



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

CLOUDSIDE ACADEMY

BEHAVIOUR MANAGEMENT POLICY

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

Reviewed: Melindar Kaur and all staff
Review Date: December 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 school's 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:

Today is our time to Shine

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) – behaviour 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 display outside Head teachers office.
Ready to learn class chart	Behaviour	Individual Conduct and learning behaviour in class	Moving up Making the right choices and following golden rules and displaying values Moving down Making the wrong choices move down after a clear verbal warning	There will also be a reward for those children who are always making the correct choices. If a child is on green all week they will get 5 minutes extra play at Monday playtime. All half term 20 minutes Golden Time with Class Teacher. All other children sent to Mrs Kaur in the Hall
Raffle	Behaviour	Individual	Following the golden rules	Raffle tickets are given readily

tickets		Conduct behaviour around school	and displaying school values	and at the end of the week a name is drawn out of the hat and the child gets a certificate and a prize All raffle tickets are collected throughout the half term and a final end of Half Raffle is carried out in the last Golden Assembly of Half term .
Marbles in jar	Behaviour and learning	Whole class	School trip Lining up for Assembly Supply teacher good feedback Whole class achievements in a lesson Working at the appropriate noise level Standing out in assembly lining up for lunch Settling to work quickly and effectively Good behaviours and attitudes to learning for a visitor Showing whole class politeness and respect Lunchtimes – lining up and coming back into class.	When the jar is full the children can get 10 minutes extra play (aim for 4 - 5 a year) Let them out to play ten minutes early rather than keeping them out for 10 minutes at the end. Maximum amount of marbles to give at once = 3. Maximum a day should be about 6-7.
Attendance poster	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 have 40mins – 1 hour reward afternoon of their choice, ice cream van, movie and popcorn)
Value Trophy	Living the Cloudside Values	Individual	Show that they are living the values	This is a trophy to be given out in class and applauded by whole school in assembly. The children bring their trophy into assembly. 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.
Values Tokens	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.
Golden Time	For being on green at least 4x every week	Individual	Show that they are living the values and Golden Rules	20 minutes on last day of half term with class teacher. Identified from Behaviour Tracker. Golden Time planned for by teaching using the

SANCTIONS and DEVELOPMENT WORK

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

<p>Positive supervision in class, i.e. standing nearer a child who may have been wasting time as a deterrent to potential anti-social behaviour.</p>
<p>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>
<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"> what is expected of them what aspects of their behaviour they need to change.
<p style="text-align: center;">Ready to Learn Class Ladder (Appendix 1)</p> <p>Moving up the ladder To infinity and Beyond (Orange) When a child shows that they are following the Golden Rules and living the values consistently. Go to Mrs Kaur for six raffle tickets, Head Teacher Sticker and Head Teacher Super Star. Teacher calls home and child talks about their achievements. This is recorded on the Behaviour Tracker sheet (Appendix 2)</p> <p>Reach for the stars (Yellow) When a child shows that they are following the Golden Rules and living the values consistently Three Raffle tickets</p> <p>Ready to Learn (Green) All children start on this at the beginning of the day and after lunchtime. If the child stays on Green (Ready to Learn) or above for: the whole day – 1 raffle ticket (Name and class written on the back of the tickets) the whole week – 5 minutes extra play on Monday and leave lesson at 10.10am with one of the year group teachers while the other teacher and learning support stays with the rest of the children The whole half term – 20 minutes Golden Time on the last Friday of the half term in the afternoon. Head Teacher has all the children who did not achieve this in the hall and class teachers send them with work to complete and a reading book if work is completed. Class teachers plan their Golden time treat and complete planning form two weeks before the end of half term. (Appendix 3)</p> <p>Moving down the ladder Effective reprimands:</p> <ul style="list-style-type: none"> 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 <p>1. Clear Verbal Warning - explain clearly the undesired behaviour and refer this back to</p>

the Golden Rules and Values. Warn that if it persists, child will move their own name down. If name is moved down, five minutes extra play at the end of the week is lost. If a verbal warning is given when a child is on 'Reach for the stars' or 'Infinity and Beyond' and the child persists then the child will move down to 'Make better choices' rather than move down the ladder in stages. If a child moves down from 'Reach for the stars' or 'Infinity and Beyond' then they automatically forfeit all their raffles for the day unless they manage to move back up the ladder by the end of the day.

