



L.E.A.D. Academy Trust  
Lead • Empower • Achieve • Drive

## **CLOUDSIDE ACADEMY**

# **BEHAVIOUR MANAGEMENT POLICY**

This policy has been reviewed in **September 2019** and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.

**Reviewed: Melindar Kaur**  
**Review Date: July 2020**

# Behaviour Policy

We are committed to school policies that help us towards continuous improvement, set high levels of expectation of children and staff and place a strong and positive emphasis on high quality in all aspects of school life and activity.

**A positive response is expected from every individual – adults and children – to the challenge of raising standards in work and behaviour.**

Our behaviour policy has a key role in our schools progress and development.

At Cloudside we believe:

- That children should be happy at school and be able to enjoy a non-threatening, high quality learning environment in which to work and play where a rights respecting agenda is at the heart of the community.
- That every child's skills and achievements should be acknowledged and celebrated and that every member of the community has equal opportunity to achieve.
- That children should have access to a wide range of opportunities and be able to participate in activities without reference to race, gender or ability.
- That children and staff should commit themselves fully to school and the learning opportunities and activities it offers.
- That courtesy, kindness and good manners are essential in all members of the school community.
- That work should take place in a pleasant, stimulating environment in which the right of the individual to work and learn is acknowledged and respected by the behaviour and attitude of others.
- That conflict should be resolved without resort to violence in either language or action.
- Parents and school staff all make a contribution. Success comes when there is mutual respect, trust, openness and honesty between the partners who must acknowledge the importance of each other's roles. Teachers need to recognise each parents special interest in his/her own child, and parents need to recognise that the individual child's interests have to be set in the context of the class, the year group and the whole school.

Cloudside Academy is an inclusive school and works to provide a safe and stimulating environment for all our children where we can work together to overcome barriers for learning. We strive to support all children to succeed and achieve by ensuring equality of opportunity and access to a values led, inclusive curriculum.

Our children are not only taught curriculum specific skills but also the skills of learning through our Cloudside Values. A value is a trait that underpins our everyday actions. Together with the children, staff and parents of the Cloudside community we have identified the following values in order to support the personal development of our children.

**Our school motto is:**

"Coming together is a beginning, staying together is progress, working together is success."

**The Values are:**

Respect, responsibility, resilience, courage, reflection, compassion, community, excellence.

## **In upholding our behaviour policy**

### **The adults in school will:**

- Be fair and consistent in their treatment of children, working within agreed guidelines, without reference to a child's race, gender, ability or social background.
- Set a good example to children and other adults by behaving and working in ways that are considered desirable.
- Demonstrate high quality and care in their preparation of activities, the display of children's work, the provision of an interesting and stimulating working environment in the classroom and the school as a whole.
- Show respect equally for all children and adults, irrespective of their different abilities, skills and beliefs.
- Be tolerant, good-humoured and caring with adults and children.

**Children have the right to feel safe, happy and secure at school and to be valued by the adults who care for them. To this end we place a high value on developing good social behaviour.**

### **The children in school are expected to:**

- Demonstrate sensitivity to the needs of others, irrespective of their differing abilities, their physical strength or characteristics, their gender, race or age.
- Learn about the rights of a child and to join in respecting these
- Learn to resolve conflicts by peaceful means without resort to physical or verbal abuse or foul language.
- Show good manners and respect for all people in school and consideration for others when moving around.
- Show care and respect for other people's work and property.
- Work productively without wasting time and acknowledge through their behaviour the right of each individual to do the same.
- In short, both children and adults need to be:

### **CAREFUL, POLITE, SENSITIVE and CONSIDERATE**

**These behaviours are required in every aspect of school activity.**

### **Approaches:**

We believe in achieving good social behaviour through positive encouragement. This can be achieved in school by:

- Being kind, firm, fair and consistent in our expectations of, and responses to children.
- Holding regular class discussions about aspects of behaviour using Values, mottos and rights of the child language.
- Creating class and year group identities, so that children feel part of a recognised group within the school, take pride in their contribution to that group and feel a sense of loyalty and commitment to that group.
- Development of children's moral and spiritual education in assemblies.
- Devising, with the children in September as part of our spiritual, moral, social and cultural (SMSC) curriculum, a set of 'behaviour guidelines' or charter for each class drawing up its own set of expectations; the charter is to be displayed in classrooms.
- The use of sanctions against those who misbehave, whilst recognising that these are most effective if used sparingly, and should not have any 'hidden' rewards e.g. removal of a child from the teaching situation should not result in the opportunity to chat to a passing friend.
- Anti-social behaviour needs to be discouraged. However, it is recognised that no two cases of misbehaviour are ever identical and each case will be dealt with on an individual basis.

