



**CUCKOO HALL  
ACADEMIES TRUST**

# Positive Behaviour Policy

**Primary and Secondary Academies**

September 2016

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# Positive Behaviour Policy

## Introduction

Academies forming part of Cuckoo Hall Academies Trust actively promote positive behaviour because we recognise that this is essential to creating an effective teaching and learning environment in which all children are able to progress.

We equally believe that it is important to academic learning and that children should be taught to take responsibility for their own actions and have a sense of understanding and respect for others both in the academy and the world outside so that they may contribute responsibly and constructively to society.

We also recognise that negative behaviours can sometimes be displayed as a result of a Special Educational Need.

There is a strong emphasis on positive behaviour strategies throughout each academy so that good behaviour is explicitly encouraged and rewarded. All academy staff are expected to lead by example by openly demonstrating good manners, consideration and respect toward pupils children and each other.

## Our aims

- Pupils should develop a sense of respect and tolerance towards each other, academy staff and the wider community.
- The academy should offer a safe, happy and positive environment.
- Positive approaches towards rewarding and openly recognising good behaviour should be encouraged at all times.
- Pupils should develop a sense of self-discipline through understanding the consequences of their own actions.
- Pupils should be actively supported in developing the appropriate social skills and strategies in order to be more able to deal with difficulties and conflict.

Above all, staff are collectively committed towards providing a safe, happy and positive environment for all of our pupils and are expected to demonstrate individual responsibility in encouraging positive behaviour and dealing with any incidents that may occur in appropriately agreed ways.

## **Our approach**

In order to achieve our aims, we recognise that whilst there are similarities, there are also significant differences between the procedures required for a primary academy and those of a secondary academy. Please refer to the appropriate appendices below

### **Primary academies**

- APPENDIX 1 Primary Academy Positive Behaviour
- APPENDIX 2 Primary Academy Positive Playground Behaviour
- APPENDIX 3 Primary Academy Reflection Sheet
- APPENDIX 4 Primary Academy Behavioural Incident Form

### **Secondary academies**

- APPENDIX 5 Secondary Academy Positive Behaviour
- APPENDIX 6 Secondary Academy Resolution & Restoration flowchart
- APPENDIX 7 Secondary Academy Restorative Approach Sheet

## Primary Academies Positive Behaviour

### Procedures and strategies

All classes display classroom rules that have been discussed and agreed as a whole class. Each class also has clearly displayed a set of wet playtime / lunchtime rules. These rules are reviewed with the children at the beginning of each new academy term.

Positive behaviour is rewarded through rewards such as:

- certificates
- smiley faces
- quick notes
- special mention

There are appropriate reward systems in place in each class which are made explicit through the display of start charts, and individual stickers. Pupils are rewarded with team points and house points to encourage co-operative learning and collective responsibility.

### Positive behaviour

Primary academy staff have agreed the following positive behaviour management strategies:

- **Active Listening:**  
The 5 L's to Active Listening
  - Legs**     *(legs crossed or both feet on the floor);*
  - Lap**     *(hands in lap, by your side or folded on the table);*
  - Lips**     *(lips closed);*
  - Look**    *(eyes looking at the talker);*
  - Listen**   *(use your ears to hear the talker).*
- **Zero Noise signal**  
i.e. adult's arm in the air, children follow
- **Think Pair Share**  
Frequent opportunities for children to share ideas with partners to encourage on task behaviour and active involvement
- **Ready to Learn**
- **1,2,3**  
Get ready, Stand up, Follow me

There are planned circle time sessions, daily afternoon groups and ongoing support from our learning mentor that specifically encourage positive behaviour, development of social skills and enhancement of self-esteem.

### **Weekly Assemblies**

There are weekly 'Stage' assemblies during which individual children, and classes, receive special awards based upon positive behaviour and achievement.

### **Around the Academy**

It is important to ensure that children are encouraged to walk around the academy on the left hand side in a calm, orderly and organised way. All classes must be accompanied by a member of staff when walking along corridors. Children should walk in pairs, and stay together as a class group.

In buildings where there are stairs, all adults and children must be in single file when using them. Children should move around quietly and calmly at all times. Children who have permission to leave the class for any reason must wear a band or sign a book – no more than two children should be allowed to leave the class at any one time.

