Cherry Tree Primary School

and Cherry Blossom Preschool

Behaviour Policy

Including Anti-Bullying

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

Values: Happy • Aspirational • Resilient • Independent • Open-minded • Compassionate

Policy owner	Headteacher
Approved by	Governing Board
Approval date	July 2026
Effective from	September 2026
Next review	July 2027
Policy status	School policy

Contents

1. Statement of Intent 3
Our Vision 3
Our Behaviour Philosophy 3
Our Values 3
Aims of this Policy 4
Our Commitment 4
2. Legal and statutory framework 5
Legislation 5
Statutory Guidance 5
Equality and Inclusion 5
Safeguarding 6
Linked School Policies 6
3. Our behaviour culture and curriculum 6
4. Roles and responsibilities 10
5. Positive recognition and rewards 13
6. Responding to behaviour 17
7. Supporting Pupils to Succeed 24
8. Serious incidents and safeguarding concerns 27
9. Positive Handling, Restrictive Physical Intervention and Reasonable Force 30
10. Bullying, Discrimination and Child-on-Child Abuse 34
11. Behaviour Beyond the School Day 38
12. Searching, Screening and Confiscation 39
13. Monitoring, Review and Governance 41
Appendix A – Statement of Behaviour Principles 45
Appendix B – Cherry Tree Behaviour Response Pathways 48
Appendix C – Cherry Tree Core Routines 50
Appendix D – Restorative Practice 55
Appendix E – Individual Behaviour Plan (IBP) 59
Appendix F – Reflection Forms KS1 and KS2 62

1. Statement of Intent

Our Vision

At Cherry Tree Primary School, our vision is:

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

We believe that every child has the right to feel safe, respected, valued and successful. Every member of our school community also has the responsibility to contribute positively to creating a calm, kind and purposeful environment where everyone can learn and flourish.

Positive behaviour is fundamental to successful learning, positive relationships and emotional wellbeing. We are committed to creating a school where high expectations, consistency and compassion work together to enable every child to achieve their very best.

Behaviour is not simply something we expect; it is something we explicitly teach, model, practise and celebrate every day.

Our Behaviour Philosophy

At Cherry Tree Primary School we believe that:

- Positive relationships are at the heart of excellent behaviour.
- Every child deserves to feel that they belong and are valued within our school community.
- Behaviour is a form of communication, and adults should seek to understand the reasons behind behaviour while maintaining high expectations.
- All children can learn, improve and be successful when given the right support, guidance and opportunities.
- Positive behaviour should be recognised far more frequently than poor behaviour should be corrected.
- Consistent routines create calm, safe and predictable learning environments.
- Children should be taught the behaviours, routines and self-regulation skills needed to become successful learners and responsible citizens.
- Consequences should be fair, proportionate, restorative and designed to help children learn from their choices.
- Staff should always respond calmly, consistently and professionally, recognising that adults are the most important influence on children's behaviour.
- Strong partnerships between school and home are essential in supporting children to succeed.

Our Values

Everything we do is underpinned by our school values.

We encourage every member of our community to be:

- **Happy** – creating a welcoming school where everyone feels safe, included and valued.
- **Aspirational** – striving to be the very best version of ourselves in learning, behaviour and relationships.
- **Resilient** – showing determination, learning from mistakes and persevering when things are challenging.
- **Independent** – taking responsibility for our choices, actions and learning.
- **Open-minded** – respecting different viewpoints, cultures and experiences while embracing new opportunities.
- **Compassionate** – showing kindness, empathy, honesty and respect towards others.

These values are explicitly taught, modelled by adults and celebrated throughout school life.

Aims of this Policy

This policy aims to:

- create a safe, calm, inclusive and purposeful environment where every child can learn without disruption;
- promote a culture of kindness, respect and belonging across the school community;
- establish clear, consistent expectations for behaviour that are understood by pupils, staff and parents;
- ensure behaviour is explicitly taught through a planned behaviour curriculum;
- recognise, celebrate and reinforce positive behaviour and personal development;
- provide clear, fair and proportionate responses when behaviour falls below expectations;
- ensure reasonable adjustments are made where appropriate to meet the needs of pupils with SEND, medical needs or other vulnerabilities;
- support pupils to develop emotional regulation, resilience and independence;
- strengthen partnerships with parents and carers in promoting positive behaviour;
- safeguard all members of the school community by responding promptly and appropriately to behaviour that places others at risk.

