



Behaviour Policy 2024-2025

The Purpose of this Policy

This policy provides the agreed framework for the management of children's behaviour at Leigh Academy High Halstow. It sets out explicit expectations for all staff, pupils and parents in terms of managing behaviour. It provides guidance to support staff so they are confident to take responsibility for dealing with inappropriate behaviour and for rewarding good behaviour.

All members of staff are expected to be familiar with the policy and to apply it consistently.

Aims of Policy

- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To encourage the development of moral awareness;
- To ensure consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the school's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and school in the implementation of this policy.

At High Halstow Primary we:

Teach responsible behaviour to our pupils using a range of strategies.

Raise pupil self-esteem and awareness of wider community and societal expectations of good manners and personal conduct.

Are explicit about what adults and pupils in the school can expect from each other.

Integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction.

Core Principles

Two core principles lead the development of this policy as set out below:

- The right of every child at Leigh Academy High Halstow to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others
- The right of every teacher and adult at Leigh Academy High Halstow to be able to teach without obstruction and to work in a mutually respectful environment.

Responsibility of all Adults

All adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

It is the responsibility of all adults to implement this policy through:

- creating a positive learning environment with realistic expectations;
- emphasising the importance of being valued as an individual within the group;
- promoting, through example, honesty and courtesy;
- providing a caring and effective learning environment;
- encouraging relationships based on kindness, respect and understanding of the needs of others;
- ensuring fair treatment for all regardless of age, gender, race, ability and disability;
- showing appreciation of the efforts and contribution of all;
- providing consistency of expectations, sanctions and rewards;
- challenging any incident of inappropriate behaviour where seen or heard;
- following through with any incidents of inappropriate behaviour.
- forwarding relevant information to designated personal ie. Child Protection issues to Designated Safeguarding Lead (DSL)
- report any incidents back to the class teacher as necessary.

It is the responsibility of all adults to record significant incidents of inappropriate behaviour on Bromcom using appropriate tags.

All members of staff have a responsibility to proactively ensure adherence to whole school behaviour expectations. To ignore an incident is to condone it.

Specific Responsibilities/Roles

Principal Responsibility

It is the role of the Principal, under the School Standards and Framework Act 1998, to implement this policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of this policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all the children in the school.

The Principal supports the staff by implementing this policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.

The Principal has access to records of all reported incidents of inappropriate behaviour and all reported parental contact.

The Principal has the responsibility (this can be delegated to members of the school leadership team in her absence) for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.

The Principal must publicise the School Behaviour Policy, in writing, to staff, parents and pupils at least once a year.

Teacher Responsibility (All other adults in school have a duty to follow the behaviour policy)

- To ensure that behavioural expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time and around school.
- To ensure that expectations of behaviour are modelled around school, including the playground at playtimes and lunchtimes.
- To enforce the, '4 S' rule (Straight, Still, Silent, Shirt.)
- To visibly display expectations in class and have a way of recording pupil rewards and sanctions as needed.
- Core strategies are used to promote high expectations and ensure outstanding behaviour (exemplars in [Appendix 1](#)).
 - implementation of best practice in learning and teaching;
 - building positive relationships;
 - modelling and teaching learning behaviours;
 - ensuring consistency of expectation from all stakeholders.
- To keep parents/carers updated about their child's behaviour. This is expected to take the form of the most appropriate method to ensure effective and speedy communication.
- To record parental/carer contact including phone calls on Parent Communication Log
- To complete behaviour reports where appropriate and ensure that other members of staff are aware of the report and the reasons.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

In rare circumstances, staff may decide that positive handling strategies are required in order to minimise risks to an individual/group of children (see positive handling details).

Teachers can confiscate pupils' property where it is deemed prejudicial to good order or where it has been clearly stated that it is not allowed / should be put away.

Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/school module/until collected by a parent or carer.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

SLT / SENCo Responsibility

- To regularly monitor and review incidents logged on Bromcom, parental communication logs and behaviour reports as needed
- To provide appropriate support to all adults
- To identify children who may need additional support
- To put in place additional support for children including Individual Behaviour Management Plans where necessary
- To liaise with outside agencies as necessary

Parents'/Carers' Responsibility - [See Appendix 2](#)

For pupils to achieve their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers all want their children to succeed and be safe and happy within school.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for the academy and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By informing the academy of any issues as early as possible.
- By ensuring regular attendance at the academy and avoiding unnecessary pupil absence. (Attendance Policy)
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.
- By adhering to Leigh Academy High Halstow uniform code.