All incidents of a 'racist' or 'homophobic' nature or 'complaints' from parents MUST to be reported to the Head Teacher. This may result in skipping 'Reflection' and going straight to 'Consequence' or and Internal exclusion from lunch or from class depending on incident and context. Parents MUST be informed. Behaviour incident form completed.

## Rewards

What is it?	What is it for?	Who is it for?	How can they be achieved?	More information
Superstar	Learning	Individual	Presentation HW Quality of work Quantity of work Resilience with work Settling to work Asking in depth questions Doing above and beyond with their learning Homework Spellings – x3 in a row	Approx 10 a week Bronze – 20 Silver – 40 Gold – 60  Aim - two golden certificates throughout their journey at Cloudside  Superstars can be awarded by Lunchtime supervisors (one per adult a day) Invite parents/relative from home to Golden table when Gold is achieved.
Head teacher Award	Learning and Behaviour	Individual	Presentation HW Quality of work Quantity of work Resilience with work Settling to work Asking in depth questions Doing above and beyond with their learning Homework Good listening Staying on task Being respectful to the teacher and peers	Certificate and sticker if the teacher sees something extra WOW') Aim for one a week.  WOW work post box outside Head teachers office.
Ready to learn class chart	Behaviour	Individual	Making the right choices and following golden rules – Move up  Making the wrong choices move down after a warning in class and at playtimes/lunch	Time out into a partner class before Red Dot
Marbles in jar	Behaviour and learning	Whole class	School trip Lining up for Assembly Supply teacher good feedback	When the jar is full the children can get 5 minutes extra play (aim for 4 - 5 a year)

			<p>Whole class achievements in a lesson</p> <p>Working at the appropriate noise level</p> <p>Standing out in assembly lining up for lunch</p> <p>Settling to work quickly and effectively</p> <p>Good <b>behaviours</b> and attitudes to learning for a visitor</p> <p>Showing whole class politeness and respect</p> <p>Lunchtimes – lining up and coming back into class.</p>	<p>Let them out to play five minutes early rather than keeping them out for 5 minutes at the end.</p> <p>Maximum amount of marbles to give at once = 3.</p> <p>Maximum a day should be about 3.</p>
<b>Attendance poster</b>	100% attendance and punctuality in a day.	Whole class	A class with 100% attendance and punctuality for the day could get a letter coloured in on their 'S U P E R B A T T E N D A N C E' display	When it is completed they could choose a treat (afternoon at the park, ice cream van, movie and popcorn)
<b>Value Trophy</b>	Living the Cloudside Values	Individual	Show that they are living the values	<p>This is a trophy to be given out in class and applauded by class. The children bring their trophy into assembly</p> <p>The Value Ambassadors stand in assembly and are applauded, they take the trophy home and if any visitors come into class they talk about their learning.</p>
<b>Values Tokens</b>	Living the Cloudside Values	Individual	Show that they are living the values	Tokens collected every half term. Winning class 10 mins extra play to be arranged by class teacher.

## SANCTIONS and DEVELOPMENT WORK

**The following hierarchy of sanctions or 'discouragers' will be used as a guide:**

Positive supervision in class, i.e. standing nearer a child who may have been wasting time as a deterrent to potential anti-social behaviour.
Planned ignoring and non-verbal signals (e.g. frowning, shaking head, making eye – contact) so that a child realises he/she is not behaving in an acceptable way rapidly followed by praise for appropriate behaviour.
<p>The use of effective reprimands delivered clearly and assertively. The children being reprimanded need to have a clear idea of:</p> <ul style="list-style-type: none"> <li>what is expected of them</li> <li>what aspects of their behaviour they need to change.</li> </ul>

## Ready to Learn Class Chart

### Effective reprimands:

Are delivered briefly and succinctly.

Are specific and clear, referring to the behaviour, rather than to the child.

Are sometimes delivered with humour.

Refer to the consequences of the behaviour but do not contain idle threats.

