SPARK EDUCATION TRUST

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CHANDLERS RIDGE ACADEMY

BEHAVIOUR POLICY

OCTOBER 2026

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V1 September 2025	Review of legislation and guidance
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Introduction & Aims

- Chandlers Ridge Academy is part of Spark Education Trust and is dedicated to ensuring that our school environment supports the learning and wellbeing of pupils and staff. Ensuring effective routines, respect and relationships are the foundations of our community, we work hard to provide a safe environment where pupils feel included in every aspect of school life. This policy supports the Department for Behaviour in Schools (DfE, updated 19 February 2024)

This Behaviour Policy is written in line with statutory guidance including:

- Behaviour in Schools (DfE, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (DfE, updated August 2024, effective until July 2026)
- Suspension and Permanent Exclusion Guidance (DfE new guidance effective from July 2026)
- Searching, Screening and Confiscation (DfE, updated July 2023)
- Restrictive Interventions including Use of Reasonable Force (DfE, updated April 2026)
- Keeping Children Safe in Education (DfE 2025)
- Keeping Children Safe in Education (DfE, effective 2026)
- Education and Inspections Act (2006)
- The Equality Act (2010)

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community
- Outline our system of rewards and sanctions.

Chandlers Ridge Academy promotes good behaviour and self-discipline to ensure that our pupils grow into respectful, resilient and reflective citizens with the key skills to continue to progress to the best of their ability in all areas of life. We know that the strong links between effective learning and high expectations enable all pupils to thrive.

Key Principles

Chandlers Ridge has three rules:

- **Be ready**
- **Be respectful**
- **Be safe**

Our key principles include:

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- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- The behaviour policy is understood by pupils and staff with appropriate training and updates
- Staff: teachers and support staff and volunteers always set an excellent example to pupils
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

Wellbeing & SEMH

To help reduce the likelihood of behavioural issues related to social, emotional and mental health (SEMH) needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. We promote resilience through culture and ethos, teaching, and community engagement. Staff are trained to recognise the impact of adverse childhood experiences and to support pupils accordingly.

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Children with individual needs

Chandlers Ridge Academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. As a result, all staff are aware of individual children's needs and reasonable adjustments are made in our approach to children with challenging behaviour as a direct result of their needs and in line with the SEND Code of Practice.

If a child's behaviour gives a cause for concern, the relevant members of staff will be informed to provide additional support. These children may be drawn to the attention of the SENCo. If a child is not already on the SEN register, the SENCo may contact parents to discuss next steps and formulate an action plan. This may include consulting outside agencies for additional support and advice.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can potentially impact on a pupil's mental health, behaviour and education. Where vulnerable pupils or groups are identified, provision will be made as appropriate to support and promote their positive mental health.

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Roles and Responsibilities

Role	Responsibilities
Trust Board	Reviews behaviour policy impact
CEO	Ensures systems are in place and policy is reviewed
Local Governance Committee	Approves and monitors the policy
Headteacher/SLT	Ensure consistent implementation, staff training, accurate record keeping
Staff	Apply policy consistently, model positive behaviour, maintain high expectations
Pupils	Be ready, respectful and safe; take responsibility for actions
Parents	Support school values and policies; ensure pupils are ready to learn

Governance Committee Oversight

- Monitor and review information relating to suspensions, permanent exclusions, off-site direction, managed moves and other forms of pupil movement
- Challenge and scrutinise patterns and trends to ensure that these measures are used lawfully, proportionately and only where necessary
- Review information relating to any safeguarding related separation of pupils from the school premises where this measure has been used.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We do not tolerate any form of bullying, and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. The school's ethos reinforces that bullying is never tolerated.

Bullying is defined as the repetitive, intentional harming of one person or group by another. It can be physical, verbal, indirect or cyber-based. The school has zero tolerance for bullying and follows preventative and responsive strategies. Bullying can take many forms including:

- Verbal (e.g. name-calling, threats, discriminatory language)
- Physical (e.g. hitting, pushing, damaging belongings)
- Social/Relational (e.g. exclusion, spreading rumours)
- Online (e.g. abusive messages, sharing inappropriate images)

At Chandlers Ridge we:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others is key
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.

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- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating pupils and parents/carers to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Record concerns as appropriate via CPOMS.
- Work with children to prevent overreporting of friendship issues as bullying, while still supporting children to overcome these issues to remain happy in school.
- Report issues to the Local Governance Committee as appropriate
- Implement the STOP model of anti-bullying which helps children to define bullying and recognise what to do if it is experienced/witnessed:

S	-	Several	-	Start
T	-	Times	-	Telling
O	-	On	-	Other
P	-	Purpose	-	People

Classroom Routines

Classroom routines support the positive learning culture at Chandlers Ridge. All staff aim to:

- Meet and greet pupils positively
- Refer consistently to school rules: Be ready, Be respectful, Be safe
- Model positive behaviours and emotional control
- Use visible recognition and praise
- Remain calm and consistent when addressing behaviour
- Follow up incidents with restorative conversation
- Address children who are seen to be behaving badly.

