



# BEHAVIOUR POLICY

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02/10/2024

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08/2025

## **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 consistency and fairness.

As an inclusive school, we recognise that children are all individuals, with specific needs. Therefore, within this consistent approach there 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
I have forgotten Cherry Tree Beliefs and Promises			
0  Class teacher	<ul style="list-style-type: none"> <li>• Poor effort</li> <li>• Deliberate disruptive fidgeting</li> <li>• Inappropriate interruptions</li> <li>• Distracting others</li> <li>• Unkind remark</li> <li>• Being dishonest</li> <li>• Deliberately annoying others</li> <li>• Bad language (one off)</li> <li>• Answering back</li> <li>• Wandering around the room during work time</li> <li>• Improper use of school equipment</li> <li>• Dropping litter</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of beliefs and promises</li> <li>• Reference to Zones of Regulation</li> <li>• Restorative justice</li> <li>• 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.</li> </ul>	<p><b>Make an apology</b></p> <p>Class teacher to have conversation with parents – log communication on Arbor</p> <p>Completion of work at break if not done in lesson time</p> <p>Talk Time (see appendix 1)</p>
I need support to get back on track			
1  Class teacher  Support from pastoral team if needed	<ul style="list-style-type: none"> <li>• Persistent level 0 behaviour</li> <li>• Refusing to work or to follow adult instruction</li> <li>• Anti-social behaviour</li> <li>• Playfighting</li> <li>• Hurting another pupil either physically or emotionally</li> <li>• Being disrespectful</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative justice eg repair damage, clean area and apologise.</li> <li>• Finish work in another class within the phase</li> <li>• Lose appropriate time from break and complete reflection sheet with teacher.</li> <li>• Teacher to record on Arbor</li> </ul>	<p><b>Make an apology.</b></p> <p>Complete work in another class</p> <p>Missed next break</p> <p>Parents MUST be spoken to with child present. Log meeting on Arbor</p> <p>Talk Time (see appendix 1)</p>
Time for Change			
2  Class Teacher  Support from Phase Leader & Pastoral Team	<ul style="list-style-type: none"> <li>• Persistent behaviours at level 1</li> <li>• Anti-social behaviour that leads to injury or damage</li> <li>• Discrimination without intent</li> <li>• Emotional harm without intent</li> <li>• Walking out of the classroom without permission, going into areas of the school that are out of bounds</li> <li>• Incident of a sexual nature (check Brook Traffic Light)</li> <li>• Inciting other children to misbehave</li> <li>• Stealing</li> <li>• Intentionally swearing at another person</li> <li>• Threatening and intimidating</li> <li>• Vandalism</li> <li>• By standing</li> <li>• Possession of items not suitable for school e.g. replica weapons, sweets, non-age-appropriate toys</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• Restorative conversations</li> <li>• Work in class of phase leader for the rest of session</li> <li>• Discuss with SEND &amp; Pastoral team if risk reduction plan is needed – create when needed</li> <li>• Pastoral intervention put in place where appropriate</li> <li>• Class teacher to record on Arbor – assign to Phase Leader</li> <li>• Items may be confiscated and returned to parents/carers</li> </ul>	<p><b>Make an apology</b></p> <p>Missed next break for isolated incident</p> <p>Supervised breaks for persistent behaviours</p> <p>Phase leader &amp; teacher speak with parents with child present – log on Arbor</p> <p>Talk Time (see appendix 1)</p>
Think through consequences of persistent behaviours			
3  Class Teacher  HT/AHT to clarify and confirm any exclusions	<ul style="list-style-type: none"> <li>• Persistent behaviours at level 2</li> <li>• Discriminatory incident against any of the protected characteristics</li> <li>• E-safety incident</li> <li>• Attempting to leave school grounds without permission</li> <li>• Sexualised behaviour (check Brook traffic light)</li> <li>• Physical fighting</li> <li>• Injury with intent</li> <li>• Emotional harm with intent</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> <li>• School Team around the child to meet with parents and the child – log on Arbor</li> <li>• Ongoing reflective sessions with pastoral team</li> <li>• Risk Reduction plan written and implemented if not already in place</li> <li>• Record on Arbor</li> <li>• <b>Inform AHT/HT immediately if discriminatory incident occurs for internal exclusion.</b></li> </ul>	<p><b>Make an apology</b></p> <p>Internal or external suspension 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> <p>Talk Time (see appendix 1)</p>
Reflect on consequences of persistent behaviours			
4  Class Teacher  HT/AHT	<ul style="list-style-type: none"> <li>• Persistent behaviours at level 3</li> <li>• Setting off fire alarm</li> <li>• Serious injury with intent (HT discretion)</li> <li>• Leaving the school grounds without permission</li> <li>• Cyberbullying</li> <li>• Bullying including physically/emotional or against any of the protected characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take immediately to AHT/HT</b></li> <li>• AHT/HT to inform parents – log on Arbor</li> <li>• Appropriate agencies involved</li> <li>• Support offered as above</li> <li>• Phone the police (only for pupils leaving the school without permission)</li> </ul>	<p><b>Make an apology</b></p> <p>External suspension for specified amount of time</p> <p>Reintegration procedures and reflection</p> <p>Talk Time (see appendix 1)</p>
Time for a fresh start			
5  HT/AHT	<ul style="list-style-type: none"> <li>• Persistent behaviours at level 4</li> <li>• Possession/supply of harmful substances or weapon</li> <li>• Very serious injury to someone else with intent (HT discretion)</li> <li>• Sexual abuse or assault</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent Exclusion</li> <li>• Appropriate agencies involved</li> </ul>	<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.

**Lunchtime:** 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.

**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.

**Values Cup:** If a child displays behaviour in line with the value of the half term, they may be awarded a special values cup that week in assembly.

**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.

**House Points:** Our children are allocated one of our four houses when they join us at Cherry Tree. We then award house points to children for demonstrating positive behaviour and learning. The house with the most points at the end of each week is awarded our House Cup in assembly.

**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 Personalised behaviour ladder or at risk of exclusion.

**Recording incidents on Arbor:** Any incident above at a level 1 or above should be logged on Arbor using the STAR acronym (see appendix 2). The AHT and Pastoral lead will monitor these logs to look for partners and where targeted support may be required.

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 Therapeutic plan and predict and prevent 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. These children could also have an individualised Behaviour Ladder to support their individual needs.

**Internal Suspension:** 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.

**External Suspension:** 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.



# Talk Time



I feel... when...



I understand you feel...



I would like it if...



I agree to...



High 5!



# STAR Behaviour



**S** Setting (What was going on at the time? Where did it happen?)

**T** Trigger (What happened immediately before?)

**A** Action (What did the child do?)

**R** Response (What was the adult's response?)