



Chadwell Heath Academy Behaviour for Learning policy

Priority 1

‘No Child left behind’

Priority 2

Consistency in achieving
excellence

Priority 3

Personal Growth and
positive futures

Presented to the Board of Trustees for Approval on:	October 2026
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1. Aims of the Policy

This policy aims to:

- Outline how students are expected to behave.
- Define what we consider to be unacceptable behaviour.
- Provide a consistent approach to behaviour management.
- State the roles and responsibilities of different people in the Academy's community with regards to behaviour management
- Outline our system of rewards and sanctions.

2. Legislation and Statutory requirements

This policy is based on advice from the Department for Education (DfE):

Documents consulted:

- | | |
|--|-----------------------|
| • Behaviour in Schools - Advice for Headteachers and school staff | February 2024 |
| • Keeping Children Safe in Education | September 2026 |
| • Suspension and Permanent Exclusion from maintained schools, academies, and student referral units in England, including student movement | September 2023 |
| • Working together to safeguard Children | December 2023 |
| • The Equality Act 2010 | |
| • Use of reasonable force in schools | |
| • Supporting students with medical conditions at school | |

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is underpinned by:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE](#) guidance explaining that maintained schools should publish their behaviour policy online.

3. Entry and Exit of the Academy's Premises

Students should not be in the Academy building before 8.30am or after 3.50pm unless they are taking part in a staff supervised activity (i.e., club, intervention or detention). It is the student's responsibility to ensure that parents are aware they are staying at the Academy for such an activity and to arrange to be collected if required. Where an activity is taking place outside the Academy's premises (i.e., sports fixture, education visit), parents will be notified through satchel or an email.

Expected Behaviour of Students

4. Our Vision for Behaviour for Learning

At **Chadwell Heath Academy**, we believe that good behaviour is the foundation for effective learning. Our vision is simple: every child should be given every opportunity to learn and thrive in a community that values respect, responsibility, and resilience.

Safeguarding is at the heart of all aspects of Academy life. *Please refer to our safeguarding policy.*

5. Home School Agreement – see Appendix 1

We believe that a disciplined Academy depends upon a three-way relationship between students, the Academy, and parents.

The Home School agreement sets out this relationship to provide a positive environment for students to feel happy and safe so that they can learn, teachers are able to teach and promote positive behaviours and parents encourage their child to follow these expectations whilst informing the Academy of any concerns.

6. Rewards System

The Academy will endeavour to provide an environment that is healthy and safe for its students and that promotes high standards of work and behaviour. Teachers will promote the Classroom Ethos to the management of their lessons. These procedures both reflect the positive behaviours and the model of excellence in academic standards, personal development, and Academy's ethos of Respect. Through the curriculum offered, and high behavioural expectations, students can achieve their full potential and equip themselves to play their part in the modern world.

Promotion of Positive Behaviours in the Classroom

- **Verbal praise** – regular praise to acknowledge when students show positive attitudes to learning.
- **Positive Phone Call Home** – Phone call made home to celebrate outstanding work or significant contribution.
- **House points** – Awarded by teachers for recognition of hard work and dedication to studies.
- **Praise Postcard** – Awarded by SLT to celebrate outstanding work or significant contribution.

Promotion of Positive Behaviours at Whole Academy level

- **Daily promotion** of positive behaviours of the Academy's culture and ethos – form time, lessons, assemblies, display boards,
- **Rewards** – Effort Grade Certificates, Headteacher's Award for effort, Headteacher's Breakfast, Departmental Module Awards,
- **House point Certificates** – House points contribute to the awarding of Platinum, Gold, Silver and Bronze certificates.
- **House cup** – Awards collated each module to encourage positive competition and recognition for excellence.

7. Students, the Academy, and Parents

Students

Students will aim to model excellence in academic standards, personal development, and respect.

Students should:

- Be aspirational, do their best, and show a positive attitude to learning.
- Attend the Academy regularly, arrive on time to the Academy and lessons, and aim for 100% attendance.
- Be punctual, organised, and highly motivated to learn.
- Complete all classwork and homework on time and to the best possible standard.
- Wear the Academy's uniform correctly and take pride in their appearance.
- Take an active part in extra-curricular activities.
- Exercise leadership, self-discipline, and take responsibility for their actions.
- Model behaviours that show respect, honesty, sympathy, diversity, empathy, and tolerance.
- Respect the Academy's ethos and environment, both in person and online.
- Refrain from any behaviour that brings the Academy into disrepute inside or outside the Academy.
- Accept sanctions when given.

