



Positive Behaviour Policy

Primary and Secondary Academies

October 2018

ChatPol / ALL / 0040 / 1810a

Introduction

CHAT Academies actively promote positive behaviour because there should be an intrinsic motivation to *'do the right thing because it is the right thing to do'*. We recognise that this is essential to creating an effective teaching and learning environment in which all pupils 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 and each other.

This policy has been developed in line with the DfE' guidance entitled '[Behaviour and discipline in schools](#)' and should be read in conjunction with our [Attendance policy](#), [Exclusion policy](#) and [Safeguarding, child protection and associated procedures](#) available on our website

Our aims

- Reflect the shared values and ethos and make the code of conduct clear to all. Parents are made aware of the home-school agreement
- Ensure pupils develop a sense of respect and tolerance towards each other, academy staff and the wider community.
- Ensure our academies offer a safe, supportive and positive environment.
- Pupils develop a sense of self-discipline through understanding the consequences of their own actions.
- Pupils are actively supported in developing the appropriate social skills and strategies in order to be more able to deal with difficulties and conflict.
- Pupils display positive learning behaviours and are actively involved in all aspects of school life
- Set out the framework for rewarding positive behaviour, achievement and progress. Positive approaches towards modelling, rewarding and openly recognising good behaviour are encouraged at all times.
- Set out the pathway and procedures / sanctions to be applied should behaviour fall short of acceptable standards and to ensure sanctions are applied fairly and consistently

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

Appendices

APPENDIX 1 **Primary academy positive behaviour**

Cuckoo Hall | Enfield Heights | Kingfisher Hall | Woodpecker Hall

APPENDIX 2 **Secondary academy positive behaviour**

Heron Hall

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 term.

Positive behaviour and behaviour for learning is rewarded through a range of consistent strategies which each academy may adopt such as: -

- certificates
- stickers / star charts
- team / house points
- notes to parents
- verbal praise
- whole class rewards
- 'caught in the act' scheme (an opportunity for all academy staff to catch children doing the right thing, being kind and demonstrating our values and virtues)
- 'good to be green' (a scheme which gives visual feedback through different coloured cards allowing the teacher / child to monitor and respond to both positive and negative behaviours)

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 raises 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

Weekly assemblies

There are weekly assemblies during which individual children, and classes, receive special awards based upon positive behaviour, behaviour for learning 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 move around quietly and calmly at all times. Children may only leave the class if they have permission from the class teacher and may be given a band or lanyard. No more than two children should be allowed to leave the class at any one time.

First impressions

Children should always be respectful to each other and adults, maintain eye contact when speaking and treat others like they would be treated. A handshake and how you present yourself is also an indication of politeness. ***You never get a second chance to make a first impression***

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.

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

‘Speak out’

The ‘*speak out*’ programme fits perfectly with our virtues. 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

Addressing behaviour

At CHAT Academies, all 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.

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' code of conduct

All incidents must be recorded

- Point out the particular rule that has been broken
- Depending on the behaviour, explain the sanction (that will be followed through) for example: -
 - Verbal warning
 - Name written on board
 - Time out / reflection in the classroom '*Time Out Zone*' and a loss of 5 minutes' break (not without adult supervision)
 - Sent to a designated class for 15 minutes to complete a behaviour reflection sheet.
- **Any** form of aggressive behaviour, bullying, homophobia or racism, will be taken very seriously and followed up rigorously by the senior leadership team (SLT).
- Additional steps for ongoing and serious behaviour: -
 - The school's SLT will be informed
 - Details are captured using a *behavioural incident form*
 - Where necessary, parents / carers will be contacted to arrange a meeting to discuss child's behaviour
 - Fixed term or permanent exclusions may be considered (please see the [Exclusion policy](#) available on the academy website)
- A member of teaching staff will be the designated behaviour lead and will monitor behaviour logs on a termly basis. Any children with recurring poor or negative behaviour will be discussed with the Inclusion leader and appropriate support will be put in place

'5 + 5' around the academy

- The '5 + 5' and '*Speak Out*' programme applies throughout the Academy, including during the lunchtime period.
- A variety of playground equipment has been developed in order to encourage co-operative play and active involvement.
- Where possible, lunchtime clubs will be established in order to enrich the children's experiences and offer 'quiet areas.'
- Playtime / lunchtime rules have been discussed and negotiated through the School Council and are displayed around the Academy.
- When play times end, children should stand still at the first whistle and line up safely on the second
- Health and safety guidelines are in place.

We expect our lunch time staff 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.

