



LEIGH
Academies Trust

Leigh Stationers' Primary Academy

Behaviour and Attitudes Policy

Document title:	Behaviour and Attitudes Policy
Version number:	2.0
Policy Status	Approved
Date of Issue	August 2024
Date to be revised	August 2026

Revision Log

Date	Version No	Brief detail of change
August 2024	2	Change of school name from Eastcote Primary Academy to Leigh Stationers' Primary Academy.
August 2024	2	No time period limitation to being awarded Gold Pass.
August 2024	2	Additional information regarding children with challenging behaviour
August 2024	2	Clarification of the use of the use of reasonable force
August 2024	2	Clarification of the roles of the Principal, Staff and parents.
August 2025	2.1	Amendment for malicious damage to Chromebooks

Behaviour and Attitudes Policy

Rationale

Leigh Stationers' Primary Academy wants every member of the Academy community to feel valued and respected, and for everyone to be treated fairly. We are a caring community, whose values are built on mutual trust and respect with the intent that all pupils leave us ready to embrace life confidently, and flourish in our diverse world as caring internationally minded citizens. The Academy behaviour policy is therefore designed to support the way in which the members of the Academy can live and work together in a supportive way. It aims to promote a positive learning environment where all feel happy, safe and secure.

Aims

Effective teaching and learning are dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and challenge any unacceptable behaviour.

We aim to:

- help young people to understand how their behaviour affects others and the world around them
- create a partnership of support and effective communication between home, school and the wider community
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society
- value each and every child regardless of ability, race, gender or religion; maintain, develop and consistently apply high standards within the school and enable teachers to develop and use their own professional expertise
- to not tolerating bullying of any kind including online-bullying or bullying linked to racism, LGBTQ+ or discrimination of any kind.

Code of Conduct

At the beginning of each academic year the class teacher and pupils write a class code of conduct. These are displayed in the classroom.

Expectations

At Leigh Stationers' Primary Academy, we will:

- Treat each other with respect at all times, therefore providing a positive role model for the pupils and each other;
- Reward good behaviour;
- Provide encouragement and stimulation to all pupils;
- Try to treat all pupils fairly by applying this policy in a consistent way;
- Ensure that each class has its own classroom code.

Values and Learner Profile Attributes

We teach through the curriculum and values in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

These are the attributes that we expect pupils to leave with:

- Inquirers – asking questions, researching, investigating, experimenting and being curious.
- Communicators – sharing ideas, listening to others, expressing ourselves in different ways and using correct body language.
- Thinker – thinking about things, trying to solve problems, trying to make good decisions, and learning from mistakes.
- Knowledgeable – asking questions, finding out new information, remembering and learning from others.
- Principled – doing the right thing, being honest and telling the truth, being fair, and taking responsibility for my own actions.
- Open minded – listening to others’ opinions and knowing it is good that people are different and trying to understand other perspectives.
- Caring – being kind, caring for others, trying to help others, wanting others to be happy and being sensitive to others’ needs.
- Balanced – looking after body and mind, trying to be balanced in all aspects of life to keep healthy and feel happy.
- Risk taker – trying new things and having the courage to stand up for what I believe, trying to solve problems in different ways and challenging myself.
- Reflective – thinking about learning and choices, knowing when I have tried my best, thinking about what I do well and what I could do better.
- Our core values link with the learner profile attributes:
- Aspire – to be the best people we can be and to do the best we can (risk-takers)
- Learn – both intellectually and morally (inquirers, knowledgeable, thinkers, reflective)
- Laugh – as often as possible- everyday! (balanced, communicators)
- Love – one another as a community (caring, open-minded, principled)

A Positive Approach

- We believe that:
- Behaviour can change and that every child can be successful
- Using a positive system of rewards will increase pupils’ self-esteem and thus help them to achieve more
- Celebrating success helps pupils to achieve more
- Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way
- Reinforcing good behaviour helps our pupils feel good about themselves

Pupils with Challenging Behaviour

At Leigh Stationers’ Primary Academy, we recognise that some pupils may need additional support to manage their behaviour effectively due to differing needs, which may be as a result of a diagnosis or situations arising from changing circumstances at home. In these cases, we are aware of each child’s individual needs and deal with their behaviour on a case-by-case basis. This may include adjustments made in the classroom to support them to prevent negative behaviour from occurring to begin with; giving extra warnings before further sanctions are given; time out with an adult to calm down before a restorative conversation is held or other strategies given to us by outside agencies.

