Cherry Tree School

Cherry Blossom Preschool

Behaviour Policy

Including Anti-Bullying

(Please also refer to Child-on-Child Abuse Policy)

Our Mission Statement:

Bringing out the best in each other as we blossom and grow.

Our Values

Happy, Aspirational, Resilient, Independent, Open-minded, Compassionate

Policy Schedule	
October 2016	Reviewed and approved by the Curriculum Committee, amended with reference to 'Prevent' agenda.
Spring 2017	Reviewed with teachers 29-03-17 and teaching assistants 3-04-17
Summer 2017	Approved by the Curriculum Committee 14-06-17
Summer 2019	Behaviour Charter introduced as an appendix. Approved by governors.
Summer 2020	Updated with Covid safety guidance/rules for children to follow
September 2021	Updated to reflect new guidance from DfE around sexual harassment
September 2022	Updated to reflect KCSIE 2022, approved by governors
January 2023	Updated to reflect DfE 'Behaviour in schools- Advice for Head Teachers and school staff' and reviewed by governors on 16-01-23
March 2023	Updated following external safeguarding and behaviour audit
November 2024	Regular review cycle

Contents:

Statement of intent

At Cherry Tree School, we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Proactive measures are taken to promote good behaviour as a priority. Reminders are given at the start of each term about our expectations.
- Promoting self-esteem, self-discipline, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing and celebrate diversity and equality
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- A programme of **residential visits** promote resilience.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for Head Teachers and school staff'
- DfE (2024) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Allegations Against Staff
- Whistleblowing
- Educational Visits
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Child-on-Child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Managing Allegations Policy
- Whistleblowing Policy
- Educational Visits

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles (Our Behaviour Charter, see appendix A), and providing guidance for the Head Teacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.
- Have a named governor for Mental Health.

The Head Teacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, Head Teacher/ senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Deputy Head
  - Head Teacher.
- As authorised by the Head Teacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness or lack of respect
- Lack of correct equipment

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The SLT and the Head Teacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Head Teacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. 'Pastoral or safeguarding matters' is a weekly staff meeting agenda item.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges, e.g. loss of playtime
- Being given a behaviour chart for behaviour monitoring

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the Head Teacher immediately or, in the Head Teacher's absence, the most senior member of staff.
- The Head Teacher investigates the incident and decides whether it constitutes unacceptable behaviour. If the incident is deemed to be unacceptable behaviour, they will record the incident.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the Head Teacher will determine the period the pupil will be removed from the classroom, as well as any sanctions.
- The class teacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The Head Teacher will consider whether the pupil should be suspended, in line with the school's Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget.
- Where SEND is not identified, but the Head Teacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place, which may be presented in child-friendly language.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The Head Teacher will consider whether a permanent exclusion is necessary, in line with the school's Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head Teacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and other staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly to walk into assembly sensibly.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space.
- Showing open, accepting body language, e.g. not standing with their arms crossed.

- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Positive Handling Policy, staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the Head Teacher, and the pupil's parent will be contacted. Where appropriate, the Head Teacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes for an exclusion, in line with the Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Head Teacher will request that the pupil's class teachers set them appropriate work to complete.

The Head Teacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7. Prohibited items, searching pupils and confiscation

Head Teachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Positive Handling Policy. Only staff who have been trained in the use of positive handling techniques will use these strategies.

The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol or illegal drugs.
- Stolen items.
- Tobacco and cigarette papers, E cigs.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves.
- All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

8. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear expectations and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

The school has an established set of clear, core values which reinforce positive behaviours in our children. We also have an agreed set of school rules which outline the behaviour expectation; these use positive language rather than negative.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, all pupils will be expected to follow the school's behaviour expectations and represent our values.

Our School Values	Our Behaviour Expectations
Open-minded- We try new things **Resilient** – We have a go and don't give up **Aspirational**- We reach for the stars **Compassionate** - We care **Independent** – We can do it **Happy-** We have a positive outlook	We listen We work hard We are honest We treat everyone with respect and kindness We look after property
Our Mission Statement	
Bring the best out in each other as we blossom and grow.	

In addition to our Behaviour Expectations and Values, our children are expected to conduct themselves as follows:

- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork/homework as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.
- Conduct themselves around the school premises in a safe, sensible and respectful manner.

Classroom rules and routines

In each year group there is an established set of classroom rules and routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher. Sometimes it works better to have a pupil who is modelling poor behaviour (fuelled by attention of others) at the back of the room, where they are less likely to draw the attention of other pupils.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

At Cherry Tree, we recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. We reinforce and promote acceptable behaviour by giving praise; teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.

- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Activities for a whole-class or year group
- House Points awarded

9.   Behaviour outside of school premises

Pupils at the school must represent the school in a positive manner. We expect our pupils to treat everyone fairly, with respect and kindness both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.

Should any bullying or inappropriate behaviour happen online, at home, school will provide support for pupils and advice for parents. However, parents are responsible for dealing with this behaviour, not school.

10.   Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data,
- Attendance, permanent exclusion and suspension data

The data will be monitored and objectively analysed termly by the Head Teacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

11. Monitoring and review

This policy will be reviewed by the Head Teacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is November 2026.

Behaviour incident form

*For use where **p**oor behaviour results in a more serious consequence. Please give a copy of the completed form to a member of the Senior Leadership Team.*

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	

Before the incident: what led to the behaviour?

During the incident: what did the pupil do?

After the incident: what were the consequences of this behaviour?

Follow up actions / Review

Appendix B

These are agreed options and sanctions which can be selected from on a case by case basis. When selecting the most appropriate options, teachers will use their knowledge of the pupils involved, any adaptations as a result of SEND and use their professional judgement to make a final decision.

	Green (Our expectation for day to day) Behaviour that we expect the majority of children to exhibit the majority of the time- our expected standard.	**Amber** (Occasionally may happen) Unacceptable behaviour that may need a small sanction to be given.	**Red** (Rare behaviours) Poor behaviour that needs a more serious consequence.
	Happens a lot= a reward	Happens more than 2x= speak to parents. More than 3x = Refer to SMT	Involve SMT
T Y P E S O F B E H A V I O U R	<u>Social Behaviours</u> ● Respect and kindness towards other children & adults/ school property/others. ● Polite, truthful and have good manners. ● Sensible, considerate behaviour for the environment (e.g. walking inside/not chatting through classrooms/staying in seat when eating/working) <u>Learning Behaviours</u> ● Listening in class/not talking over others e.g. on carpet/input. ● Good attendance. ● Working hard, doing their best, taking pride in work, concentrating. ● Remembering to adhere to school values/ethos/rules. ● Fully engaging in the lesson.	<u>Social Behaviours</u> ● Poor behaviour - during assemblies/playtimes ● Disrespect/rudeness/arguing back – (Inc. Equipment/damaging property) ● Breaking boundary rules inside and out ● Unkind action/behaviour/teasing/name-calling ● Dishonesty/spreading rumours <u>Learning Behaviours</u> ● Talking at inappropriate times ● Not following school policy for class work / Reading Records & Books ● Not staying on task or lack of care with work ● Being disruptive- repeatedly or distracting others ● Refusing to do work.	● Deliberately hurting someone ● Damaging property ● Bad language ● Bullying ● Swearing ● Safety issues ● Stealing ● Fighting ● Repetitive amber behaviour that does not improve will move to the red category To be communicated with parents rather than children: ● Very poor attendance/ punctuality- parental involvement
P R O M O T I O N / P R E V E N T I	**Praise and Promote by:** ● Reinforcing/promoting positive behaviour with the spoken and written work or visually (See Saw) ● Whole school projects/teamwork. ● Having high and consistent expectations of children/staff. ● Building positive relationships with each child ● Special events, fun times such as Yoga/Class party/trip/Non-uniform day. ● Rewards for good behaviour or work: House points/certificates/stickers/ Praise Assembly/Go to Mrs G/extra playtime/note or phone call home. ● Showing work to rest of class.	**Prevent by:** ● All staff (including MDAs/ supply) aware of any SEND or pastoral issues impacting on behaviour. ● Clear, consistent expectations plus reminders of what good behaviour looks like/visual timetable/school rules on display. ● Unpicking and understanding the reasons why the behaviour happened/is unacceptable. ● Sanctions: missing break/football/pirate ship or walk beside teacher on duty/complete work in a different room or sit away from other children. ● Keep reactions to negative behaviour to a minimum. ● Issues at playtime dealt with immediately so not taken into class. ● Close communication with parents ● Reinforce that all adults in school have authority to give sanctions. ● Build a culture where the children can self-regulate & reconcile themselves.	**Sanctions:** ● Call parents of all children involved (victim/perpetrator) or speak to them face to face where possible ● Make behaviour rules really clear ● Liaison book/card between parents and staff ● Talk to Head Teacher ● Excluded from trips or special events due to safety concerns ● Stand outside head's office ● Miss all of playtime or more than one playtime.

Appendix B

These are agreed options and sanctions which can be selected from on a case by case basis. When selecting the most appropriate options, teachers will use their knowledge of the pupils involved, any adaptations as a result of SEND and use their professional judgement to make a final decision.

O N			