Definitions of Misbehaviour

Poor behaviour is considered as being anything that does not meet the expectations that the school reasonably has of its pupils. Examples include:

- Disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform.

Serious misbehaviour can include but is not limited to:

- Repeated breaches of the school's expectations
- Refusing to follow instructions

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- Swearing
- Raising your voice
- Arguing back to a member of staff
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items. These are:
    - Knives and weapons of any kind, including self-made items
    - Alcohol
    - Illegal drugs
    - Substances identified as 'legal highs'
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
      Pornographic images
    - Other potentially harmful materials which cannot immediately be identified
    - 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).

Behaviour incidents are recorded via CPOMS. Behaviour incidents at a STEP 3 or above are recorded via CPOMS. Persistent low-level behaviour may also be recorded. Data and approaches are regularly monitored to identify patterns and inform practice, with behaviour regularly reviewed at Local Governance Committee meetings. Chandlers Ridge recognises the importance of involving pupils in developing a positive behaviour culture and values pupil voice to inform ongoing improvements to our approach. Where appropriate, restorative conversations and restorative meetings are used to rebuild relationships and support pupils to reflect on their behaviour.

Lunchtime & Breaktime Behaviour

At lunchtime, supervision is carried out by a team of mid – day supervisors. The mid-day supervisors aim to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected.

Lunchtime supervisors use an abridged version of the school's STEPS system:

STEP 1	-	Verbal reminder
STEP 2	-	Second reminder + brief time out
STEP 3	-	Addressed by member of staff covering reflection duty

Lunchtime supervisors should communicate the reason for a Step 3 reflection to the staff member on

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duty. This is recorded centrally. Supervisors should keep note of children who are persistently causing issue and report it to the class teacher at the end of the lunch period.

The mid-day supervisors must be treated with the respect expected by all adults at Chandlers Ridge Academy. Verbal or physical abuse will not be tolerated.

Staff are trained appropriately and in accordance with relevant guidance in relation to behaviour management, safeguarding, and potentially trauma-informed approaches.

Rewards, Sanctions & Consequences

Systems of Rewards

At Chandlers Ridge Academy we seek first to recognise, reward and reinforce positive behaviours for learning:

- The school currency (Chandlers Ridge Pounds aka 'Sparks') is awarded consistently to reward positive attitude, effort, achievement, manners and consideration.
- Challenge cards are used to set specific targets for individual children
- Weekly merit certificates are awarded to 2 children per class, awarded at the teacher's discretion
- Half-termly Headteacher's award celebrates the embodiment of a specific school value (aspiration, determination, collaboration, respect, resilience and wellbeing)
- Other strategies such as stickers, postcards home, positive phone calls (etc.) are also used across school.

Systems of Sanction

Corrective and reflective strategies are used to address behaviour which has fallen below expectation:

- The STEPS system is an escalating approach to behaviour management:
  STEP 1 - Verbal reminder
  STEP 2 - Second reminder + brief discussion in own time
  STEP 3 - Working with partner teacher (parents informed)
  STEP 4 - Addressed by the Phase Leader (parents informed)
  STEP 5 - Addressed by the Headteacher/Deputy Headteacher (parents informed)*
  Some behaviours may warrant an instant Step 5 (e.g. racism, defiance, assault etc.)
- Report Cards are used to address persistent issues by setting clear expectations, monitoring and opportunities for feedback.
- Reflection time may be issued in response to problematic behaviour at less structured times of the day (e.g. lunchtimes). Children are given the opportunity to discuss their behavioural choices through the lens of restorative justice.
- Behaviour Plans are bespoke contracts written with parents to address significant concerns.
- Sanctions may also include loss of privileges, roles or, for serious breaches, suspensions or exclusions.
- Children may lose a part of their break/lunch if conduct in lesson has fallen below expectation. This may include the need to complete work that was not finished due to lack of engagement where the work was pitched appropriately. Children will not, however, lose break time if the work is unfinished after working hard in lesson.

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Suspensions & Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE, updated August 2024, effective until July 2026) and Suspension and Permanent Exclusion Guidance (DfE new guidance effective from July 2026). Only the Headteacher can exclude a pupil, and pupils can be excluded for up to 45 days within an academic year.

