



# Behaviour for Learning Policy

## 2025 - 2026

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### Revision Log (last 5 changes)

<b>Date</b>	<b>Version No</b>	<b>Brief detail of change</b>
November 18	1.1	Policy reviewed and amended to incorporate new systems and procedures.
May 20	1.2	Reviewed and reformatted.
March 21	1.3	Policy reviewed and amended to reflect alterations to academy systems and procedures.
September 23	1.4	Reviewed and reformatted.
September 24	1.5	Policy reviewed, amended 'Disruption free learning' and reformatted.
June 25	1.6	Damage to Chromebooks.

# BEHAVIOUR POLICY

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## Mission Statement:

At Leigh Academy Tree Tops, we believe high expectations for children's behaviour is essential in order to develop a happy, safe, secure and orderly environment where children learn free from disruptive behaviour. Disruptive behaviour is defined as 'any action that interrupts teaching, learning and day-to-day operations at an individual, whole class or academy level'. Within such an environment everyone can learn and develop as caring and responsible members of society. This policy is written for all members of the Academy community to ensure a fair and consistent approach for behaviours for learning.

- At Leigh Academy Tree Tops 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.

## Aim:

We expect all members of the Academy to promote a positive and supportive attitude that demonstrates the respect all adults have for one another as well as for every child. This role models for the children and families, encouraging children to show respect for everyone in our local community.

## Expectations:

Pupils at Leigh Academy Tree Tops will:

- be well behaved, well-mannered and attentive.
- be polite to all pupils, adults and visitors.
- take responsibility for their own actions and behaviour
- care for and take pride in the physical environment of the Academy
- wear the correct Academy uniform.
- move around the building in a safe and sensible manner.
- Not take part in offensive or abusive language that involves swearing, and/or insults about race, gender, sexual orientation or disability.
- only wear ear studs if jewellery is worn, which must be removed for physical education.

## Strategies:

- To ensure the Behaviour Policy is known, supported and followed by all stakeholders, which includes parents, Academy staff and governors. whole Academy community, which includes parents, staff and governors.
- To ensure children understand that it is the behaviour that is unacceptable and not the child.
- 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 encourage, recognise and praise pupils for their work and accomplishments.
- To involve parents and carers in early consultation to discuss problems and actions.

## Encouragement, rewards and celebrations:

At Leigh Academy Tree Tops, learning is rewarded through a reward system involving the collection of virtual coins. These are given in recognition of achievement in all areas of academy life. Virtual coins are silver and gold:

**Silver coins are worth 5**  
**Gold coins are worth 20**

Silver coins are given to children doing the right thing, encouraging others to do the right thing and for those children who are following the three rules of Leigh Academy Tree Tops really well, for example being kind.

**Be Kind**  
**Be Ready**  
**Be Ambitious**

The Gold coins are awarded to those children exhibiting exceptional behaviour for learning and for those times where they really have gone above and beyond. These coins are rare and should be handed out in outstanding circumstances - maybe once or twice a term.

Each class has a coin chart to display at the front of their classroom. This will be referred to during the whole school assembly where the coins will be counted and rewards will be handed out.

**Rewards**  
**Certificate = 200 coins**  
**Badge = 500 coins**  
**Prize Shop = 600 + every 100**

Certificates are handed out during the whole school assembly and the pupil's name written in the outstanding book. (Children can still have their name entered into the book for positive learning and behaviour.)

Badges will be collected over time. These will be handed out in the whole school assembly and their name written in the outstanding book.

The Prize Shop is open on a set day and the children can swap coins for prizes. Once they reach 600 they will then need to collect 100 more in order to visit the shop again. Different prizes will be on offer depending on how many coins they have. The more coins the better the prize! This learning Behaviour System will run for the whole year and the children will see the progress they have made over time. It can become a competition between children in the class but also with children from across the academy.

## Consequences:

All pupils are given the chance to reflect on their behaviour and our school rules; be kind, be ready and be ambitious, with adult support where necessary in order to maintain positive learning behaviours. All members of the Academy teaching staff are expected to support children in making the right behaviour choices to avoid any situation that requires an escalated response, after which the Principal Team will decide whether any of the following action is required: a meeting with a pupil individually or with parents.

