

Cavendish Close Junior Academy Behaviour Policy Appendix

At Cavendish Close Junior Academy, we believe in creating a positive, inclusive and supportive environment where all pupils can thrive academically, socially, and emotionally. The aim of our behaviour policy is to foster a secure, stimulating environment where every child can learn and grow regardless of their ability. We expect all members of the academy community—students, staff, and parents—to work together to create an atmosphere of respect, understanding, and kindness.

The policy is designed to:

- Ensure that pupils feel safe, valued, and respected.
- Encourage positive learning behaviours and attitudes.
- Establish clear expectations of behaviour with consistent rewards and consequences.

Research Foundations

Our behaviour management procedures are underpinned by research from Paul Dix and the Education Endowment Foundation (EEF) which emphasise the importance of consistent, positive interactions, the need for clear structures, and the role of positive reinforcement in shaping pupils' behaviour.

Principles:

Staff at Cavendish Close Junior Academy advocate for creating an inclusive environment where:

- **Consistency** is key: Children respond well to predictable environments, where expectations, rewards and consequences are clear.
- **Relational Approaches:** Building strong relationships with pupils is central to managing behaviour effectively. This ensures that pupils feel valued and understood.
- **High Expectations:** Maintaining high expectations and holding pupils to account for their actions helps to establish a sense of respect for themselves and others.
- **Teaching of self-regulation skills:** Pupils who learn to regulate their emotions and behaviours are better able to succeed both academically and socially.

Behaviour Management Procedures

We apply a consistent and supportive approach to managing behaviour at Cavendish Close Junior Academy. Our approach is built around three clear, simple rules and aims to create an environment where pupils feel safe, respected, and ready to learn.

Our Three Core Rules:

1. Be Safe
2. Be Respectful
3. Be Engaged

1. Be Safe

We expect pupils to make choices that keep themselves and others safe. This includes physical safety (e.g. no fighting or rough play) and emotional safety (e.g. no bullying or unkindness).

- **Example Expectations:** Walking around the academy, using equipment appropriately, being mindful of others' personal space, and ensuring that any safety concerns are shared with adults.

2. Be Respectful

Pupils are expected to show respect for themselves, others, and the environment. This includes listening when others speak, valuing different opinions, and treating staff, peers, and property with kindness.

- **Example Expectations:** Speaking politely, following instructions, working collaboratively with peers, using appropriate language, and maintaining a respectful attitude towards school property.

3. Be Engaged

Pupils should always give their best effort in all areas of academy life and contribute to their own learning. This includes maintaining focus, participating in class activities, and being curious and eager to learn.