Prohibited Acts:

Students will not:

- Engage in any form of substance abuse during the Academy's day or possess, distribute, or be under the influence of drugs (except where medically prescribed).
- Pursue any activity that places students or staff in danger, including possession of weapons or dangerous items.
- Inflict or coordinate serious physical or emotional harm on others, including discrimination or bullying.
- Cause wilful or serious property damage through vandalism or arson.

Permanent exclusion is more probable than not if any prohibited act is committed.

Parents/Carers Commitment

Parents and carers will endeavour to:

- Take an active interest in their child's education.
- Encourage their child to do their best and support a positive attitude to learning.
- Provide good facilities and routines to support homework completion.
- Support the Academy's ethos, values, and policies, including behaviour and online conduct.
- Accept responsibility for their child's behaviour, including use of social media.
- Encourage pride in the Academy and participation in Academy life.
- Ensure consistent attendance following the Academy's Attendance Policy.
- Ensure their child arrives on time, equipped, and prepared for learning.
- Contact the Academy promptly if concerns arise.
- Attend parents' evenings and key Academy events.
- Ensure belongings are labelled and that expensive items are not brought to the Academy.

Parent and Carers process of communication

- Parents should contact the Academy office to request meetings with staff.

- For urgent concerns raised in person, the Academy will support where possible. If unavailable, staff will follow up within 48 hours.

The Academy's Commitment

The Academy will endeavour to:

- Provide a fulfilling and challenging education.
- Encourage every student to do their best.
- Provide a secure, caring, and inclusive environment.
- Model and promote an ethos of respect.
- Provide a clear framework for promoting positive behaviour.
- Set homework regularly.
- Maintain a positive environment for learning.
- Communicate regularly with parents about progress.
- Offer a range of extra-curricular activities and educational trips.
- Maintain up-to-date resources for learning.

8. Behaviour outside of the Academy premises

The Academy has the power to sanction students for misbehaviour outside of the Academy premises to such an extent as is reasonable. Chadwell Heath Academy will sanction students in line with the Academy's policies and respond to non-criminal and criminal events which occur off the Academy's premises or online and which are witnessed by a staff member or reported to the Academy. We work closely with and collaborate with Local Authorities to promote good behaviour on public transport.

Conduct outside the Academy's premises, including online conduct, will include sanctions for misbehaviour:

- when taking part in any Academy-organised or Academy-related activity.
- when travelling to or from the Academy.
- when wearing the Academy's uniform.
- when in some other way identifiable as a student at the Academy.
- that could have repercussions for the orderly running of the Academy.
- that poses a threat to another student, or member of staff.
- that could adversely affect the reputation of the Academy.

9. Use of social media

The Academy does not endorse student use of social media. Students who choose to use social media must do so responsibly, ensuring their actions do not offend others, compromise safety, or damage the Academy's reputation. The Academy is not responsible for investigating or disciplining misuse of social media outside of the Academy.

Whilst the Academy is not responsible for the actions of students outside of its jurisdiction, we will work with parents and carers to make referrals to external organisations and agencies such as the police or social care where appropriate.

10. Mobile Phones and other Smart Technology

To promote a safe, focused and disruption-free learning environment, students must not use, display, or access mobile phones, smart watches or other personal smart devices anywhere on the Academy's site during the Academy's Day. Devices brought to the Academy must be switched off and kept securely in a bag or blazer pocket from arrival until students leave the premises. Smart glasses are not permitted on site.

Any mobile phone or smart device that is seen, heard, or used on the Academy's site will be confiscated by staff and stored securely. Parents or carers will be required to collect confiscated devices following the designated confiscation period. The confiscation period will be for one week. Students who breach this expectation will receive an Academy detention. Repeated breaches resulting in escalating sanctions and longer confiscation periods of up to one Academy term.

In exceptional circumstances, students may be permitted to use a mobile phone to support a medical condition or other identified need. Such arrangements must be agreed in advance by the Academy and will be considered on an individual basis. Students granted permission must use their device only in accordance with the agreed support plan and the Academy's expectations.

Where there is reasonable suspicion that a confiscated device contains material that breaches the Behaviour Policy, Safeguarding Policy, or may be linked to criminal activity or harm to others, the Academy reserves the right to search the device in accordance with statutory guidance. Any inappropriate content or misuse of technology will be dealt with under the Academy's Behaviour and Safeguarding procedures.

11. Roles and responsibilities

11.1 The Board of Trustees:

- The Board of Trustees is responsible for establishing a behaviour and Learning policy, monitoring its effectiveness, and holding the Headteacher to account for its implementation.