Our Commitment

At Cherry Tree Primary School, we believe that every interaction is an opportunity to teach.

Adults model the behaviour we expect, build positive relationships and create the conditions in which children can succeed. Through clear routines, consistent expectations and restorative practice, we help children develop the confidence, character and self-discipline they need not only to be successful learners today but also responsible, respectful and compassionate citizens in the future.

We are committed to **bringing out the best in each other as we blossom and grow**, ensuring that every child feels safe, supported and inspired to reach their full potential.

2. Legal and statutory framework

This policy has been developed in accordance with current legislation and statutory guidance relating to behaviour, safeguarding, equality and inclusion. It should be read alongside the school's safeguarding and child protection arrangements and other related policies.

Legislation

This policy is based upon, but not limited to, the following legislation:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- The School Information (England) Regulations 2008

Statutory Guidance

This policy has been written with reference to the most recent Department for Education guidance, including:

- **Behaviour in Schools: Advice for Headteachers and School Staff**
- **Keeping Children Safe in Education (KCSIE)**
- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England**
- **Searching, Screening and Confiscation**
- **Use of Reasonable Force in Schools**
- **Restrictive Interventions in Schools**
- **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years**
- **Working Together to Safeguard Children**
- **Mobile Phones in Schools**

The school will review this policy whenever there are significant changes to legislation or statutory guidance.

Equality and Inclusion

Cherry Tree Primary School is committed to providing an inclusive environment where every pupil is treated fairly, respectfully and with dignity.

In applying this policy, the school will fulfil its duties under the **Equality Act 2010** by ensuring that pupils are not discriminated against because of a protected characteristic.

When responding to behaviour, staff will always consider whether additional needs or vulnerabilities may be influencing a pupil's behaviour. These are set out in section 7.

Reasonable adjustments will be made where appropriate to enable pupils to succeed whilst maintaining high expectations for behaviour.

Safeguarding

The school recognises that behaviour can sometimes be an indicator that a child needs additional support or protection.

Where behaviour raises safeguarding concerns, staff will follow the school's **Safeguarding and Child Protection Policy** and consult the Designated Safeguarding Lead (DSL) without delay.

Behaviour will never be considered in isolation from safeguarding.

Linked School Policies

This policy should be read alongside the following Cherry Tree policies:

- Safeguarding and Child Protection
- Anti-Bullying
- SEND Information Report
- Attendance Policy
- Online Safety Policy
- Positive Handling / Restrictive Intervention Policy
- Health and Safety Policy
- Educational Visits Policy
- Complaints Policy
- Exclusions Procedures
- Mobile Phone Acceptable Use Policy
- Relationships, Sex and Health Education (RSHE) Policy
- SEND Policy
- Equality Objectives
- Staff Code of Conduct

3. Our behaviour culture and curriculum

Our Behaviour Culture

At Cherry Tree Primary School, we believe that positive behaviour does not happen by chance. It is created through strong relationships, high expectations, clear routines and consistent responses from every adult.

We understand that children learn behaviour in the same way they learn reading, writing and mathematics. Therefore, we explicitly teach the behaviours, routines and attitudes that enable children to be successful learners and positive members of our school community.

Every interaction is an opportunity to teach.

We aim to create a culture where:

- every child feels safe, valued and included;
- learning is never disrupted by poor behaviour;
- adults model the behaviour they expect from pupils;
- children understand both their rights and their responsibilities;
- mistakes are viewed as opportunities for learning and growth;
- relationships are repaired following conflict;
- kindness, respect and compassion underpin every interaction.

Our behaviour culture is built upon consistency. Pupils should experience the same high expectations whether they are in the classroom, playground, dining hall, assemblies, educational visits, before and after school clubs or representing Cherry Tree in the wider community.

Our Behaviour Curriculum

Just as we teach academic knowledge, we also teach behaviour.