Secondary academies positive behaviour

Code of conduct

We believe in showing respect for: -

- Our own learning and the learning of others
- People as individuals
- People in positions of authority
- Property which belongs to individuals and to the community as a whole
- The school buildings and the environment, in which we work, learn, eat and play
- The accepted dress code of the school
- The good name of the school
- The rules our school community and wider community

Responsibility

As a community, we recognise that this policy must apply to the behaviour of all its members whether teaching staff, support staff, students, parents and visitors. It is only by example that we can teach and demand high standards of behaviour from those whose education is our responsibility.

We also recognise that the success of this policy depends on the full support of parents / carers. To this end, the home-school Agreement outlines the expectations of the school and is endorsed by parents / carers and student as a sign of their commitment to the academy.

Requirements

We believe that good behaviour and achievement as exemplified through our *Reminders*, is best promoted and developed by drawing attention to and rewarding those students who reflect the school's ethos. Verbal praise and supportive written comments when assessing work; positive recognition and celebration of achievement, in all its forms, both for individuals and groups, should be used as fully as possible.

Staff will model and promote positive attitudes towards academic achievement and encourage students to make a significant contribution to both the school and local community; acts which contribute and enhance the experience and learning of others and develop a positive attitude to citizenship both at a local and global level. This will include personal achievement and exemplary attendance and punctuality records.

All staff will consistently follow procedures and routines and in so doing will

- address and challenge unacceptable conduct and attitudes;
- adopt a zero tolerance of bullying in all its guises;
- challenge and sanction any negative attitudes towards; racism, sexism, sexual orientation, transgender, ethnicity and religious beliefs. (See the [Anti-bullying](#) policy on our website)

Rewards and sanctions

The School recognises and celebrates positive behaviour and conduct through a system of recognition and rewards such as: -

- merits;
- letters / phone calls home;
- the awarding of badges and certificates;
- Jack Petchey Awards;
- celebration assemblies;
- rewards trips
- displays around the school that celebrate achievement in all its forms.

Positive routines in lessons

- At the beginning of lessons, teachers arrive in time to greet students
- The school recognises that good lessons lead to good behaviour. To this end all teachers use positive routines and clear expectations outlined in our Reminders;
 - H**ardworking in class,
 - E**quipped and engaged immediately,
 - R**esilient and respectful of people & the environment,
 - O**n time and on task,
 - N**eat work and uniform,

 - H**elpful and kind to others,
 - A**ware of your achievement,
 - L**earning at home and in class,
 - L**iteracy focussed in your learning
- Positive and precise praise is used to keep students on track and to encourage engagement and an environment where students are ready to learn.
- When in full view of the class, a clearly raised hand by the teacher indicates to students that silence is required and full attention should be given
- Positive behaviour and excellent conduct are acknowledged and merits are awarded during the lesson at the discretion of the teacher and recorded on our MIS

Positive behaviours within the building and school site

- At the end of break and lunchtime students enter the building and make their own way to their lesson
- All movement around the building should be conducted quietly and respectfully at all times
- Students will make their way to lessons quickly and quietly without deviation unless permission is expressly given by a member of staff

- The fabric of the building along with equipment, furniture and resources will be treated with respect used appropriately and valued.

Positive conduct to and from school and the local community

- All students are ambassadors for the academy whether on school trips or travelling to school at the beginning and end of the day. We have the same high expectations of students' behaviour outside of school as we do on the school site. Students are rewarded with merits for demonstrating positive behaviour in the local community
- Any misbehaviour which brings the school into disrepute is taken seriously and will be sanctioned
- Students are expected to travel directly home from school in groups of 4 or fewer and must not loiter in the local community. A red card / blue ticket and central detention shall be issued if students do not follow this expectation.

Resolution and restoration

Where there has been a break down in a relation or an incident of conflict between a student and teacher or between students then the practice of Resolution and Restoration will be used, facilitated by a third party (in most cases a form tutor, head of department or head of year) in order to model positive resolution and resolve and avoid future conflict.

Interventions

The school will use a full range of interventions and support mechanisms both within school and via external agencies in order to enable students to positively modify their behaviour.

Behaviour reports

The school operates a staged Behaviour Report system in order to monitor conduct and attitude via a form tutor, head of year, head of department or a member of the senior leadership team. Where a student fails to improve while on report and has moved through the three stages or where a student is persistent in their negative behaviours it may result in the use of a combination of outcomes such as an internal exclusion, a fixed term exclusion or a pastoral support plan.