11.2 Headteacher:

- To ensure that the Academy's environment encourages positive behaviour for learning.
- To devise, implement and review the Behavioural policies and practice at whole Academy level.
- To ensure the highest standards of behaviour through praise and reward and sanctions as appropriate.
- To promote an effective staff development programme that reinforces a consistent approach to Behaviour for Learning. Paying particular attention to DfE Behaviour in Schools (Advice) and DfE Improving Behaviour in Schools Guidance.

11.3 Deputy/Assistant Headteacher

- To oversee all behavioural incidents.
- To monitor the implementation of the Academy's behaviour policy to ensure there is consistency in the implementation of the Academy's rewards and Sanctions.
- To liaise with external agencies as appropriate. To provide CPD as appropriate. To support the Pastoral Team, Heads of Year, Heads of Department, and subject teachers so they are effective and consistent in delivering positive behaviour for learning whilst following the Academy's behaviour policy.
- To ensure that staff deal effectively with positive and negative behaviours (appendix 2).
- Data Analysis - Monitor and analyse behaviour data at whole Academy level, addressing pastoral and departmental patterns.
- To work with parents to support positive student behaviour.

11.4 Lead Practitioner of Culture & Ethos

- To promote an ethos of RESPECT and CHADWELL across the Academy both pastorally and departmentally. (appendix 3)
- Support and give advice to staff in creating an atmosphere where students feel supported, safe, and happy to learn.

11.5 Head of Year.

- Set and reinforce expectations through assemblies and consistent messaging, embedding the Academy's values such as respect and responsibility across the year group.
- Monitor behaviour patterns using data on house points, sanctions, and withdrawals to identify trends and intervene early.
- Lead pastoral care initiatives, ensuring positive behaviour is linked to student wellbeing and engagement, including proactive communication with parents.
- Coordinate sanctions and rewards, applying the Academy's policy consistently while promoting positive reinforcement through calls home and recognition schemes. (appendix 4)
- Support tutors, staff and heads of department by advising on strategies for managing behaviour and escalating issues appropriately through supervising Level 3 Sanctions.
- Have responsibility for social areas behaviour in the canteen and playgrounds.
- Have responsibility if behaviours are negative across more than one subject area.
- To work with parents to support positive student behaviour.

11.6 Head of Department

- Ensure departmental consistency with whole Academy behaviour policies, including clear classroom expectations and code of conduct displays.
- Implement departmental sanctions such as Level 1 and Level 2 detentions for persistent issues, ensuring protocols are followed and parents informed.
- Support staff with strategies, coaching teachers on proactive behaviour management and lesson planning to minimise disruption.
- Support staff with restorative conversations to repair relationships and reintegration.
- Monitor and analyse behaviour data within the department, addressing patterns like repeated homework non-completion or equipment issues.
- Promote positive behaviour through recognition systems (e.g., house points) and departmental initiatives that align with the Academy's ethos. (appendix 4)
- Act as an escalation point for serious or repeated behaviour concerns, liaising with Heads of Year and senior leadership when necessary.

11.7 Staff:

Staff are responsible for:

- Consistent implementation of Behaviour for Learning Policy in their lessons through High Expectations and Promoting the Academy's Ethos.
- Ensure positive classroom management routines are established for consistency across the Academy e.g., welcoming students at the door, checking the Academy's uniform, dismissal in an orderly manner, completion of classwork and homework.
- Referring to Student Passports to support a personalised approach for specific behavioural needs.
- Accurately recording rewards and sanctions through SIMS.
- Be responsible for maintaining discipline in their classroom through good planning that engages and encourages students to learn with the support of a rewards system which should be used to encourage good positive behaviour and learning.

- Reinforce expectations of students' behaviour consistently and fairly whilst responding to negative behaviours when they occur.
- Use restorative conversations to repair relationships and support reintegration.
- Celebrate positive behaviour and effort regularly.

12. Learning to Behave

At Chadwell Heath Academy we understand that mistakes are part of learning. Students will get things wrong at times both in and out of the classroom but misbehaviour that disrupts the education of themselves or others cannot be tolerated. We therefore use restorative approaches to help students reflect, regulate and learn from their mistakes. Where poor behaviour becomes repetitive, increased sanctions will be issued, but always with the aim of supporting growth and improvement.

12.1 Restorative Practice

Restorative Practice at Chadwell Heath Academy is a relational approach to behaviour management that prioritises repairing harm, rebuilding trust, and restoring positive learning environments. It aligns with our ethos of *Respect, Responsibility, and Readiness* and supports students in understanding the impact of their actions.

When there has been an incident students will be asked to complete a reflection form. These will be used to support students with their learning and help inform parents and carers when sharing information.

