



# BEHAVIOUR POLICY

**Date Created**  
26/11/2020

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01/2021

## Aims:

Our school behaviour policy intends to promote and encourage positive behaviour amongst our school community.

We aim for our expectation of behaviour to be clear to all parents, governors, staff and pupils by making them familiar with the school's behaviour policy and involving them in its implementation. We want to work closely with parents so that our whole community are promoting good behaviour in the school. We expect parents to give their full support in dealing with their child's behaviour and we commit to ensuring that parents are well informed.

Our staff members are positive role models and treat all pupils equally. We create an environment where our pupils feel safe, secure and respected. We place emphasis on relationships and want to encourage positive relationships amongst all members of our school community.

## Beliefs and Promises:

Our 'Beliefs and Promises' are designed to focus on what we stand for, here at Cherry Tree. We have designed these to be positive and what we believe we are rather than what we should not be doing. We use these across the school and refer to them regularly, especially when discussing behaviour to ensure consistency and fairness.

As an inclusive school, we recognise that children are all individuals, with specific needs. Therefore, within this consistent approach, is an element of flexibility to address the needs of specific children.

Our 'Beliefs and Promises' are displayed in all classrooms.

### Our Beliefs and Promises

- At Cherry Tree, we believe that **we are kind** so we promise to work together, think of others and to care for our school community.
- At Cherry Tree, we believe that **we aim high** so we promise to try, try again to challenge ourselves to achieve beyond our dreams.
- At Cherry Tree, we believe that **we are safe**, so we promise to provide a nurturing environment where we can be adventurous and have the confidence to question and explore the world around us.

## Aiming High Ladder

Behaviours	Responses
Above and beyond in any area! Wow!	'Top Cherry' badge on Marvellous Me with a certificate and entry in newsletter
<b>Aiming High</b>	
<ul style="list-style-type: none"> <li>• Acts of kindness</li> <li>• Fabulous pieces of work</li> <li>• Excellent attitude to learning</li> <li>• Perseverance with a challenging task</li> <li>• Promoting the value</li> <li>• Being brave</li> <li>• Acts of responsibility</li> <li>• Caring for others and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Golden badge on Marvellous Me</li> <li>• Twitter celebrations</li> <li>• Values badges on Marvellous Me</li> <li>• Values medal</li> </ul>
<b>We Are Cherry Tree</b>	
<ul style="list-style-type: none"> <li>• Safe play at break times</li> <li>• Listening well</li> <li>• Being helpful</li> <li>• Being kind</li> <li>• Sharing</li> <li>• Tidying up</li> <li>• Lining up and moving around the school sensibly and safely</li> <li>• Completing expected amount of work</li> </ul>	<ul style="list-style-type: none"> <li>• Praise from adults</li> <li>• Marvellous Me</li> <li>• Stickers</li> <li>• Other whole class reward</li> </ul>
<ul style="list-style-type: none"> <li>• Not following the school expectations (above)</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of beliefs and promises</li> <li>• Reference to Zones of Regulation</li> <li>• Use of Calm Corner. (at lunch time, the child can go to the 'Calm Classroom' to calm down before reflection conversation begins)</li> <li>• Counting 1,2 3: 3 = sent to bubble class for 5 minutes to complete Zones of Regulation sheet and then have reflection conversation with staff member discreetly. Reset for every new session.</li> <li>• Making an apology</li> <li>• Completion of work at break or lunch time (in class)</li> <li>• Conversation with parents</li> </ul>
<ul style="list-style-type: none"> <li>• Within a session, being counted to a second 3.</li> <li>• Intentionally hurting another child</li> <li>• Refusing to follow instructions from a member of staff</li> <li>• Using inappropriate language towards children or staff</li> <li>• Being threatening or intimidating</li> </ul>	<ul style="list-style-type: none"> <li>• Missed break time = Reflection sheet completed following a conversation with the adult present. Parents MUST be consulted with child present. Phone call is necessary if parent not on site.</li> <li>• If incident happens at lunchtime, the incident must be dealt with as above and shared with Senior MSA. This must then be communicated to class teacher to then communicate with parent and administer break loss the next day.</li> </ul>
<ul style="list-style-type: none"> <li>• Racist, homophobic or other discriminatory comments</li> </ul>	<ul style="list-style-type: none"> <li>• As above but a conversation needed with Miss Tyler or Mrs Hill.</li> </ul>
<ul style="list-style-type: none"> <li>• Continually demonstrating any of the above behaviours</li> <li>• Bullying</li> <li>• Repeated 'Missed Breaks' over a half term.</li> <li>• Putting yourself or others at risk</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teacher/pastoral team to meet with parents</li> <li>• Ongoing reflective sessions with pastoral team</li> <li>• Pastoral interventions</li> <li>• Internal or external exclusion</li> </ul>

**Early Years Foundation Stage:** Children will generally follow the school's behaviour policy but 'Marvellous Me' is not used. Instead, communication is through 'Tapestry'.

**Top Cherry Award:** Children who have gone above and beyond in any area may receive a 'Top Cherry' award. For this, they will receive a 'Top Cherry' badge on Marvellous Me, a certificate from the Headteacher and a mention in the school newsletter.

