



**LEIGH**  
Academies Trust



Leigh Academy  
**Bearsted**

## BEHAVIOUR POLICY

**2024 - 2025**

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### Revision Log (last 5 changes)

Date	Version No	Brief detail of change
Sept 2023	2	Monitoring and associated revision of outdoor area organisation

### **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 to allow each one to understand the policy of the academy and to apply it consistently and fairly.

### **Aims**

We adopt a consistently positive and respectful attitude between all adults and all pupils. In doing so, we promote and encourage children to show respect for adults and for other children.

We expect that all members of the academy will:

- be well-behaved, well-mannered and attentive.
- be polite to all pupils, adults and visitors
- show respect for others and their property by refraining from interfering in any way.
  
- take responsibility for their own actions and behaviour.
- move around the building in a safe and sensible manner.
- care for, and take pride in the physical environment of the academy.
- not use offensive or abusive language that involves swearing, and/or insults about race, gender, sexual orientation or disability.
- not bring sharp or dangerous objects into the academy.
  
- Pupils are not permitted to bring mobile telephones onto site unless permission has been requested and granted by the academy. These may then be left with a member of the office staff and stored in the office during the academy day, provided that they are clearly named. Items are left entirely at the owner's risk; the academy accepts no responsibility for loss or damage.
  
- All pupils, including those attending the nursery, must wear the correct academy uniform
  
- The only jewellery allowed are ear studs and/or a watch for time-telling only, both of which must be removed for Physical Education (PE). A pupil may choose to wear clear plastic studs in place of their usual ones. These must be worn into the academy.

## **Pupils at Leigh Academy Bearsted 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.

### **- 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 the ideas of others. 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.

## **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 behavior, and not the child, that may be unacceptable.
- 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**

Pupils are encouraged at all times by all staff to attain these standards.

Encouragement is given at all times to all pupils, by all staff, to help pupils to attain these standards. Pupils are also encouraged to value the efforts of their peers. Achievements in all areas of academy life are recognised and awards and celebrations are given in recognition of these. The academy uses Class Dojo to share and recognise pupil achievements with them across all areas of learning and development.

## **Consequences**

All pupils will be given the chance to self-regulate their behaviour with adult support where necessary. 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 appropriately consider and give the opportunity for pupil voice to achieve this. It is important to always attempt to de-escalate through conferencing.

## **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 remain part 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 (see below). 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 \(July 2013\)](#):**

*This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.*

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 incidents are dealt with in accordance with the [Anti Bullying policy](#)

### **Special Circumstances**

Some children may have such problems that the above measures are inappropriate; in these circumstances advice is sought and appropriate action taken from expert support services and/or other agencies/groups.

### **Social times (Lunchtime/break time) & Playground Behaviour**

Expectations of behaviour are the same at these times.

The organisation and use of the outdoor areas will be regularly monitored and revised accordingly.

Conferencing will be the primary strategy for conflict resolution.

Teaching Assistants (TAs) will be kept informed of any special arrangements for individual pupils (by the Class Teacher or other appropriate Senior Staff).

### **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.