- **Accountability** – Students are supported to recognise how their behaviour affects others.
- **Repair** – Opportunities are provided to make amends and rebuild relationships.
- **Reintegration** – Students are guided back into the learning environment with clarity and support.
- **Dialogue** – Staff and students engage in structured conversations to reflect and resolve.

12.2 Rational for applying sanctions.

- Poor behaviour must be addressed, and all staff have a professional obligation to highlight and help students improve their behaviour.
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy's rules or fail to follow reasonable instruction. This also applies to all paid staff with responsibility for children.
- Students can be disciplined at any time in the Academy or elsewhere under the charge of the Academy e.g., Academy visits.
- All sanctions must be fair, reasonable, and proportionate and not in breach of any legislation such as disability, SEND and race.
- Teachers have the legal power to impose detention in and outside of the Academy's hours; this is defined as after any Academy Day when the student is present, weekends and inset days; parents' consent is not required for detention.
- Parents/carers will be given twenty-four hours' notice if the student is to be detained over an hour outside of the Academy's hours.
- Teachers can confiscate student property. (See 16)

12.3 Student support and students with SEND

In applying sanctions, staff will consider a students' SEN needs or if the behaviour may be of the result of a child protection matter. In such cases the SENCO/Safeguarding Lead will be consulted, and their input will

form part of the disciplinary action. The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. Some of our students with special educational needs require a different approach at times to that documented in the policy consequently our approach to managing behaviour is adapted for students with SEND. However, SEN is not an escape route from sanctions.

13. Sanctions for Negative Behaviour in the Classroom

Chadwell Heath Academy sanctions misbehaviour through the following actions:

Level 1a – Classroom Sanctions (Subject Teacher) - Used for low-level, routine disruption.

Sanctions:

- Verbal reminder / reteach of expectation.
- Subject Teacher detention: 15, 30, or 45 minutes.

Restorative:

- Quick conversation, short reflection, brief apology.
- Support: Equipment loan, seating plan tweaks.

Level 1b – Social Time & Corridors (All Staff) - Used for inappropriate corridor/playground conduct.

Sanctions:

- Orange Card → 20-minute same-day detention (appendix 4)

Restorative:

- Brief chat,
- area tidy/litter pick, fix uniform.
- Support: Check-in, uniform support, social skills guidance.

Level 1c – Significant Disruption - Used when learning cannot continue or safety is compromised.

Sanctions:

- Removal to Reflection
- SOS (see appendix 4)
- Same-day Academy Detention

Restorative:

- Formal conversation before re-entry; repair with peers/teacher.
- Support: Regulation time, Subject Teacher, HOD/HOY reflection Meeting.

Level 2 – Department Escalation (Head of Department) - Used for repeated issues in one subject.

Sanctions:

- HOD detention (45 minutes)
- Academy Detention (1 hour)
- Parent contact

Restorative:

HOD Reflection meeting, subject report with targets.

Support: Coaching, differentiation

Level 3 – Year Team Escalation (Head of Year) - Used for wider behaviour patterns across subjects or social time.

Sanctions:

- HOY Detention (45 minutes)
- Academy Detention (1 Hour)
- SLT Detention (2 hours)
- Parent contact/meeting
-

Restorative:

- HOY-led restorative meeting, restorative booklet.
- Support: Report, regular monitoring.

Level 4 – Serious Incidents / Senior Leadership Team - Used for significant breaches of conduct.

Sanctions:

- SLT Detention (2 hours)
- Internal suspension (minimum one day)
- Escalation in line with the Academy's policy

Restorative:

- SLT – led restorative meeting, restorative booklet,
- Support: Behaviour Support Plan, safety/risk assessments.

Level 5 – Headteacher (Most Serious Breaches) - Used for extreme or dangerous behaviours.

Sanctions:

- Suspension (fixed term)
- Permanent Exclusion (per statutory guidance)
- Managed Move or off-site direction where appropriate

Restorative/Support:

- Reintegration plan,
- Multi-agency support

13.1 Pastoral Support Programmes (PSP)

PSP's will be developed to support students whose behaviour is placing them at risk of Permanent Exclusion. This is a preventative measure to the Academy, family, wider professionals, and student work together to prevent escalation to an Exclusion due to ongoing behaviours.

- **Behaviour Support Plan** – For students displaying deteriorating or repeatedly poor behaviour, they may be placed on a Behaviour Support Plan (BSP). The BSP is created by the Pastoral and Inclusion teams. In an initial meeting, targets and support are set. This is rigorously monitored over a fixed period. The Head of Year will contact the parent on a fortnightly basis.
- **Pastoral Support Plan** – If the student is not successful in achieving the targets on the BSP, then this is escalated to a Pastoral Support Plan (PSP). Greater levels of support will be provided. The Head of Year will contact the parent on a weekly basis communication the progress of the student.

