



BEHAVIOUR AND RELATIONSHIPS POLICY 2025-26

Be ready

We are ready to listen, learn and communicate.

Be responsible

We are responsible for our words, choices and actions.

Be respectful

We are respectful of ourselves, others and our environment.

Following these rules enables us all to aim ever higher and flourish.



'Aim ever higher'

Together we learn and grow



Philippians 4:13 "I can do all this through him who gives me strength"

Our aim is to develop a culture where every child feels safe and is supported to be the best they can be. We are committed to nurturing all our families, pupils, staff, stake holders and the wider community.

The staff have the children at the heart of all they do and as a result our children are happy and keen to learn. Everyone is expected to maintain the highest standards of personal conduct.

Our aim is to teach all of our children to effectively recognise, manage and control their own thoughts, feelings and behaviours whilst being mindful and respectful of the thoughts, feelings and behaviours of others.

Self-regulation and reflection skills will enable our children to become 'successful navigators' through the complexities of their lives to come. We want Leigh pupils to leave here as respectful citizens who are proud of their achievements and excited by their future.

1. Objectives

1. To create a culture of exceptionally good behaviour: for learning, for community, for life.
2. To support our children to understand and manage their thoughts, feelings and behaviours, make good choices and take responsibility for the consequences.
3. To ensure that adult consistency and kindness builds positive, predictable and safe environments where pupils feel respected and valued.
4. To create the orderly environment within which effective teaching and learning can take place.
5. To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.

2. Key Principles

Behaviour as communication

Adults in school take the time to understand what a child might be trying to express through their behaviour. Adults are encouraged to reflect and show professional curiosity about what might be behind a child's behaviour in order to provide the right help at the right time. Adults are mindful that children's life experiences, particularly any traumatic experiences or attachment difficulties, will have an impact on a child's ability to regulate their behaviour and additional support may be required. Specialist staff within school, such as senior leaders, the safeguarding lead, the inclusion lead, the SENDCo and the learning mentor, are able to support colleagues with this reflection and consequent plan of action to support the child. If further guidance and advice is required, referrals can be made to outside agencies such as Early Help team, Mental Health in Schools Team, specialist SEND support.

Behaviour of adults

The conduct of adults in school is paramount in creating a culture of exceptionally good behaviour. Consistent rules, routines and expectations support high standards of behaviour and provide a predictable and safe environment for pupils to flourish. Giving first attention to the best conduct and using proximity praise provides a positive environment while reminding pupils about expectations for their behaviour.

Adults in school are expected to model high standards of behaviour, self-regulation and reflection.

The language used when managing behaviour is crucial. Adults should use a calm and controlled voice. Calm adult behaviour ensures that situations are de-escalated and decelerated helping pupils to regulate and return to learning. Language should focus on reminding pupils about the positive behaviours they wish to see and how this can be achieved. Language should always separate the behaviour from the child. For example, 'That behaviour is disrespectful' rather than, 'You are disrespectful'. This language suggests to the child that they need to change their behaviour rather than their whole self, which is much more achievable. Language used with children will always aim to preserve their dignity and self-esteem. Language that belittles, embarrasses or shames pupils is never acceptable.

All staff are expected to interact with any child within the school community to reinforce good behaviour and to acknowledge and deal with inappropriate behaviour, wherever and whenever they occur. Staff are expected to follow through with assigning consequences and restoring/repairing as needed when dealing with inappropriate behaviour but should ask for support from colleagues or senior staff when needed.

Connection before correction

All adults in school understand the importance of building relationships with pupils through positive interactions and the giving of their time and attention. It is understood that some pupils will require more time than others to feel connected to adults in school and that this contributes to their feeling of safety and ultimately, to their ability to access learning.