Children are explicitly taught what successful behaviour looks like through modelling, discussion, practice, feedback and positive reinforcement.

Throughout the year, pupils will learn:

Ready to Learn

Children are taught to:

- arrive at school prepared for learning;
- enter classrooms calmly;
- organise equipment independently;
- begin learning promptly;
- listen carefully to instructions.

Respect

Children are taught to:

- speak kindly and politely;
- value everyone's opinions;
- celebrate difference;
- look after school property;
- use good manners;
- respect adults, visitors and each other.

Safe Choices

Children are taught to:

- move safely around school;
- play safely;
- report concerns to trusted adults;
- use equipment correctly;
- keep themselves and others safe online and offline.

Resilience

Children are taught to:

- persevere when learning is challenging;
- accept mistakes as part of learning;
- ask for help appropriately;
- develop independence;
- manage disappointment positively.

Self-Regulation

Children are taught to:

- recognise their emotions;
- identify when they need support;
- use agreed regulation strategies;
- reflect on their choices;
- repair relationships following disagreements.

How Adults Teach Behaviour

Every adult at Cherry Tree is a behaviour teacher.

Adults will consistently:

- teach expectations explicitly;
- model respectful behaviour at all times;
- establish calm, predictable routines;
- greet pupils positively;
- use consistent language;
- provide positive narration of expected behaviour;
- notice and celebrate success;
- use the least intrusive intervention first;
- allow take-up time before repeating instructions;
- remain calm and professional;
- repair relationships after incidents;

- maintain pupils' dignity and finish interactions positively wherever possible.

Universal Classroom Expectations

Every classroom at Cherry Tree will provide:

- a calm and welcoming learning environment;
- clearly taught routines;
- consistent expectations across the school;
- positive relationships;
- purposeful learning;
- high-quality teaching;
- praise that outweighs correction;
- opportunities for pupils to regulate emotions;
- clear visual expectations where appropriate;
- predictable responses from adults.

Universal Routines

To create consistency across school, all staff will teach and reinforce agreed routines for:

- arriving at school;
- entering and leaving classrooms;
- transitions around school;
- lining up;
- assemblies;
- lunchtime;
- playtime;
- partner talk;
- independent learning;
- asking for help;
- using equipment;
- tidying learning spaces;
- dismissal at the end of the day.

These routines will be explicitly taught, practised and revisited throughout the year, particularly following school holidays or where additional teaching is required.

Our Attention Signal

All adults use the same attention signals, so that children know exactly what to do wherever they are in school and whichever adult is speaking. To stop the children, an adult will use either:

- a non-verbal signal – the adult puts their hand up; or
- a phrase – "1, 2, 3, eyes on me" in younger year groups, or the year group followed by "look this way" in older year groups (for example, "Y6, look this way").

When they see or hear the signal, children stop what they are doing, look at the adult and listen. Children do not need to put their own hand up – they simply stop and listen.

These attention signals are taught and practised alongside our other universal routines.

4. Roles and responsibilities

Creating a positive behaviour culture is the responsibility of everyone within the Cherry Tree community. Consistency across all adults is essential in ensuring pupils experience clear expectations, predictable routines and fair responses.

The Governing Board

The Governing Board is responsible for:

- ensuring the school has an effective Behaviour Policy that complies with current legislation and statutory guidance;
- approving the school's Statement of Behaviour Principles;
- monitoring the effectiveness of the policy through regular reports from the Headteacher;
- ensuring that behaviour arrangements are fair, inclusive and promote equality;
- supporting leaders in creating a safe and orderly school where pupils and staff can thrive;
- ensuring that the policy reflects the school's values and vision.

The Headteacher

The Headteacher has overall responsibility for behaviour across the school and will:

- promote a culture of high expectations, kindness and respect;
- ensure that behaviour expectations are implemented consistently by all staff;
- provide leadership, guidance and training for staff;
- monitor behaviour trends and evaluate the impact of interventions;
- ensure that appropriate support is provided for pupils experiencing difficulties with behaviour;
- make decisions regarding suspensions and permanent exclusions in accordance with statutory guidance;

- work closely with governors to evaluate the effectiveness of the school's behaviour culture;
- ensure that pupils, parents and staff understand the school's expectations.