At Chadwell Heath Academy we use a range of organisations to provide further support for our students such as Specialist Education & Training Support Services (SEND.aTS), Counselling, Evolve and Adapt, Community Police Officer to support our students.

14. Involvement of External Agencies

14.1 Working together to support students.

The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

- Counselling is available through the Academy.
- CAF forms help identify needs to support and access support from outside agencies.

In addition, the Academy has developed a wide range of pastoral/academic initiatives to support students about their behaviour and achievement. These include: -

- Action and advice by Heads of Year and subject teachers
- Learning mentors
- Group mentoring
- Implementation of student improvement projects
- Learning Support evenings for students and their parent(s)/carer(s)
- Early help interventions utilising external agencies.

14.2 Police Involvement

- If an act of misbehaving seems likely to constitute a violation of the criminal law, the Headteacher may decide on the evidence available to him to involve the police liaison officer. The police and the courts may make decisions based on different criteria than that of the Academy. Any Academy or police action are independent of each other.

15. Exclusion from the Academy

15.1 Permanent Exclusion (please see the Academy's Exclusion and Suspension Policy)

15.2 Managed Moves (please see the Academy's Exclusion and Suspensions Policy)

15.3 Direction Off-Site (please see the Academy's Exclusion and Suspensions Policy)

16. Positive Handling – See Appendix 8

In exceptional circumstances, staff may use reasonable force to restrain a student to prevent them.

- Posing a safety risk or danger to themselves or others.
- Hurting themselves or others
- Damaging property

17. Confiscation

The Academy reserves the right to confiscate property. If property is confiscated from students, no matter how small in value, it must be kept carefully and returned after a suitable interval, subject to the exceptions outlined below. Valuables should be placed in an envelope with the student's name and the name of the teacher on it and then handed to the Academy Office for safe keeping.

If the property confiscated is a mobile phone or other electronic communication device, then parents must be informed and requested to come to the Academy to reclaim it as outlined in 10 above. Such property should not be returned to the student by the teacher.

18. Searching Students

If the Headteacher suspects a student possesses a prohibited item that endangers health or safety, they may authorise a search. The Headteacher or an authorised person may search students under the Academy's lawful charge, including during off-site activities such as the Academy's trips.

- All searches will be made in a private, non-public location.

- All searches will be conducted and witnessed by staff of the same sex.
- If a student refuses to be searched the Academy will take whatever action it deems necessary.
- If a student absconds before being searched or during a search, the Academy will inform the appropriate persons.
- Parents will be notified if the student is found to be in possession of any item that could jeopardise the health and safety of staff and students.
- A student refusing to co-operate with a search will be subject to disciplinary measures by the Academy.
- Following a search, the Academy will implement the Behaviour or Safeguarding policies as appropriate.

19. Allegations against Staff

Complaints against staff are always investigated thoroughly in accordance with the Complaints Policy and Safeguarding Policy.

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

20. Training

The Trustees and Headteacher will ensure that appropriate training on all aspects of behaviour management is provided to support the implementation of the policy.

21. Monitoring and Evaluation

The Behaviour Policy will undergo regular review through the on-going monitoring of student behaviour and disciplinary sanction.

The effectiveness of the Behaviour Policy will be evaluated by:

- a regular audit of External Exclusions – reported to the Trustees at each meeting.
- an annual Pastoral Report to the Trustees each term

The Behaviour Policy will also be amended – when applicable – in response to any changes in Government guidelines.

APPENDICES

Appendix 1: Home School Agreement

Home School Agreement

The school

Will endeavour to:

1. provide a fulfilling and challenging education.
2. encourage every student to do their best.
3. provide a secure and caring environment.
4. model and promote an ethos of respect.
5. provide a clear framework for promoting positive behaviours.
6. set homework regularly.
7. maintain a positive environment for learning.
8. communicate regularly with parents about students' progress.
9. provide a range of extra-curricular activities and educational trips.
10. maintain up to date resources for learning.

We ask:

The Parent(s)

Will endeavour to:

1. take an active interest in my child's education.
2. encourage my child to do their best.
3. provide good facilities to help with homework.
4. support actively the school's ethos and policies.
5. accept responsibility for my child's behaviour, including their use of social media and mobile phones.
6. encourage my child to take pride in their school and play their full part in school activities.
7. contact the school at an early stage in the event of any problems.
8. attend parents' evenings and other school events.
9. ensure that my child belongings are labelled and not to bring expensive items to school.
10. ensure that my child attends school in accordance with the school's Attendance Policy.