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Self-regulation and reflection

In order for pupils to be able to access learning, they need to feel safe and be in control of their own thoughts, feelings and behaviours. This ability to self-regulate behaviour is modelled and taught from the moment children enter school. Children are supported to co-regulate before being able to self-regulate. Teachers model self-regulation strategies and 'wonder aloud' to help children to identify their feelings and select strategies to calm and manage their emotions. Calm corners are a feature of every learning space to give children a safe space to self-regulate before returning to learning. It is recognised that when children are dysregulated and in flight/fight/freeze mode, they may need support to regulate before the behaviour can be discussed. Strategies to support regulation may include giving time and space, change of adult, distraction activity such as colouring or throwing a ball, using class calming cards, tactile activity such as stroking a blanket, squashing a toy or rubbing the child's back (with permission). When pupils make poor behaviour choices, they are encouraged to reflect on the event (with appropriate support) and consider how they might manage that situation in the future.

Explicit teaching

It is never assumed that children know how to behave. Children are explicitly taught the skills needed to display exceptionally good behaviour through PSHE lessons. Areas of study include (but are not limited to):

- Self-regulation and reflection
- Thoughts, feelings and behaviour cycles
- Social scenarios
- Friendships and relationships
- Tolerance and understanding
- Bullying

These skills are also modelled and discussed throughout the school day during worship, through adult/pupil interactions, when managing conflict, through reflection sheets, through small group or individual work with our Inclusion team, through calm corners, and through the language used in school.

Parents/Carers as Partners

Parents have a vital role to play in supporting their child to develop appropriate patterns of behaviour. The academy considers it part of its responsibility to keep parents informed of their child's behaviour in the academy, to enter into a dialogue with them and seek their help and support when appropriate. Staff need to be aware that parents can display a range of emotions when invited to discuss the behaviour of their children. Parents are encouraged to understand that the academy is not about attributing 'blame' or condemning the child, but rather about seeking to work in partnership in the interest of the child and the school community. As well as teaching staff, Leigh has a strong pastoral team who are always accessible to all families. Parents are encouraged to share any concerns about their child's behaviour and seek our support. We do not judge our families; we work with and for them.

In order to work in partnership, parents are expected to

- Read and follow academy policies and procedures
- Support their child to meet the behaviour expectations of the academy and support the academy with appropriate consequences when they do not.
- Attend meetings and engage in open and honest conversations with staff regarding behaviour
- Uphold the academy behaviour rules of being ready, respectful and responsible.
- Be respectful when communicating with staff

Learning environment

Our classrooms are clear, ordered and consistent to support learning and well-being. Calm corners add to the inclusive environment. Our consistency offers predictability and safety and aims to reduce cognitive load and anxiety.

Mental health and wellbeing

The mental health and wellbeing of our pupils, families, staff and wider school community underpin our success as a learning community. Children with poor mental health and wellbeing may struggle to manage their behaviour and fully access learning. CPD supports staff to identify children who may be struggling to manage poor mental health and are able to refer them for support from our learning mentor. Children who need greater support may be referred to additional services through the Mental Health in Schools Team, through SEND provision or through CAMHs. Children are taught about mental health and wellbeing through PSHE as well as through other areas of the curriculum such as RE and English.

It is acknowledged that managing challenging behaviour can have a negative impact on the mental health and wellbeing of staff. Senior leaders are always available to staff who wish to share concerns, engage in supportive reflection and debrief following an incident and to work together to create a plan of action moving forward.



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3. Procedures

SEE BEHAVIOUR FOR EXCELLENT TEACHING AND LEARNING

SEE BEHAVIOUR FOR EXCELLENT PLAYTIMES

4. Children who need greater support to manage their behaviour

For children who need greater support in managing their behaviour the academy will seek to work with parents to provide a consistent approach through any of the following: meetings, behaviour monitoring cards, home-school communication cards, target setting, personalised reward systems, visual prompts for calming or identifying feelings, targeted interventions. Serious incidents or patterns of behaviour may require referral to outside agencies. Our [Behaviour Provision](#) document sets out how we support children's behaviour at Leigh. Senior leaders will use their professional judgement to respond to each individual child's behaviour.