Leigh Academy High Halstow Responsibilities to Parents

Leigh Academy High Halstow values partnership with parents/carers and encourages involvement in all aspects of school life including discipline and behaviour.

To promote this the academy will:

- Welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others.
- Welcome parents into school, listen to them and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.
- Ensure parents'/ carers' are kept regularly informed about their child's progress

Pupil Responsibilities

The [values](#) and [rules](#) at Leigh Academy High Halstow are displayed throughout the school. These expectations and values are regularly explained and discussed with children.

Examples of the behaviour we require from children at Leigh Academy High Halstow, in and out of the classroom are formed from the Learner Profile Attributes. Children should be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Taskers
- Balanced
- Reflective

Within each class the pupils will be responsible for making and keeping classroom rules with the class teacher based on the IB PYP Learner Profiles.

Students will be encouraged to show '[STAR learner](#)' qualities when learning (sitting up, tracking the teacher, being an active learner and respecting others.)

Dress Code

The wearing of inappropriate clothing/shoes and/or inappropriate presentation as outlined in the High Halstow Academy uniform expectations will result in a letter home, or the child being sent home with the parent to change unless previous arrangements have been made.

Attendance

Repeated absence or lateness as recorded by school systems will trigger interventions by the Principal / Assistant Principal/Attendance Advisory Practitioner from Medway LA.

Around School / Corridor behaviour

Pupils are expected to walk around the school sensibly. Children's noise levels should be kept to a minimum.

Break time / Lunch time

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 are expected to follow the sanctions stages. During lunchtimes a member of the teaching staff or SLT can be approached for support if necessary.

All staff on duty are expected to take an active role to ensure that children are lined up appropriately and are ready to walk back into school and class at the end of morning break/lunchtime by the class teacher/responsible adult. Adults should encourage students to create a 4S line (straight, still, silent and shirt.)

At the end of break/lunchtime it is the responsibility of the adults on duty to ring the bell to indicate the end of play. Pupils are expected to move onto the playground and stand still and quietly. The bell will be rung a second time to move to lines. Pupils are then asked to line up and remain silent. Pupils will lead back into school in a quiet and calm way.

All members of staff have a responsibility to proactively ensure adherence to whole school behaviour expectations. To ignore an incident is to condone it and could result in a lack of respect from pupils.

Rewards and Consequences

In order to promote positive behaviour at High Halstow Academy we use the symbols on the behaviour chart - [See Appendix 3](#).

Additionally, the next steps are listed in the behaviour flowchart - [See Appendix 4](#).

Rewards

Silver Stickers/ Rainbow Stickers

Pupils will receive a pin badge to indicate that they have achieved a certain number of silver stickers throughout the year:

Bronze = 25 silver/ rainbow stickers

Silver = 50 silver stickers/ rainbow stickers

Gold = 100 silver stickers/ rainbow stickers

Gold Pass

On a fortnightly basis, gold passes are awarded to pupils who consistently show outstanding behaviour attributes. Pupils are photographed and these are then displayed in the academy. This should usually be for one or two pupils from each class per week.

Shining Star Certificates

During the weekly whole school celebration assembly the behaviour and hard work of pupils is celebrated in the form of [shining star certificates](#) which are rewarded to pupils who have demonstrated one or more of the academy's learner profile attributes/ key skills.

Shining Star Time

All pupils will have a reward of 'Shining Star' time on a Friday for 20 minutes. Pupils are able to earn extra time as a class team if they meet weekly targets set by the teacher. Pupils should choose the activity that they wish to do during this time on Monday.

Skills builder

Pupils will be able to earn [certificates](#) linked to the different skills. These will be awarded by the teacher and given during the celebration assembly.

House Points

We also use a house point system to promote positive behaviour. Pupils may be awarded house points for examples of positive behaviour outside the classroom and these are counted towards the inter-house house point competition. House points are totalled weekly.

House points are collected by teachers in their classrooms. On a Friday morning, House Captains collect these, calculate the total and these totals are shared in celebration assembly each week. The winning team has the colour of their House Team ribbon added to the House Point Cup. At the end of each term the totals are added together for the whole term and the winning team has the opportunity to wear their own clothes to school as a reward. House Point Tokens are awarded but if the total awarded is high it may be more appropriate to give a paper [house point voucher](#).

Consequences

Please see Reward and Consequence System (table below.)

