



Leigh Academy
Paddock Wood



LEIGH
Academies Trust

Behaviour Policy

January 2025

Nominated Member of Leadership Staff Responsible for the policy: Charlotte Gunning

Issue date: January 2025

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.
September 2024	4	Reviewed, added DfE guidance link, added in disruption free learning ethos, 'warm strict approach' and updated whole school systems

January 2025	5	- Revised behaviour chart implemented (Appendix 1)
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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. We ensure that the 'warm strict' philosophy (Tom Bennett approach) is reflected throughout our policy and practice.

Every opportunity is taken through authentic learning opportunities to teach children how to reach our (unapologetic) high expectations. 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. This policy has been developed in line with the [DfE Behaviour in school guidance](#).

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 own 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.

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.

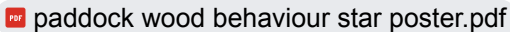
Strategies

- 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 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 - we call these STAR behaviours.
- Pupils will be given badges to celebrate their achievements once 50 points (Bronze badge), 100 points (Silver badge) and 150 points (Gold badge) are awarded to them

- Every point a pupil earns will be added each week to an academy house total. The house that earns the most amount of behaviour points at the end of a module will get a house event reward which all pupils of that house will enjoy.
- 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 referred to the reflection room and miss some of their social time. If pupils need to be removed from the classroom due to excessive disruption to learning, they will be taken to a partner/peer classroom 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 [Behaviour ladder Jan 2025](#) (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. This clear and consistent communication between school and parents is vital to ensure our warm strict philosophy is embedded in all aspects of school.

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. Reasonable Adjustments will be made for SEND children but our high expectations will remain the same.

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 this manner because the pupil is not engaging respectfully in this process or the behaviour has been deemed dangerous, the pupil will be taken to the reflection room and be with a member of SLT.

All incidents are recorded on Bromcom 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)

<p style="text-align: center;">OVER AND ABOVE</p> <p style="text-align: center;">STAR behaviours - Super, Truly Outstanding, Articulate and Receptive to being the best me</p>		
<ul style="list-style-type: none"> ● Consistent/unwavering high effort and progress in all subjects. ● Supporting others, especially younger children to be the best they can be. ● Strong problem-solving skills and critical thinking. ● 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 ● Taking action to improve the lives of others independently ● Additional extended studies to deepen knowledge beyond what is being learnt in class. 	<ul style="list-style-type: none"> ● Special recognition during class or assembly. ● House points (3 maximum) ● Positive phone call home to parents ● Opportunities to lead or help other students. ● Postcard home from Principal. 	
<p style="text-align: center;">EXPECTED</p> <p style="text-align: center;">HERO behaviours - I'm Here, Everyday, Ready to Learn and Open to all opportunities</p>		
<ul style="list-style-type: none"> ● Upholding school values ● Respectful behaviour toward teachers, peers, and school property. ● Strong work ethic and commitment to tasks. ● Positive attitude ● Independent learning and self-motivation. ● 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. ● Conferencing to solve problems within learning. ● Collaborative learning. 	<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. 	

<ul style="list-style-type: none"> • Following classroom rules and procedures. • Demonstrating curiosity and a desire to learn. • Modelling the Learner Profile Attributes and Approaches to Learning. • Conflict resolution: Using positive conferencing and problem-solving skills to resolve disagreements. 		
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BELOW EXPECTED

CHOICE Behaviours - I'm Challenging Expectations, I'm Hot tempered, I'm Offensive, I'm Ignoring my teachers, I'm Complacent and I'm Engaging in behaviours that are not acceptable.