Pupils whose behaviour at lunchtime is disruptive may be suspended for the duration of the lunchtime period and this will be treated as a fixed term suspension. Following a suspension, parents/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further fixed term suspensions can be discussed.

The Headteacher may permanently exclude a pupil in response to serious breaches of the behaviour policy or when allowing the pupil to remain in school would seriously harm the education or welfare of others. The School will give particular consideration to vulnerable pupils when considering suspensions as an appropriate sanction.

In line with statutory requirements school will arrange suitable full-time education for any pupil suspended for more than five consecutive school days, beginning no later than the sixth school day of the suspension.

Where a pupil is permanently excluded, the Local Authority is responsible for arranging suitable full-time education from the sixth school day of the exclusion. The school will liaise with the Local Authority to ensure that suitable arrangements are in place.

Parents/carers have the right to make representations about a suspension or permanent exclusion to the Local Governance Committee. Where the suspension is longer than five days, or where a permanent exclusion is issued, the panel will meet within the statutory timeframe to consider the case.

If a permanent exclusion is upheld by the Local Governance Committee, parents/carers can request that the decision be reviewed by an Independent Review Panel (IRP). The IRP can uphold the exclusion, recommend reconsideration, or quash the decision where it is found to be flawed.

The school will provide parents/carers with information about these rights and the process at the point of suspension/permanent exclusion.

Temporary Separation from School Premises for Safeguarding Reasons

In exceptional safeguarding circumstances, the school may temporarily prohibit a pupil from attending the school premises where this is necessary to separate two or more pupils for safeguarding purposes. This is not a suspension or exclusion on disciplinary grounds.

Such action will only be taken where separation is essential and there is no practical way for one or more pupils involved to remain safely on the school site. Decisions will be made on a case-by-case basis, led by the Designated Safeguarding Lead (DSL) and informed by professional judgement and, where appropriate, advice from external agencies.

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Parents/carers will be informed of the reasons for the decision and the governance committee will be notified without delay. The school will support the pupil's reintegration when they return.

Off-Site Direction

The school may require a pupil to attend educational provision at another setting as a temporary measure to improve behaviour and support continued education. Off-site direction will only be used where it is in the pupil's best interests and in accordance with statutory guidance.

Before an off-site direction is arranged, the school will consider the pupil's views and ensure that appropriate interventions and support have been explored. Relevant information, including attainment information, risk assessments and support strategies, will be shared with the receiving provider and other relevant agencies as appropriate.

Parents/carers will be informed in writing of the placement and the reasons for it in accordance with statutory requirements. Placements will be reviewed regularly to consider progress, impact and next steps.

Managed Moves

A managed move may be considered as part of a planned intervention to support a pupil and avoid permanent exclusion. A managed move is intended to lead to the permanent transfer of a pupil to another school. Managed moves will not be used on a trial basis. Where a temporary placement at another setting is required to support behavioural improvement, the school will consider the use of offsite direction instead.

Before a managed move is agreed, the school will:

- Seek and consider the views of the pupil
- Ensure that appropriate interventions and support have been implemented and reviewed
- Share relevant information with the receiving school and other agencies as appropriate, including attainment information, risk assessments and support strategies.

Where a pupil has a social worker, the school will notify the social worker, the DSL and, where appropriate, the Virtual School Head at the earliest opportunity when a managed move is being considered. A pupil will not be permanently excluded solely because they or their parents/carers do not agree to a managed move. Managed moves will be conducted in accordance with the School Admissions Code and all relevant statutory guidance.

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Looked-After and Previously Looked-After Children

Before making decisions relating to suspension, permanent exclusion, managed moves or other significant interventions, the school will consider the needs of looked-after and previously looked-after children.

Where a looked-after child is at risk of suspension or permanent exclusion, the designated teacher will work with the Virtual School Head and other relevant professionals to consider what additional support may be required, including reviewing the effectiveness of the child's Personal Education Plan (PEP).

Searching and Confiscation

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE,July 2023) and Restrictive Interventions including Use of Reasonable Force (DfE, updated April 2026) alongside Keeping Children Safe in Education (September 2025) and Keeping Children Safe in Education (September 2026) when effective.

Staff may search pupils with consent for any item. Senior leaders have the power to search without consent for prohibited items as set out by law including knives, drugs, alcohol, stolen or harmful items. Confiscated items will be dealt with in line with statutory guidance.