We recognise that small but well-timed praise is the most effective strategy to encourage good behaviour for learning in our pupils. For some pupils, a good balance between praise and discipline is necessary. If a

child displays a red behaviour, a member of the senior leadership team will be notified immediately. Where a pupil is moved to orange or red they will be tracked by the senior team.

Five incidents of orange behaviour in a term will result in a formal letter home, followed by a formal meeting with parents for further incidents. All red behaviours will result in a formal conversation with the parents. Challenging or disruptive behaviour is tackled through a graduated approach and may include any of the following at the discretion of the school and leadership:

- Move of seat in class.
- Time out – Pupils timed out to a partner class, with work to complete.
- Playtime exclusion with their class teacher.
- Playtime exclusion with the Assistant principal.
- Working outside of the classroom for half a day – internal exclusion (removal); with the work that peers are completing in class.
- Working outside of the classroom for a full day(s) – internal exclusion (removal); with the work that peers are completing in class.
- Loss of attendance at extracurricular and out of class activities including, but not limited to: trips, visits, workshops and the year 4 or 6 residential.
- Suspensions (previously known as fixed term exclusions) – with work sent home so as to not be detrimental to attainment.
- Direction off-site (previously known as a managed move) - a voluntary agreement between schools, parents/carers and a pupil for that pupil to change school or educational programme under controlled circumstances. These are often used as an alternative to permanent exclusion; the result is that no exclusion is formally logged on the pupil's school record.
- Permanent Exclusion - in extreme cases, the Principal may consider a permanent exclusion from the Academy. This will be agreed by the appropriate members of the Trust Executive Team.

Rewards

Every Friday there is a Praise Assembly when teachers nominate two children for the gold book. Teachers focus on how pupils have displayed learner profile attributes over the week.

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 totaled regularly and at the end of each term, the team with the most is awarded the house point trophy.

Stickers are also used to recognise when pupils have displayed our values or the learner profile attributes.

Gold passes are awarded on a rolling fortnightly basis. Gold passes are awarded to pupils who consistently follow the school rules.

Consequences

Please see Reward and Consequence System. Appendix 1

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, repeated proven bullying, refusal to respond to adults' instructions.

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

Teaching of Academy Rules

In order to promote positive behaviour at Leigh Stationers' Primary Academy, teachers will take the following action:

- Explain the Reward and Consequence System
- Use the Reward and Consequence System consistently across the school
- Review with pupils their class rules periodically e.g. start of each term and if a new pupil starts Leigh Stationers' Primary Academy.

Behaviour

Our aim is for all aspects of Academy to be a positive experience for all our pupils and therefore positive behaviour is promoted at all times. In order for staff to deal with a situation effectively and appropriately, all incidents must be reported within one Academy day. Incidents that happened 'a few days ago' are not easily resolved. Pupils must report incidents immediately to a member of staff.

Parents who need to report incidents should discuss them with the class teacher in the first instance. Concerns raised by parents will be recorded by the class teacher and will be reported to other staff (e.g. Principal) as appropriate.

The staff member will discuss the incident with the pupils concerned and take appropriate action which aims to be sensitive to the needs of all those involved.

In the playground

Playground equipment is provided and pupils are expected to play sensibly and share space and equipment responsibly.

Pupils are expected to ask permission before entering the building during break times e.g. to go to the toilet or for a drink. After the whistle, the pupils will stand still. After the second whistle pupils should walk into the Academy in a quiet, orderly manner.

Pupils whose behaviour is deemed inappropriate in the playground may have appropriate sanctions applied by the duty member of staff. The behaviour and actions taken will be reported back to the class teacher who will record the incident on Bromcom and may move the child on the smiley face system. Equally pupils who demonstrate good behaviour will be reported back to the class teacher and will be rewarded through the whole Academy Reward System.

