



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
September 2025	1.3	Paragraphs on deliberate damage and consequences chart added. Wording added to Disruption Free Learning (DFL) paragraph. Responsibilities for SLT updated to note that VP and AP responsible for behaviour will meet regularly to monitor Behaviour Incidents on Bromcom. Behaviour poster added to appendix.

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.
- We have a “warm strict” approach to managing behaviour. Meaning we are consistent, firm but fair.
- As an Academy that follows the International Baccalaureate Primary Years Programme (IB PYP), 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 believe in fostering a positive and inclusive learning environment where every child can thrive. Our behaviour policy is rooted in the values of the IB Primary Years Programme (PYP) and its Learner Profile. We encourage our pupils to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. By embodying these attributes, our students not only become responsible and respectful members of our school community but also develop into compassionate and proactive global citizens, ready to make a positive impact on the world.
- 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 any other subject. Being well-behaved is a combination of skills, aptitude, habits, inclinations, values and knowledge which we take into consideration when teaching the behaviour curriculum in everyday Academy life. We

recognise that children will all have different life experiences and take this into consideration when planning lessons and how we deliver the behaviour curriculum.

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.

DAMAGE TO PROPERTY - INCLUDING CHROMEBOOKS

If a pupil has deliberately damaged any type of Academy property, including but not limited to school resources including chromebooks or the environment, the parent/carer could be asked to cover the cost of repair or if a repair is not economically worth repairing or possible then payment for replacement may be necessary.

Responsibilities

Senior Leadership Team (SLT)

- Vice Principal and Assistant Principal responsible for behaviour and attitudes will meet regularly to monitor Behaviour Incidents Recorded on Bromcom. 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 this will be logged on Bromcom and a member of SLT will investigate and decide on a course of action and ensure relevant parties are informed.

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 to a termly Golden Afternoon with KS1 in readiness for their move to Year 1. 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. Where the event happens at the end of the day, investigation may need to continue / happen the following day.

- If appropriate the senior leadership team may direct a pupil to the studio for 'Reflection Time' during break or lunch supervised by a duty adult. Here, pupils will work through the restorative practice process, supported by the supervising adult.

Please refer to Appendix 5 for our Consequences Chart which shows examples of possible behaviour incidents and likely sanctions.

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 has a behaviour incident this will be recorded by SLT using the behaviour incident form 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 or other agreed location (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.



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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 day and acknowledge pupils who have maintained previously set targets for a short time afterwards ('light touch' support)

OUR SCHOOL RULES



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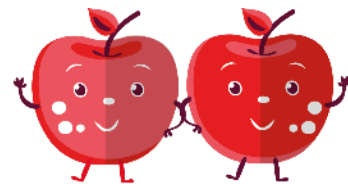
We have kind
hands, kind feet
and kind words!

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

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?



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Appendix 4 Behaviour poster - good to be green

GOLD STAR

If I show exceptional behaviour I could make it to the gold star!

E.g:

- A fantastic example of a Learner Profile Attribute
- Amazing teamwork or leadership skills
- Go above and beyond for my class or in my work

GREEN

If I...

- Sit up in class and show active listening
- Follow all instructions an adult gives me
- Complete all of my work the best I can
- Ask and answer questions
- Follow the class and school expectations
- Am kind to others

AMBER

If I...

- Call out, make noises or disrupt others from learning
- Snatch equipment or don't share
- Poke or touch others
- Refuse to do what an adult has asked me to do
- Back chat or respond inappropriately to adults
- Throw, misuse or break equipment
- Run in the classroom or corridor
- Argue with others or make unkind comments

RED

If I...

- Don't improve my behaviour or it gets worse
- Completely refuse to do work or follow instructions to go to time out
- Deliberately damage or steal school property
- Fight or injure another pupil or make aggressive physical contact with an adult
- Speak aggressively to adults (e.g. shouting and swearing)
- Swear at others or make abusive or racist comments
- Behave in a way that endangers myself or others
- Possess dangerous or illegal items

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Appendix 5 - Consequences Chart

Stage 1 Examples Teaching Team Responsibilities	If I do things like this; - Call out or make noises - Snatch equipment or not share - Poke or touch others - Argue with peers/unkind comments - Distracting others - Run in the classroom or corridor - Talk when someone else is talking	This could be my consequence; - 1st verbal reminder / warning - If behaviour is repeated then a 2nd verbal reminder / warning - If no improvement then name to be moved from 'Green' to 'Amber' - miss 5 minutes of playtime / lunchtime play - 10 minute time out in another classroom
Stage 2 Teaching Team Responsibilities	If I do things like this; - Continuous disruptive behaviour after in class consequences put in place - Behaviour is seriously disrupting other learners - Refusing to do what an adult has reasonably asked me to do - Back chatting/inappropriate responses to adults - Throwing, misusing or breaking equipment - Being physically rough with peers / hurting them	This could be my consequence; - Name to be moved from 'Amber' to 'red' - miss 10 minutes of playtime / lunchtime play - Time out in another classroom - for more than 10 minutes
Stage 3 Extended Leadership or Senior Leadership Responsibilities	If I do things like this; - Behaviour doesn't improve / continued disruptive behaviour or behaviour gets worse after time out so end of day on 'red' - Speaking aggressively or swearing at others - Complete refusal to do work or follow instructions to go to 'Time Out'. -	- Behaviour doesn't improve so ends of day on 'red' 20 minutes of Golden Time will be lost - Time out in partner class - Phone call or conversation with parent/carer by Class Teacher - Red behaviour logged on bromcom -
	Examples of Behaviour incidents: - Fighting, deliberately injuring another pupil or member of	- Behaviour incident logged , -1 behaviour point issues (to be agreed by member of SLT) - Be sent to member of the



	staff - Racist comments or abusive language to pupils or staff - Repeated behaviours not corrected after being moved to Red.	Extend (ELT)- Senior (SLT) - AP or VP - Phone call home to parent/career
Stage 4 Principal	- Multiple incidents of any of Stage 3 - Severely hurting a peer or member of staff - Severely damaging Academy property / environment - Personalise behaviour plan being broken - Deliberately damaging of school property / environment or stealing - Behaviour likely to endanger themselves or others - Being in possession of dangerous or illegal items.	- Sent to Principal - Behaviour Report - Fixed Term Exclusion - SLT to phone home
Stage 5 Principal and Academy Director	- Multiple Fixed Term Exclusion	- Direction off site (previously managed moved) - Possible permanent Exclusion