Suspensions and Permanent Exclusion

Serious behaviours such as physical contact, offensive language, bullying or behaviour deemed to put themselves or others at risk, or persistent disregard for the school rules may result in internal or external suspension.

The most serious measure for dealing with such incidents is permanent exclusion. Under Sections 23-28 of the Education (No. 2) Act 1986 procedures are set out in the Articles of Government. This policy and the procedures within it are compliant with the DfE statutory guidance ['Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'](#) published in September 2022.

The policy and procedures also reflect the non-statutory DfE guidance ['Behaviour in Schools'](#) published in September 2022. Leigh C of E Academy follow the MAT ['Suspension and Permanent exclusion Policy'](#).

Use of a Low Arousal Room and Reasonable Force

The term "Low Arousal Room" refers to any space with the door closed that provides safety for the child, staff and other students on school site. The child is secluded and there is a temporary restriction of liberty. It is a risk assessed, personalised and structured (reported, recorded and reviewed) strategy. The current identified space at Leigh Church of England Academy is a small office space at the rear of the main school hall.

It is used in the child's best interests, with the aim of preventing the risk of significant harm to themselves or others. Where a child uses the low arousal room, and the door is closed they will be continually monitored by at least one member of staff through the glass panel in the door.

The Low Arousal Room should only be used after in or out of class strategies have failed to calm the child. A decision to use physical intervention to support the pupil in accessing the room should be based upon a dynamic risk assessment. The use of force may be required in order to prevent:

- self-harming
- injury to other children, service-users, staff or teachers
- damage to property
- an offence being committed and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

Staff in school have received 'Safer handling' training and will use these strategies if deemed necessary in school. Leigh C of E Academy follow the MAT ['Use of Force and Physical Intervention Guidance'](#) where more information can be found.

5. Searching and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have prohibited items including: knives and weapons; alcohol; illegal drugs; stolen items; any article that may be used to commit an offence; any item that may be used to cause personal injury, or damage to property; tobacco, cigarette papers and vapes; fireworks; pornographic images. If staff have reasonable grounds to suspect that a pupil may have any of these prohibited items, consent will be sought but is not required to search a pupil. This is to ensure the safety and wellbeing of all pupils and staff.

If it is deemed necessary to search a pupil, the school will adhere to the published government guidance (link below). [Searching, Screening and Confiscation Advice for Schools](#)

Linked Policies

MAT: Use of force and Physical Intervention Guidance

MAT: Suspension and Permanent Exclusion Policy

MAT: Written Statement of Behaviour Principles

MAT: Expected behaviour: Parents and Visitors

Child Protection and Safeguarding Policy

Anti-bullying Policy

Monitoring

The Senior Leadership Team will monitor the effectiveness of the policy and will seek input from the school community on an on-going basis.

There will also be formal reviews of policy and practice at regular intervals.

Reviewed Dec 2022 – addition of ‘Searching and Confiscation’ and additional linked policies; addition of link to MAT Suspension and Permanent Exclusion Policy and DfE documentation; addition of guidance for pupils who are removed from class; addition of link to Behaviour Provision document S.Tyrell

Reviewed Sept 2023 – removal of house points – no long a school wide strategy. Link to MAT guidance on use of force and physical intervention embedded into text. S.Tyrell

Revised Sept 2024 – update to hyperlinks. S.Tyrell

Revised April 2025 – additional of low arousal room information K.Bickerton-White

Reviewed Sept 2025 – additional of parent expectations, restructure of section 4, addition of statements to three school rules, amendment to procedures to include two levels of reflection sheet and additional reward systems. S.Tyrell

Behaviour for Excellent Teaching and Learning

Adult behaviour

Connection and relationships before correction
Consistent, calm adult behaviour
First attention to best conduct - proximity praise
Relentless routines
Model positive behaviours and language
Pick up your own tab - but ask for support when needed
Never walk past
Separate the behaviour from the child

Our School Rules

Be Ready

Be Responsible

Be Respectful

Recognition and Rewards for effort

Pupils behaving in the expected way: Praise referencing the behaviour e.g. 'Well done Fred, I see that you are looking this way ready to learn.' Child's name on green.