### **Handshaking Policy at the Academy**

#### ***Why is our handshake so important?***

The way we shake hands speaks volumes about who we are as people. For some people a handshake is just a mere formality but to others it's a massive indication of a person's depth of character, trustworthiness and strength.

When we shake hands with a person we are doing much more than saying "*Hello*". We are saying "*This is who I am*". In sports or competitive activities it is also done as a sign of good sportsmanship. It is extremely important for all people, regardless of our race or way of life, to learn how to shake hands with meaning.

The policy of hand shaking encourages an atmosphere of mutual respect for all those we encounter in our academy and is inextricably linked to our Virtues Project which aims to develop young people of admirable character.

The handshake is extremely important to our society. Peace treaties have been promised over a handshake. Wars have been ended by a handshake. Great business deals have begun because of a good handshake.

A good handshake is a first impression that will last a long time in a person's mind. It is policy at all primary academies that children learn this essential life skill from a very early age, beginning from the time they enter nursery.

## Our Virtues

Our academies know that to be a good person who contributes towards society, there must be moral virtues understood and practised by all of us. We have adopted the following virtues and combined them with our academy rules and values.

<b>Kindness</b>	Caring for each other in all we do and say. Kindness is finding the gentle way to work and play
<b>Respect</b>	Treating others politely and kindly
<b>Resilience</b>	Sticking to things no matter how difficult they are
<b>Courtesy</b>	Showing respect through kindness, politeness and consideration towards others
<b>Duty</b>	Doing our part and living up to our obligation
<b>Responsibility</b>	Being answerable for something that is within our power or control
<b>Honesty</b>	Truthfulness: loving the truth, telling and living truthfully in word and deed
<b>Courage</b>	Doing what is right in the face of fear

## Speak Out Programme

In the '*Speak Out Programme*' the children are given three steps to dealing with any behaviour which makes them unhappy:

- **Step 1:**  
If someone makes you unhappy at the academy through their behaviour or what they say to you, say "*Stop it, I don't like that.*" – **Speak Out.**
- **Step 2:**  
If the behaviour continues, try again and say "*Stop it, I don't like that.*" – **Speak Out.**
- **Step 3:**  
If the behaviour which is making you feel unhappy still continues, find an adult and tell them. – **Speak Out.**

The *Speak Out Programme* fits perfectly with the *Virtues Project* by developing the virtues of:

- **Assertiveness**  
Encouraging the children to stand up to behaviour which is not acceptable.
- **Confidence**  
Encouraging the children to see themselves as being able to change unacceptable behaviour and also to speak to adults in cases where their speaking out has not had the desired effect.
- **Commitment**  
By developing in the children a sense that they have a responsibility to eradicate poor behaviour and seeing this through.
- **Detachment**  
By practising the programme and not reacting badly to poor behaviour
- **Honesty, Truthfulness & Trustworthiness**  
Giving a truthful account.
- **Initiative**  
Informing an adult.
- **Resilience & Perseverance**  
By repeating “*Stop it, I don’t like that.*”
- **Respect**  
Encouraging others to respect them by being responsibly assertive and by respecting their transgressor by responding in a firm but respectful way towards them.
- **Self-Discipline & Thoughtfulness**  
Encouraging children to think before they act.
- **Tact**  
Encouraging the children to speak sensibly in the face of aggression.
- **Understanding**  
Encouraging the children to put themselves in the shoes of others through reconciliation
- **Unity**  
Encouraging the children to see improving behaviour and a happy Academy as the fruit of a communal endeavour.

## Addressing behaviour

At CHAT, all academy staff are encouraged to always provide opportunities for children to be listened to so that any worries or difficulties can be talked through and be dealt with more easily. We believe that the curriculum should be appropriately planned to include all children in order to maximise their opportunities to experience success and enhance their self-esteem.

