



Leigh Academy
Cherry Orchard

Leigh Academy Cherry Orchard Behaviour Policy 2024/25

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Revision Log

Date	Version Number	Brief Detail of change
October 2024	1.2	Deletion of ladder & shiny green. Change to minutes and additional information on Disruption Free Learning

INTRODUCTION AND AIMS

At Leigh Academy Cherry Orchard, we understand that good behaviour makes effective teaching and learning possible. Our vision is for all our children to develop self-awareness and be respectful of others - irrespective of their differences, e.g. gender, race, sexual identity, faith or appearance and to contribute positively to the School Community, to develop exemplary behaviour in line with the School Rules, so they can work and play safely and happily together.

At Leigh Academy Cherry Orchard, we recognise the role that a disruption-free learning environment plays in enabling students to reach their full potential, both academically and socially. Our goal is for all classrooms across Leigh Academy Cherry Orchard to be free from disruption, with students ready to learn and teachers who are equipped to educate and inspire.

Disruption Free Learning (DFL)

Disruptive behaviour is defined by the Leigh Academies Trust as:

“Any action that interrupts teaching, learning and day-to-day operations at an individual, whole class or academy level.”

- At Leigh Academy Cherry Orchard, 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.

Aims of this policy

- To follow the [DFE Guidance for Behaviour in Schools](#)
- To provide a stimulating and safe environment where the achievements of children are recognised and praised.
- To define clear and acceptable standards of behaviour and to be consistent in our approach to behaviour.
- To ensure behaviour does not disrupt teaching, learning or school routines.

Specifically, we want to ensure that:

- A Behaviour Curriculum that teaches and supports a positive behaviour culture is developed and embedded
- Staff are confident and consistent in managing difficult issues both in class and at play time.
- Staff understand the use of rewards and sanctions and ensure that they are used consistently throughout the school.
- All adults model exemplary behaviour throughout the school.
- Pupils know the school rules, the reasons for them and can make the right choices using the restorative practice model.
- Pupils know and understand the consequence and effect of their behaviour.
- Pupils experience school life full of positive relationships and free from all forms of bullying.

OUR APPROACH TO ENSURING POSITIVE BEHAVIOUR

BEHAVIOUR CURRICULUM.

The behaviour curriculum is underpinned by Tom Bennett's principles of behaviour. Specifically at Leigh Academies Cherry Orchard we recognise that behaviour cannot be modified in the long term by simply telling pupils to behave. Our behaviour curriculum must be taught similarly to how we teach an academic or practical subject. Being well-behaved is a combination of skills, aptitude, habits, inclinations, values and knowledge. These can be taught.

TRAFFIC LIGHT SYSTEM

We use the 'Good to be Green system' (see Appendix 1) as the basis for simple everyday rules and routines. Every child at Leigh Academy Cherry Orchard has the right to high quality learning in a safe and supportive environment. Where the actions of a child prevent other children from these opportunities, firm but proportionate measures will be put in place. We recognise the close relationship between high expectations and behaviour and adopt an 'Every day is a fresh start' approach, wherever possible sanctioning inappropriate behaviour on the same day.

Responsibilities

Senior Leadership Team (SLT)

- Pupils of concern are discussed regularly at staff meetings. If necessary, persistent behaviour issues are then brought to the attention of the Senior Leadership Team and SEN meeting if appropriate.

- The Senior Leadership Team will ensure the behaviour curriculum is taught and a consistent approach to the use of the Traffic Light system across the academy.
- Where there is a Serious Behaviour incident ...

Teaching teams will:

- Display the Traffic lights and gold star in every classroom.
- Make references to 'Good to be Green' during the day.
- Teach and reinforce the behaviour curriculum.
- Make explicit links to the whole class and individual reward systems.
- Staff are responsible for creating a positive learning environment and supporting children with additional needs, who struggle to follow the school rules. This may involve a Behaviour Plan which all adults in class should be aware of and follow.
- Ensure children are given the opportunity to move back up the traffic lights before the end of the day when displaying 'green behaviour'
- Track pupils who **end the day** on gold star, amber or red.
- Tracking for pupils on the gold star will be on the class tracker displayed.
- Pupils ending the day on red or amber (not a Serious Behaviour Incident) will be logged on Bromcom
- Praise **all** children in the green zone at the end of the day
- Identify any children demonstrating exceptional behaviour, commensurate with an individual child either immediately, or over a period of time, to move to the gold star. Exceptional behaviour implies that this should only be a small number of children each day.
- Where a child ends the day on red or amber (and is not a Serious Behaviour Incident) teachers will report this to parents at pick up time (or via a call home) and give an outline of the behaviours, this **may** warrant a follow up meeting to discuss ongoing behaviour issues and put in place a Behaviour Plan if necessary.
- Where there is a Serious Behaviour Incident, teachers will log details on Bromcom as a negative behaviour incident and request a member of SLT to approve a negative behaviour point. This is then flagged to SLT by the Bromcom system to approve and action.
- Staff will ensure children who have lost their break or lunch times following a Serious Behaviour Incident are kept in and supervised at break time and/or report to the Reflection Area at lunch time.