The Student

Will endeavour to:

1. Be aspirational and do my best and show a positive attitude to learning.
2. Complete work on time and to the best possible standard.
3. Take an active part in extra-curricular activities.
4. Take a pride in my appearance.
5. Model behaviours that keep to the school's ethos of respect.
6. Exercise leadership, self-discipline and take responsibility for my actions.
7. To promote an attitude of respect through honesty, sympathy, diversity, empathy, and tolerance to all members of the school community.
8. Respect the school ethos and environment in actions online or in person.

9. Show a sense of pride in the school.

10. Arrive on time to school and all lessons and aim for 100% attendance.

Students will not (prohibited acts):

1. Engage in any form of prohibited substance abuse during the school day, to be in possession of (including drug related paraphernalia), distribute, deal or be under the influence of, drugs (either legal or illegal) except where medically prescribed.

2. pursue any activity or action that places students and/or staff in danger, to be in possession of a knife or any other item that may be defined as, or used as, a weapon.

3. inflict or co-ordinate serious physical or emotional harm on a student or member of staff because of violence or discrimination or bullying activity.

4. cause wilful and serious damage to the property of the school, its staff or students through vandalism or arson.

In the event of any student committing a prohibited act PERMANENT EXCLUSION will be more probable than not.

Chadwell Heath Academy Classroom Ethos



**P
O
S
I
T
I
V
E**

Award

Effort Grades, House Points: Platinum, Gold, Silver & Bronze Certificate

Praise Postcard

Posted home to celebrate outstanding work or significant contribution

Positive Home Phone Call

Phone call made home to celebrate outstanding work or significant contribution

Verbal Praise

Regular praise to acknowledge when students show positive attitudes to learning



Model of Excellence in Academic Standards Personal Development & Respect

1. We are punctual, organised & highly motivated to learn.
2. We work hard, take every opportunity to learn & wear our uniform with pride.
3. We are a respectful, kind & inclusive community.
4. We support & encourage each other's learning & achievements.



**N
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Verbal Warning

First & Only warning given for disruptive behavior in classroom

15 Minute Detention

Teacher Detention to be set in the first instance

Department Detention

30/45 Minute Detention for cumulative poor behaviour

Reflection

Removal from lesson for cumulative poor behaviour or significant one-off incident



Appendix 3: School Ethos



Chadwell Heath pupils' expectations of one another- School Council

This will be delivered through the first Citizenship lessons with form tutors

This should be referred to daily in lessons and around the school by staff

This is the language to use for positive behaviour reinforcement



Chadwell Heath teacher expectations of pupils

If pupils are responsible, enterprising, sympathetic, positive, energetic, courageous and tolerant they will fulfil our expectations in the Code of Conduct

If a pupil falls short of fulfilling this ethos then they need to be reminded of where and how- using the language/ words on the poster

**‘This is how we do it here’
These are our expectations and what it means to be part of our community**

Appendix 4 – Orange Card

Name of Student/Year group
.....

Teacher’s name/Date
.....

Reasons for detention:

- ☐ Playfighting
- ☐ Loitering
- ☐ Antisocial behaviour
- ☐ Defiance
- ☐ Out of bounds
- ☐ Rude language
- ☐ Queue jumping
- ☐ Poor uniform
- ☐ Refusing to accept orange card
- ☐ Failure to follow playground rules

You are required to attend a 20-minute detention in room 14 at 3:20.

Appendix 5 - SOS – Behaviour Support Protocol

Purpose - The SOS system provides immediate, restorative support for staff and students when behaviour in the classroom significantly disrupts learning or falls below the expectations outlined in Chadwell Heath Academy's ethos of **Respect and Chadwell**. It ensures swift intervention, promotes positive reintegration, and maintains a calm, purposeful learning environment.

- **Senior Leadership Team (SLT)** will be on call to attend the classroom to:
 - Support in restoring expected behaviours.
 - Reinforce the Academy's behavioural expectations and ethos.
 -
- 1. **Reintegration** If appropriate, the student will be supported to rejoin the lesson once expectations are clarified, and behaviour is restored.
- 2. **Escalation** If further support is required:
 - The student may be directed to the **Hub** or **Reflection Room** for a short period.
 - A restorative conversation will take place before reintegration into the lesson.
 - The incident will be logged and shared with the Head of Year and Head of Department and relevant pastoral staff.
 - It is essential that the staff member addresses the misbehaviour in accordance with this policy.

