



**Policy Number: CRA-
Issue / Version No. 0.1**

Behaviour policy

**Current Status:
FINAL**

Ratified

Compliance:

**All members of Chandlers Ridge Academy staff will follow Academy policies.
The consequences of non-compliance may include disciplinary or legal action.**

Document Control

Application	This policy pertains to all activities undertaken by all staff at Chandlers Ridge Academy
Associated policy reference and title	
Date of ratification	12.5.21
Date to be reviewed	March 2023
Replacing	Behaviour policy 2019
Policy Lead	Louise Lidgard
Members of working party	Naomi Bryant Nick Pentney

Consultation Audit Trail

Name	Role	Version	Date

Change Log

Summarise the major changes between versions below

Pg/Section	Change	Version	Date
p 5	recognition board -optional	V0.1	March 21
appendix 1	choice to use script		March 21

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Chandlers Ridge Academy Behaviour policy

1. Introduction

1. To create a culture of exceptionally good behaviour for learning
2. To ensure that all learners are treated fairly, shown respect and promote good relationships
3. To build a community which values kindness, care, good humour, obedience and empathy for others
4. To help learners take control over their behaviour and be responsible for the consequences of it.

2. Scope of Policy and Objectives

This policy covers the behaviour of all staff, volunteers and children.

3. Responsibilities

1. **VALT:** Vision Academy Learning Trust has overall responsibility to ensure that policies and procedures are in place for the processes associated with the Chandlers Ridge Academy
2. **LGB:** The Local Governing Body has responsibility to ensure that Chandlers Ridge Academy operates within the policies and procedures set out by VALT.
3. **Head Teacher:** The Head Teacher has responsibility to ensure that operational services are suitably established within the policy and procedural framework set out by VALT, and to ensure that all staff and volunteers understand and comply with the policy and procedural framework.
4. **Senior Leadership Team:** Each Senior Leader is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
5. **Teachers:** Each Teacher is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
6. **All Staff and volunteer helpers:** All staff and volunteer helpers within the scope of the policies and procedures are responsible for the implementation of the policy within their own area of accountability
7. **Anyone else who has a responsibility to implement this policy** – ie Parents, carers and pupils

4. Key Themes

4.1 Three rules

- Be ready
- Be respectful
- Be safe

4.2 Consistency in practice

1. Consistent language, simple and clear expectations reflected in all conversations about behaviour.
2. Consistent follow up in the classroom, staff taking responsibility for behaviour interventions and seeking support but never delegating.
3. Consistent positive reinforcement, routine procedure for reinforcing, encouraging and celebrating appropriate behaviour.

4. Consistent consequences, within classroom level and established structures for more serious behaviours
5. Consistent respect from the adults
6. Consistent models of emotional control, emotional restraint that is modelled and staff as role models
7. Consistent routines for behaviour around school.

4.3 Managing behaviour

1. Engagement with learning is always the primary aim. For most children this is a gentle reminder, although sometimes there is times when it is necessary as their learning is being affected.
2. Praise the behaviour you want to see.
3. All learners must have take up time between steps, it is not possible to leap or accelerate steps for low level disruption.

4.4. Recognition and rewards for effort

We recognise and reward children who go over and above our standards. Although there are different ways of praising and rewarding children, a personal word of praise can be as effective as a larger more public event.

The use of praise is the key to positive relationships and is essential to create a positive atmosphere in the classroom.

The use of a recognition board is also an option for year groups with one targeted with one area per week that children can receive positive recognition for.

5. Roles and responsibilities

5.1 All staff

1. Meet and greet
2. Refer to be ready, be respectful and be safe.
3. Model positive behaviours
4. Use visible recognition in the classroom
5. Be calm
6. Follow up every time and engage in reflective dialogue with children
7. Never ignore children who are behaving badly.

6. Implementation

1. Chandlers Ridge Academy Local Governing Body, Head Teacher, Senior Leadership Team and Teachers are responsible for ensuring that this policy is effectively implemented.
2. This policy will be available on the Chandlers Ridge Academy Website.

7. Audit

1. This policy will be reviewed on a 2 year cycle or earlier if necessary.

APPENDIX ONE

Practical steps

Children are held responsible for their behaviour. Staff deal with behaviour. Staff will use the steps in behaviour for dealing with poor conduct.

Reminder

The reminder of expectations- Be Ready, Be respectful, Be safe- delivered privately to the child. The staff member makes them aware of their behaviour. The child has the choice to do the right thing. Use the first part of the script- I notice that you are... The rule about being.....that you broke

The Caution

A clear verbal caution is delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. Children are reminded of their previous good conduct to prove that they can make good choices. The script can be used to structure conversations.

The script

I noticed that you are....

The rule aboutthat you broke

You have chosen to...

Do you remember last week when you ...(positive)

That's who I want to see today

Gentle approach, non threatening.

We resist endless discussions around behaviour and spend our energy returning children to their learning.

The Time out

This could be staying in at play or lunchtime for this, for a suitable length of time.

-The child is asked to speak to the adult away from others. The script should be used as a basis for this conversation.

--Children are asked to reflect on the next step- reminded of their previous conduct, attitude and learning- reflection sheets available for children to think about their behaviour and get their voice heard.

-The child is given a final opportunity to re-engage with the learning/follow the instructions

-Boundaries are reset

Children should only stand outside classrooms/ go into a quiet spot if they need to cool down or it defuses the situation- three minutes should be enough.

Staff will always deliver sanctions calmly and with care.

Serious incidents

A serious incident or a continuous poor behaviour will need SLT input (evidence on CPOMs) and maybe parent contact and maybe a meeting to discuss the steps already used. This needs to be added to CPOMs.

A serious breach is an incident which may lead to a fixed term exclusion.

Definition of serious incidents:

- Persistently uncooperative which has an impact of their learning or the learning of others
- Incidents of bullying as defined in the Anti-bullying Policy
- Deliberate physical harm to another person or their belongings.

Consistencies

1. Meet and Greet
2. Model positive behaviours and build relationships
3. Positive recognition in each classroom
4. Refer to Be ready, Be respectful and Be safe in all conversations about behaviour
5. Be calm and give take up time when going through the steps. Prevent before sanctions.
6. Follow up every time and retain ownership and engage in reflective dialogue with the child.
7. Never ignore or walk past children who are behaving badly.