Specifically all Staff are responsible for:

- Providing a well ordered environment, in which all are fully aware of the Academy's expectations of behaviour
- Treating all children and adults as individuals and promoting mutual respect.
- Promoting good relationships and a sense of belonging to the Academy Community
- Encouraging, praising and positively reinforcing good behaviour and reminding pupils that 'Every day is a Fresh Start'.
- Tackling all bullying or harassment in any form.

Governing Body will:

- Model appropriate behaviour to pupils, parents, visitors and each other
- Have an understanding of the Behaviour Policy and 'Good to be Green' system

Pupils

- Pupils are asked to follow the 'Good to be Green' rules of the Academy (see Appendix 4). These are displayed in all classrooms and at key locations around the school and referred to by staff in supporting appropriate behaviour.
- When a pupil does move down the traffic light, they should demonstrate 'green behaviour' in an effort to move back up the traffic light to the green zone by the end of the day.

- Aspire to demonstrate excellent behaviour that may be deserving of a move to the gold star.
- They will take part in the restorative practice model should their behaviour fall below expectations (Appendix 5).

Parents/Carers

At the Leigh Academy Cherry Orchard, we recognise the importance of working closely with parents and carers.

Parents will:

- Abide by the Leigh Academies Trust [Parent Code of Conduct](#)
- Be informed by a member of the Leadership Team if their child is involved in a Serious Behaviour Incident.
- Be informed by the class teacher if their child has ended the day on red or amber on the class traffic lights.
- Attend regular meetings for children who struggle to manage their behaviour, providing an agreed opportunity on a shared approach through a behaviour plan, where appropriate.

Rewards

Rewards play a key role in all areas of Academy life; raising attainment, self-esteem and maintaining good standards of behaviour. The following rewards apply across the Leigh Academy Cherry Orchard:

Key Stages 1 and 2:

- Pupils work towards 'Golden Afternoon' at an end of term event, usually on the final day of term.
- At the beginning of each term, pupils sign up to a 'Golden Afternoon' of fun activities that takes place in the final week. Activities are then assigned in line with minutes earned. It is expected that the majority of pupils will **end** everyday on green and therefore access all 60 minutes of Golden time.
- Those children who have lost some Golden time (i.e. they have **ended the day** on red or amber) will be removed from Golden Afternoon at some point by a member of SLT or the SEN team (if appropriate) to miss the required amount of time but, more importantly, to look at how they can be supported in doing better next term. This time will be used to review their behaviour plan if applicable or create a new plan if felt appropriate. Parents may be invited in to join this review meeting.
- Pupils who have earned a move to gold star will collect a golden ticket for each day they have managed this (i.e. if they have ended the day on the gold star 3 times that term they will collect 3 golden tickets). These golden tickets will then be placed into a raffle which takes place in a key stage celebration at the end of the Golden Afternoon activities.
- All Pupils are assigned to a house to encourage collective responsibility for their 'team'. House-points are linked to the DoJo points system and are awarded for learning and behaviours linked to the IB Learner Profile. On a weekly basis the house with the most points is celebrated. The winning house is recognised on a display board and the House Cup is decorated with the appropriate coloured ribbons for the term.
- Star of the week certificates are presented to pupils linked to the IB learner profiles or focus for that week. Children who are identified as the Star of the week are also given an additional golden ticket for the end of term raffle.

EYFS:

- In Reception children work towards a weekly Golden Afternoon rather than a termly one in Terms 1 – 5; in Term 6 they move onto termly Golden Afternoon in readiness for their move to KS1 where they will join the main school in a Summer Transition picnic. They also have a traffic light system that works in a similar way to the main school, with children having the opportunity to move their name up to the gold star for exceptional attitudes. These children are then celebrated and have the

opportunity to win a prize weekly. If children demonstrate 'red' behaviours' and have not moved their names back up to green before the end of the day, however, parents will be spoken to by the class teacher/ Phase Lead.

Sanctions

- Pupils lose minutes if they consistently display inappropriate behaviour i.e. 5 minutes if they end the day on amber, and 10 minutes if they end on red.
- Pupils who move their names down can move back up during the same day - if behaviour improves - by moving back up to the green zone and should be actively encouraged/praised to do so.
- Pupils receiving a red behaviour request on Bromcom for a serious incident will receive a -1 behaviour point on Bromcom and may be internally excluded from class for all or part of the next day.
- Pupils who receive a red behaviour request on Bromcom for a single serious incident should be encouraged and praised to move back up the traffic light to finish the day in the '*Good to be Green*' zone.
- Pupils ending the day on red will be logged on Bromcom as red behaviour.
- This system will be monitored and recorded by the class teacher in consultation with MMSs and any Duty Staff.
- Children should move their own names up/down the traffic light to encourage them to take responsibility for their own behaviour.
- Wherever possible, inappropriate behaviour is managed by teaching staff the same day, either by time out from play at break or lunch time, time out of class,
- Parents should always be contacted in the event of a serious incident either by phone or email, whichever is agreed.. Where this happens at the end of the day, this may need to be carried over.
- If appropriate the senior leadership team may direct a pupil to the studio for 'Reflection Time' during break or lunch supervised by a duty teacher. Here, pupils will work through the restorative practice process, supported by the supervising adult.