Items prohibited as part of uniform expectations will be identified by staff. Staff members will instruct the child to remove the item and it will be held in the main school office until a parent is able to collect the item. This includes:

- Jewellery of any kind (though plain, discreet stud earrings are permitted)
- Mobile phone if a consent letter is not first received by school from parents, if the child is below Y5 or if the child has the phone switched on in school premises
- Figets, chewables, toys or other resources from home if not agreed by school

Parents are reminded that the school does not take responsibility for the loss of personal items, including items of clothing, jewellery, keyrings etc. Families are advised not to send valuable items into school.

Use of Reasonable Force and Restrictive Interventions

Chandlers Ridge school does not impose a non-contact policy. Low-level, non-restrictive contact between staff and children is permitted where it is believed to be in the best interest of the child. Staff members exercise professional autonomy in the use of low-level, non-restrictive contact. This may include

- Holding the hand of child to walk them between points in the school
- Offering comfort to a distressed child (e.g. accepting a hug)
- Guide/escort a child
- Hand-over-hand guidance in learning (e.g. helping with pencil grip, using knives and forks, handwriting, motor skills tasks, P.E. activities).
- Administer first-aid / check for injury

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Beyond low-level, non-restrictive contact, relevant staff attend 'Positive Handling' training and are therefore able to use positive handling techniques effectively when needed. These members of staff are trained to use de-escalation techniques first, and only use positive handling as a last resort, proportionately and in the best interests of the child.

Examples of this include:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder

Chandlers Ridge school recognises that the use of reasonable force is only one of the strategies available to secure pupil safety and wellbeing. Our approach is part of our wider pastoral care procedures.

Chandlers Ridge school has a separate Restrictive Interventions and Reasonable Force Policy, which should be read alongside this Behaviour Policy and the Safeguarding and Child Protection Policy.

In line with Department for Education guidance, all school staff have the legal power to use reasonable force, where it is reasonable, proportionate and necessary, to prevent a pupil from:-

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder.

Reasonable force will only be used when other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It will always be used as a last resort and for the shortest time necessary. Chandlers Ridge school does not use force as a punishment. It is unlawful to use force for this purpose.

Where restrictive interventions are used, staff will:-

- act in accordance with the principles of necessity, proportionality and the pupil's welfare
- use the least restrictive intervention for the shortest duration
- take into account the individual needs and circumstances of the pupil.

Chandlers Ridge school will take all reasonable steps to minimise the need for restrictive interventions through prevention, de-escalation strategies, and positive behaviour support. All significant incidents involving the use of force will be recorded and reported in line with statutory requirements and the school's Restrictive Interventions Policy. Parents/carers will be informed as soon as possible following such incidents, except where there are safeguarding reasons not to do so.

For further detail, including definitions, procedures, and staff responsibilities, please refer to our school Restrictive Interventions and Reasonable Force Policy.

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Mobile Phones & Digital Devices

Digital technology (including mobile phones, smart watches, headphones, personal tablets and other personal portable technology) is not permitted to be used by pupils anywhere on site during the school day (with the exception of any devices required for medical purposes or issued by school for educational purposes).

Some children are permitted to bring their phone into school. These children must meet these five criteria:

1. The child is in Year 5 or Year 6
2. The child walks to/from school independently (i.e. not collected by an adult) and has consent to do so
3. The parent has provided a signed consent for the phone to be brought into school
4. The phone must be switched off at all times on school premises (inside and outside)
5. The phone must be handed in to the class teacher at the start of every day

Teachers will make reasonable efforts to keep submitted technology safe, but the school does not accept responsibility for the damage or loss to phones brought into school.

Devices brought into school beyond the exception outlined above will be confiscated if seen in school and taken to the school office where they can be collected by a parent.

Through our PSHE curriculum, pupils will be reminded of the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increased risk of cyber bullying. Pupils will be encouraged to see a mobile phone free environment as desirable and valuable.

Online Behaviours

Children may only use school technology to access platforms for the purpose of education and learning. The school implements Securly software, a cloud-based student safety and digital management platform to monitor, filter and manage student activity. If children are found to have deliberately accessed inappropriate content or platforms, or made inappropriate searches online, the school reserves the right to prohibit further use of school technology and will inform parents.

Pupils and parents are reminded that age-restrictions applied to social media platforms must be observed. Primary-aged children do not have the emotional maturity to access the content made available in many social media platforms. Children accessing social media platforms designed for older children face many risks which can cause them harm:

- Access to inappropriate content (including violence, bad language, pornography, extremist content, discriminatory behaviours, misogyny etc.)
- Cyberbullying and harassment
- Online predators and grooming
- Scamming
- Mental health decline

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- Addiction and reduced social skills

Parents are reasonably expected to ensure that social media platform age restrictions are observed, and to monitor children's online access. The school does not take responsibility for the online behaviour of children outside of school.

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