More serious incidents should be reported to the one of the senior members of staff responsible for behaviour, currently Mrs England, Mrs Hall and Miss Lacy.

At Lunchtime

Midday supervisors are responsible for behaviour in the same way as other staff in the academy and pupils will be made aware of this. It is expected that they will be accorded the same respect by pupils as other staff members.

Midday supervisors will use the same reward systems, i.e. house points for good behaviour that merits reward and appropriate sanctions for not following the rules. If there is persistent rule breaking or a serious incident occurs this will be reported to a senior staff member.

Pupils should report lunchtime problems to the midday supervisors who, like all staff will reassure the pupils that they will deal with the problem, and will take steps to resolve it by talking to other pupils involved. If pupils need to use the toilet at lunchtime they must ask the midday supervisors.

Midday supervisors will tell pupils they cannot play with certain pupils/equipment at their own discretion, if necessary.

All incidents will be noted down and reported to the designated person in the Academy office who will ensure that copies are given to relevant class teachers.

Wet Playtimes

Pupils are expected to engage in a quiet activity (wet playtime equipment is available in each class). Class teachers should ensure that pupils are clear about these rules for wet playtimes in the classroom area.

- Pupils should remain in their own classroom area
- Pupils should remain seated as much as possible. Any movement around the classroom should be calm and orderly
- Pupils will only use the equipment, games and resources designated by their teacher for the wet lunchtime period.
- Pupils should clear away when asked to do so by the lunchtime staff.

The Use of Reasonable Force

The Academy acknowledges that there may be situations where a staff member needs to engage in physical contact with a student. The Academy adheres to the DfE's definition of reasonable force as using 'no more than is necessary in the circumstances'. According to DfE guidelines, reasonable force is typically employed to restrain or control a student. All Academy staff members are authorised to use reasonable

force, including those temporarily in charge of students, such as unpaid volunteers or parents appointed by the Principal. Reasonable force may be used by the Academy to:

- Prevent pupils from committing an offence
- Stop them from injuring themselves or others
- Prevent damage to property.

Behaviour outside Academy

When on trips and visits pupils are expected to behave in an appropriate manner as they are representing the Academy.

Before setting out on a trip the pupils should be reminded to:

- Thank any adult who has helped;
- Be aware of other groups and visitors and respect their needs;
- Be sensible, quiet and polite;
- Move in a calm, orderly manner at all times;
- Keep to their group and do as their leader asks them.

Pupils are also expected to behave in a polite and orderly manner when they are on their way to and from the Academy. This also means that their behaviour outside the gates, when leaving Academy should always be of a high standard. During these times they are wearing their Academy uniform and poor behaviour has a detrimental effect on the general ethos of the Academy.

Anti-Bullying

In common with all other schools and academies, we recognise that some pupils at the Academy may experience bullying of some kind.

The staff and Governors of Leigh Stationers' Primary Academy are committed to ensuring pupils have a happy time at Academy, free from harassment or bullying. Since bullying is a serious issue, yet not necessarily obvious and observable, it needs to be dealt with sensitively and effectively. Reference should be made to the academy's anti-bullying policy.

Roles and responsibilities

The Principal

It is the responsibility of the Principal, following most recent DfE guidelines, to:

- Implement the Academy behaviour policy consistently throughout the Academy, and to report to governors, when requested, on the effectiveness of the policy;
- Ensure the health, safety and welfare of all children in the Academy;
- Support the staff by implementing the policy, by setting the standards of behaviour;
- Give exclusions to individual children for serious acts of misbehaviour;
- Praise/encourage positive behaviour wherever possible.

Staff

Staff at Leigh Stationers' Primary Academy will:

- Provide a well-balanced and creative curriculum to meet the needs of all children;

- Be a positive role model;
- Inform parents/carers about the welfare and behaviour of their children;
- Follow the behaviour policy consistently.

Parents

At Leigh Stationers’ Primary Academy, we know that working collaboratively with parents will mean the children achieve the best possible outcomes - this includes the children’s behaviour. If we work together successfully, children will receive consistent messages about how to behave at home and at school. We explain the Academy rules in the Academy Prospectus, and we expect parents to read these and support them.