Senior Leader- Deputy Headteacher

Senior leader will:

- model exemplary behaviour and professionalism at all times;
- support staff in responding to behaviour incidents;
- coach colleagues to develop consistent practice;
- monitor behaviour across the school through learning walks, observations and behaviour data;
- lead restorative meetings where appropriate;
- coordinate support for pupils requiring additional intervention;
- ensure behaviour is considered alongside safeguarding, attendance and SEND.

The SENCO

The SENCO will:

- advise staff regarding reasonable adjustments for pupils with SEND;
- support staff in identifying underlying needs that may influence behaviour;
- coordinate additional provision and external agency support where appropriate;
- ensure Individual Behaviour Plans are reviewed regularly;
- work closely with parents and outside professionals to promote positive outcomes.

All Staff

All staff are expected to:

- consistently model the behaviour expected from pupils;
- build positive, respectful relationships with every child;
- teach and reinforce the school's routines and expectations;
- use agreed behaviour language and restorative approaches;
- recognise and celebrate positive behaviour frequently;
- respond calmly, consistently and proportionately when behaviour falls below expectations;
- apply reasonable adjustments where appropriate;
- record significant incidents in line with school procedures;
- work collaboratively with colleagues to support pupils;
- communicate professionally with parents and carers;

- safeguard the welfare of all pupils.

Adults should always remember that children learn as much from how adults respond as they do from the consequence itself.

Teaching Assistants and Support Staff

Teaching assistants, lunchtime supervisors, office staff, wraparound care staff, volunteers and visitors all contribute to the behaviour culture of the school.

They are expected to:

- reinforce the same expectations and routines as teaching staff;
- support pupils positively and consistently;
- communicate concerns promptly to the class teacher or senior leader;
- contribute to restorative conversations where appropriate;
- maintain high expectations in all areas of school.

Consistency across every part of the school day is essential.

Parents and Carers

We believe that strong partnerships between home and school are fundamental to promoting positive behaviour.

Parents and carers are expected to:

- support the school's values and behaviour expectations;
- ensure their child attends school regularly and punctually;
- communicate openly with the school regarding any circumstances that may affect their child's wellbeing or behaviour;
- work in partnership with staff to support agreed strategies;
- encourage children to take responsibility for their behaviour;
- treat all members of the school community with respect.

The school will always aim to involve parents at the earliest opportunity where concerns arise so that support can be put in place before behaviour escalates.

Pupils

All pupils have the right to:

- feel safe;
- learn without disruption;
- be treated with dignity and respect;
- be listened to;

- receive help when they need it.

Pupils also have the responsibility to:

- follow school expectations;
- demonstrate the Cherry Tree values;
- show respect towards everyone;
- allow others to learn;
- take responsibility for their choices;
- care for the school environment;
- ask for help when they need it;
- repair relationships when mistakes have been made.

We recognise that children develop at different rates. Adults will provide the support, guidance and reasonable adjustments needed to help every pupil meet these expectations.

5. Positive recognition and rewards

Celebrating Success

At Cherry Tree Primary School, we believe that children flourish when positive behaviour is noticed, recognised and celebrated.

We are committed to creating a culture where pupils experience success every day. Adults actively look for opportunities to recognise pupils who demonstrate our school values and consistently reinforce the behaviours that help everyone to learn and feel safe.

Recognition helps children to:

- develop confidence and self-esteem;
- understand what successful behaviour looks like;
- build positive learning habits;
- strengthen relationships with adults and peers;
- develop intrinsic motivation to make positive choices.

Our aim is for positive recognition to significantly outweigh corrective interactions.

What We Recognise

Positive recognition is linked to our school values and behaviour expectations.

We celebrate pupils who demonstrate:

Happy

- showing kindness
- encouraging others
- making others feel welcome
- contributing positively to school life

Aspirational

- working hard
- challenging themselves
- showing pride in their learning
- striving to improve

Resilient

- persevering when learning is difficult
- learning from mistakes
- remaining positive
- showing determination

Independent

- organising themselves
- taking responsibility
- solving problems
- showing initiative

Open-minded

- respecting different opinions
- listening carefully
- embracing new experiences
- showing curiosity

Compassionate

- helping others
- demonstrating empathy
- showing forgiveness
- acting with honesty and integrity

How We Celebrate Positive Behaviour

Recognition will always be genuine, meaningful and linked to specific behaviours.

