



Lepton C of E Primary Academy

Behaviour for Learning Policy

Written: July 2026

Reviewed: September 2027

Lepton C of E Behaviour for Learning Policy

Loving, Living, Learning

***"I know what I have planned for you," says the Lord...
"I plan to give you hope and a good future"***

This Policy is written to reflect the chosen vision and Christian values of our Academy.

- Loving – loving God, each other and creation
- Living – In hope, faith and joy
- Learning – fulfilling potential with purpose and bravery

At Lepton C of E Primary Academy, our vision is rooted in Christian values and inspired by our local community. This vision reflects our belief that every pupil is a unique and valued part of one family of God, and that by working together, we can make a meaningful difference in the world.

What are the aims of the Behaviour for Learning Policy?

- To help each child to feel happy, safe and secure in the school.
- To encourage children/staff, whilst learning and developing in a Christian environment, to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, uniqueness and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

Behaviour Principles

At Lepton we believe that pupils need to demonstrate positive behaviour for learning and be assisted in doing so, by the school providing an engaging, purposeful curriculum that encourages positive learning attitudes.

We expect everyone – staff, pupils, parents/carers, governors and visitors to behave in a way that is consistent with our vision and core Christian values.

Where behaviour goes against these values, it needs to be challenged in a way that is consistent with them.

We believe that pupils learn to behave appropriately, partly through how adults model that behaviour and respond to inappropriate behaviours. As part of this belief, we adopt a calm and positive approach that seeks to not only deal with inappropriate behaviours, but uncover the reasons behind them.

Lepton C of E Behaviour for Learning Policy

Our expectations about behaviour are guided by four basic understandings:

- **Behaviour communicates meaning;** responses that are informed by an awareness or hypothesis about that meaning tend to be the most effective.
- **Behaviour is learned;** responses that focus on unlearning, relearning or learning alternatives tend to be the most effective.
- **Behaviour is more often than not sub-conscious;** responses that are thought through, not reactive, tend to be the most effective.
- **Behaviour predominantly occurs in social contexts;** responses that are informed by an understanding of interactions tend to be the most effective.

Learning Behaviour at Lepton

At Lepton, we ensure that we do everything that we can, to encourage our pupils to be involved in a purposeful, engaging curriculum that promotes positive learning behaviour. We expect all our children to show a positive attitude to learning within all their lessons and that this positive attitude reflects in the quality of the work they produce.

We closely monitor the learning behaviour that is demonstrated by pupils, and consider intervention and support for pupils who are struggling to adapt to the expectations of the Lepton Learning culture.

A consistent approach to learning behaviour is used in all classrooms, where children are rewarded for the positive learning behaviours they demonstrate and receive appropriate sanctions if they do not fulfil their learning potential.

Transitions at break time and lunch time

It is important that transitions after break and lunch allow children to settle, find focus and feel calm so that they can return to the classroom in a purposeful and relaxed manner ready to embrace their learning. When the whistle blows, all children stand still, an adult reminds them that they walk quietly to their class lines and stand silently when they are there. Verbal praise is given to those children who are doing this well.

Lepton C of E Behaviour for Learning Policy

Out in the playground

The agreed playtime rules are:

1. Everyone must share and play kindly.
2. If you have a problem, tell the teacher.

3. Play football at the right time and in the right place.
4. As soon as you hear the whistle, line up quietly and smartly.

5. Do look after our beautiful school grounds.

Lepton C of E Behaviour for Learning Policy

We approach pupils learning behaviours linked to our vision and core Christian Values:

Loving	• Offer solutions to help others. • Being careful and kind to others. • Avoid arguments; discuss issues of concern, seeking resolution • Listen and take account of others' views • Show fairness and consideration towards others • Organising themselves and work out goals and priorities.
Living	• Be positive when working as part of a team, listen to other people's views. • Smiling. • Respond positively to change. • Being brave. Anticipate, take and manage risks • Having a positive attitude to learning and school life • Live out the 'Power of Yet' • Being enthusiastic
Learning	• Not giving up even when something is hard. • Staying on task and putting in 100% effort. • Make changes to improve their learning. • Invite feedback and deal positively with praise, setbacks and criticism. • Embracing learning. • Play a full part in the life of school • Show personal responsibility, initiative, creativity and enterprise.

Dealing with behaviour

Our approach is based upon these simple concepts:

1. Positive, targeted praise is more likely to change behaviour than blaming and punishing.
2. Reinforcing good behaviour helps children feel good about themselves.
3. An effective reward system and celebrating success helps to further increase children's self-esteem, enabling them to achieve even more.
4. Young people need clear guidelines in terms of what constitutes acceptable behaviour with boundaries and expectations.
5. Understanding each child's needs and individual circumstances helps us to act in the fairest way possible for that child, at that moment.