Behaviour	Action
<b>Low level:</b> <ul style="list-style-type: none"><li>• Talking at inappropriate times</li></ul>	Verbal and visual reminders

<ul style="list-style-type: none"> <li>• Not meeting academy expectations during breaktimes</li> </ul>	
<b>Mid level:</b> <ul style="list-style-type: none"> <li>• Not responding to low level actions</li> </ul>	Consequence as appropriate, including use of professional judgement and may include; reflection, completing unfinished work, partial / loss of playtime and communication with parent at the end of the day
<b>High level:</b> <ul style="list-style-type: none"> <li>• Not meeting the academy's expectations</li> <li>• Disrupting learning</li> <li>• Refusal to follow adult instructions</li> </ul>	Consequences as appropriate, including use of professional judgement and may include; being sent to another class, including a member of the leadership team, working in the office while being supervised by a member of the senior leadership team, exclusion from activities and clubs, removal of specific privileges, loss of playtime and potential immediate communication with parents to discuss next steps
<b>Extreme level:</b> <ul style="list-style-type: none"> <li>• Not meeting the academy's expectations</li> <li>• Physical violence that puts themselves and others in danger</li> <li>• Refusal to follow adult instructions</li> </ul>	Consequences as appropriate, including professional judgement and may include; working in an office while being supervised by a member of the senior leadership team, exclusion from activities and clubs, removal of specific privileges, loss of playtime and immediate communication with parents to discuss next steps, behaviour plan and referral to principal for decisions regarding exclusion

#### **Liaison with Parents:**

Parents will be kept informed about their child's behaviour by the Class Teacher, either by verbal communication or telephone. This in itself can be a useful tool for improving behaviour. If a child's behaviour has not met the Academy expectation the class teacher or a member of the Principal Team will invite parents into school to discuss the behaviour and any support the school might be able to offer.

#### **Formal Steps to Avoid Exclusion:**

Whenever possible we strive to avoid the use of exclusion 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 be a full and useful member of the academy community. Knowing that academy staff and parents are working together is a powerful tool in helping a child to become responsible for his/her own behaviour.

#### **Bullying:**

Bullying is defined by the Anti Bullying Alliance as 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.' At Leigh Academy Tree Tops we do not tolerate bullying in any form, whether in person or online. For further information please see the Anti Bullying Policy.

#### **Special Circumstances:**

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

#### **Home / Academy Agreement:**

This behaviour plan is supported by a home / Academy agreement signed by all parents, pupils and staff issued at the start of each academic year.

### **Appropriate use of Chromebooks:**

Leigh Academy Tree Tops 1:1 Chromebook scheme provides pupils with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and on special occasions at home.

All parties involved (pupils, parents / carers and the Academy) must agree with all of the terms and conditions outlined in the [Chromebook loan agreement 2025 - 2026](#), as well as the [Chromebook Acceptable Use Agreement](#). Failure to abide by these will result in an appropriate sanction in line with the academy's Behaviour Policy.

**It is important to note that in the event of deliberate / malicious damage parents will be charged with the cost of the repair or the cost of the device.**

### **Lunchtimes & Playground Behaviour:**

Expectations of behaviour are the same at all times. Learning Support Assistants (LSAs) will be kept informed of any special arrangements for individual pupils (by the Class Teacher or other appropriate Senior Staff).

### **Onsite Behaviour of Parents:**

At Leigh Academy Tree Tops we have excellent relationships with our parents and value the contribution that they play in the life of the school and in their children's education. It is expected that parents set a good example to children at all times, demonstrating how to get along with all members of the school and the wider community.

Behaviour that is deemed as unacceptable includes:

- Use of a mobile device on the school site
- Inappropriate posting on Social Networking sites
- Speaking in an aggressive / threatening tone
- Physically intimidating, e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats, Shaking or holding a fist towards another person
- Swearing, Pushing, Hitting e.g. slapping, punching or kicking
- Spitting
- Discriminatory comments
- Parents must not approach and shout out at children on the playground under any circumstances. Please report any concerns to a member of staff.

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse. If parents become abusive at any time on school premises they will be asked to leave. School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may and will ban parents from entering school and its grounds.

### **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 two academic years or sooner should there be a change in practice.