When there are difficulties with individual or class behaviour the following steps have been agreed:

- Remind the children of '**5 + 5**' **Rules and Values** and identify the rule that has been broken (**see Code of Conduct procedures in this policy**);
- Talk to the whole class or the child about this;
- The child should be given time out within the class room (children should not be put outside the classroom without adult supervision);
- Ask the child to write or draw about the incident in order for them to reflect on their behaviour and what they could do next time (See **APPENDIX 3**);
- The child loses some playtime(s);
- The child is referred to the senior member of staff;
- Class teacher informs parent by talking to them in the playground, telephoning them or inviting them in;
- Contact is made with parents and the home/Academy contract is referred to.

## Code of Conduct

The following '5 + 5' Code of Conduct has been developed by our children and our staff:



### Academy Values

1. Show forgiveness and understanding and let go of any anger
  2. Show respect towards our school environment
  3. Show *Kindness*, be polite and respect each other
4. Fulfil our *Duty* to come to school every day, be on time and ready to learn
  5. Show you are proud to wear our school uniform



### Academy Rules

- a. Be *Courteous* and move around the school safely and quietly
- b. Be *Honest* and take *Responsibility* for own behaviour
- c. Be *Respectful* towards own and others' possessions
- d. Be *Courageous* to tell an adult if upset with someone else's behaviour
  - e. Be *Resilient* - NO AGGRESSION EVER

## Practical implementation of the '5 + 5'

*(All incidents must be recorded in the Class Incident Book)*

### Classroom Code of Conduct:

- Point out the particular rule that has been broken
- Depending on the behaviour inform the sanction (that must be followed through)
  - Verbal Warning
  - Name written on board
  - Time out in the Time Out Zone in classroom (loss of 5 minutes break)  
(Not without adult supervision)
  - Sent to designated class to complete behaviour reflection sheet (15 minutes)
- If there is **any** form of verbal or aggressive behaviour this must be taken very seriously and our zero tolerance pointed out. This must be followed up rigorously.
- Appropriate steps followed for ongoing and serious behaviour:
  - Send to year group colleague  
Complete incident report, class teacher to contact parents to report incident  
End of the day phone call, use proforma to confirm in writing (See **APPENDIX 4**)  
All letters must be checked by a Senior teacher
  - Send to Assistant Headteacher / Deputy headteacher  
Contact parents to arrange a meeting to discuss behaviour
  - Send to Deputy Headteacher / Headteacher  
Fixed Term / Permanent Exclusion if behaviour is persistent or serious.  
Please see the Exclusion Policy for further information ([available on our website](#)).
- Therefore loss of playtime, lunchtime plays etc. These should be recorded in the incident book and parent(s) spoken to.

### '5 + 5' around the Academy:

- **All** adults should involve themselves where necessary
- The particular breach of the code should be pointed out to the child. If necessary, a sanction should be given
- Any form of verbal or aggressive behaviour should be followed up rigorously. An appropriate sanction should be given, the incident recorded in the **Incident Book** and parent(s) spoken to.

### **'5 + 5' and 'Speak Out' at Lunchtime:**

- The '5 + 5' and 'Speak Out' programme applies throughout the Academy, including during the lunchtime period.
- There is an emphasis on positive reinforcement of behaviour by Lunchtime Staff (Please see **APPENDIX 2**)
- A variety of playground equipment has been developed in order to encourage co-operative play and active involvement.
- Lunchtime clubs have been established in order to enrich the children's experiences and also offer 'quiet areas.'
- Playtime / lunchtime rules have been discussed and negotiated through the School Council and are displayed around the Academy.
- An Incident Book is maintained by lunchtime staff, and more serious incidents are discussed with a Senior Play Leader and reported to the Class Teacher and or Senior Leadership Team.
- Health and Safety Guidelines are in place.
- All Lunchtime staff have copies of our guidelines for 'Creating Happy Lunchtimes'.

### **'5 + 5' during sports / games in the playground at break times:**

Supervising adults should:

- Point out any particular breach of the code if necessary;
- Keep an Incident Book in which a record of the particular code that has been breached is recorded.

If there is any form of verbal or aggressive behaviour sport coaches must:

- Record the incident in the Incident Book;
- Inform the class teacher of the incident who will inform the parent.

Any child recorded beyond 3 occasions will not participate in break-time games for the rest of the term (If the sanction is implemented towards the end of the term, it will be carried over into the next term). It is the responsibility of the class teacher to inform parents of this.