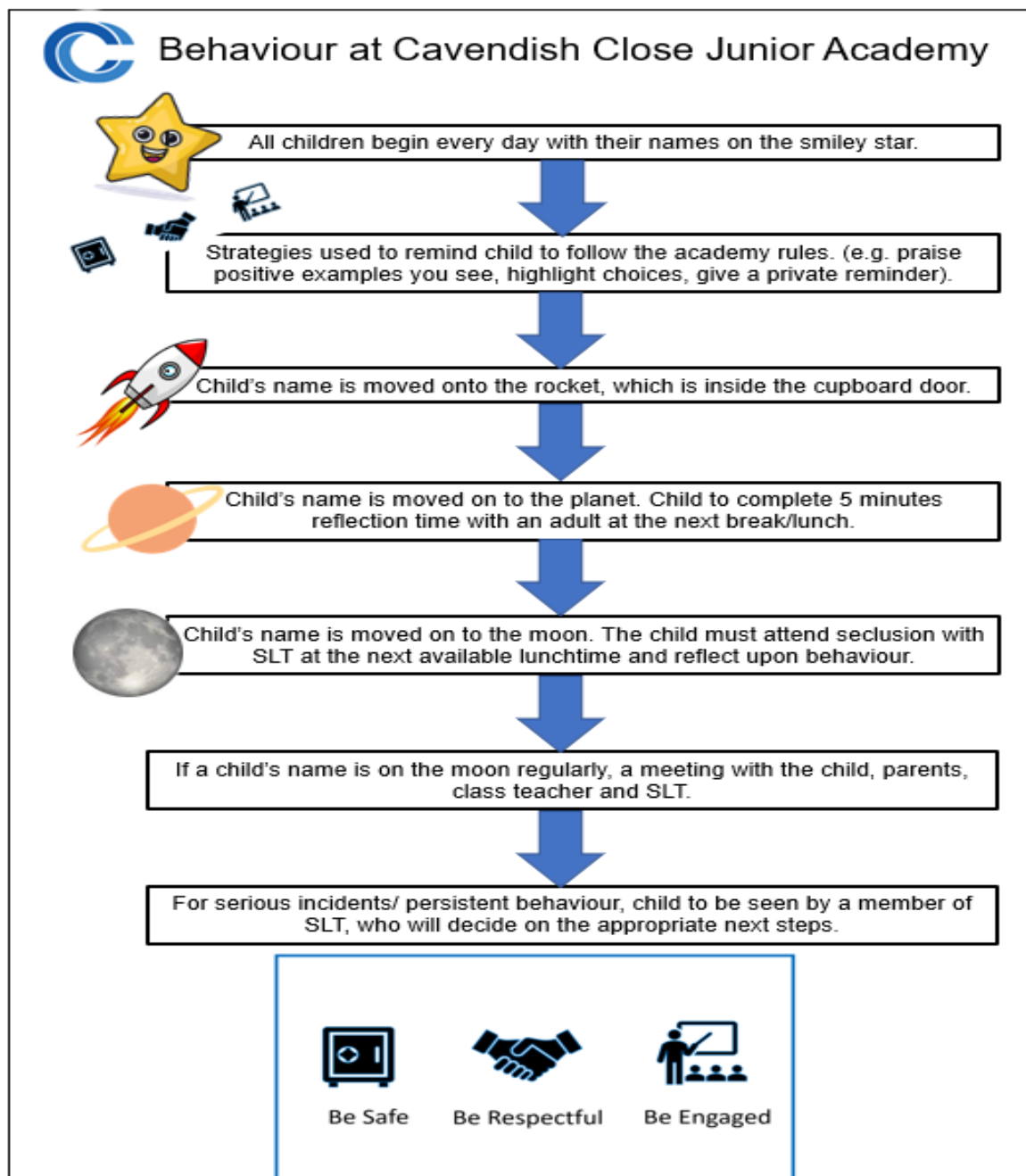
- **Example Expectations:** Staying on task, listening to instructions, contributing to discussions, and demonstrating resilience when facing challenges.

Support for Vulnerable Pupils

We are committed to supporting pupils with additional needs, including those with Special Educational Needs (SEN). We recognise that some pupils may require tailored interventions or strategies to help them manage their behaviour and enable them to be successful in their education. We will work closely with parents, external agencies (e.g., Educational Psychologists), and other professionals to support these pupils.


Behaviour Strategy

While we aim to focus on positive reinforcement, we also recognise that some pupils may need support in understanding their emotions, actions and consequences of their actions. We use a choice and consequence approach, ensuring that pupils are aware that their behaviour choices have outcomes. We believe in fair and proportionate consequences. The following flowchart outlines our strategy.

















Restorative Approaches

All staff use an emotion coaching approach towards discussions around behaviour. Conflicts are resolved constructively, with pupils encouraged to reflect, take responsibility and restore relationships. We use the following script to structure conversations with pupils.

Cavendish Close Junior Academy			
Restorative Script			
Child name	Adult name	Class	Date
What happened?			
What were you thinking and feeling at the time?			
Which expectation were you unable to display?			
How did this make people feel?			
Who was affected by your actions and how?			
What should we do to put things right?			
How can we do things differently in the future?			

Rewards and Recognition

At Cavendish Close Junior Academy, we believe in the power of positive reinforcement. Acknowledging and celebrating positive behaviour helps to motivate and encourage all pupils. Our reward systems are designed to reinforce the three core rules of the academy: **Be Safe, Be Respectful, and Be Engaged**. Our rewards include:

Cavendish Close Junior Academy		Rewards	Cavendish Close Junior Academy
	Stickers		Attendance awards
	Dojo points		Winning house treat
	Certificates		Reading awards
	Hot chocolate with Mrs Tague		Extra play (for lunchtime stickers)
	20 marbles in the jar (choice time)		Verbal praise
	Letters home		Prize draw
	Dojo message home		Being on the sparkly star

Supporting Mental Health and Well-Being

We recognise that the well-being of our pupils is essential for their success in school. Our teaching and learning policy places a strong emphasis on mental health and emotional well-being, with dedicated time for activities that nurture social and emotional learning. Staff will work to ensure that pupils are supported and feel safe, valued, and connected to the school community.