



# Behaviour Policy

Last Reviewed	September 2025
To be reviewed:	Annually
Next review:	September 2026

## Aims of the policy

1. To develop in pupils, and all adults, within our school a sense of self-discipline and an acceptance of responsibility for their actions.
2. To create a safe, happy, calm and effective learning environment where there is mutual respect between all members of the school community.

## The School Approach

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The key drivers that underpin our ethos and values are our '8 Life Values' (Honesty, Respect, Kindness, Friendship, Forgiveness, Responsibility, Determination and Equality). Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We have high expectations of all children and adults. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We apply an environmental / sustainability ethic to all decisions we make and actions we take within our school community. The 3 Rs are in place and actively promoted (reduce whenever possible, reuse as often as possible, recycle as much as possible).

## Life Values

At Chapel End Junior Academy we believe our behavioural approach is one that is designed to be transferred to everyday life, providing children with the social and emotional skills they need to succeed in wider community. Our school motto of '*Dream Believe Achieve*' is underpinned by a set of 8 Life Values, following a consultation with the whole school community. **Our 8 values are: Honesty, Respect, Kindness, Friendship, Forgiveness, Responsibility, Determination and Equality.** These values will be established through: assemblies, circle-times in class, newsletters, post-cards home, class displays, posters, poster competitions etc.

## Role of teaching and support staff

All staff at Chapel End Junior Academy have high behavioural expectations of the children, and they strive to ensure that all children work to the best of their ability. It is the responsibility of the class teacher to ensure that the class and school rules are enforced and that their class behaves in a responsible manner during lesson time, creating a calm, safe and positive learning environment.

All staff treat all children fairly, with respect and understanding.

A positive approach is employed towards behaviour management based on our Life Values and high expectations, underpinned by our school motto of '**Dream Believe Achieve**'. Where appropriate, the class teacher will apply the necessary rewards and sanctions (explained later in the policy); all with the aim of encouraging children to reflect upon their successes and also the poor choices they have made and celebrate or correct them.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Each Year Group Leader (YGL) is responsible for setting out expectations and having oversight of behaviour within their year group.

There is a clear system of behaviour management through the correct channels when dealing with behaviour incidents  
Class teacher → Year group leader → Assistant Headteacher → DHT/HT

## Role of Headteacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### Role of parents/ carers

Parents are the prime role-models of behaviour for children at Chapel End Junior Academy. We recognise this and therefore value parental involvement, co-operation and support. It is important that parents work in partnership with us, reinforcing positive values.

Parents have all accepted their responsibilities by signing their copy of the school's Home and School Agreement when accepting a place for their child at Chapel End Junior Academy.

### Role of the Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### School building environment

We recognise that an attractive environment can make our school a welcoming place. Everyone at Chapel End Junior Academy appreciates the importance of the children playing an active role in the creation of and care for their environment. We expect children to take a positive role by keeping their classroom clean and tidy, by taking care of all the displays around the school and by not creating litter in the playground.

### Playground

There are playground markings on the main playground which the children can use to play games. We also have decking area for individual and paired activity play such as: construction activities and Jenga and an open stage decked area. We have a variety of different play equipment to encourage cooperative play as well as designated football and basketball areas. We have a range of strategies to make playtimes a pleasant experience including organised activities.

### Atmosphere

We aim to create a pleasant, relaxed atmosphere where adults provide positive role-models by their attitude and actions. The children need to be aware of the noise level and their movement around the school to ensure that their actions do not disturb the working of others. Children are encouraged to take responsibility for their learning and actions and to work as a team to create a positive learning environment.

