



Leigh Academy
Paddock Wood



LEIGH
Academies Trust

Behaviour Policy

September 2024

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Issue date: September 2024

Policy status: Published

Date of next review: September 2025

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">- Behaviour chart implemented- Whole School Reward and behaviour system in place (linked to zones of regulation)
September 2023	2	Reviewed policy shared with all staff for September 2023.
March 2024	3	Reviewed policy and added in implementation of the reflection room.

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 Leigh Academy 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. Every child has the right to learn free from disruption from anyone. This document provides a framework for the creation of a happy, safe, secure and orderly environment. Within such an environment, children learn and develop as caring and responsible people. It is written for all members of the academy community to allow each one to understand the policy of the academy and to apply it consistently and fairly.

Aims

As an IB PYP school, we have 10 Learner Profile Attributes which are embedded into all aspects of our school day. Pupils at Leigh Academy Paddock Wood 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.
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- **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.

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 adopt a positive attitude, particularly on occasions when adults interact with each other. This shows the respect all adults have for one another and for each individual pupil. By providing this role model, we encourage children to show respect for adults and for other children.

We expect that all members of the academy:

- will be role models, and demonstrate respectful communication at all times.
- will be well-behaved, well-mannered and attentive.
- will be polite to all pupils, adults and visitors to the academy.
- show respect for others and their property by refraining from interfering in any way.
- take responsibility for their own actions and behaviour.
- will move around the building in a safe and sensible manner.
- will care for, and take pride in the physical environment of the academy.
- will not take part in offensive or abusive language that involves swearing, and/or insults about any protected characteristic (age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- will not bring sharp or dangerous objects into the academy.
- adhere to our uniform policy and wear the correct academy uniform.
- pupils with permission to walk home (year 5 and 6) are permitted to bring mobile telephones onto the site. These are left with the class teacher and stored during the academy day and are not to be used when on site. Items are left entirely at the owner's risk; the academy accepts no responsibility for loss or damage.
- will only wear jewelry which is allowed; ear studs and/or a watch (with the exemption of smart watches or any watch which can take photographs or videos), both of which must be removed for Physical Education.
- show respect to others when online whether at school or at home.

Strategies

- To ensure the Behaviour Policy is known, supported and followed by all stakeholders, which includes pupils, parents, academy staff and governors.
- To ensure children understand that it is the behaviour that may be unacceptable and not the child.
- Model and teach moral values and attitudes as well as knowledge and skills to promote responsible behaviours, self-discipline, self-respect and respect for other people and property.
- To involve parents and carers in early consultation to discuss problems and actions whenever appropriate.

Encouragement, awards and celebrations

Encouragement, awards and celebrations Encouragement is given at all times to all pupils, by teaching and non-teaching staff, to help pupils to attain these standards. Pupils are also encouraged to value the efforts of their peers, and awards and celebrations are given in recognition of achievement in all areas of academy life. 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.

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 LAPW.
- Achievement and citizenship certificates of the week
- Each week at least one child from each class will be awarded an achievement certificate and a certificate in recognition of demonstrating the PYP learner profile attributes.

Consequences and sanctions

All pupils will be given the chance to self-regulate their behaviour with adult support where necessary (often this involves giving pupils responsibility and a focus). The primary objective is always to keep pupils using positive learning behaviours and to avoid any situation that requires an escalated response. It is important to consider pupil voice to achieve this. On occasions where this cannot be achieved children will be removed from the classroom to work in a partner classroom, be removed from social time or reprimanded by a member of the Senior Leadership Team. It is important that children are given time to understand the importance of good behaviour and learn from any incidents or poor behaviour. A restorative conversation will be held between an adult and the pupil when appropriate to do so to ensure this learning occurs.

All stakeholders are aware of the [LAPW Behaviour Chart](#) (See Appendix 1). This identifies 'Levels' of Behaviour and appropriate consequences and rewards that may be used to ensure a consistent implementation of consequences and rewards.

Formal Steps to Avoid Exclusion

Whenever possible we strive to avoid the use of exclusion (see Suspensions and Permanent Exclusions Policy) as a sanction for inappropriate behaviour. We have therefore devised this policy, where a fixed term of exclusion is only used after the implementation of alternative strategies. In most cases, pupils respond positively well in advance of the fixed term exclusion stage. The academy involves parents as partners in finding ways of additional support to help their child to be a full and useful member of the academy community. Knowing that the academy and parents are working together is a powerful tool in helping a child to become responsible for his/her own behaviour.

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.

- 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.

Bullying

Bullying is defined by the Anti Bullying Alliance as “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to face or online.”

At Leigh Academy Paddock Wood we do not tolerate bullying in any forms whether in person or online. For further information please see the Anti Bullying policy.

