



Behaviour Policy

Jan 2020

Philosophy

At Cherry Tree Primary School we believe that a strong partnership between the school, children and parents is crucial in promoting good behaviour and a positive culture for learning. Our school ethos guides and supports our pupils in a positive way as they develop and grow to be good citizens.

Aims:

1. Expectations of behaviour will 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.
2. To work closely with parents as we recognise they play a vital role in promoting good behaviour in school. We believe our school has a right to expect that parents will give their full support in dealing with their child's behaviour.
3. All staff will be positive role models, treat all children equally and create an environment where the pupils feel safe, secure and respected.
4. To develop a moral framework within which initiative, responsibility and sound relationships can flourish.
5. Staff will be alert to any signs of bullying and harassment and will deal with it firmly, sensitively and appropriately.
6. Parents should be involved as much as possible, particularly if sanctions are enforced frequently.

Objectives:

1. To draw the attention of new parents, staff, pupils and governors to the school rules and the behaviour policy when they join the school and ask parents to sign the home/school agreement.
2. To encourage parents to keep the school informed about; any behaviour difficulties they are experiencing at home; any trauma that may affect their child's performance; any ill health and absences connected with it.
3. To have a scheme of rewards and sanctions which are applied consistently throughout the school by all staff.
4. Children to behave appropriately and show: self-confidence, self-control, sensitivity and consideration for others, a pride in themselves and their school.
5. Children to develop a responsibility for their learning environment; an understanding of the need for rules; a respect and tolerance for other ways of life and differences and to have non-sexist, non-racist attitudes.
6. To develop relevant strategies to encourage the successful behaviour management of individual pupils.
7. Staff and governors to monitor and review the behaviour policy regularly.

Our School Rules

We always try our hardest to:

- Respect everybody in and out of school
- Allow others to learn during lessons
- Work as hard as possible
- Take great care with equipment and people's belongings
- Be good role models
- Always treat others as you would like to be treated.

Cherry Tree Rewards and Consequences

Behaviours	Possible Reward or Consequence
<ul style="list-style-type: none"> • Acts of kindness • Fabulous pieces of work • Excellent attitude to learning. • Perseverance with a challenging task • Promoting the value • 	<ul style="list-style-type: none"> • Green Cards • Golden certificates • Other certificates • Up to 5 house points • Visit to other teachers • Twitter celebrations • Value sticker/medal • Hub time for nominated children • Headteacher awards • Hot chocolate Friday
<ul style="list-style-type: none"> • Safe play at break times • Listening well • Being helpful • Being kind • Sharing • Tidying up 	<ul style="list-style-type: none"> • Praise from adults • Individual house points • Marvellous me • Stickers • Marble jar for class
<ul style="list-style-type: none"> • Interrupting learning in class • Lack of effort with work • Not displaying school values • Failing to line up sensibly • Failing to respond to teachers instructions • Rough play • Teasing others (name calling) 	<ul style="list-style-type: none"> • Reminder of expectations • Visual prompts/reminders (the look) • Moved within class • Counting 1,2 3 - less talk/less emotion This leads to 5 mins time out in another class and a lost playtime but they have a chance to earn it back if they change their attitude. • Saying sorry • Work to be completed at home or during break time to catch up
<ul style="list-style-type: none"> • Continuing to disrupt learning after a 5 mins time out • Intentionally hurting another child • Being rude to an adult • Using inappropriate language • Being threatening or intimidating, including persistent name calling • Hiding or running away from staff • Racist comments 	<ul style="list-style-type: none"> • Red card - what did I do sheet - needs conversation from adult • Child to draw or write an apology during break/lunch time having talked to an adult • Reflection on behaviour having talked to an adult • Miss whole day of breaks • Parent to be informed •
<ul style="list-style-type: none"> • Bullying • 3 red cards in a half term • Refusing to cooperate or respond to adults authority • Failing to stay safe 	<ul style="list-style-type: none"> • Internal or external exclusion - work is given to do • Ongoing reflective sessions with pastoral team • Head Teacher/pastoral team to meet with parents • Child to draw or write an apology during break/lunch time

Whole School Rewards and Recognition

Staff will use their professional judgement when awarding rewards to children. If they are unsure of the reward deserved, they will consult with a member of the leadership team.

Play time: Pupils enjoy the privilege of morning play and lunch play every day, and possible additional afternoon play for Foundation and Key Stage 1 children.

Verbal feedback: positive verbal recognition by adults and peers.

House Point: Each child is either in Sapphire, Ruby, Diamond or Emerald house group. House Points (no more than 5 at any one time for one child) are awarded for any positive reason and cannot be taken away i.e. used as a sanction.

Praise and Sticker: Any member of staff can award a child with a sticker or send a child to another member of staff for praise and a sticker.

Sharing Assembly: Good work can be celebrated and shared during Friday assembly. Good class behaviour, attendance and punctuality is recognised. Winning classes keep the trophy for the week.

Golden Certificate: Children are nominated by their teacher and are presented with a golden certificate for achievement during Sharing Assembly on a Friday.

Green card: If a pupil has behaved or worked particularly well, he/she may be rewarded by being given a green card by the Class Teacher. This is taken to the Head (or Deputy) who will award them with a sticker, and a green card stamp for their work. Green cards are collected throughout a pupil's time at school.

5th Green card letter: When an individual receives their fifth green card a special green letter from the Headteacher is posted home celebrating their success.

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

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

Hub time: children nominated by their teacher can spend time in the Pastoral Hub on a Friday afternoon.

Marble Jar: Some teachers may choose to have a marble jar for their class. The children earn marbles. When the jar is full the class is rewarded with a class treat.

