

## Leigh Academy Oaks Behaviour Policy

**2025 - 2026**

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### Revision Log (last 6 changes)

<b>Date</b>	<b>Version No</b>	<b>Brief detail of change</b>
Sept 2021	4.0	Reviewed and reformatted for staff handbook and drive.
Sept 2022	5.0	Reviewed and reformatted for staff handbook and drive.
Sept 2023	6.0	Updated in line with new guidance. Reviewed and reformatted.
Sept 2024	7.0	Reviewed and reformatted for staff handbook and to include Disruption Free Learning
Jun 2025	7.1	Added paragraph regarding ChromeBook usage
Sept 2025	8.0	Reviewed and updated Behaviours and Academy Actions table

## **Mission Statement**

Every child has the right to disruption free learning. 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 (staff, pupils, parents, carers, visitors, governors etc) to allow each one to understand the policy of the academy and to apply it consistently and fairly.

## **Aims**

At Leigh Academy oaks, we believe that an environment underpinned by mutual respect and high expectations is essential for academic success and personal development.

As an IB 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.

We set clear and consistent high expectations, while also recognising the individuality of pupils.

**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 Oaks 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 my life and 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.

## **Expectations**

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 school.
- 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 school
- 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, dangerous or inappropriate objects into school.
- adhere to our uniform policy and wear the correct academy uniform (including Nursery)
- Only Year 6 pupils are permitted to bring mobile telephones onto the site. These are left with a member of the office staff and stored in the office during the academy day. Items are left entirely at the owner's risk; the academy accepts no responsibility for loss or damage.
- Will only wear jewellery 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.
- Will adhere to our online safety policy and 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-management, 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 and maintain high 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. Awards are based on the Learner Profile Attributes above which our pupils can speak confidently about and strive to achieve. There are also awards for the highest class attendance weekly, sports awards, playground awards, writer of the week, star of the week, mathematician of the week, headteachers award, dojo points and termly rewards for the class with the highest attendance.

## **Consequences**

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 may be: removed from the classroom to work in a partner classroom, be removed from social time or be reprimanded by the Assistant Principal, Vice Principal or Principal. It is important that children are given time to understand the importance of good behaviour and learn from any incidents of poor behaviour.

## **Formal Steps to Avoid Exclusion**

Whenever possible we strive to avoid the use of exclusion ([see LAT Exclusion 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) 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 Oaks we do not tolerate bullying in any forms, whether in person or online. Any incident of bullying is addressed with all involved pupils and all parents.

## **Special Circumstances**

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

## **Lunchtimes & Playground Behaviour**

Our high expectations of behaviour remain the same at lunch times.

Incidents on the playground are managed by the Learning Support Assistants on duty by conferencing with pupils involved to resolve a conflict or misunderstanding. If a situation can't be resolved in this 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 with a member of SLT to resolve the situation. All incidents are recorded on the pupils' Bromcom Behaviour log and parents are notified as appropriate.

During our weekly meetings, all staff are kept informed of any special arrangements for individual pupils (by the Class Teacher or other appropriate Senior Staff) to ensure the safeguarding of all pupils.

## **After school clubs and off-site activities**

Children who are attending clubs or who are attending an activity outside of school hours are expected to follow the academy's behaviour policy and receive the same consistent response to their behaviour in line with this policy.

## **Use of Technology**

Pupils are expected to treat others with respect online, using messaging services, social media and any other online form of communication.

Pupils are educated regarding the safe and appropriate use of personal devices and mobile phones and will be made aware of boundaries and consequences.

Year 6 are permitted to bring mobile phones to school. Exceptions can be made to this for pupils in younger year groups with permission given from the principal on a case-by-case basis. (See our Online Safety Policy for more information.)

### **Chromebook Scheme**

The Leigh Academy Oaks 1:1 Chromebook Scheme provides students with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and at home.

All parties involved (students, parents/carers and the Academy) must agree with all of the terms and conditions outlined in the [Chromebook loan agreement 2025-26](#), as well as the Chromebook Acceptable Use Agreement Policy. Failure to abide by these will result in an appropriate sanction in line with the academy's Behaviour Policy.

**It is important to note that in the event of deliberate/malicious damage parents will be charged with the cost of the repair or the cost of the device.**

### **Searching, Screening and Confiscation**

o School staff may confiscate a pupil's mobile phone or device if they believe it is being used to contravene the school's Behaviour, Bullying or Child Protection policy, or could contain youth produced sexual imagery (sexting).

o Searches of mobile phone or personal devices will only be carried out in accordance with advice on the Government's policy.

[www.gov.uk/government/publications/searching-screening-and-confiscation](http://www.gov.uk/government/publications/searching-screening-and-confiscation)

o Pupils' mobile phones or devices may be searched by a member of the leadership team, with the consent of the pupil or a parent/ carer. Content may be deleted or requested to be deleted, if it contravenes school policies.

o Mobile phones and devices that have been confiscated will be released to parents or carers on the same day of confiscation.

o If there is suspicion that material on a pupil's personal device or mobile phone may be illegal or may provide evidence relating to a criminal offence, the device will be handed over to the police for further investigation.

