



Leigh Academy
Paddock Wood



LEIGH
Academies Trust

Behaviour Policy

September 2025

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Date of next review: September 2026

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	<ul style="list-style-type: none">- Revised behaviour chart implemented (Appendix 1)
September 2025	6	Reviewed policy, updated staffing, updated procedures and structures were streamlined with visuals.

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 create an environment in which everyone feels happy, safe and secure. Every child has the right to learn in an environment free from disruption. 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](#).

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. In and around the academy, we expect the highest of behaviours with staff modelling the expected behaviours. Our expectation is that all classrooms are disruption-free learning environments.

Disruption-Free Learning

Disruptive behaviour can be defined as, "any action that interrupts teaching, learning and day-to-day operations at an individual, whole class or academy level." At Leigh Academy Paddock Wood, we believe that an environment underpinned by mutual respect and high expectations is essential for academic success and personal development and that all pupils should be able to learn in an environment free of disruption. As an International Baccalaureate (IB) Primary Years Programme (PYP) school, our behaviour policy is designed to uphold the values of the IB and every interaction is an opportunity to demonstrate the IB Learner Profile Attributes. We set clear and consistent high expectations, while also recognising the individuality of pupils.

Incentives, 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. The positive reinforcement of good behaviour is acknowledged to be the most effective form of behaviour management. This is where appropriate behaviour is actively noticed and noted by adults and promoted to all pupils. 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.

STRIVE Behaviours

We have expected behaviours for learning which are outlined in our STRIVE posters (see Appendix 1) and in lessons and aim for housepoints for displaying these consistently. Children will be routinely praised for their displaying of our school values, rules and expectations. Children will receive housepoints and this will help them to progress towards:

- 50 housepoints - Bronze Star
- 100 housepoints - Silver star

- 250 housepoints - Gold star

Weekly Certificate

Each week, a child in each class will receive a 'Peak Performer' certificate which celebrates their approach to learning and their achievements. This will be awarded to the child in the celebration assembly as an opportunity for their peers to praise their achievements.

Whole School Housepoints

At LAPW, House Points will be awarded to pupils who demonstrate exemplary behaviour and a positive attitude towards their learning, reflecting or exceeding the high expectations we uphold. Each House Point earned contributes to a weekly total for the pupil's academy house and is progress towards our school reward badges (Appendix 4). At the end of each module, the house with the highest number of behaviour points will receive a special house event reward, which all members of that house will have the opportunity to enjoy and celebrate together.

Behaviour Around the Academy

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 spend time with a member of the Senior Leadership Team before being returned to class. 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 behavioural expectations and the behaviour flowchart and sanctions flowchart (see Appendix 2 and 3). 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.

Line Up Procedures

All staff (Teachers, TA's etc) are expected to take an active role to ensure that children are lined up appropriately and are escorted back into the school building at the end of break/lunch.

1. At the end of break/lunch time, it is the responsibility of the staff on duty to blow the whistle.
2. All children will stand still before being called into line.
3. Children must walk silently into a line and remain silent.
4. Children are encouraged to remain silent and ensure their uniform is ready for the classroom.

Children must walk into the school building in silence with adults watching the full line.

To ensure consistency, when moving around school or returning from break or lunch, class teachers will lead their classes back into the school building.

Behaviour Around The School

Pupils are expected to walk around the school sensibly. Children's noise levels should be kept to a minimum. During lesson time, children are expected to be silent in the corridor and around the school building. At all times they are to walk on the left of the corridors to ensure that congestion is kept to a minimum. When waiting to enter a classroom, they line up outside the door and along the wall silently and will enter the classroom silently. It is an expectation that when greeted by any member of staff, they respond courteously.

Lunch Time Procedures

To ensure consistent behaviour is maintained on the playground a duty rota is in place. Staff are responsible for ensuring good order is maintained on the playground and to take an active supervisory role. Staff are encouraged to be actively engaged in children's games and to encourage play. All staff (including Midday Meals Supervisors) are expected to follow the sanctions stages. During lunchtimes a member of SLT will be rotated as available to support.

Consequences and sanctions

For all poor choices, the sanctions are outlined in our Consequences flowchart (appendix 3). This clearly defines the behaviours and consequences in order for us to have consistency and acceptable behaviours clarified for all members of the school community. For levels 3 and above, children will spend a short amount of time in the Reflection Room during their lunch time. This will ensure they can have a restorative conversation with a member of SLT.

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. Alternative sanctions include an agreement between school and parents for their child to stay and complete work after school should persistent disruption and disengagement be an issue. Staying after school is for a pre-agreed length of time (up to 6pm) when school officially closes. The length of time will be commensurate with the levels of behaviour and must only increase in duration after repeated offences or in line with more severe breaches of our school rules.

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

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 via MCAS. 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.

Searching, Screening and Confiscation (see also LAT Searching and Screening policy)

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: STRIVE Behaviours for Learning [poster](#)

Appendix 2: Behaviour Chart ([rewards](#))

Appendix 3: [Sanctions flowchart](#)

Appendix 4: House point progression for rewards  paddock wood behaviour star poster.pdf