Attendance certificates: Pupils are awarded a certificate if their attendance is excellent (100% for a term, 99% or 100% over a year).

Headteacher's Award: An individual receives this certificate at the end of a term for exemplary conduct, effort or achievement. A special Headteacher's award letter is posted home to their family, celebrating their success.

SANCTIONS - consequences of inappropriate behaviour

We use the 123 magic behaviour system to discourage inappropriate 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 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 take 5'** - The individual has 'time out'. They go into the next classroom with a timer to calm down and reflect on their behaviour. After 5 minutes they return to their own class. They join back into the lesson without any comment. This is recorded on the class 1, 2, 3 sheet. The child misses the next breaktime.

It is important for adults to remember this stops there being too much talk and too much emotion.

If an individual is counted to a '3' again within half a day then they receive a **red card**.

Class 1, 2, 3 sheet: If an individual has been 'counted' this will be recorded on the class 1, 2, 3 sheet. This will be monitored weekly by the Headteacher. If a child is repeatedly sent out of class, the head teacher or SLT member may write to, or meet with, the individual's parent/s to discuss this with them.

Fast Track: For moderate or serious disruptive behaviour an individual would be fast tracked to a red card e.g. if two pupils were fighting, they would not be counted with a '1' but would go straight to a red card. Before issuing a red card, the staff member must discuss this with a colleague (to avoid them acting in haste in the heat of the moment). 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.

First Red Card: Play privilege is withdrawn for one day. The child completes the 'What did I do?' sheet during the break time and gives it to their teacher to check. The teacher gives it to the office. The staff member issuing the red card completes the Red Card Report Sheet and gives it to the office. The teacher will inform the individual's parent/s at the end of the day, either in person (discreetly) or by telephone.

2nd Red Card: Same procedure as for a First Red Card. In addition, a letter is sent home from the Headteacher to parents to inform them that their child has received 2 red cards within the half term. In the letter the individual's parents are asked to remind their child about the school rules. Behaviour is expected to improve. The class teacher may put in place some support for the individual i.e. sticker chart, 10 minutes choosing etc.

Cherry Tree Primary School

3rd Red Card: Same procedure as for first red card. In addition, a letter is sent home from the Headteacher asking parents to meet with the Class Teacher and Headteacher to discuss the concerns and strategies that will be used so that the child's behaviour improves. The class teacher will put in place some support for the individual i.e. sticker chart, 10 minutes choosing etc. The child may also be referred to the Pastoral Team for extra support.

If a child receives further red cards within a half term the SENCO, Pastoral Team and SLT need to be made aware and behaviour should be logged on CPoms. 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 acceptable 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.

'What did I do?' sheets

These and the Red Card Report sheets are kept in the school office. Once these sheets have been completed, they must be returned to the school office, where they are filed in the child's file and entered onto the school's electronic data base. The school office will also write the letters from the Headteacher to parents as required. More extreme behaviour is logged by the staff member issuing the red card on CPoms.

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 Cjoms 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.

Appendix 1 June 2020 Covid 19 Amendments

Cherry Tree Rewards and Consequences

Behaviours	Possible Reward or Consequence
<ul style="list-style-type: none"> Acts of kindness Fabulous pieces of work Excellent attitude to learning. Perseverance with a challenging task Promoting the school values Acts of courage Acts of perseverance 	<ul style="list-style-type: none"> Up to 5 house points Twitter celebrations Value sticker/medal Headteacher awards/certificates sent remotely Celebration shared with peers
<ul style="list-style-type: none"> Safe play at break times Listening well Being helpful Being kind Tidying up 	<ul style="list-style-type: none"> Praise from adults Individual house points Marvellous me Stickers
<ul style="list-style-type: none"> Not displaying school values Failing to line up sensibly - 2 metre distancing Failing to respond to adult instructions Teasing others (name calling) Being rude and disrespectful 	<ul style="list-style-type: none"> Reminder of expectations Visual prompts/reminders Counting 1,2 3 to remind children of expectations and provide a warning before a more serious consequence is given Asked to apologise where appropriate
<ul style="list-style-type: none"> Intentionally hurting another child Using inappropriate language Being threatening or intimidating, including persistent name calling Hiding or running away from staff Racist comments Rough play 	<ul style="list-style-type: none"> Temporary exclusion Parent to be informed and asked to collect child Reflection on behaviour. Talk to an adult before returning to school to ensure understanding of importance of social distancing Discussion with rest of class to remind of current social distancing rules.
<ul style="list-style-type: none"> Bullying Refusing to cooperate or respond to adult's authority Failing to stay safe 	<ul style="list-style-type: none"> Immediate fixed term external exclusion - return to home schooling until further notice Ongoing communications with pastoral team Head Teacher/pastoral team to meet with parents (social distancing)

From June 1st all children will be placed in bubbles of no more than 15 children with 2 supervising adults. The amendments to the above policy are in line with the creation of the Inclusive Multi Academy Trust Coronavirus Reopening Plan.

Children will continue to be praised and rewarded for all positive behaviours listed above in green.

Supervising adults will be aware that many children will find concentrating for any length of time challenging, due to the changes in circumstances and therefore will be understanding and tolerant of this. The curriculum has been adapted in line with the Inclusive Multi Academy Trust Recovery and Wellbeing plan to promote the rebuilding of social and emotional skills as children reintegrate back into school.

All children will be educated in the importance of social distancing and be reminded of the core values of kindness and respect however, if a child is unable to adhere to the amended expected behaviour policy and displays any of the behaviours listed in red, parents will be contacted and the child will have to continue their learning at home.

In order to keep everyone safe there will be zero tolerance of any antisocial behaviour.