Appendix 6: Prohibited Behaviours

In the event of any student committing a prohibited act **PERMANENT EXCLUSION** will be more probable than not. Reference [Suspension and Permanent Exclusion from maintained schools, academies, and student referral units in England, including student movement](#).

Physical assault against student (PP) - Includes fighting, obstruction and jostling, violent behaviour, wounding.

Physical assault against adult (PA) - Includes obstruction and jostling violent behaviour, wounding.

Verbal abuse/threatening behaviour against student (VP) - Includes aggressive behaviour, swearing, threatened violence, verbal intimidation.

Verbal abuse/threatening behaviour against adult (VA) - Includes aggressive behaviour, swearing, threatened violence, verbal intimidation.

Use or threat of use of an offensive weapon or prohibited item (OW) - Includes carrying or bringing onto the Academy's site an offensive weapon / prohibited item such as knives, sharp instruments, and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon.

Bullying (BU) - Includes verbal, physical, cyber bullying, or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability.

Racist abuse (RA) - Includes derogatory racist statements, racist bullying, racist graffiti, racist taunting, and harassment, swearing that can be attributed to racist characteristics.

Abuse against sexual orientation and gender identity (LG) - Includes derogatory statements about sexual orientation (e.g., heterosexual, lesbian, gay, bisexual) and gender identity (e.g., transgender), homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics.

Abuse relating to disability (DS) - Includes derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment.

Sexual misconduct (SM) - Includes lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment.

Drug and alcohol related (DA) - Includes alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse.

Damage to property (DM) - Includes damage includes damage to the Academy or personal property belonging to any member of the Academy's community, arson, graffiti, vandalism.

Theft (TH) - Includes selling and dealing in stolen property, stealing from local shops on an Academy outing, stealing personal property (from an adult or student), stealing the Academy's property.

Persistent disruptive behaviour (DB) - Includes challenging behaviour, disobedience, persistent violation of the Academy's rules, raising of fire alarms falsely.

Inappropriate use of social media or online technology (MT) - Includes sharing of inappropriate images (of adult or student), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media.

Wilful and repeated transgression of protective measures in place to protect public health (PH) - Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other students or adults, or any other deliberate breach of public health protective measures which the Academy has adopted.

Appendix 7: **Positive Handling Policy**

1.0 Introduction

- 1.1 Academy staff have the authority to use positive handling and lawful use of that power will provide a defence to any related criminal prosecution or other legal action.
- 1.2 Using reasonable and proportionate action may sometimes result in the student or member of staff receiving a mark or injury. The presence of such a mark or injury is not necessarily evidence of malpractice on behalf of the member of staff.
- 1.3 This policy **does not** authorise the use of corporal punishment under any circumstances.

2.0 Occasions when positive handling may be applied.

- 2.1 Staff have authority to use positive handling to:
 - remove a disruptive student from the classroom where they have refused to follow an instruction to do so.
 - prevent a student behaving in a way that disrupts an Academy event or an Academy trip or visit.
 - prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the education of others.
 - prevent a student from attacking a member of staff or another student, or to stop a fight.
 - restrain a student at risk of harming themselves through physical outbursts.
 - prevent a student from damaging property.
 - prevent an 'at risk' student absconding from class or trying to leave the Academy.

3.0 Actions before the use of positive handling

- 3.1 Clear, non-physical de-escalation techniques (e.g., dialogue and diversion, allowing space, talking, listening, and humouring, cajoling, and reasoning, diversion, and distraction) must be used prior to the consideration of using positive handling **unless** the situation requires immediate intervention.
- 3.2 A student should be warned orally that positive handling will be used unless he/she desists.
- 3.3 The age and social competence of the student should be considered in deciding what degree of intervention is necessary and appropriate to that student.

4.0 Principles governing the use of positive handling.

- 4.1 Positive handling **must not** be used purely to force compliance with staff instructions when there is no immediate risk to people or property. It should be an act of care and control, not punishment.
- 4.2 Staff should have good grounds for believing that immediate action is necessary to prevent a student from significantly injuring themselves or others or causing serious damage to property.
- 4.3 Every effort should be made to secure the presence of other staff before applying restraint, especially when dealing with older, physically large students, or more than one student. In addition, these staff can act as assistants and witnesses.
- 4.4 Only the minimum force necessary to prevent physical injury or damage should be applied and the degree and duration of any force applied must be proportional to circumstances.
- 4.5 Escalation should be avoided, if possible, especially if it would make the overall situation more destructive and/or unmanageable.
- 4.6 As soon as it is safe, restraint should be gradually relaxed to allow the student to regain self-control.