Adults may recognise pupils through:

- specific verbal praise;
- non-verbal recognition;
- praise points;
- house points;
- stickers;
- values certificates;
- Headteacher Awards;
- celebration assemblies;
- positive messages home;
- positive telephone calls home;
- postcards home;
- sharing achievements with parents;
- opportunities to take on additional responsibilities;
- class celebrations.

Where possible, recognition should be immediate and specific so that pupils clearly understand which behaviour is being celebrated.

For example:

"Thank you for showing resilience by not giving up with your maths."

rather than

"Well done."

Specific praise helps pupils understand and repeat positive behaviours.

Recognition Before Correction

Adults will always seek opportunities to recognise positive behaviour before correcting inappropriate behaviour.

Staff will:

- notice children making positive choices;
- narrate expected behaviours;
- publicly celebrate success;
- privately address behaviour that falls below expectations;
- reinforce improvements as well as excellence.

Children should regularly experience success, regardless of their starting point.

Public Praise, Private Correction

At Cherry Tree we believe:

Praise in public.
Correct in private.

Positive behaviour will be celebrated publicly whenever appropriate.

When behaviour falls below expectations, adults will respond discreetly, calmly and respectfully, maintaining the dignity of every child.

Children should never be embarrassed or humiliated.

Celebrating Improvement

We recognise that success looks different for every child.

Some children make significant progress through small improvements.

Adults will therefore celebrate:

- improved attitudes;
- increased resilience;
- improved attendance;
- improved relationships;
- positive choices following previous difficulties;
- successful self-regulation;
- repaired relationships.

Progress is valued just as highly as attainment.

Partnership with Parents

Parents are essential partners in recognising children's success.

The school will regularly communicate positive news through:

- telephone calls;
- postcards;
- emails;
- Arbor messages;
- celebration assemblies;
- newsletters;
- certificates;
- social media (where permissions allow).

We believe that celebrating success strengthens the partnership between home and school and reinforces positive behaviour.

Equality and Inclusion

Recognition systems will be fair, inclusive and accessible to all pupils.

We recognise that some children may require reasonable adjustments to enable them to experience success.

Adults will ensure that:

- recognition reflects individual starting points;
- pupils with SEND have equitable opportunities to succeed;
- rewards are never withheld as a blanket sanction;
- all children experience regular success and encouragement.

Our goal is not simply to reward children - it is to develop pupils who are intrinsically motivated to make positive choices because they understand their value to themselves and to others.

6. Responding to behaviour

Our Approach

At Cherry Tree Primary School, we believe that behaviour is most effectively improved through calm, consistent and predictable responses from adults.

When behaviour falls below expectations, our aim is to:

- restore calm;
- protect learning;
- help children understand the impact of their behaviour;
- repair relationships;
- teach better choices for the future;
- maintain the dignity of every child.

Our response will always be proportionate, consistent and appropriate to the age, understanding and individual needs of the child.

Whenever possible, adults will seek to de-escalate situations before behaviour escalates.

Reflection areas: we have reflection areas in each Key Stage 1 and Key Stage 2 classroom. This is an area the children can go to help regulate themselves so that they are able to continue with their learning.

Reception and Cherry Blossom Preschool: instead of a reflection area, Reception and Preschool have a calm corner where children can go to help regulate themselves. In Reception and Preschool, adults focus on helping children understand green choices and red choices, and the responses in the pathway below are adapted to suit children's age and stage of development.

Consistency

Consistency is essential in creating a safe and predictable environment.

Consistency does **not** mean that every child receives exactly the same consequence.

Consistency means that every child experiences:

- the same high expectations;
- respectful interactions;
- calm adults;
- fair decisions;
- clear boundaries;
- appropriate support.

Professional judgement will always be used when responding to behaviour.