Recognition and reward

At Lepton CE Primary Academy, we use the following ways to recognise positive behaviour:

Lepton C of E Behaviour for Learning Policy

- Class Dojos
- Class merits (Y6)
- ‘Star of the day’
- Positive comments/private/public praise
- Stickers
- Class jobs/additional responsibilities
- Weekly ‘Special Mentions’ based on our school vision.

Recognition in the form of Class Dojos, merits and ‘Star of the day’ will be given for pupils who demonstrate that they are living out our school vision and upholding our rules. Class teachers will, and all staff can, award Class Dojos and ‘Stars of the Day’. Special Mentions will be awarding to children within each individual class, who have demonstrated our school vision.

How we define our Vision and Rule

From the academy vision, we have drawn out the following three values:

Loving – Loving God, each other and creation

Living – in hope, faith and joy

Learning – fulfilling potential with purpose and bravery

We also have three academy rules:

Be Ready – to take responsibility for our learning and our actions

Be Respectful – showing gratitude and empathy towards others

Be Safe – being accountable for our own safety and the safety of others

Giving recognition

Positive recognition of our vision and rules should be used frequently to reinforce the behaviours we want our pupils to display. The area of the vision/rule that the recognition is given for should be vocalized to the pupil so they make the link between the behaviour and reward. Some examples of this could be:

Vision: Loving

“I loved the way you picked up Jane’s coat, not just your own. You really are looking after others in our school – 1 class Dojo”

Rule: Be safe

“Well done for remembering to walk to the line and help keep others safe – 1 Class Dojo.”

Vision: Learning

“Wow, you have really persevered with your learning and achieved so well, well done – 1 Class Dojo.”

Lepton C of E Behaviour for Learning Policy

Responding to inappropriate behaviour and the stepped approach to sanctions

When responding to inappropriate behaviour, it is important to be conscious of the language we use. It is crucial that sanctions are delivered in a consistent way, that is non-confrontational and linked to the child's behaviour, not the child's identity. We will **never** talk about the pupil's behaviour to another member of staff in front of the pupil. The following approach should be used by all staff:

(NIT approach and statements – notice, I, thanks)

Example: "I notice that you are not on task working. I need you to move to that table so you can get on. Thank you."

Stepped approach

At Lepton CE Primary Academy, we follow a stepped approach to consequences and sanctions. It is vital that these are delivered consistently by all adults in school

It is important to note that these steps are not used immediately, but rather when 'regular, high-quality' classroom strategies used within our everyday routines have been used and no change is seen in a pupil's behaviour.

Step 1: Verbal Warning

Example script

1. I notice that you're... (state the noticed behaviour.)
2. You are not (state the rule being broken Be ready, Be respectful, Be safe)
3. I need... (state what you need the child to do)
4. This is your verbal warning.
5. Thank you

Example: "I notice that you keep interrupting and distracting others. You are not being respectful to your class – I need you to move to this table. This is your verbal warning. Thank you."

No record of the verbal warning needs to be recorded.

Lepton C of E Behaviour for Learning Policy

Step 2: Restorative One (R1)

Example script

1. I noticed you chose to continue... (state the behaviour)
2. This is the second time I have spoken to you and it has now become an R1 – I will need to speak with you at (insert suitable time i.e. break/lunch)
3. Thank you. (Give the child time to reflect if needed)

Example – ‘I have noticed you are still calling out and disturbing others. You are still not being respectful to your class. This is now an R1 and I will need to speak with you at break time. Thank you.’

This is followed up with a 5-minute restorative conversation using the ‘Follow-up, Repair and Restore’ questions below.

A record is made on CPOMs of the incident

Step 3: Restorative 2 (R2)

Example staff script

1. I noticed you choosing to continue to... (state the behaviour), this is now an R2 and you will need to...
2. Two possible actions of what is needed... be in the Penguin Room at the next break time or move to... (state the partner classroom) to continue your learning.
3. Thank you.

Example – ‘I have noticed you chose to continue to disrupt the class (or this could be a different behaviour seen after the R1) and this is now an R2. You are breaking the school rule of being respectful. I need you to move to Class 6 to continue your learning for the rest of the lesson/go to the Penguin Room at lunch time. A member of SLT will speak to you then. Thank you.’

IF REQUIRED

- Child given 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task depending on the situation e.g. sitting to calm, continuing with work, colouring etc.

An R2 is followed up with the break-time/lunch time restorative reflection led by a member of SLT. This will take place in the Penguin Room or Head Teacher’s office. Pupils will complete a restorative reflection sheet. For pupils in Reception Class, a restorative conversation will take place.

A record is made on CPOMs of the incident

Lepton C of E Behaviour for Learning Policy

If the school's monitoring of behaviour incidents show regular occurrences, a discussion with SLT and/or SENCo will take place to consider Behaviour Intervention.

Specific Playground Sanctions

The same approach is used for break and lunch times. If a pupil receives an R1, they will stay with a member of staff to discuss the incident using the restorative questions below.

Follow up, repair and restore

Use the restorative questions below to follow up the incident, repair relationships and enable the child to learn what to do next time. The questions work well in the order they are written. For younger children, only use the questions in bold. It is the consistency, repetition and reflection on these that makes the difference.