**Golden Badges:** A minimum of two children in each class are nominated by their teacher and are presented with a Golden badge on Marvellous Me for showing that they are 'Aiming High'.

**Value Badges/Medal:** If a child displays behaviour in line with the value of the half term, they may be awarded a special value badge on Marvellous Me. Two children are nominated by their teacher from each class at the end of each half term to receive a value medal.

**Twitter:** Work can be shared on twitter (if the child has permission from parents).

**Whole Class Rewards:** Some teachers may choose to have a whole class reward for their class to encourage collaboration and cooperation. This may differ between classes.

**Responses to unacceptable behaviour:** We use the 123 Magic behaviour system to discourage unacceptable behaviour. This system gives the pupils the opportunity to recognise that their behaviour is unacceptable and give them the chance to change it.

If a child is displaying any low level disruptive behaviour and they do not respond to the non-verbal techniques used first by the staff member supervising i.e. eye glance, shake of the head, etc. then the staff member will discreetly explain the unacceptable behaviour and ask them to stop. Then they will be counted as follows:

- **Count 1: Adult says, 'That's 1'** - The same as saying 'That's quite enough, stop'.
- **Count 2: Adult says, 'That's 2'** - The same as saying 'This is your last chance, so stop now'.
- **Count 3: Adult says, 'That's 3'** - The individual has 'time out'. They go into the next classroom with a timer to calm down and reflect on their feelings by completing a Zones of Regulation sheet. After 5 minutes they return to their own class. They join back into the lesson without any comment. This is recorded by the class teacher keeping the Zones of Regulation sheets completed by the children.

If an individual is counted to a '3' again within a session then they will receive a 'missed break'.

**Missed Break:** Children may receive a missed break without working their way through the 1, 2, 3 system. This would be for any of the behaviours outlined in the table above.

Pupil's may also be fast tracked to an internal exclusion or temporary/permanent external exclusion depending on the seriousness of the behaviour.

**Within a half term:** Every new half term an individual starts the sanctions steps again at the beginning, unless they are on a PSP or at risk of exclusion.

If a child receives further 'Missed Breaks' within a half term the SENCO, Pastoral Team and SLT need to be made aware and behaviour should be logged on Arbor. Additional sanctions such as an internal exclusion or 'on report', can be issued for individuals as the need arises. Parents will be informed as and when this happens.

**Support given to pupils experiencing difficulties in maintaining expected behaviour in school:** A Risk Reduction Plan will be put in place for the individual, shared with and signed by the parents. The class teacher, pastoral team and SENCo will support the child to improve their behaviour by using a variety of positive interventions and by following advice from SENCo and External Agencies.

**Internal Exclusion:** working in another class or working outside HT's office for a fixed period of time. This is used as an alternative to a temporary exclusion. Parents will be informed by the Headteacher in person. If a pupil refuses parents will be requested to supervise their child in school.

**Temporary Exclusion:** A decision to exclude a child will only be made in response to serious breaches of the school's behaviour policy and where allowing the pupil to stay at school would seriously harm the education or welfare of that individual or of other pupils in the school. The DfE guidance will be followed involving Governors and LA advisers. If temporary exclusions are ineffective, permanent exclusion may follow.

**Permanent Exclusion:** There may be exceptional circumstances where it is appropriate to permanently exclude a child for repeated serious breaches of the School's Behaviour policy or for a first or 'one off' disciplinary offence. The DfE guidance will be followed involving Governors and LA advisers.

A first or 'one off' offence could include:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Repeated bullying depending upon the seriousness.

**Reflection Sheets:** Each class will have a supply of sheets to be photocopied as and when needed. The Senior MSA will also have a folder. Once complete, the sheets will be shared with the class teacher, signed, shared with Pastoral Team and then given to the school office to upload on to Arbor.

**Communication with Parents:** When communication is necessary (e.g. following a missed break/reflection sheet) this must be done on the day and by the member of staff issuing the missed break/reflection sheet. If this person is unable to be there at the end of the day e.g. MSA, Cover Staff, Apex coach then this must be communicated to the member of staff dismissing the children on that day so the conversation can still be had.

**Bullying (refer to Anti-Bullying Policy):** We take the issue of bullying extremely seriously and encourage the responsibility of all in combating it. All governors, staff, pupils and parents should be aware that it will not be tolerated and that sanctions will be applied to the perpetrators. Any incidents will be recorded on Arbor and reported within the Head's termly written report to Governors.

**Prejudice Related Incidents:** We take prejudicial behaviour extremely seriously and all governors, staff, pupils and parents should be aware that it will not be tolerated and that sanctions will be applied to the perpetrators. The Headteacher reports all incidents to the Governing Body within the Head's termly written report. Any of the following protected characteristics are protected from discrimination and harassment.

- Race
- Disability
- Sex
- Age\*
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment
- Marriage and civil partnership\*

\*For staff only

**Outside Agencies:** Full use will be made of outside agencies such as the Behaviour Support Team, Chessbrook Education Support Centre, the community Police Constable Support Officer, Attendance Improvement Officer, Social Services, Health Services and the Educational Psychologist.