Pupils who make a real effort with their behaviour or learning: Stickers, notes home, email home, photocopy of work to take home, work shared with other adults in school, Aim Ever Higher certificate, speaking to parents, half termly and end of year recognition awards, individual class reward system

Consequences

Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
Verbal reminder	Reminder of expectations for learners Ready, Responsible, Respectful delivered privately to the learner. The adult makes pupil aware of their behaviour. The learner has a choice to do the right thing. Repeat reminders if necessary. Deescalate and decelerate where possible and take the initiative to keep things at this stage.
Caution	Pink for think - move child's name to pink. Gentle approach, personal, non-threatening, side on, eye level or lower <i>'I notice that you are still... If this continues you will... (consequence) Remember when you worked hard/listened well yesterday. You need to be ready/responsible/respectful by ... Thank you'</i> Walk away and allow take up time. Pupils encouraged to 'turn it around' and can be moved back from pink to green. Adults put things in place to support 'turning it around' such as moving to alternative space in class, providing a role model, changing groupings.
Time out	If pupil remains on Pink for that lesson: Pupil completes reflection sheet (log on cpoms) at break or lunch with class teacher. Pupil speaks to teacher away from others. Boundaries are reset If pupil continues to be disruptive impacting the learning of others, the pupil may be asked to spend 5 minutes reflection time or working time in another class, enabling the pupil to regulate and return to learning. Class teacher should inform parents at the end of the day.
Repair	What's happened? What was each party thinking? Who feels harmed? Why? What has each party thought since? What behaviours will each of us show next time? Focus on the learning and positive behaviours for learning. Repair trust with the pupil - reaffirm your commitment to building a trusting relationship.

Repeated poor behaviour choices - staff to discuss with SLT - parents informed, consider home school communication card, behaviour monitoring card, individualised support plan, individualised system of targets and rewards, SLT pink reflection (log on cpom), alternative break and lunch arrangements

Serious behaviour incident - physical contact, offensive language, bullying, behaviour that puts themselves or others at risk - send to/send for SLT. SLT will use their professional judgement to respond to each individual child's behaviour.

Behaviour for Excellent Playtimes

Adult behaviour

- Connection and relationships before correction
- Consistent, calm adult behaviour
- First attention to best conduct - proximity praise
- Relentless routines
- Model positive behaviours and language
- Pick up your own tab - but ask for support when needed
- Never walk past
- Separate the behaviour from the child

Our School Rules

Be Ready

Be Responsible

Be Respectful

Recognition and Rewards for effort

Pupils behaving in the expected way: Praise referencing the behaviour e.g. 'Well done Fred, I see that you are asking Jo to play very respectfully.' Child's name on green.
Pupils who make a real effort with their behaviour: Stickers, notes home, email home, Aim Ever Higher certificate, speaking to parents, half termly and end of year recognition awards, individual class reward system

Consequences

Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
Verbal reminder	Reminder of expectations for learners Ready, Responsible, Respectful delivered privately to the learner. The adult makes pupil aware of their behaviour. The learner has a choice to do the right thing. Repeat reminders if necessary. Deescalate and decelerate where possible and take the initiative to keep things at this stage.
Caution	Pink for think -Gentle approach, personal, non-threatening, side on, eye level or lower 'I notice that you are still.. If this continues you will... (consequence) Remember when you played well yesterday. You need to be ready/responsible/respectful by ... Thank you' Walk away and allow take up time. Pupils encouraged to 'turn it around'. Adults put things in place to support 'turning it around' such as offering alternative play activity or play partner, providing a role model.
Time out	If pupil's behaviour does not improve, time out on the playground.
Missed play	If pupil's poor behaviour continues or they have been physically or verbally abusive to another person pupil is sent to/taken to member of SLT/learning mentor. Pupil completes reflection sheet (log on cpoms) next break or lunch. Pupil speaks to SLT away from others. Boundaries are reset
Repair	What's happened? What was each party thinking? Who feels harmed? Why? What has each party thought since? What behaviours will each of us show next time? Focus on the positive behaviours for playtimes. Repair trust with the pupil - reaffirm your commitment to building a trusting relationship.