2. Name moves down to **Make Better Choices** with clear explanation why and with reference to the Golden Rules and Values. (teacher then actively seeks evidence of the child remedying behaviour in order that they can move name back to Ready To Learn) The child will lose the extra 5 minutes break treat on Monday that is earned if the child gets five 'Ready to learn' a week. Whenever a child is moved down it is logged on the Behaviour Tracker (Appendix 4 and 2)
3. **Reflect is the next move down if the undesired behaviour persists.** This results in the child being removed from class to work in partner class for 15 minutes. The child is accompanied by the learning support or two children to their Partner Class (Appendix 5) The child collects the timer and Reflection sheet (Appendix 6) from the office and completes the sheet and class work in silence for the 15 minutes. Incident is logged on the Behaviour Tracker (Appendix 4 and 2) The Reflection sheet is signed by the Head Teacher, class teacher and a copy is sent home by class teacher for parents to sign.
4. If the child refuses to leave the classroom they will be moved straight to the red dot and if they still refuse, initially SLT will be called and if the child still refuses, it will be escalated to the Head Teacher. If the Head Teacher is not listened to it may result in an internal isolation with partner class, an isolation away from children or even an exclusion (see Exclusion Policy) This will be recorded on the Behaviour Tracker (Appendix 4 and 2)
5. **Red Dot is the final classroom sanction if the undesired behaviour continues.** Red dot results in the loss of lunch break and lunch is spent with the Head Teacher at lunch or the following day if occurs after 1.10pm. The child will be sent to the Head teacher at lunchtime with a reflection sheet to complete, class work and a reading book. The child to phone home and explain/inform parent/carer about the behaviour and sanction and reasons behind it. Incident logged on SIMS and on the Behaviour Tracker (Appendix 4 and 2) The behaviours could result in a progression to Internal Isolation away from children for the day or an fixed term exclusion depending on the behaviours (See Exclusion Policy)

RESET – All Verbal Warnings and Names down will be reset at 12.10 for a fresh start in the afternoon.

6. Individual **ABC grids** to be continued for key children (Appendix 10)
7. **The child will lose Golden Time at the end of the half term.** Whenever a child is moved down it is logged on SIMS and on the Behaviour Tracker (Appendix 1 and 2)
8. Two Red dot offences - If a child receives two red dot offences in one week they will be involved in a meeting with their parent/carer and with Teacher to discuss 3 targets for a green Teacher Report card (Appendix 7).
9. If behaviours persist the child will spend the full day out of class working in partner classroom, Isolated from the teachers and children in their year group.
10. If the behaviour continues and the children receives further red dots, the yellow SLT Report card (Appendix 8) will be given alongside a meeting with parents and SLT. The behaviours could result in a progression to Internal Isolation away from children for the day or an fixed term exclusion depending on the behaviours (See Exclusion Policy)
11. If behaviour continues and the a child receives further red dot offences, the Red report

card (Appendix 9) will be given alongside a meeting with Head teacher and parent . The behaviours could result in a progression to Internal Isolation away from children for the day or an fixed term exclusion depending on the behaviours (See Exclusion Policy)

***All** violent/extreme anger incidents must be reported to the Head Teacher or Deputy Head. This may result in skipping **Make better choices** and **Reflect** and going straight to **Red Dot** and/or an internal isolation from lunch or from class depending on incident and context. Parents **MUST** be informed and a behaviour incident form completed **and logged onto Sims and the Behaviour tracking sheet.**

***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.

Persistent disruption and refusal to listen to teachers, SLT and the Head Teacher could result in insolation or fixed term exclusion if it persistently wastes their own learning time and that of others or if it puts themselves and others in potential danger. (See Exclusion Policy)

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
<p>Marble in the Jar – class behaviours lining up.</p> <p>Raffle tickets – For exceptional behaviours. Maximum of three given by any one adult to any one child</p> <p>Supestars – for learning taking place at lunch that has impressed adults - Maximum of three given by any one adult to any one child</p> <p>Sent to Head Teacher for Head Teacher Award for exceptional, ongoing fantastic behaviours</p>	<p>Engage behaviours – Proactivity on the part of all lunchtime staff.</p> <p>A place to chat – Mrs Sutcliffe or Tigers Club – Mrs Slack.</p>	<p>1 - Verbal warning with specific explanation of what is unacceptable</p> <p>2. Stand by the fence 10 minutes sanction.</p> <p>3. Reflect stage 2– Taken to a member of SLT to reflect for 10 minutes about their behaviour.</p> <p>4. 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. Child must be brought inside to SLT/HeadTeacher</p> <p>Lunchtime supervisors to log any incidents over lunchtime on SIMS and inform Teachers immediately after lunch.</p>
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
 Exclusion Policy