These sanctions must be strictly adhered to.

The following information is made clear to all children as a consequence of breaking Academy Rule 'E' – **NO AGGRESSION EVER**

*If you show aggression to another child or adult, on purpose, this is what will happen:*

You will come to a meeting with:

- your Mum, Dad or another adult who looks after you
- your class teacher
- a senior teacher in your year group

*If you break Rule E a second time:*

You will come to a meeting with:

- your Mum, Dad or another adult who looks after you
- your class teacher
- the Assistant Headteacher in your **phase**

*If you break Rule E a third time:*

You will attend a meeting with:

- your Mum, Dad or another adult who looks after you
- your class teacher
- **Deputy Headteacher**

### **Serious Breaches of Academy Rules**

Any serious breach of Academy rules (including serious aggressive behaviour), will be followed up immediately by an Assistant Headteacher and / or Deputy Headteacher. Parents will be informed and, if appropriate, asked to come into the Academy where the behaviour / incident will be explained. Where considered necessary, fixed term exclusion (or, in a rare extreme case, a permanent exclusion) will be given. Please see the Exclusion Policy for further information ([available on our website](#)).

## Primary Academies Positive Playground Behaviour

### Our commitment to positive playground experiences

We believe that playtime activities can play a crucial role in a child / young person's sense of well-being. A safe and well supervised playground can provide a space for social, physical and emotional development; and a place outside the classroom for more relaxed ways of getting along with others, developing positive relationships and for having fun.

All children / young people have the right to enjoy play outdoors and to feel safe from bullying or other aggressive behaviour.

### Playground aims

We aim to promote the following across all playground activities:

- Enjoyment of physical activity
- A willingness to share and co-operate with others
- A respectful/polite response to adults supervising care outside the classroom
- The ability to care for, and involve others in games or in other types of play
- A sense of personal responsibility for the individual's own behaviour and in recognising the rights of others to enjoy the play space.

### We expect our pupils to:

- Play together nicely.
- Treat each other and all adults with respect.
- Practise their weekly virtue and *a/ways* the virtue of tolerance.
- Follow instructions without resistance.
- Follow our '*Speak Out*' programme' (See **APPENDIX 1**).

### The 5 '*Play Safe*' behaviours

- ❖ I will be polite to everyone in the playground
- ❖ I will remain outside school at playtime and share the space and equipment.
- ❖ I will be responsible for my angry feelings using traffic lights
- ❖ I will stand still at the first whistle and line up safely on the second
- ❖ I will be a caring playground friend

## **We expect our playleaders to:**

- Create a friendly and enjoyable playground environment.
- Organise and supervise games and activities for children.
- Regularly reward positive behaviour.
- Insist on respect for everyone in the school community.
- Listen to children and act according to policy.
- Lead by example.

## **Rewards for Positive Behaviour**

Whilst the method may differ at each academy; all play leaders should consistently reward positive behaviour, for example:-

- awarding gold coins, housepoints, stickers, selection for football / computer / indoor passes, 'golden tickets', or for a 'star table; at lunch
- selecting children as examples for consistently good / respectful / caring behaviour (e.g. 'Playground Pals')
- visits to the Year Lead teacher / Assistant Head / Deputy Head / Head teacher as reward.

## **Steps for dealing with poor playground behaviour**

### **Minor incidents**

#### **Low level poor behaviour**

1. Adult intervenes and asks if '*Speak Out*' programme has been followed.
2. Adult requests pupil(s) apologise / shake hands.
3. Ensure both pupils are satisfied with how issue has been dealt with and are happy to move on.
4. Adult to monitor behaviour

#### **Verbal (swearing / foul, bad or unkind language)**

1. Adult intervenes and asks if '*Speak Out*' policy has been followed.
2. Adult requests pupil(s) apologise / shake hands.
3. Adult must ensure both pupils are satisfied with how issue has been dealt with and are happy to move on.
4. SANCTION (if required) e.g. time out bench.

Pupil to fill out Reflection sheet and / or write out virtue that has not been practised (e.g. respect / courtesy)

5. Repeat Step 2 if necessary
6. Record in incident book and report to Class Teacher who should use their judgment to inform the parents either immediately or at the end of the school day.