Repeated poor behaviour choices on the playground - discuss with SLT, consider behaviour monitoring card, consider access to more structured lunchtimes through adult led activities, SLT pink reflection, 'Play as you go' approach for pupils consistently not respecting the rules, alternative break and lunch arrangements

Serious behaviour incident - physical contact, offensive language, bullying, behaviour that puts themselves or others at risk - send to/send for SLT. SLT will use their professional judgement to respond to each individual child's behaviour.



Behaviour at Leigh - For Pupils



Be ready

We are ready to listen, learn and communicate.

Be responsible

We are responsible for our words, choices and actions.

Be respectful

We are respectful of ourselves, others and our environment.

If you follow our school rules of ready, responsible, respectful:



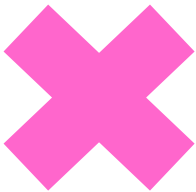
- Well done for ...
- Thumbs up
- Good job at ...
- *Stay on Green*

If you show an extra effort with your learning or behaviour, you may have the following:



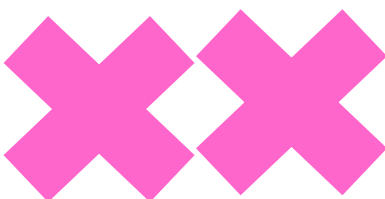
- Aim Ever Higher certificate
- Work copied to show home
- Take work to see another teacher
- Stickers
- Shout out note home
- Speak to parents
- Half termly and End of Year recognition awards
- Class rewards

If you do not follow our school rules:



- *Pink for think*
- Reflection Sheet completed at break or lunch if you have not turned it around

If you still do not follow our school rules the following might happen:



- Speak to parents
- Monitoring cards
- Individual targets with rewards and consequences
- Reflection sheet in the office
- Alternative break and lunchtime arrangements



Behaviour at Leigh - For Parents



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Be responsible

We are responsible for our words, choices and actions.

Be respectful

We are respectful of ourselves, others and our environment.

Expectations of adults in school

Connection and relationships before correction
Consistent, calm adult behaviour
First attention to best conduct - proximity
praise
Relentless routines
Model positive behaviours and language
Pick up your own tab - but ask for support
when needed
Never walk past
Separate the behaviour from the child

Expectations of Parents/Carers

Read and follow academy policies and
procedures
Support your child to meet the behaviour
expectations of the academy and support the
academy with appropriate consequences when
they do not.
Attend meetings and engage in open and honest
conversations with staff regarding behaviour.
Uphold the academy behaviour rules of being
ready, respectful and responsible.
Be respectful when communicating with staff

Rewards and consequences may include:

			
Well done for... Thumbs up Good job at... <i>Stay on Green</i>	Aim ever higher award Good work sent home Show work to another adult in school Stickers Notes home Speak to parents Class rewards Half termly and End of Year recognition awards	<i>Pink for think</i> Reflection sheet at break or lunch Consequence appropriate to the behaviour	Reflection sheet in the office Speak to parents Monitoring card Individual targets with rewards and consequences Alternative break and lunchtime arrangements Individual approach

Senior leaders will use their professional judgement to respond to each individual child's behaviour.

Please ensure you are familiar with our Behaviour Policy which can be found on the academy website:

<https://www.leighcovmat.org/policies/>