We expect parents to support their child’s learning, and to cooperate with the Academy, as set out in the Home Agreement. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have serious concerns about their child’s welfare or behaviour.

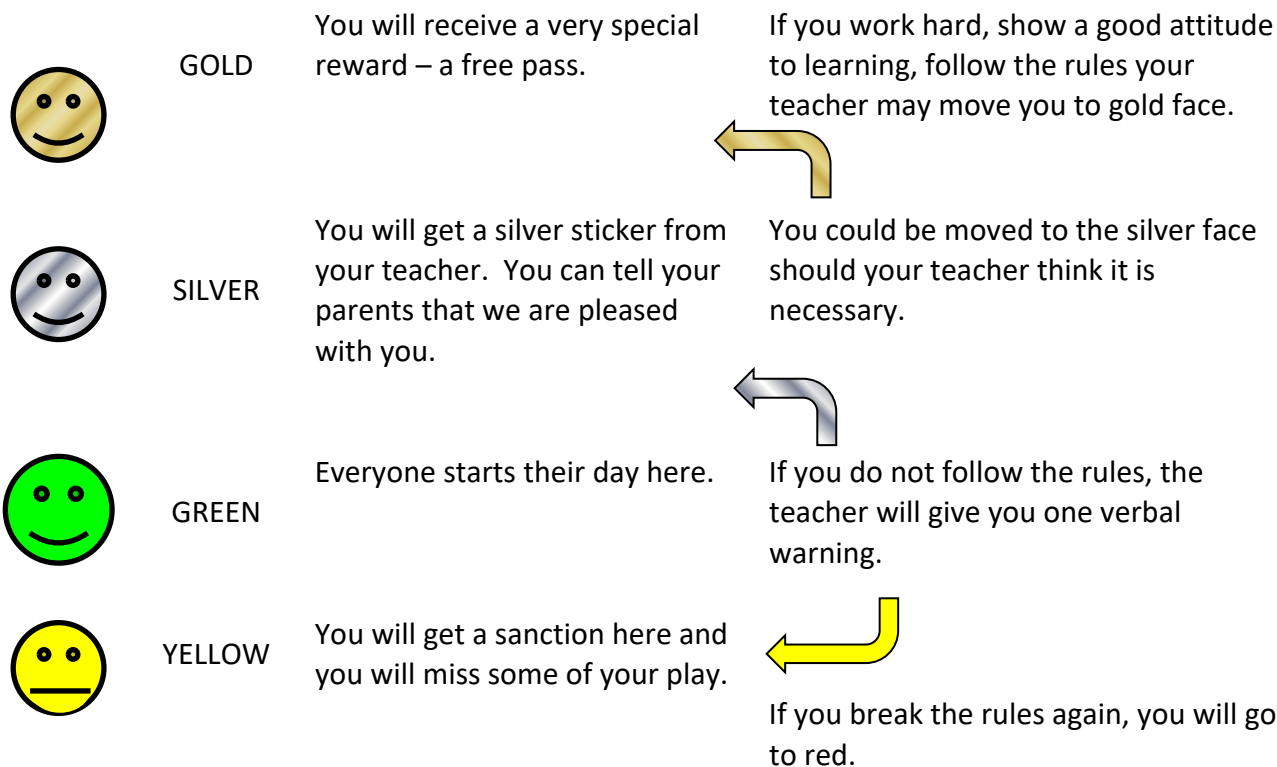
If the Academy has to use consequences as a result of a child’s poor behaviour, parents should support the actions of the Academy. However, if parents have a concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Appendix 1

Reward and Consequence System

In order to promote positive behaviour at Leigh Stationers’ Primary Academy we use a “Smiley Face” reward system as below:

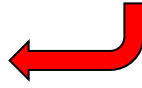
What do the faces mean?





RED

Your name will be recorded on the behaviour log and you will have to miss some of your play time for reflection. Your parents will be notified.



You can be sent straight to red if:

- you intentionally cause physical harm or are rude to an adult

If there are repeated occasions of being sent to red, your parents will need to meet with a member of the senior leadership team and your class teacher to agree further sanctions/action.

NB: Pupils who move to either on the yellow/red face have the opportunity of moving up the chart when they have displayed positive behaviour after a given time.