## Major Incidents

### Physical aggression / racial / homophobic abuse

1. Adult intervenes and requests pupil(s) apologise / shake hands.
2. SANCTION - Time out bench for the duration of play, miss next break to complete reflection sheet and to write out the virtue which has not been practised (e.g. tolerance)
3. Record in incident book and report to the Class Teacher and the Senior Leadership Team. The Class Teacher will inform the parents either immediately or at the end of the school day.

### If pupils are resistant / refuse to follow adult's instructions-

1. Play leader must report to Senior Play Leader/ Class Teacher/ Year Lead Teacher
2. If misbehaviour persists or instructions of the above persons are also ignored then report to Assistant Headteacher / Deputy Headteacher / Headteacher
3. Immediate SANCTION. Depending on the judgement of the Senior Leadership Team this may include:
  - Internal Exclusion on the first and second occurrence  
Pupil may be removed from interacting with other pupils in their year group for a period of time to be decided by Assistant Headteacher / Deputy Headteacher / Headteacher. **Parent(s) must be notified.**
  - External Exclusion on the third occurrence  
A pupil may be sent home in line with our Exclusion policy ([available on our website](#)). **Parent(s) must be notified.**

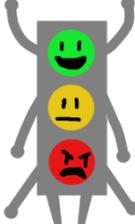
Play leaders will be supported in their demanding role of upholding the 5 'Play Safe' behaviours by the school's SENCo / Senior Play Leader / Senior Leadership Team in a half- termly monitoring meeting or as required in the interim.

Recurring poor or negative behaviour will be reported to and monitored by the SENCo who will identify any educational needs in line with our SEN policy ([available on our website](#)).

**PRIMARY ACADEMY REFLECTION SHEET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ No.

**Reflections**

<p><b>A</b></p>	<p>What happened / happens? Who? When?</p> 	
<p><b>B</b></p>	<p>What were you telling yourself when this happened?</p> 	
	<p>How did you feel?</p> 	
<p><b>C</b></p>	<p>What did you do?</p> <p>Good or bad consequence?</p>	
<p><b>D</b></p>	<p>What might you do differently?</p>  <p>What can you tell yourself to help you achieve this?</p> 	

**PRIMARY ACADEMY BEHAVIORAL INCIDENT FORM**

**Academy (please tick)**

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
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Date of incident: \_\_\_\_\_ Time of incident \_\_\_\_\_

Location of incident \_\_\_\_\_

Dealt with by : \_\_\_\_\_

Report completed by: \_\_\_\_\_

**Type of incident / concern (please tick)**

Racial

Behaviour / Discipline

Bullying

**Names of children involved**

**Class**

_____	_____
_____	_____
_____	_____

**Names of any witness**

_____	_____
_____	_____
_____	_____

**SUMMARY OF THE INCIDENT (attach additional sheets if necessary)**

**ACTION TAKEN & FOLLOW UP** (attach any letter sent to parent(s) / carer(s))

**OTHER INFORMATION** (previous history log, background information etc)

**REASON FOR REFERRAL TO LEADERSHIP TEAM**  
(1<sup>st</sup> Parallel Colleague 2<sup>nd</sup> Year Group Lead Deputy Headteacher / Head of Phase)

**LEADERSHIP COMMENTS**

SIGNATURE (Class Teacher)

SIGNATURE (Leadership Team Member)

## Secondary Academies Positive Behaviour

### Whole school procedures and strategies

Positive behaviour is rewarded through rewards such as certificates, star badges, praise cards and phone calls home. There are appropriate reward systems in place in each class. Students are rewarded with house points to encourage co-operative learning and collective responsibility.

All school staff are encouraged to always provide opportunities for students to be listened to, so that any worries or difficulties can be talked through and be dealt with more easily. We believe that the curriculum should be appropriately planned to include all children in order to maximise their opportunities to experience success and enhance their self-esteem.