Special circumstances

Some children may have individual circumstances which mean that the above measures are inappropriate; in these circumstances advice is sought and appropriate action is taken from Behavioural Support Services and/or other agencies/groups.

Playground

Our high expectations of behaviour remain the same at lunch times. Incidents on the playground are managed by the adults on duty and conferencing will be the primary strategy for conflict resolution. If a situation cannot be resolved in the manner because the pupil is not engaging respectfully in this process or the behaviour has been deemed dangerous, a member of SLT is informed immediately. In this instance, the pupil is brought into the school building for a member of SLT to resolve the situation.

All incidents are recorded on the behaviour log and parents are notified as appropriate. Adults on duty will be kept informed of any special arrangements for individual pupils (by the class teacher or other appropriate Senior Staff).

After school clubs and off-site activities

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.

Onsite behaviour of Parents

At Leigh Academy Paddock Wood, we have excellent relationships with our parents and value the contribution that they play in the life of the school and in their children’s education. It is expected that parents set a good example to children at all times, demonstrating how to get along with all members of the school and wider community.

Behaviour that is deemed as unacceptable includes:

- Use of a mobile device on the school site.
- Inappropriate posting on Social Networking sites.
- Speaking in an aggressive/threatening tone.
- Physically intimidating adults or children e.g standing very close
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats, shaking or holding a fist towards another person
- Swearing, pushing, hitting e.g. slapping, punching or kicking.
- Spitting intentionally
- Discriminatory comments
- Parents must not approach and shout out at children under any circumstances. Please report any concerns to a member of staff.

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse. If parents become abusive at any time on school premises they will be asked to leave. School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may and will ban parents from entering school and its grounds.

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 academic year or sooner should there be a change in practice.

Appendix 1: Behaviour Chart (rewards and sanctions)

Exceptional behaviours - pupils going above and beyond our high expectations at LAPW

Behaviours demonstrated (only examples and not an exhaustive list)	Appropriate rewards	Comments
<ul style="list-style-type: none"> - Consistent high effort and progress in all subjects. - Advanced understanding of concepts. - Strong problem-solving skills and critical thinking. - Independent learning and self-motivation. - Leadership qualities and ability to inspire others. - Achieving significant accomplishments in competitions or academic challenges. - Volunteering in the community or school - being an ambassador for LAPW - Initiating or participating in charitable projects. 	<ul style="list-style-type: none"> • Special recognition during class or assembly. • House points (3 maximum) • Positive reinforcement from teachers and peers. • Positive phone call home to parents • Opportunities to participate in special events or workshops • Opportunities to lead or help other students. • Recommendation for postcard home from Principal. 	<p>Exceptional behaviour can manifest in many different ways, and it's important to recognise and celebrate the unique qualities of each individual student</p> <p>By providing appropriate rewards we aim to foster a positive and supportive learning environment that encourages students to strive for excellence.</p>



Verbal praise and clear explanation given to individuals or to the whole class



Readiness to learn - pupils meeting our high expectations at LAPW

Behaviours demonstrated (only examples and not an exhaustive list)	Appropriate rewards	comments
<ul style="list-style-type: none"> - Optimising our school values - Respectful behaviour toward teachers, peers, and school property. - Strong work ethic and commitment to tasks. - Positive attitude and optimism. - Empathy and compassion for others. - Active participation in class discussion/conferencing and activities. - Completing work without disrupting others' learning and to the best of one's ability. - Following classroom rules and procedures. - Demonstrating curiosity and a desire to learn. - Cooperative behaviour: Working well with others on group projects. - Conflict resolution: Using positive communication and problem-solving skills to resolve disagreements. - Following school rules and policies, including those related to bullying and keeping each other safe.. 	<ul style="list-style-type: none"> • Verbal praise to the child or whole class • House points for consistently meeting the high expectations at LAPW • Sharing learning and progress with the class • Speaking with the parents at pick up or drop off • Recognition from subject lead for consistent high standards in a particular curriculum area. 	<p>Whilst rewards can be motivating, it's important to also emphasise intrinsic motivation and the satisfaction of personal achievement. We all need to aspire and be proud of our achievements.</p> <p>Disruption free learning - add ink</p> <p>5:1 - EEF guidance</p>



Verbal reminder of classroom expectations given to individuals or the whole class



Behaviours and appropriate sanctions - pupils not meeting our high expectations at LAPW