### Rewards

Our House point system is one of our many ways of recognising positive behaviour choices. Staff assign houses points to the children in their class to recognise positive choices. 10 house points equates to a gold token being awarded to the child's respective house. These house points are used to promote:

- Individual and Collective responsibility
- Positive behaviour, thoughtfulness and respect
- Shared aims and goals
- Collaboration, teamwork and co-operation
- Positive attitude to school and others
- Effort and application
- Achievements and successes of all
- Participation in competitions and sport

- Growth in self esteem
- Resilience and determination
- Integration

All members of staff can award points. Pupils can earn points for their House in many ways, including:

- Playing fairly
- Being caring and sharing in the playground
- Showing excellent manners
- Being helpful and considerate
- Displaying a positive attitude to a specific task or school life in general
- Being responsible
- Participating and representing the school in competitions and sport
- Competing on Sports Day
- Other achievements worthy of recognition

At Chapel End we recognise the importance and value of House Captains in supporting the Chapel End family. These key roles are ones of privilege and responsibility that require the children to be dedicated and organised and set a positive example to all children throughout the school.

Some of the key responsibilities of our House Captains include:

- To be a role model in terms of attitude, attendance, behaviour, manners and appearance to all members of the Chapel End family.
- To liaise with other House Captains and the staff team.
- To organise House meetings and communicate clearly and effectively with all members of the House team.
- To help organise and support House activities including, Inter-House Competitions such as House Sports and House Art competitions
- To support the staff team with jobs as and when necessary.
- To wear the House Captain's badge with pride.

### House and Dojo points

Children receive Dojo points by teachers and adults which are recorded on class Dojo charts. The points are totalled weekly and those with points at the end of each week receive a token for every 10 points earned, which then goes into their house point display tube. Every term the tokens are counted from each house tube and the winning house with the most accumulated points receives a house cup and a prize.

At Chapel End the emphasis will always be on the positive approach of encouragement and praise through a growth mindset. All class teachers are encouraged to use a variety of rewards as a method of developing a positive attitude in the children towards their behaviour. All class teachers will use systems to encourage positive working attitudes, which will culminate in an individual or whole-class reward.

Teachers may use a range of other strategies to encourage positive behaviour. Such strategies may include table points, stickers, certificates etc.

The CEJA newsletter will be used to promote and publicly acknowledge children's achievements.

## Assemblies and PSHE

Weekly diversity and inclusion assemblies, and regular PSHE sessions are important opportunities for promoting our life values and our positive approach to behaviour. Through these we explore ideas such as feelings, relationships, equality, treating other people kindly, consequences and respect. We support children in the processes of explaining their thinking, voicing their opinions and listening to others, all within a framework of respectfulness.

## Sanctions

At Chapel End Junior Academy, we promote positive behaviour but we realise that sometimes children will, for a variety of reasons, behave inappropriately towards adults or other children. In all disciplinary actions, it is essential to understand fully that it is the behaviour which is not acceptable and not the pupil as a person.

## Minor inappropriate behaviour

The following sanctions are administered for minor inappropriate behaviour, for example:

- Deliberate calling out or interrupting
- Leaving seat with no purpose
- Behaving in a disorderly manner when lining up, walking around or entering the building.
- Deliberately spoiling the classroom environment

1. Think about your behaviour

Verbal reminder for children to consider their behaviour and how to improve it.

2. Time out

Each class has a 'calm corner' for children who have not managed to respond to the initial 'think about your behaviour' reminder. Children are given 5 minutes to consider how to make positive choices. After the 5 minutes they resume their learning, encouraged by the teacher to make a fresh start. Time out times are not to be seen as overly punitive – rather children should understand that there are times when we all need time to reflect on our behaviour and improve it.

3. Lose 10 minutes break/ lunchtime

4. Class Teacher Report (1 week) – to be monitored by Class Teacher, Year Group Leader and checked by Deputy Head Teacher at the end of the week.

5. Class Teacher Report (week 2)

If a child has not made sufficient behaviour progress by the end of their week on class teacher report, they will remain on report for another week which will be monitored by Class Teacher, Year Group Leader as well the Head Teacher.

Should a child lose 10 minutes of their break/ lunchtime three times in one week, they will be put on a class report.

## Major inappropriate behaviour.

Examples of major inappropriate behaviour are:

- fighting
- racist comments or swearing
- deliberately damaging school property
- disrespectfully answering adults back
- deliberately not following an adult's instruction.