Before Responding

Before deciding upon an appropriate response, staff should consider:

- Is the child safe?
- Is anyone else at risk?
- Could there be an underlying cause?
- Has the behaviour been taught?
- Does the child understand the expectation?
- Does the child require a reasonable adjustment?
- Is there a safeguarding concern?
- What response is most likely to improve future behaviour?

Behaviour should never be viewed in isolation from the wider context.

Universal Responses

Most behaviour can be successfully addressed through simple classroom strategies.

Adults should always begin with the least intrusive intervention.

These may include:

- non-verbal reminders;
- positive narration;
- proximity;
- eye contact;
- quiet redirection;
- repeating expectations;

- giving thinking time;
- offering a choice;
- positive reinforcement of nearby pupils;
- reminding pupils of previous success.

Many incidents will be resolved at this stage.

Behaviour pathway for children

without an IBP

Stage	Examples of Behaviour	Adult Response	Recording & Communication
Universal Practice	Pupils consistently meeting expectations and demonstrating the Cherry Tree values.	• Teach expected behaviours. • Model respectful interactions. • Recognise positive behaviour frequently. • Use specific praise. • Reinforce routines. • Build positive relationships.	No behaviour record required. Celebrate success with pupils and parents where appropriate.
Stage 1	• Calling out • Chatting • Off-task behaviour • Minor disruption • Low-level inappropriate behaviour	• Non-verbal cue. • Quiet reminder. • Positive restatement of expectations. • Allow take-up time. • Praise improvement.	No formal recording unless behaviour becomes repeated.
Stage 2	• Behaviour continues despite reminders. • High frequency of occurrences • Being disrespectful • Name calling • Inappropriate language use	• Short supervised reflection in the classroom (5mins KS1 -10mins KS2) • Change of seat where appropriate. • Complete missed learning. • Brief restorative conversation with class teacher • Support successful return to learning.	Class teacher monitors repeated incidents. Parents informed if behaviour becomes repeated.
Stage 3	• Persistent behaviour affecting learning or wellbeing of others. • Continuation of stage 2 behaviours. • Refusal to complete learning task • Non-compliance with consequence	• Reflection time in another classroom for 10 minutes. • Restorative reflection (form) and uploaded to CPOMS • Restorative conversation to take place supported by the Class teacher. • Review reasonable adjustments. • Meet with parents and agree next steps • Consider an Individual Behaviour Plan (IBP).	Record on **CPOMS** Parents informed & meeting taken place
Stage 4	•Continuation of stage 3 behaviours. •More than two reflection forms completed in a half term OR • Bullying • Discriminatory language • Serious disruption	• Pupil sent to SLT who will investigate and record on CPOMS • Parents contacted and meeting taken place to agree next steps. • Safeguarding considered and risk assessed. • Appropriate consequence agreed (in school exclusion or detention(s) given as appropriate) • Individual Behaviour Plan reviewed or implemented.	Record on **CPOMS**. Parents informed Leadership monitoring.

	• Deliberate damage • Behaviour placing others at risk •Fighting	• Reintegration planned where appropriate.	
Stage 5	•Continuation of stage 4 behaviours OR • Serious violence • Weapon/prohibited item • Sexual harassment or violence • Serious discriminatory abuse • Behaviour creating immediate danger • Behaviour likely to result in suspension	Immediate referral to Headteacher or senior leader. Safeguarding procedures followed. Risk managed. Parents informed immediately and formal meeting to take place. Appropriate statutory guidance followed. LA notified and involved when necessary	Record on **CPOMS** Consider suspension or permanent exclusion where necessary. Formal meeting with the Headteacher, Class teacher and parents. External agencies informed as required.