5.0 Reporting the use of positive handling.

5.1 An Academy Incident Report should be completed within 24 hours. This report should detail:

- Where and when the incident happened
- What occurred.
- Why positive handling was necessary.
- Any SEN issues

5.2 The Senior Leadership Team and Designated Safeguarding Lead will review the Incident Report to confirm that the response was suitable and proportionate to the incident. This document will then feed into the students support plans or EHCP as applicable.

Appendix 9: Sixth Form Code of Conduct



Chadwell Academy Sixth Form Code of Conduct

As a **dedicated** Chadwell Sixth Form student, you will:

- **Take Ownership of Your Learning:** Engage proactively in both classroom and independent study to achieve your academic goals.
- **Establish Effective Study Habits:** Develop routines that support your academic success and personal growth.
- **Commit to Independent Study:** Allocate at least five hours and fifty minutes of private study per subject each week, comprising:
 - 1 hour 10 minutes of supervised study within the Academy, and
 - A minimum of 4 hours 40 minutes of independent study outside school.
- **Meet Deadlines:** Ensure all assignments and tasks are completed and submitted on time.
- **Be Prepared and Organised:** Arrive at lessons with the necessary materials and utilise study time effectively.
- **Attend Support Sessions:** Participate in all supervised study and mentoring sessions, making full use of the support offered by teachers and the Sixth Form team.
- **Seek Help When Needed:** Approach staff if you encounter any challenges or require assistance.

Behaviour and Conduct

As a **responsible** Chadwell Sixth Form student, you will:

- **Embody the Academy Ethos:** Reflect the values of **C.H.A.D.W.E.L.L** and **R.E.S.P.E.C.T** in all your actions.
- **Follow Instructions:** Comply with reasonable requests and instructions from all staff members implementing Academy policy.
- **Promote Safety:** Act in a manner that protects the health and safety of yourself and others.
- **Support a Positive Learning Environment:** Refrain from disruptive behaviour to ensure all students have the right to learn.
- **Abide by Substance Policies:** Understand that bringing substances like alcohol, drugs, vapes or items considered offensive weapons onto Academy premises will result in permanent exclusion.
- **Respect Others:** Avoid any form of bullying, including cyberbullying, harassment, or intimidation of anyone in the Academy community including staff members.
- **Maintain Courtesy:** Refrain from using rude language or behaviour towards any member of the Academy community.
- **Dress Code:** Follow the dress code and ID Policy at all times. Failure to do so will result in being sent home.
- **Use Technology Appropriately:** Use mobile phones and headphones sparingly and only in the Sixth Form Centre during break times and after the end of the Academy day; misuse will lead to confiscation and collection by a parent.
- **Adhere to Academy Rules:** Be aware of and follow both the spirit and the details of the Academy rules, behaving responsibly both in the Academy, on trips and when travelling to and from the Academy.

As an **effective** Chadwell Sixth Form student, you will:

- **Maintain Excellent Attendance:** Strive for 100% attendance. Understanding that missing a significant proportion of am and pm registration and lessons can negatively impact your studies and may lead to the following consequences – being removed from the Academy roll, being asked to pay for course entry,

being held back a year, being entered for lesser qualifications, and refusal to attend optional Academy events and trips like the prom.

- **Arrive Punctually:** Be on time for all lessons with the appropriate equipment.
- **Make Up for Lateness:** Ensure any late detentions are accounted for within 24 hours. Be aware that distance to the Academy is not an acceptable excuse.
- **Inform the Sixth Form Office of Absences:** Have your parent or carer notify the Academy via email or phone call if you are absent for a valid reason.
- **Sign Out When Leaving the Academy:** If you need to leave during the Academy day, sign out with the Sixth Form Office or a member of the Sixth Form Team and provide a note or prior email from your parent/carers stating the reason.
- **Schedule Activities Outside Academy Hours:** Book appointments or activities, such as driving lessons or regular eye tests, during out-of-school time.

The Academy Environment

As a **mature** Chadwell Sixth Form student, you will:

- **Respect the Academy Environment:** Take care of Academy buildings and facilities, including the Sixth Form Centre, and contribute to enhancing their quality.
- **Maintain Cleanliness:** Help keep the Academy free from litter and report any damages promptly.

Personal Social Responsibility

As an **accountable** Chadwell Sixth Form student, you will:

- **Contribute Positively:** Engage in activities that benefit the Chadwell community, such as participating in CHAMPS.
- **Show Respect:** Treat all members of the Academy visitors, and the local community with respect.
- **Honour Privacy:** Respect others' property, privacy, and family life, ensuring your actions do not cause harm or offence.

Student Name _____ **Student Signature** _____