Stage	Behaviours Demonstrated	Appropriate sanctions	Comments
1	<ul style="list-style-type: none"> - 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 quiet working / disrupting learning - Minor Playground Incidents - Being in a building unauthorised - Dropping litter - Pushing in line - Bad language (one off) 	<p>Sanctions should include:</p> <ul style="list-style-type: none"> • Verbal reminder of inappropriate behaviour and consequences for repeating it • Change of seating • Name moved down if traffic lights are used • 5 minutes lost form break/lunchtime • 5 Minute playground cool down period • Tactically ignore and reiterate the positive behaviours that are 	<p>Dealt with by all adults as and when behaviour occurs.</p> <p>Not recorded.</p> <p>No other staff members need to be involved. TA & Teachers on duty deal with playground incidents</p> <p>After 3 repetitions within a small time frame then move to stage 2</p>

		expected.	
2	<p>Repeated stage 1 behaviour</p> <ul style="list-style-type: none"> - 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 - pushing/pulling 	<p>Sanctions should include:</p> <ul style="list-style-type: none"> • Separation from the rest of the class within classroom • Writing a letter of apology during playtime/breaktime • Moved down behaviour chart • Completion of unfinished work during break/lunchtime • Repair/clean up of damage. 	<p>Repeated incidents within a short time frame to be reported SLT and all incidents recorded on Behaviour Log.</p> <p>TA/Teacher on duty to report any playground incidents to class teacher and record on the behaviour record.</p> <p>Informal contact with parents by class teacher</p>
3	<p>Repeated Stage 2 Behaviour</p> <ul style="list-style-type: none"> - Deliberately throwing small objects with the intention of harming or breaking them. - Harming someone (physically or emotionally) - Damage to school/pupil property - Leaving class without permission - Repeated refusal to do set tasks - Spitting intentionally - Deliberate rudeness to adults - Harmful/offensive name calling/Directed swearing at another child - Being intentionally unkind or targeting a child - Less serious playground incidents/fighting 	<p>Sanctions should include:</p> <ul style="list-style-type: none"> • Moved down behaviour chart • Separation from the rest of the class - external from classroom - peer class or moved into shared areas. • Writing a letter of apology during playtime/break time • Behaviour report started and shared with parents weekly • Is there an underlying issue would a referral to SENCo be appropriate? Use Initial concern form to refer. • Phase lead or year group lead to speak to the child regarding their behaviour 	<p>Repeated incidents within a short time frame to be reported SLT and all incidents recorded on Behaviour Log.</p> <p>Informal contact with parents by class teacher - recorded on LAPW Behaviour Record.</p>
4	<p>Repeated Stage 3 Behaviour</p> <ul style="list-style-type: none"> - Repeatedly leaving the classroom without permission - Fighting in the classroom - More serious playground incidents/fighting - Serious fighting & 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 - Bullying - Discrimination incidents - Malicious or inappropriate use of new technologies 	<p>Sanctions should include:</p> <ul style="list-style-type: none"> • Possible recompense for damaged property from parent • Moved down behaviour chart • Pupil placed on report - shared with SLT and Parents, if not completed virtually then ensure this shared with parents daily • Possible denial of technology access rights • Internal isolation for part of the school day or the whole day (SLT discretion) • Possible fixed term exclusion up to 15 days/Permanent exclusion • Exclusion from parts of the school site at lunchtimes • Withdrawal from whole school events e.g. trips Internal exclusions 	<p>Requires immediate involvement of SLT and all incidents recorded on Behaviour Log.</p> <p>Formal telephone call/contact/ letter/ meeting with parents by Class teacher and supported by SLT if required</p> <p>If persistent consider involvement of outside agencies and SENCO referral if appropriate to do so</p>
5	<p>Repeated Stage 4 Behaviour</p> <p>Extreme danger or violence Very serious challenge to authority Verbal physical abuse to any staff Absconding from the school site Placing the safety of themselves or others at serious risk Possession of a weapon considered to be dangerous by an adult at LAPW Possession of illegal drugs Persistent discrimination against others Persistent or repeated bullying incidents</p>	<p>Sanctions are:</p> <ul style="list-style-type: none"> • Immediate exclusion; fixed term or permanent. 	<p>Requires immediate involvement of TMO, SPA, CML and maybe the Academies Director</p> <p>Recorded on Behaviour Record. If other children/adults are hurt - then an incident report should be written up and shared with SLT.</p> <p>Formal telephone call/contact/ letter/ meeting with parents and SLT.</p> <p>Any exclusion recorded on KELS!</p>

Exceptional behaviours - pupils going above and beyond our high expectations at LAPW

Exceptional behaviour

“Strive for excellence”



Verbal praise and clear explanation given to individuals or to the whole class



Readiness to learn -pupils meeting our high expectations at LAPW

Expected behaviour

“Ready to learn”



Verbal reminder of classroom expectations given to individuals or the whole class



Behaviours and appropriate sanctions - pupils not meeting our high expectations at LAPW

Level 1

Level 2

Level 3

Level 4

Level 5