Should a child commit Major inappropriate behaviour, a statement is taken and the Deputy Headteacher/Head Teacher is notified. Phone calls are made or letters are sent home to inform parents/carers. If the behaviour is repeated, a behaviour modification plan is agreed between the child, parents and class teacher.

### Physical intervention and restraint (including SEND pupils)

Whilst decisions to use physical intervention may need to be made quickly they should always take account the precise circumstances of an incident and a judgment should consider:

- Whether physical intervention is reasonable.
- Whether it is essential because pupils are at risk of harm (to themselves or others)

It is therefore expected that physical intervention will only be used in exceptional circumstances, and only by staff trained in positive handling.

### Pastoral Support

At Chapel End Junior Academy, we want everyone involved with our school to feel well supported. Pastoral care underpins personal development and we know from experience that with outstanding pastoral care, students feel they belong and their self-esteem is able to flourish because they feel valued and cared for.

We have a strong pastoral support team including a Play Therapist, Sports Coach, Speech and Language therapist, SENCO and a Wellbeing Champion. Supporting the pastoral needs of pupils sometimes involves working with external agencies. In these situations we ensure that a confidential, professional, non-judgemental and sensitive service is provided.

### Violence, bullying, racist/sexist language, vandalism and theft

If a child commits any of these offences the matter will be thoroughly investigated by the teacher and Deputy Head/Head Teacher.

If the offence is proven, the child may be suspended following Local Authority procedures. When the child returns to school their behaviour will be closely monitored by the class teacher and Head Teacher. If such conduct is repeated, parents will be asked to visit the school to discuss whether or not Chapel End Junior Academy can continue to accommodate their child.

Serious inappropriate behaviour during lunchtimes could result in the Head Teacher withdrawing consent for the pupil to remain at school for lunch. This may be the case when Health and Safety rules have been breached or where the inappropriate behaviour persists.

The following issues will always be referred to the Head Teacher/Deputy Headteacher:

- ◆ Repeated bullying
- ◆ Repeated abusive language (including racist or sexist language) directed at any person (child or adult) with the calculated intention of either harassing or hurting them. Any incident of racist language must be reported to the Head teacher or Deputy Head teacher.
- ◆ Vandalism.
- ◆ Theft.
- ◆ Any form of intentional physical abuse of another person, child or adult, staff member or visitor to the school.
- ◆ Any matter related to Health and Safety issues.

Our anti-bullying approach can be viewed in more detail in our Safeguarding Policy and Anti-Bullying Policy.

## Child on Child abuse

Some children may abuse their peers, which can manifest in many ways, including bullying, physical abuse, online abuse, sexual harassment and sexual violence, 'sexting' and initiation/hazing.

Harmful or abusive behaviour between pupils in our academy is not tolerated: we do not believe that it is to be expected, or to be accepted. We recognise that child on child abuse is more likely to see boys as perpetrators and girls as victims; staff will be alert to this, but will ensure that all incidents of child on child abuse are taken equally seriously regardless of the identity or gender of the perpetrator and victim/s.

Any report of child on child abuse will be swiftly investigated, recorded and responded to in line with the academy's behaviour and anti-bullying policies. Where appropriate, this may include sanctions, exclusion, referral to Social Care and/or Police. Victim/s will be reassured, and both victim/s and perpetrator/s will receive appropriate support and guidance to safeguard and protect them and to ensure that their wellbeing is being promoted.

We will use lessons and assemblies to help pupils understand, age-appropriately, what abuse is and what the academy's policy and expectations are of their behaviour and conduct to each other, encouraging them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Part 5 of Keeping Children Safe in Education (2020), Child On Child Sexual Violence and Sexual Harassment, will be made available for all staff.