Separation i.e. separating a child whose behaviour is unacceptable for brief periods of time, the loss of privilege, e.g. playtime, individual class privileges

- **1– explain clearly the undesired behaviour and warn that if it persists, child will move name down**
- **2- Name moves to Make Better Choices.** (teacher then actively seeks evidence of the child remedying behaviour in order that they can move name back to Ready To Learn)
- **3 – Reflect is the next move down if the undesired behaviour persists.** This results in the child missing 10 minutes playtime/lunchtime and reflect with their class teacher, after which their name is moved back to Ready To Learn and they can they go out for the remaining break or lunch time.
- **4 – Red Dot is the final classroom sanction if the undesired behaviour continues.** This results in the child missing 20 minutes playtime or lunch time, which is spent with their class teacher. Parents are informed of the sanction and reasons behind it, the incident or incidences are logged on a green behaviour form and filed as appropriate.  
\*All violent/extreme anger incidents must be reported to the Head Teacher or Deputy Head. This may result in skipping **Reflect** and going straight to **Red Dot** and/or an internal exclusion from lunch or from class depending on incident and context. Parents MUST be informed and a behaviour incident form completed.  
\*Similarly, any incident where a child had a visible injury, e.g. has been bitten or has a facial or head injury must be reported to Head Teacher or a member of SLT. Parents MUST be informed by class teacher, in consultation with a member of SLT.
- **5 – Persistent poor behaviour.** A meeting is held with the child's parents, class teacher and a member of SLT.
- **6 – Report Card.** This is introduced alongside class teacher and SLT is there is still an issue with poor behaviour.

**Positive messages home in Home School Diary are encouraged where improvements in behaviour are evident.**

Any incident where a child is bitten or has facial or head injury must be reported to Head Teacher or Deputy Headteacher. This may result in skipping 'Reflection' and going straight to 'Consequence' or and Internal exclusion from lunch or from class depending on incident and context. Parents MUST be informed. Behaviour Incident form completed.

Children of Concern records (confidential notes kept by Headteacher to record concerns about vulnerable children – information passed on to those who 'need to know').

Physical guidance and restraint (refer to Restraint Policy). This would only be used on the rare occasions when a child's safety or the safety of others is in question, i.e. a child would be held firmly from behind to prevent him/her kicking, biting, scratching or in any other way hurting anyone. This should only be necessary until the anger has subsided, probably only a few moments, and would not be accompanied by remonstrations or discussion.

Parents would be informed of the circumstances of such a situation.

Exclusion from school: In the primary sector, exclusion from school is extremely rare. In occasional cases of, for example, extreme outbursts of violence, the head teacher and governors may feel that they have to exclude a child. However, such decisions are always determined on an individual basis. In school exclusion for a morning or a day is again rare but is a good opportunity to drive home a clear message that behaviour is unacceptable

Occasionally, individual children may require a bespoke behaviour management approach in order to safeguard all stakeholders. A range of approaches may be employed, as detailed below however this list is not exhaustive.

Liaison with parents and setting up of individual behavioural targets / contract alongside Pupil Passport.
Work with Headteacher and Deputy Headteacher to institute an ongoing individual programme.
Involvement of Behaviour Support worker with parental permission.
Risk Assessment written by class teacher and shared with all adults involved and parents.
Positive Handling (refer to Positive Handling Policy). This would only be used on the rare occasions when a child's safety or the safety of others is in question. Parents would be informed of the circumstances of such a situation by a member of SLT.
Safeguarding system: Head Teacher, Rachel Sutcliffe, Jodie Milson, Kerry Wheatley
Unacceptable behaviour incidents must be recorded. Records of these are filed in the Pupil File and the Behaviour File in the office. It is very important to keep these records to track those children who are having a difficult time or who are making life difficult for others. Please fill in and pass to SLT when the need arises.

## Lunchtime

Praise	Before any sanction	Sanction
1x Superstar a day	Engage behaviours – Proactivity on the part of all lunchtime staff led by Donna Bond, involve Play leaders	1 - Verbal warning with specific explanation of what is unacceptable
Head teacher Award for exceptional, ongoing fantastic behaviours	Do they need a chat – Chat Room – green room  Would they benefit from Tigers Club?	Reflect stage 2– Taken to a member of SLT to reflect for 10 minutes about their behaviour.  Incidences that result in the Red Dot should be logged on a behaviour form and brought to the attention of Class teacher and Head Teacher/member of SLT.
Inform Class teacher	Inform Class teacher	Inform Class teacher

## Violent or aggressive behaviours: Bring straight in to a member of SLT

**These strategies are to be applied consistently throughout the school. They are always used in the context of a positive overall school ethos with the** emphasis on positive feedback for good behaviour. The Cloudside home-school agreement underpins the school ethos and emphasises the importance of parents, children and the adults working together to achieve a harmonious environment.

## Equality Act 2010

The school has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

SEE ALSO THE FOLLOWING POLICIES:

Inclusion Policy

Positive Handling Policy

Ant-Bullying Policy

Safeguarding Policies