In serious incidents, or incidents which are repeated following work in partnership with parents, the Principal may need to take more formal measures such as exclusion. However, it should be recognised that this is a last resort and will only be used when the Principal deems it necessary. Incidents which may instantly put a child at risk of exclusion include causing deliberate serious harm to others, including staff, racist behaviour (type B), repeated proven bullying, refusal to respond to adults' instructions.

A teaching assistant will supervise children on the yellow face/rain cloud at lunchtime if necessary. This will be part of the child's reflection time. If a child is placed on the red face/ storm cloud they will have reflection time with a member of SLT at lunchtime. If the incident takes place after lunchtime, the child will have their reflection time the following lunchtime.

All incidents must be reported back to the class teacher and logged on Bromcom.

If there are repeated occasions of a child being placed on red/thunder cloud, parents/carers will receive a letter to inform them (this will equate to -10 behaviour points)

If a child continues to demonstrate negative behaviour (equating to -25 points) they will be placed on a behaviour chart.

	Behaviour	Appropriate Sanctions
Stage 1	<ul style="list-style-type: none"> ● Aggravations ● 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 ● Pushing in the line ● Talking during silent work ● Minor Playground Incidents ● Eating sweets in school 	<ul style="list-style-type: none"> ● Eye contact ● Reminders ● Verbal telling off ● Statement of inappropriate behaviour and consequences for repeating it ● 5 Minute playground cool down period ● Tactically ignore
Stage 2	<p>Less Serious</p> <ul style="list-style-type: none"> ● <i>Repeated stage 1 behaviour</i> ● Refusal to work/Unacceptable output ● Deliberate disruption ● Accidental damage through carelessness ● Cheek, off- hand comments ● Minor, non-directed swearing ● Repeatedly annoying other children ● Playground skirmish ● Being in a building unauthorised 	<ul style="list-style-type: none"> ● Separation from the rest of the class within classroom ● Writing a letter of apology during playtime/lunch time ● 10 minute playtime reflection to complete unfinished work/reflect on behaviour. ● Repair/clean- up of damage. ● Informal contact with parents

<p>Stage 3</p>	<p>More Serious</p> <ul style="list-style-type: none"> ● <i>Repeated Stage 2 Behaviour</i> ● Deliberately throwing small objects with intention of harming or breaking them. ● Harming someone ● Damage to school/pupil property ● Leaving class without permission or repeated refusal to do set tasks ● Spitting ● Deliberate rudeness / disrespect to adults ● Harmful/offensive name calling/Directed swearing at another child ● Bullying ● Less serious playground incidents/fighting 	<p>These sanctions must take place if a child has shown S3 behaviour:</p> <ul style="list-style-type: none"> ● Recorded on Bromcom (S3) ● Phone call/ email to parents or carers ● Full breaktime reflection (15 minutes) <p>The following may also be appropriate:</p> <ul style="list-style-type: none"> ● Exit classroom to partner class ● Writing a letter of apology during playtime/breaktime ● Behaviour chart/ 'On report' monitored by class teacher and shown to KS Leader before the end of the week - copy sent home at end of week to parent ● Internal exclusion/Playground exclusion ● Withdrawal from whole school events e.g. trips
<p>Stage 4</p>	<p>Very Serious</p> <ul style="list-style-type: none"> ● <i>Repeated Stage 3 Behaviour</i> ● Rudeness/disrespect to an adult ● Repeatedly leaving the classroom without permission ● Fighting in the classroom ● More serious playground incidents/fighting ● Serious fighting & intentional physical harm to other children ● 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 ● Persistent bullying ● Racist/ Homophobic incidents ● Truancy ● Malicious or inappropriate use of new technologies/ inappropriate online behaviour (see also E-Safety policy) 	<ul style="list-style-type: none"> ● Formal telephone call/contact/ letter leading to a meeting with parents by above. ● Lunchtime reflection ● Possible recompense for damaged property from parent ● School 'community service' ● Behaviour chart/ 'On report' monitored by class teacher and shown to KS Leader before the end of the week - copy sent home at end of week to parent ● Possible denial of technology access rights ● Internal exclusions ● Possible fixed term exclusion up to 15 days/Permanent exclusion ● Recorded on Bromcom (S4) ● Exclusion from site at lunchtimes ● Withdrawal from whole school events e.g. trips

The Voice of the Child

If pupils have been involved in an incident it is important to give the children a chance to share their version of events. This can be done verbally and recorded by an adult or written by the child and added to Bromcom.