Pupils with Challenging Behaviour

At the Leigh Academy Cherry Orchard, we recognise that some pupils may need additional support to manage their behaviour effectively. Where a pupil is moved to red on the traffic lights, this will be recorded by the SLT using the red notification system on Bromcom. For a very small minority of pupils, the '*Good to be Green*' system may not be the most effective way to manage behaviour, and in these cases short-term, individualised programmes may be put in place, until the pupil is able to return to the '*Good to be Green*' system. In some cases, additional systems may need to be put in place to support the child in engaging with the '*Good to be Green*' system, for example a timetable to break down the day into more achievable chunks of time or a Behaviour Plan.

Please refer to Appendix 2 for 'Tactics and Language' to use when dealing with challenging behaviours. Challenging behaviour is tackled through a graduated approach.

- Time out in class (Green) - pupils moved to a designated area of the classroom
- Time out to partner class (Amber) – Pupils timed out in class or to a partner class, with work to complete (*see Exit Procedure – Appendix 3*)
- Playtime or lunchtime 'reflection' time in the studio (to be agreed with the leadership team in advance)
- **Half day internal suspension:** working outside of the classroom for half a day; with the work that peers are completing in class.

- **Full day internal suspension:** working outside of the classroom for a full day; with the work that peers are completing in class.
- **Fixed term suspension** – with work sent home for the first 5 days, so as to not be detrimental to attainment.
- **Direction Off Site** (formerly managed moves) - This is a voluntary agreement between schools, parents/carers and a pupil for that pupil to change school or educational programme under controlled circumstances. DOS moves 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** - this action would be a last resort, following meetings with parents. The decision to exclude a pupil permanently should only be taken: *'in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.'*

Positive Handling and Physical Intervention

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student. The Academy uses the definition of reasonable force as being *'no more than is necessary in the circumstances'*. The Academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student. All members of staff at the Academy have the power to use reasonable force.

The Academy may use reasonable force to:

- Prevent pupils committing an offence.
- Injuring themselves or others.
- Damaging property.

Any use of reasonable force should be recorded in the Academy's Use of Reasonable Force log.

Anti-bullying ([See also the full Leigh Academy Cherry Orchard Anti-Bullying policy 2024](#))

Bullying is defined as: *'Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.'* (DfE 'Preventing and Tackling Bullying' November 2014). We support the pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them. We follow national awareness days and offer pupils a range of activities to promote social inclusion.

Pupils are encouraged through a range of systems to talk about bullying:

- Circle time.
- Reporting bullying to staff, including when witnessing bullying.
- 'Worry Box' or other individual class systems to pass messages.

The Senior Leadership Team will act to ensure that:

- Bullying is an open and high profile subject throughout the school.
- Staff are well trained and feel confident in their roles when responding to bullying.
- Staff have a say in how bullying and anti-social behaviour is addressed.
- There is support where an incident needs further investigation and meetings with parents held.
- All interested parties have access to our Behaviour Policy and Anti Bullying Policy.

Appendix 1

Tactics and Language

- avoid confrontation
- acknowledge the behaviour and rectify as swiftly as possible.
- remember that raised voices lead to raised tempers, loss of control and signal an unprofessional approach
- tactically ignore minor incidents and stand by to see if situation resolves
- use positive language and discuss with a child what they think would resolve the problem
- uphold the values of this policy in the way you speak to children
- tackle the problem not the person
- consider possible triggers and what could be done to avoid them
- make sure that consequences are fair and relevant
- use conferencing, counselling or a quiet chat
- use the rules the children have agreed to
- use circle time
- offer choices
- use humour

- try to have personal contact with children as individuals during the d. maintained previously set targets for a short time afterwards ('light touch')



Leigh Academy

Cherry Orchard

Appendix 3

Appendix 2

OUR SCHOOL RULES

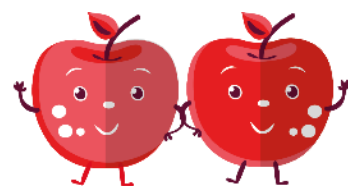
We have kind hands, kind feet and kind words!

We join in every lesson every day!

We always try our best and never give up!

We work, play and learn together as a team!

We are proud of our school and look after everything in it!



Cherry Pips
Nursery



Leigh Academy
Cherry Orchard

Appendix 3

Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

1. What happened?

2. What were you thinking about at the time?

3. What have been your thoughts since the incident?

4. Who do you think has been affected by your actions?
In what way were they affected??

5. What do you need to do now to make things right?

The form consists of five numbered questions, each followed by an empty speech bubble shape for the answer. The questions are: 1. What happened? (top left), 2. What were you thinking about at the time? (top right), 3. What have been your thoughts since the incident? (middle left), 4. Who do you think has been affected by your actions? In what way were they affected?? (bottom left), and 5. What do you need to do now to make things right? (bottom right).