Restorative acts Any behaviour which requires further consequences will be dealt with by a senior member of staff. • On some occasions consequences can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should

inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach.

- Consequences will never involve taking away a previously earned privilege or any intervention time.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils. A plan, do and review approach will ensure pupils will not be given consequences that impede their future learning. This will be closely monitored.
- After a pupil completes reflection time, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.

Reflection Time

During this time a member of staff will sit with the child / children involved in the incident and facilitate a restorative conversation.

The 5 steps for a restorative conversation are:

- Allowing each person to explain the situation from their perspective
- Identifying what led up to the incident and any root causes
- Discussing the impact this has had and both themselves and others
- Addressing their needs and the how to repair the harm causes
- Creating and agreement of how to stop this happening again

Time allocated for reflection:

- Break time
- Lunch time

- After School (up to 30 minutes)

Parents must give consent for their child to stay after school to complete work

Continuous unacceptable behaviour

It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success.

We have divided unacceptable behaviour into three broad bands:

- Level One: Inappropriate behaviour that can be effectively dealt with within a classroom by the teacher. Praise, reward, behaviour targets and sanctions are immediate.

- Level Two: More serious inappropriate behaviour that is not easily managed within the classroom environment. The class teacher may involve parents, other staff and the informal involvement of senior staff and the Headteacher. An individualised behaviour chart and CPOMS can be used to log instances of non-compliance and inform meetings concerning a child's conduct.

- Level Three: Very serious inappropriate behaviour or persistent Level Two inappropriate behaviour. Formal involvement in the Headteacher and parents. Additionally, Social Inclusion, the EWO (Educational Welfare Officer) and/or other outside agencies may also become involved. This may result in the formal recording of their behaviour, including other agencies involvement on CPOMS.

Sanctions for inappropriate or continuous unacceptable behaviour

If a pupil persists in making inappropriate behaviour choices, then there are a variety of options that may be taken:

- The pupil will attend a meeting with the class teacher where a target for his/her behaviour will be set. The class teacher will work collaboratively with the pupil to identify any reasons, concerns or difficulties which may be leading the pupil to make inappropriate behaviour choices. At this time the Class Teacher will inform the pupil's parent/carer of the situation and share the pupil's behaviour target with them.

	• If after an agreed time there is no change in the pupil's behaviour, the pupil will attend a behaviour meeting with a member of the Senior Leadership Team. At this time the member of SLT will contact the parent/carer and inform them of the situation and share the pupil's behaviour target with them. • If the pupil continues to make inappropriate behavioural choices, the class teacher will arrange a meeting with their parent/carer to discuss their son/charge behaviour. A member of SLT will support the class teacher at this meeting. • It may be decided that it is in the pupil's best interests to give them some supported time away from their class i.e. Supported learning room. • A positive learning plan will be put in place for children who struggle on a regular basis to self-regulate their emotions. This plan will consist of up to three targets which are centred around care, courtesy, respect and self-regulation. The SENCo will facilitate this and will monitor children on these plans throughout the day. • If a pupil struggles at more unstructured times such as break and is perceived to be at risk of harming themselves or others by not following adult guidance then they will either be supervised 1:1 by a staff member, have their break indoors or at an alternative time. This will be within an agreed timescale. **<u>Severe Clause</u>** • In cases of severe misbehaviour (absconding, verbal/physical assault, fighting, bullying, damage to property, racism, homophobia, persistent breaches of the behaviour policy) a request for immediate reflection time will be made by class staff to senior leaders. This may result I additional consequences being put in place for the child, such as suspension or permanent exclusion.
Positive Handling	• Any incident which requires positive handling of a child in done is accordance with DFE guidelines. • All incidents are recorded on a serious incident record and referred to senior staff. • School staff receive positive handling training biennial

	• Please refer to guidance in the physical interventions policy.
Exclusion	• In exceptional circumstances exclusion will be used as a fixed term suspension or permanent exclusion. • All exclusions will be dealt with in accordance with the most up to date DfE guidance on suspension and exclusion. • Only the Headteacher (or the Head of School) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. • A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. • A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. • It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. • If the Headteacher fix terms or permanently excludes a pupil or for a period of more than five days, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Academy Council. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the Local Academy Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. • A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

	• in response to a serious breach or persistent breaches of the school's behaviour policy; and • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. • The Local Academy Council itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. • The Local Academy Council has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. • If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.
Pupil Support	• Several pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly. Quiet areas are used to support children as needed. Positive behaviour plans are used when a child requires close monitoring and regular check ins throughout the day.
Rewards for Acceptable Behaviour	We praise and reward children for good behaviour in a variety of ways: • Teachers congratulate children or praise from adults is given. • Teachers give stickers, certificates and points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. This is often linked to a selected mode of behaviour the teacher or adult would like the children to target and are clearly stated at the beginning of the lesson. • For showing positive behaviour, children will receive a raffle ticket to win a Headteacher award in the weekly celebration assembly. • These will include 5 generic positive behaviours to be rewarded: On task 1. Being respectful

	2. Listening 3. Ready to learn 4. Trying your best 5. Sharing ideas/teamwork
Outside Agencies	Support from outside agencies will be requested as necessary and will be managed by the Inclusion Manager and leadership team. These serviced may include: ▪ educational psychologist; ▪ SEEDLINGS therapeutic intervention ▪ educational welfare officer; ▪ Social Inclusion department at LA; ▪ school health nurse; ▪ Social Services; ▪ CAMHs;
Incidents	• All behaviour incidents are recorded on CPOMS.
Emergencies	• In an emergency the teacher should escort the pupil to the most accessible senior member of staff or Head pf School/Headteacher. • If the class cannot be left or the pupil refuses to co-operate, the teacher must radio for senior member of staff or Head of School/Headteacher to support. The teacher will then leave the classroom accompanied by the class leaving the senior member of staff or Headteacher to deal with the pupil. • On occasion, it may be required to remove the class from the classroom for the safety of all children and leave the pupil with responsible adults in the room. • If a child goes missing or leaves the classroom without permission, inform as senior member of staff and the Head of School/Headteacher immediately.
Monitoring the Effectiveness of the Policy	• This policy will be reviewed biennial or when the need arises, and the necessary recommendations for improvement will be made to the governors.
Expectations on School Visits and Out of School Activities	• Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. • Where challenging behaviour is due to a special educational need, appropriate support will be put in place.

	• The school will endeavour to work in partnership with a pupil's parents and on occasions may request them to accompany their pupil on a visit.