- Tell me what happened?
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- **Who has been affected? (use age/stage appropriate language e.g. hurt/upset for Reception/KS1 children)**
- How have they been affected?
- **What should we do to put things right?**
- How can we do things differently in the future?

Remember the success of the restorative approach is to change behaviour. It is the certainty that this follow up will take place by EVERY member of staff that makes the approach a success.

Any behaviours which have a negative impact on learning or damage the reputation of the school will be sanctioned at a level which the school deems most appropriate.

Refusal to leave the classroom/come in from break-time/disruptive behaviour

We consider it to be a serious incident if a child refuses to leave the classroom/come in from break-time/follow the clear adult instructions as this type of behaviour leads to disruption of learning for others. We have a system in place where SLT are available if support is required for a child to leave the classroom. This will be addressed in line with the outlined sanctions.

Lepton C of E Behaviour for Learning Policy

Safeguarding and SEN

In line with the school Safeguarding Policy, staff will consider whether the behaviour of an individual gives cause to suspect that a child is suffering or likely to suffer significant harm. They should also consider whether continuing disruptive behaviour might be the result of an unmet educational or other needs. Consideration will be given to multi agency assessment where this is the case.

Involvement of parents

We promote the involvement of parents in supporting positive behaviour. We do this by inviting parents to celebrate with us at the weekly Special Mentions assembly. The parents of children whose behaviour is of particular concern are contacted by the school in order to discuss and agree a strategy for improvement.

Restrictive Interventions

Staff are trained to use positive handling techniques for rare occasions when a child is at risk or is at risk of harming others. Only staff who are appropriately trained will restrain children. All positive handling incidents must be recorded using the REACT format and guidance and recorded on CPOMs by the staff involved. Children with individual behaviour plans/support plans will have a positive handling plan as part of their individual support. Please refer to the Restrictive Interventions Policy.

Behaviour of parents and visitors when on the school premises

It is the expectation of the school that all adults will display and model positive behaviour towards each other and towards their own and other children whilst on school premises. This means that use of inappropriate language will always be challenged by staff and reminders will be given. Persistent offender or anyone who verbally abuses members of staff or other visitors may be banned from the premises for a period.

Bullying

Bullying may be thought of as the willful conscious desire to hurt, threaten or frighten someone or exert power over them. Any suspicion of bullying must be dealt with immediately and in a serious way. Consequences will depend on the child and the incident, but should reflect how seriously the school views such behaviour. If the bully has a record of similar behaviour in the past then isolation at break or in class may be considered appropriate. The Head teacher may consider lunchtime suspensions, fixed term

Lepton C of E Behaviour for Learning Policy

suspensions of increasing lengths of time as appropriate further sanctions if pupils do not respond to the supportive efforts of staff.

Individualised Learning

Within school there are pupils who need to follow individualised learning and behaviour plans. Individualised targets are used to support these children; however, they are still fully involved in the rewards and sanction process.

Individualised behaviour plans are in place for each child and are constantly reviewed and adapted to meet the needs of the child.

Recording incidents of behaviour

Any R1 and R2 incidents of behaviour are recorded on CPOMS. It is the teachers/cover supervisor/HLTA/Tas responsibility to ensure that the recording of behaviour takes place, to ensure SLT can track behaviour patterns of pupils to ensure we can put necessary intervention/sanctions in place.

Lepton C of E Behaviour for Learning Policy

Internal and External suspension

Internal and External Suspension for a fixed term will be considered for unacceptable behaviour of a serious nature as follows:

- Serious physical assault on another pupil or member of staff.
- Obscene, offensive, threatening or abusive language used towards, or deliberately and knowingly in the presence of, another member of staff.
- Escalation of persistent lesser offences as described above where pupil has failed to respond to previous support and sanctions and parents and pupil have received written warning from the Head teacher that suspension will be considered.
- Any situation where a pupil, by his or her conduct, which includes refusal to obey reasonable instructions given by any member of staff, places that pupil or any member(s) of the school community at risk.

Subject to investigation by the Head teacher to establish the facts, the above will result in parental contact by the Head teacher and automatic suspension for a fixed term.

Repeated offences within this category will be subject to increasing periods of suspension, part-time timetable, managed move, further involvement with the Pupil referral Unit or potentially **permanent exclusion** from school.

For further details, please refer to the Kirklees suspensions guidance.

Lepton C of E Behaviour for Learning Policy

Restorative approach to behaviour

Any incidents of behaviour of a racist, homophobic or extremist nature are followed up by class teachers in a restorative manner. These are reportable to governors.

We use a restorative approach to identify the reasons behind behaviour and educate pupils in the mis use of such language.

Any repeat offence for behaviour of this nature may result in the following actions:

1. Contacting parents for discussion.
2. Meeting with PCSO.
3. Any further incidents of this nature could lead to internal / external suspensions as following our behaviour guidelines.