Support for pupils with SEND

It is our belief that creating a calm and orderly environment will benefit pupils with SEND, enabling them to learn and to feel confident asking for help and support.

At Leigh Academy High Halstow we are aware that some pupils who have Special Educational Needs and Disabilities may have more occurrences of behaviours than others. The academy team will make reasonable adjustments in line with our behaviour policy for those pupils who have underlying needs that may affect their behaviour. SLT will support teachers to identify pupils where there may be the need for interventions put in place to support these pupils, these could be movement breaks, adjustments for sensory needs and anticipation of likely triggers.

Positive Handling

An effective school behaviour and discipline policy should secure an orderly and purposeful atmosphere in which effective teaching and learning can take place. Very rarely it may be necessary to positively handle a child (including the use of restraint in extreme circumstances), because not to do so would result in injury to themselves or others or when a child presents serious disruption to the school activities. Any use of reasonable force will be guided by the welfare of individuals and it will be proportionate to the situation. Some staff receive appropriate training in restraint procedures to ensure both the safety of the pupil and the adult(s). Other staff are aware of procedures in place should positive handling techniques need to be used. If it is known that positive handling techniques are likely to be needed, parents are asked to write a letter consenting to positive handling techniques being used if their child is a risk to themselves or others.

Alternatives to Positive Handling

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop
- Remind pupils about the rules and possible outcomes
- Remove an audience or take vulnerable pupils to a safer place
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Guide or escort pupils to somewhere less pressured such as the sensory space/agreed time out area
- Ensure that colleagues know what is happening and where to get help

Behaviour Report ([Appendix 5](#))

Incident reports are regularly reviewed by SLT. Following this review it may be necessary to place a pupil on a Behaviour report. Pupils are placed on a report when they have reached - 25 points. In the first instance, this is monitored by the class teacher.

When children reach - 10 points, a letter will be sent home to notify parents/carers.

Behaviour reports are used to monitor and review a child's behaviour. They are a short term strategy which may be used to identify a need or issue. Parents/carers should be made aware when their child is on a Behaviour Report.

At the end of each day the pupil will need to show their behaviour report to their class teacher and the KS Leader. Any concerns will be reported and discussed with the Principal Parents' / carers' will be forwarded a copy of their child's Behaviour report.

Internal Exclusion

An internal exclusion requires a pupil to be excluded from all contact with classmates during the school day including break times and assemblies and to be supervised by the Vice Principal or the Principal with the parent or carer formally informed of actions.

An internal exclusion is a short term strategy which may be used to reinforce behaviour expectations and to ensure that good order is not prejudiced. If a child refuses to comply with an internal exclusion it could escalate to a fixed term exclusion.

Exclusion

The Principal may use fixed-term exclusion from school. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Exclusions are carried out in accordance with LAT and LA procedures for dealing with exclusions.

Bullying

Leigh Academy High Halstow takes incidents of bullying extremely seriously. Where bullying is alleged to occur it is investigated and followed up as per the Anti-bullying Policy.

Child Protection

Where a staff member or adult has a concern regarding Child Protection it is their responsibility to inform the Designated Safeguarding Lead immediately. The Designated Safeguarding Lead (DSL) and Deputy DSLs are displayed in the staffroom and in the school reception area. (Child Protection Policy)

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards to their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

It is appropriate to discuss incidents with the child, suggest alternative games, make a record of events and inform the Designated Safeguarding Lead.

If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the DSL immediately.

Repeated or serious sexualised behaviour will result in a referral to social services and/or child protection agencies

Monitoring & Evaluation

The SLT will monitor the implementation of this policy periodically. Where appropriate, SLT will highlight good practice and areas for development as part of CPD. The SLT will monitor the implementation of this policy as part of their monitoring role. CPD will be provided to all staff as part of their development cycle.

Outcomes of successful implementation of this policy:

- Improvement in pupils' learning behaviours
- Pupils demonstrate high levels of care and respect both for themselves and each other
- Pupils have clear understanding and demonstrate appropriate behaviour
- Improvement in pupils' attainment
- Rewards and sanctions are consistently used across the Academy
- Pupils have high self-esteem

Related documentation:

- Teaching & Learning Policy
- Safeguarding Policy
- Anti-bullying Policy
- SEN Local Offer
- Attendance Policy
- Home School Agreement
- E-Safety Policy

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