



BEHAVIOUR POLICY

Date Updated
04/07/2022

Review date
30/06/2025

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 consistence 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 brave**, so we promise to promote adventure and challenge so we have the confidence to question and explore the world around us.

Aiming High Ladder

Level	Behaviours	Responses	Consequences
+	Share with HT or AHT	Above and beyond in any area! Wow!	'Top Cherry' badge on Marvellous Me with a certificate and entry in newsletter
Aiming High			
+	Class teacher Share with any members of SLT	<ul style="list-style-type: none"> Acts of kindness Aiming high work Excellent attitude to learning Perseverance with a challenging task Promoting the school values Being brave Acts of responsibility Caring for others and the environment 	<ul style="list-style-type: none"> Golden badge on Marvellous Me Twitter celebrations Values badges on Marvellous Me Values medal
We Are Cherry Tree			
+	Class teacher	<ul style="list-style-type: none"> Safe play at break times Listening well Being helpful Being kind Sharing Tidying up Lining up and moving around the school sensibly and safely Completing expected amount of work 	<ul style="list-style-type: none"> Praise from adults Marvellous Me Stickers Other whole class reward
I have forgotten Cherry Tree Beliefs and Promises			
0	Class teacher	<ul style="list-style-type: none"> Disruptive fidgeting Inappropriate interruptions Distracting others Unkind remarks Being dishonest Bad language (one off) Refusal (brief) Misuse of school equipment Wandering around the room during work time Dropping litter Rough play 	<ul style="list-style-type: none"> Reminder of beliefs and promises Reference to Zones of Regulation Restorative justice Counting 1,2 3: 3 = sent to parallel class for 5 minutes to complete Zones of Regulation sheet and then have reflection conversation with staff member discreetly. Reset for every new session.
I need support to get back on track			
-1	Class teacher Support from pastoral team if needed	<ul style="list-style-type: none"> Persistent level 0 behaviour Within a session, being counted to a second 3. Refusing to work Refusing to follow adult instruction Hurting another pupil either physically or emotionally Dangerous play that leads to injury or conflict Improper use of toilets or wash basins Disrespect of school equipment Anti-social behaviour 	<ul style="list-style-type: none"> In Class Restorative justice eg repair damage, clean area and apologise Finish work in another class within the phase Loose appropriate time from break and complete reflection sheet with teacher. Teacher to record on Arbor At Lunchtimes MSA's or class teachers to deescalate the situation, investigate incident, hear both sides and ask bystanders for their view if needed. MSA to contact Pastoral team in the Hub to inform them of incident and ask for support Children to go to Hub to talk through incident and complete reflection sheets (accompanied by adult if needed). Time out/missed break can be completed during this time Pastoral team to inform class teachers of incident and any consequences needed to be followed through Pastoral team to log incidents on Arbor
<p>At this point, if a child is not responding to the consequences or reflections, or is persistently displaying the above behaviours, the following needs to be completed:</p> <ul style="list-style-type: none"> Anxiety mapping Predict and Prevent <p>These will then be used by the pastoral team or SENCo to put the most impactful support in place.</p>			

Time for Change			
-2 Class Teacher Support from Phase Leader & Pastoral Team	<ul style="list-style-type: none"> Persistent behaviours at level 1 Throwing/kicking objects that could cause harm Stealing Intentional use of bad language Inciting others to misbehave Vandalism Leaving Class without permission Threatening, intimidation or verbal abuse to peers or adults Injury or emotional harm without intent 	<ul style="list-style-type: none"> As above Restorative justice eg repair damage, clean area and apologise Restorative conversations Work in class of phase leader for the rest of session Loose appropriate time from breaktime and complete reflection sheet with teacher or pastoral team Discuss with SEND & Pastoral team if risk reduction plan is needed – create when needed Pastoral intervention put in place where appropriate Class teacher to record on Arbor – assign to Phase Leader <p>Lunchtimes</p> <ul style="list-style-type: none"> As above Inform AHT/HT immediately if abuse is racist or sexual 	<p>As above</p> <p>Make an apology</p> <p>Missed next break for isolated incident</p> <p>Supervised breaks for persistent behaviours</p> <p>Phase leader & teacher speak with parents with child present – log on Arbor</p>
Think through consequences of persistent behaviours			
-3 Class Teacher HT/AHT to clarify and confirm any exclusions	<ul style="list-style-type: none"> Persistent behaviours at level 2 Bullying (including Cyberbullying) Racist, homophobic, faith, disability, gender or other discriminatory incident Injury or emotional harm with intent Leaving school without permission Sexualised behaviour or incidents 	<ul style="list-style-type: none"> Restorative justice eg repair damage, clean area and apologise Restorative conversations Work in another class with phase leader or individually supervised for a fixed period of time School Team around the child to meet with parents and the child – log on Arbor Ongoing reflective sessions with pastoral team Restorative conversations Risk Reduction plan written and implemented if not already in place Record on Arbor – admin team involvement 	<p>As above</p> <p>Make an apology</p> <p>Internal or external exclusion for specified amount of time</p> <p>Loss of break with peers for set fixed period of time</p> <p>Parents informed by telephone and confirmation email sent</p>
Reflect on consequences of persistent behaviours			
-4 Class Teacher HT/AHT	<ul style="list-style-type: none"> Persistent behaviours at level 3 Persistent bullying Cyber bullying Disability bullying Gender reassignment bullying Race bullying Religion/faith bullying Sexual orientation bullying 	<ul style="list-style-type: none"> Take immediately to AHT/HT AHT/HT to inform parents – log on Arbor Appropriate agencies involved Support offered as Above 	<p>Make an apology</p> <p>External exclusion for specified amount of time</p> <p>Reintegration procedures and reflection</p>
Time for a fresh start			
-5 HT/AHT	<ul style="list-style-type: none"> Possession of harmful substances or weapon Very serious injury to someone else with intent 	<ul style="list-style-type: none"> Permanent Exclusion Appropriate agencies involved 	<p>Official procedures followed</p>
NB – children can jump levels according to the behaviour type. Persistence in lower level behaviours can result in being escalated to a higher level.			

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.

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.

Golden Dustpan: We award the golden dustpan to the class who keeps their cloakroom area tidy and safe on a weekly basis.

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 gives them the chance to change it. It also minimises distraction from learning time.

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.

Pupils 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, 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 when appropriate, will support the child to improve their behaviour by using a variety of positive interventions, following advice from SENCo and External Agencies.

Internal Exclusion: working in another class for a fixed period of time. This is used as an alternative to a temporary exclusion. Parents will be informed by telephone or in person by the class teacher and supported by the Phase leader AHT/HT where appropriate. 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 teacher and the pastoral team will have a supply of reflection sheets to be photocopied as and when needed. Reflection sheets will be completed by the class teacher for incidents during class

time and the pastoral team during breaktimes. Once complete, the reflection sheets will be actioned and kept by the Pastoral Team. All level 1 and above incidents are recorded on Arbor including internal exclusions.

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 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.