When there are difficulties with individual or class behaviour the following steps have been agreed:

- 1<sup>st</sup> Warning Name on board;
- 2<sup>nd</sup> Warning Yellow Card and Behaviour Point;
- 3<sup>rd</sup> Warning 10 minute Detention;
- 4<sup>th</sup> Warning Removed from class, one hour detention and student must complete a Restorative Approach Sheet (See **APPENDIX 7**) with their class teacher as part of the Resolution & Restoration process (See **APPENDIX 6**)

All warnings and actions are logged by the school office. Staff should follow the Withdrawal Policy (copy available on request from the academy office).

### Weekly Assemblies

There are weekly assemblies during which individual students, and classes, receive special Headteacher and Head of Year awards, based upon positive behaviour and achievement.

### Around the Academy

The layout of the Academy consists of a series of corridors and outdoor pathways between classrooms along which students need to walk up and down on a regular basis throughout the day. It is therefore important to ensure that children are encouraged to walk around the school on the left hand side in a calm, orderly and organised way.

## Code of Conduct

### Academy Rules:

The general purpose of the rules is to encourage you to show respect for other people and property.

- The classroom is a place of learning; students should enter in an orderly fashion and take care of the classroom equipment.
- Students should come to lessons properly equipped, prepared to work and in full uniform.
- Students should speak kindly and respectfully to each other.
- When students need help they should ask by raising their hands.
- Students should follow the instructions of staff for their learning and their safety.
- There is **zero tolerance for any form of verbal or aggressive behaviour.**

### School Expectations

- Students should enter a room quietly and ensure outdoor garments are removed.
- Students should have all necessary books and equipment ready, and put bags under their chairs.
- Students should raise their hand and wait to be asked when asking or answering a question.
- Students should stop what they are doing and pay attention when a teacher talks to them.
- Students should not eat in lessons or take any action that will stop other students from learning.
- If students arrive late they should wait behind at the end of the lesson to explain to the teacher.
- Students should record all homework in their student planners.
- Students should follow instructions about putting things away and leave the room tidy for the next lesson.

### Mobile Phones

Whilst mobile phones are allowed in school, students **must** turn phones off and keep them in their school bag from the moment the bell rings to signal the start of school until the end of the school day. The use of the camera / video mode is not permitted under any circumstances. During P.E. and external exams phones, along with other valuables, **must** be handed in to a member of staff in a named valuables bag. If a student takes their phone out of their bag or uses it during the school day it will be confiscated until the end of the week and a parent / carer will have to collect it from the school office.

### Remember

Attitude + Attendance = Attainment

## Practical implementation of the Academy Rules

Where inappropriate behaviour takes place, staff will:-

### In the classroom

- Discuss the behaviour that is incorrect;
- Point out the particular part of the code that has been breached;
- Agree a sanction, depending on the behaviour (that must be followed through);
- Ensure that **any** form of verbal or aggressive behaviour is taken extremely seriously and our stance on **zero tolerance** reiterated. After school detention and parent meetings should be set and logged with the pupils information record.