Positive reports are also used as a motivational tool and, where necessary, home learning reports and attendance and punctuality reports are also used where there are concerns.

The sanctions system

There are a number of strategies which can be used to manage unacceptable behaviour. Sanctions are most effective when they are applied consistently, fairly and calmly, so that students recognise and understand why the sanction is being applied.

Persistent poor behaviour will lead to an escalation of sanctions. Punishments or reprimands that demean a student are not acceptable.

The school has a zero tolerance of any behaviour which shows disrespect to an individual or which disrupts the learning of others and it will be sanctioned. The school operates five levels

of sanction the first two of which enable immediate sanctions to be applied within the classroom or around the building.

Depending on the severity of misbehaviour or incident, a student will not necessarily progress through each of the 5 stages in sequence.

Formal sanctions level 1: Yellow Card

If a student has ignored a “positive reminder” from the teacher then a yellow card is issued without any further discussion. A yellow card automatically generates a de-merit which is recorded on our MIS / pupil record

This sanction requires a 15-minute reflection time with the class teacher who issued the yellow card at break, lunch or after school.

Formal sanctions level 2: Red Card

If, having been issued with a yellow card, the student decides to not make the right choice, or if there is a single incident of sufficient seriousness to warrant it, a red card is issued and the student will be sent to work with another teacher as directed by the head of department.

As well as de-merits, this sanction may also require the student to attend a restorative meeting the following day or as soon as possible after the incident.

A central detention is issued and the office will call home and inform parents / carers of the detention. Class teachers should contact home to discuss the behaviour that led to the giving of the red card.

Where a student has accumulated a number of de-merits the head of year will make a professional judgement as to how further sanctions might be applied in order to avoid ‘double jeopardy’ i.e. where a student is sanctioned twice for the same incident.

Referral after issuing a red card

All teachers have a professional duty to address poor / unacceptable behaviour whether it occurs within the classroom or around the school.

Incidents which occur within the classroom or within the remit of a department or faculty must be dealt with, initially at least, by the faculty. Where appropriate, faculties should work in partnership with the head of year to help support the student to resolve the difficulty. Where a student has an Education and Health Care Plan (EHCP) or receives learning support, the SENDCo should be made aware of any persistent unacceptable behaviour.

The issuing of a red card will require a student to work in another room with another member of staff. The subject teacher should record the details on the MIS and the parents / carers should be informed of the behaviour.

It is the responsibility of the subject teacher to ensure that the student who has been removed is given work to complete while being supervised in another lesson.

When an incident or behaviour results in a central detention this will take place on the following school day. Where appropriate a Head teacher's detention or a Saturday detention will be issued.

(Note: Using the department referral rota is the beginning of the process of intervention and support. Removal from a lesson does not conclude the matter. Students should not be withdrawn for more than 2 lessons with the subject teacher while waiting for a restorative meeting to take place. Class teachers should notify head of department that a student has been removed and discuss why the student was removed.

Formal sanctions level 3: Internal Exclusion

A student will be internally excluded where they will work in isolation (with a member of staff) for an identified number of day's (dependent on the incident or circumstance) where: -

- they have failed a number of reports
- their behaviour has generated a sufficient number of de-merits,
- a student wears inappropriate uniform,
- they return from a fixed term exclusion without a re-integration being held; or
- there are one off incidents of unacceptable behaviour,

Wherever possible and appropriate, parents / carers are contacted prior to a student entering Internal Exclusion. Where the internal exclusion period is 3 days or longer, parents / carers must also attend a reintegration meeting before the child returns to mainstream lessons.

Formal sanctions level 4: Fixed Term Exclusion

For an accumulation of incidents of persistently unacceptable behaviours or for more serious one off incidents a student will be fixed term excluded for a number of days commensurate with the behaviour and context what has been established.

Upon reintegration to school a student may be placed on a report or a pastoral support plan as a means of modifying a student's behaviour and to support them to avoid permanent exclusion. Clear support will be identified as part of this process.

Please see the [Exclusion policy](#) available on our website which outlines the process and rationale for issuing a Fixed Term Exclusion

Formal sanctions level 5: Permanent Exclusion

Permanent exclusion is an extremely rare sanction and is always avoided wherever possible. The decision to permanently excuse is taken only:

- In response to a serious breach, or persistent breaches of the school behaviour policy
- If allowing the student to remain would seriously harm the education or welfare of that student or others at the school.

Please see the [Exclusion policy](#) available on our website which outlines the process and rationale for issuing a Permanent Exclusion