Our Behaviour Pathway

Making good choices at Cherry Tree

Step	What it looks like	What adults will do	Who will know?
EVERY DAY	Following our school rules and showing the Cherry Tree values.	• Teach you how to make good choices. • Be kind, respectful role models. • Notice when you get it right. • Tell you exactly what you did well. • Help you learn our routines. • Get to know you and care about you.	Your successes are **celebrated** with you and your grown-ups at home!
1 STAGE 1	• Shouting out • Chatting when you should be listening • Not getting on with your work • Distracting others a little • Small silly choices	• A look or a hand signal. • A quiet reminder. • Reminding you what you should be doing. • Time for you to put it right. • Praise when you make a better choice.	A fresh start, unless it keeps happening.
2 STAGE 2	• Carrying on after reminders • Doing it again and again • Being rude • Calling people names • Using unkind or rude words	• Short reflection time in your classroom (KS1: 5 minutes, KS2: 10 minutes). • Moving to a different seat if needed. • Catching up on work you missed. • A chat with your teacher to put things right. • Help to get back to your learning.	Your teacher **keeps an eye** on it. Your grown-ups at home are told if it keeps happening.
3 STAGE 3	• Choices that keep stopping you or others from learning or feeling happy • Carrying on with Stage 2 choices • Refusing to do your work • Not accepting a consequence	• 10 minutes reflection time in another classroom. • Filling in a reflection sheet about what happened. • A chat to put things right, with your teacher's help. • Your teacher checks what extra help you might need. • A meeting with your grown-ups to plan next steps. • Maybe a special plan to help you.	Your grown-ups at home are told and come in for a meeting.
4 STAGE 4	• Carrying on with Stage 3 choices • More than two reflection sheets in a half term **OR** • Bullying • Unkind words about someone's skin colour, religion or who they are • Stopping the whole class from learning • Breaking things on purpose • Doing things that could hurt others • Fighting	• A senior leader finds out what happened. • Your grown-ups come in to agree next steps. • Adults make sure everyone is safe. • A fair consequence, like working away from your class or missing some playtime. • Your special plan is made or checked. • Help to settle back into class.	Your grown-ups at home are told. School leaders keep an eye on things.
5 STAGE 5	• Carrying on with Stage 4 choices **OR** • Hurting someone badly • Bringing something dangerous or not allowed into school • Touching someone, or talking about their body, in a way that is not OK • Very unkind words or actions about who someone is • Putting people in danger	• The Headteacher is told straight away. • Adults follow our rules for keeping everyone safe. • Your grown-ups are contacted straight away and come in for a meeting. • School follows the official rules for schools. • The local council may be asked to help.	A meeting with the Headteacher, your teacher and your grown-ups. You might need to stay away from school for a while, or move to a different school. Helpers outside school are told if needed.

OUR VALUES GUIDE OUR ACTIONS

Happy · **Aspirational** · **Resilient** · **Independent** · **Open-minded** · **Compassionate**

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

In Reception and Preschool, children use a calm corner instead of reflection time, and we talk about green choices and red choices. Some children have their own plan to help them. When they do, their plan is followed instead.

Lunchtimes: lunchtime staff follow the Lunchtime Pathway in Appendix B, which adapts Stages 1 to 3 for the playground and dining hall. Serious incidents at lunchtime go straight to a senior leader and follow the main pathway from Stage 4.

Restorative Practice

Every significant behaviour incident should conclude with a restorative conversation once the child is calm.

The purpose is not to revisit blame but to promote understanding, responsibility and repair. Appendix D sets out our restorative approach in full, including the questions adults use.

Consequences

Consequences are intended to support learning rather than punish.

Consequences may include:

- verbal reminder;
- restorative conversation;
- completing missed learning;
- repairing damage;
- apology where appropriate;
- temporary loss of privilege;
- supported reflection;
- Individual Behaviour Plans;
- leadership involvement.

Consequences will always be:

- reasonable;
- proportionate;
- respectful;
- linked to the behaviour;
- followed by an opportunity for success.

Children will always be welcomed back positively following any consequence.

Recording Behaviour

Staff should record behaviour where:

- incidents are repeated;
- behaviour is serious;
- parents have been involved;
- safeguarding concerns exist;

- physical intervention has been used;
- behaviour plans are in place.

The school will use **CPOMS** to record significant behaviour concerns.

7. Supporting Pupils to Succeed

Our Inclusive Approach

At Cherry Tree Primary School, we recognise that behaviour is a form of communication. While all pupils are expected to meet our behaviour expectations, we understand that some children may require additional support to do so successfully.