*(See published Safeguarding Policy)*

## Searching, Screening and Confiscation

DfE Searching, Screening and Confiscation advice for Schools – June 22

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

### **Searching**

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them (DHT and AHTS) have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The Child Q review agreed that, 'Schools are not required to inform parents before a search takes place or to seek their consent to search their child.' Child Q Review – <https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf>

Prohibited items are:

1. knives or weapons
2. alcohol
3. illegal drugs
4. stolen items
5. tobacco and cigarette papers
6. Vapes
7. fireworks
8. pornographic images
9. any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff (DHT and AHTs) can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

CEJA Safeguarding Lead Team are clear that:

- We have never and would never ask a child to remove clothing in order to be searched.
- We would feel confident challenging the police if they wanted to pursue a search of any kind without an appropriate adult present to support the child. In the case of a juvenile, their consent is only valid if a parent or guardian's consent and adult with parental responsibility- is also obtained.
- If we were concerned that a child had in their possession something which posed a risk to themselves or others, we are able to search the child's possessions- bag, coat, drawer and as required, would first ask the child to empty their pockets, their bag if about their person.
- All searches of property and all requests for pockets and bags to be emptied would take place in the presence of two adults one of whom (at least) would be a member of the CEJA Safeguarding Team.
- Consideration would be made regarding the location of a request such as above to maintain the child's privacy but to also ensure they feel safe. In this instance, two members of staff in a room with an open door would be chosen- likely the HT, DHT or AHT's office.
- Any member of staff who suspects a child is in possession of a prohibited item would immediately alert a member of the safeguarding team.

### **Brilliant Book**

At Chapel End Junior Academy we recognise the vast range of difficulties facing our children; therefore maintaining a high standard of behaviour can be very challenging for a variety of reasons. The aim of Brilliant books is to raise children's self esteem, challenge their self-perception and motivate good behaviour. The book is used to communicate positive behaviour only between home and school, where each day teachers will make note of all good behaviour from the child during the school day. The book then goes home for parents/carers to acknowledge the efforts their child has made and note down any positive choices made at home for the teacher to read the next day. Poor choices are not to be mentioned in the Brilliant Book.

### **In the Playground – Teachers/TAs:**

When dealing with playtime incidents it is very important that staff have heard all sides of any dispute before taking action. The teacher or the TA on duty will deal with any disputes and difficulties. If necessary, the teacher/TA on duty will inform the class teacher at the end of playtime. Any serious incidents will be dealt with by the Senior Leadership Team.

### **In the Playground – Lunchtimes/MDAs:**

When dealing with lunchtime incidents it is very important that staff have heard all sides of any dispute before taking action. The MDA will deal with any disputes and difficulties, this can include 'time-out' where children are asked to reflect on their behaviour. If necessary, the MDA will inform the Senior leadership staff member on duty at lunchtime. A rota of Senior Leadership on duty at lunchtime is available for MDAs to refer to if further support is needed. Children whose behaviour falls within the Major Inappropriate Behaviour section must be sent to the Head or Deputy Head so that appropriate action can be taken.

### **Out of school:**

When arranging trips away from school, consideration must be made for those children whose behaviour may cause concern. In general terms, children who repeatedly and deliberately misbehave in school could be a risk when on class trips. In such cases advice should be sought from the Head or Deputy and appropriate action taken to limit the risk factor

Such actions could include:

- ✓ Increased number of adults accompanying the trip.
- ✓ The teacher having responsibility for the child presenting the risk.
- ✓ Inviting the child's parent to accompany the class.

Should these actions not be available, then consideration must be given to the child being excluded from the trip, following a rigorous risk assessment completed before embarking on the trip. This decision can only be made by the Head or Deputy.

If there is a problem during the trip a responsible adult must contact the school to advise the Head or Deputy of the problem and seek further advice from them.

### Pupil Support

In some cases it will be appropriate to identify pupils with behavioural difficulties as requiring additional Special Needs support and Education Health and Care plans, as appropriate. In such cases individual behaviour plans will be created between child, parent and class teacher, where adult intervention, appropriate sanctions, rewards are identified.

### Complaints

Any parent, who has a complaint which relates to issues contained within this policy, should discuss it firstly with the class teacher, then the Year Group Leader, and then with the Deputy or Head Teacher. Any matters which remain unresolved should then be put in writing, addressed to the Chair of Governors and be given to the Office Co-Ordinator who will ensure that the letter is sent without delay to the appropriate person.