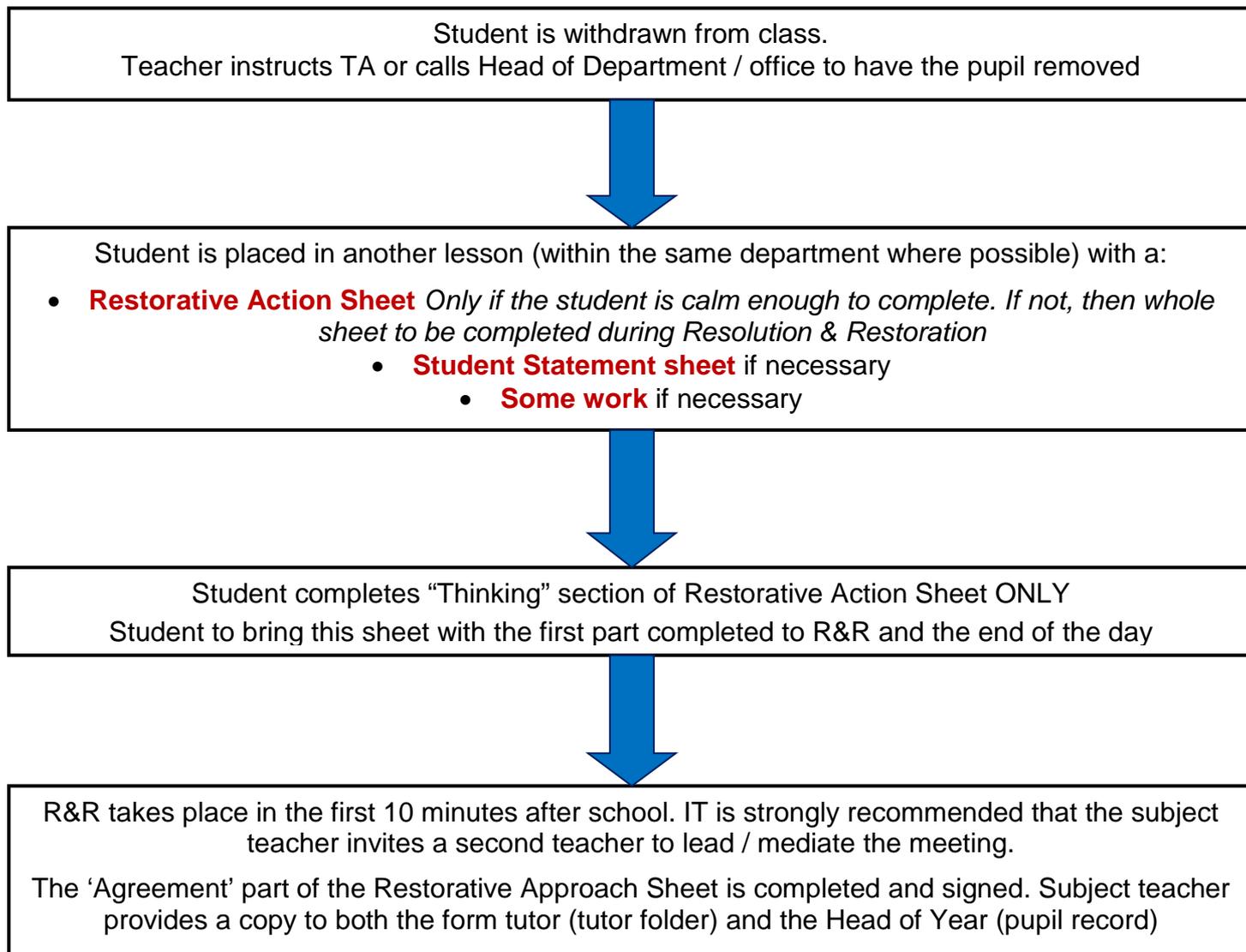
### Around the Academy

- Ensure that **All** adults are aware that they should involve themselves where necessary;
- Point out the particular breach of the code to the pupil;
- Give a sanction if necessary;
- Rigorously follow up any form of verbal or aggressive behaviour. After-school detention and parent meetings should be set and logged by the school office.

### Serious breaches of school rules

Any serious breach of school rules (including serious aggressive behaviour), will be followed up immediately by senior staff. Parents will be informed and asked to come into school where the behaviour / incident will be explained. Where considered necessary, a fixed-term exclusion (or in a rare extreme case a permanent exclusion) will be given in line with our Exclusion Policy ([available on the website](#)).

## Resolution & Restoration Flow Chart



### Other:

Any member of staff may also use this sheet to deal with other behavioural incidents if and when they feel it would be beneficial. Such incidents may include but not limited to:

- Persistent yellow cards
- Pupils 'cussing' one another etc

Completed sheets must be forwarded to student's tutor to be added to the Form folder

There is no expectation for teachers to facilitate the completion of this sheet for every yellow card.

Please note that this Restorative Approach is used in conjunction with our Behaviour Management Ladder and does not replace detentions

# Restorative Approach Sheet



**HONESTY**

**REFLECTION**

**TRUTHFULNESS**

**RESTORATION**

Student names and forms:

Date and time of incident:

Other people involved:

## Thinking



Who has been affected by this incident

What were your emotions (what were you feeling / thinking about) at the time?

Has your thinking changed since the incident?

## Agreeing



What could now be done to fix this situation?

Agreement 1:

Agreement 2

Signature 1 .....

Signature 2 .....

Signature 3 .....