1	<ul style="list-style-type: none"> • Calling out • Wandering about classroom • Running in the school building • Interrupting/Disrupting other pupils • Ignoring minor instructions • Silly noises/Minor annoyances • Minor Playground Incidents • 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 <p>Reiterate the positive behaviour model</p>	<p>Dealt with by all adults as and when behaviour occurs.</p> <ul style="list-style-type: none"> • Not recorded. • No other staff members need to be involved. • TA & Teachers on duty deal with playground incidents
2	<p>Repeated stage 1 behaviour</p> <ul style="list-style-type: none"> • Refusal to work continuously during the lesson • Deliberate and persistent disruption to others • Misusing or disrespecting school property • Minor challenge to authority • Minor, non directed swearing • Playground rough play - pushing/pulling 	<p>Sanctions should include:</p> <ul style="list-style-type: none"> • Separation from the rest of the class within year group shared area • Verbal reminder of inappropriate behaviour and consequences for repeating it • Completion of unfinished work during break/lunchtime • Writing a letter of apology during playtime <p>Reiterate the positive behaviour model</p>	<p>Recorded on Bromcom</p> <ul style="list-style-type: none"> • TA/Teacher on duty to report any playground incidents to class teacher and record on the Bromcom • Contact with parents by class teacher
3	<p>Repeated Stage 2 Behaviour</p> <ul style="list-style-type: none"> • Deliberately throwing objects with the intention of harming or breaking them. • Harming someone physically • Damage to school/pupil property • Leaving class without permission • Repeated refusal to do set tasks 	<p>Sanctions should include:</p> <ul style="list-style-type: none"> • Peer class transfer • Writing a letter of apology during playtime/break time • SLT to speak to the child to have a restorative conversation and discuss possible behaviour contract 	<p>Recorded on Bromcom</p> <ul style="list-style-type: none"> • Contact with parents by class teacher

	<ul style="list-style-type: none"> ● Spitting intentionally ● Deliberate rudeness to adults ● Harmful/offensive name calling/Directed swearing at another child 	<p>Reiterate the positive behaviours that are expected.</p>	
4	<p><i>Repeated Stage 3 Behaviour</i></p> <ul style="list-style-type: none"> ● Repeatedly leaving the classroom ● Fighting in the classroom ● Absconding ● Serious playground incidents/fighting ● Intentional physical harm to others (mark left) ● Throwing large dangerous objects ● Serious challenge to authority ● Verbal abuse/swearing to staff ● Bringing the school into disrepute e.g. on public transport, road, swimming, competitions ● Vandalism/Graffiti ● Stealing ● Repeated Bullying (including online) ● Repeated Discrimination ● Malicious or inappropriate use of Academy device/equipment 	<p><i>Sanctions should include:</i></p> <ul style="list-style-type: none"> ● Technology/Equipment ban ● Internal isolation for part of the school day ● Possible fixed term suspension ● Exclusion from parts of the school site at lunchtimes ● Withdrawal from whole school events e.g. trips <p>Reiterate the positive behaviours that are expected.</p>	<p>Requires immediate involvement of SLT and all incidents recorded on Bromcom.</p> <ul style="list-style-type: none"> ● Formal meeting with parents by Class teacher and supported by CGU ● Behaviour contract drawn up - shared with Parents
5	<p><i>Repeated Stage 4 Behaviour</i></p> <ul style="list-style-type: none"> ● Extreme danger or violence towards themselves or others ● Extreme serious challenge to authority ● Extreme verbal or physical abuse to any staff member ● Absconding from the school site causing safety risk to themselves ● Extreme discrimination against others ● Extreme bullying incident 	<p><i>Sanctions are:</i></p> <ul style="list-style-type: none"> ● Immediate fixed term suspension or permanent exclusion 	<p>Immediate involvement of TMO, SPA or CML</p> <ul style="list-style-type: none"> ● Recorded on Bromcom ● An incident report should be written up and shared with SLT immediately ● Formal meeting with parents and SLT. <p>Any exclusion recorded on KELSI</p>



STAR

Super, Truly Outstanding, Articulate and Receptive to
being the best me

HERO

Here
Enthusiastic
Ready to Learn
Open to all opportunity

CHOICE ↑

Challenging Expectations

Hot tempered


Offensive

Ignoring my teachers

Complacent

Engaging in behaviours that are not acceptable.

Appendix 3 -

 paddock wood behaviour star poster.pdf



Leigh Academy
Paddock Wood

L

Learn and respect others

A

aspire to great things

P

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W

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