### **Onsite Behaviour of Parents**

At Leigh Academy Oaks, 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 the 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 , 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
- Discriminatory comments
- Parents must not approach and shout out at children on the playground 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.**

### Behaviour Examples and Academy Actions

Behaviour	Academy Actions
<b>Low level examples: (monitor)</b>  Not listening, calling out, wandering around the learning environment, minor interrupting, ignoring, minor noises/annoyances during learning, pushing, minor playground incidents.	A reminder of the academy expectations and Learner Profile Attributes - either to the child, group, or class.  The adult will make the pupil(s) aware and redirect their focus to their learning or other expected activity at that time.  These cues may be verbal reminders, visual reminders, use body language etc.
<b>Repeated Low Level Disruption (monitor)</b>	This is dealt with in a similar approach to above, but specific feedback directed to the pupil will inform them of expected behaviours, and any further consequences should this poor behaviour continue.  Pupils may be reminded of previous good behavior and choices to support them getting back on task. Use of questions can also support pupils, e.g. 'What do you need to do to be.... successful/enable you and others to complete your learning?' etc
<b>Mid level examples: (monitor and Bromcom)</b>  Not responding to low level actions/cues as outlined above, refusal to work, deliberate disruption, unacceptable amount of learning completed, challenging authority, swearing (not directed), spitting, repeatedly annoying others, more serious playground incidents	Appropriate consequences can be chosen from the following using professional judgement and may include more than one consequence: <ul style="list-style-type: none"> <li>• 5-10 minutes(or more if appropriate) breaktime play or lunch play</li> <li>• Change of place or face</li> <li>• Parent/Carer communication</li> <li>• Not able to represent the school / attend a club / event</li> <li>• Teacher Report Card / Pupil behaviour Agreement</li> <li>• Reflection time with Phase Lead</li> <li>• Removal of privilege</li> </ul>

Repeated Mid Level behaviours	<ul style="list-style-type: none"> <li>• Removal to another class to work</li> <li>• Formal meeting with parents/carers, teacher and Phase Lead</li> <li>• Assistant Principal Report Card / Pupil behaviour Agreement</li> <li>• Any other consequences from above.</li> </ul>
<p>High level examples : (Bromcom)</p> <p>harmful or offensive name-calling, discriminatory language,</p> <p>Leaving a classroom without permission,</p> <p>Continuing disregard for school expectations and associated consequences,</p> <p>Persistent negative/disruptive behaviour,</p> <p>Absolute refusal to follow instructions,</p> <p>Answering back or being rude</p> <p>Destroying work,</p> <p>Throwing objects,</p> <p>Damaging the school resources or environment,</p> <p>Swearing directed at another pupil or adult,</p> <p>Bringing the academy into disrepute, vandalism, stealing, bullying, malicious use of technology</p>	<p>Potential consequences, as appropriate, will be chosen from the following using professional judgement and may include more than one option or:</p> <ul style="list-style-type: none"> <li>• Formal meeting with parents/carers, teacher, Phase Lead, and Vice Principal.</li> <li>• Introduction of a VP Report Card</li> <li>• Pupils will be sent to another class (buddy class) to work</li> <li>• Working in the office with a member of SLT supervising</li> <li>• Exclusion from activities and clubs</li> <li>• Remove privileges permanently</li> <li>• Remaining in the office during play and lunch times</li> <li>• Pupils and parents (together) will need to attend a reintegration meeting following a high level incident or persistent low/mid level incidents. Reintegration meetings will be held to outline the expectations of the school and to discuss Report Cards.</li> <li>• Report Cards will run weekly with regular communication with parents and carers to ensure behaviour improves</li> <li>• Should behaviours not improve following the behaviour action plan then decisions to escalate consequences will be taken by the Principal.</li> </ul>
<p><b>Extreme level examples: (Bromcom)</b></p> <p>Repeated high level of behaviour as outlined above, or a more extreme variation of an action listed above,</p> <p>Acts of deliberate physical violence or danger towards others,</p> <p>Serious challenge to authority,</p> <p>possession of a weapon or other dangerous item,</p>	<ul style="list-style-type: none"> <li>• Referral to Principal,</li> <li>• Immediate call home for meeting,</li> <li>• Principal Report Card with input of parent/carer, pupil, teacher and leadership</li> <li>• Fixed term or permanent exclusion</li> </ul>

### Recording behaviour:

Each member of school staff has access to Bromcom. Under each child's name, each member of staff is able to submit a behaviour incident report (under events). This is where any behavioural incidents are noted and recorded by the adult under categories as set out by Leigh Academy Trust.

These entries immediately alert the leadership team via email once they have been uploaded.

Consequences and any follow up actions are also recorded (as well as location and linked children/adults if required).

Behaviour logs are monitored weekly as part of our DSL and SLT meetings, and always reviewed after an incident has occurred. Trends are also tracked to ensure that low level concerns are followed up with if they become repetitive - meetings with parents may be required if low level behaviours persist. Training on this platform forms part of our safeguarding briefing schedule across the academic year.