We are committed to identifying and addressing the underlying causes of behaviour, ensuring that every pupil receives the support they need whilst maintaining high expectations for learning and conduct.

We believe that:

- every child can succeed;
- behaviour can be taught and improved;
- early intervention is more effective than reactive intervention;
- positive relationships are central to successful behaviour;
- support should be personalised, proportionate and regularly reviewed.

Early Identification

Where a pupil begins to experience difficulties in meeting behaviour expectations, staff will seek to identify possible underlying causes before behaviour becomes entrenched.

These may include:

- Special Educational Needs and Disabilities (SEND);
- Speech, Language and Communication Needs (SLCN);
- Social, Emotional and Mental Health (SEMH) needs;
- Autism or ADHD;
- medical conditions;
- bereavement or family changes;
- anxiety or emotional wellbeing;
- attendance concerns;
- safeguarding concerns;
- adverse childhood experiences (ACEs) or trauma.

The class teacher should discuss concerns with parents and, where appropriate, seek advice from the SENCO, pastoral team or Designated Safeguarding Lead (DSL).

Reasonable Adjustments

In accordance with the Equality Act 2010, Cherry Tree will make reasonable adjustments to ensure that pupils with disabilities or additional needs are not placed at a substantial disadvantage.

Reasonable adjustments may include:

- adapted communication;
- visual timetables and prompts;
- now/next boards;
- movement or sensory breaks;
- alternative methods of reflection;
- reduced language and simplified instructions;
- flexible seating arrangements;
- access to regulation resources;
- pre-teaching of routines and expectations;
- planned adult check-ins;
- adapted transition arrangements.

Reasonable adjustments do not remove expectations for behaviour. They ensure pupils are supported to meet those expectations successfully.

Additional Support

Where universal classroom strategies are not sufficient, pupils may receive additional support, including:

- Individual Behaviour Plans (IBPs);
- individual risk assessments where appropriate;
- pastoral mentoring;
- emotional literacy support;
- social skills groups;
- intervention from the SENCO;
- support from the Family Support Worker;
- Early Help involvement;
- Educational Psychology advice;
- specialist outreach services;
- referrals to external agencies where appropriate.

Support will always be planned in partnership with parents and reviewed regularly.

Individual Behaviour Plans

Where behaviour is persistent or significantly impacts learning, an Individual Behaviour Plan (IBP) may be put in place.

The plan will include:

- strengths and interests;
- identified triggers;
- early warning signs;
- successful de-escalation strategies;
- agreed adult responses;
- reasonable adjustments;
- rewards and motivators;
- restorative approaches;
- review dates;
- responsibilities of school and parents.

IBPs will be reviewed regularly to ensure they remain effective.

Working with External Agencies

Where appropriate, the school may seek advice or support from external professionals, including:

- Educational Psychology;
- Warrington SEND Services;
- Speech and Language Therapy;
- Occupational Therapy;
- CAMHS or other mental health services;
- Family Support Services;
- Children's Social Care;
- Health professionals.

Parents will normally be involved in referrals and planning unless there is a safeguarding reason not to do so.

Reviewing Support

Support will be reviewed regularly to ensure that it remains effective and responsive to the needs of the pupil.

Senior leaders, the SENCO and class teachers will consider:

- progress over time;
- behaviour patterns;

- attendance;
- pupil voice;
- parent feedback;
- staff observations;
- the effectiveness of interventions.

Where progress has been made, support will be gradually reduced while continuing to monitor the pupil's successful reintegration into universal classroom practice.

8. Serious incidents and safeguarding concerns

Our Priority

At Cherry Tree Primary School, the safety and wellbeing of pupils, staff and visitors is our highest priority.

While the majority of behaviour incidents can be managed through our Behaviour Response Pathway, some incidents are sufficiently serious that they require an immediate response from senior leaders.

These incidents may bypass the graduated stages outlined in this policy.

Our response will always be:

- proportionate;
- lawful;
- child-centred;
- restorative where appropriate;
- underpinned by safeguarding.

Immediate Leadership Response

The following behaviours will normally require immediate referral to a senior leader:

Physical Behaviour

- serious physical aggression;
- fighting causing injury;
- assault on a pupil or adult;
- deliberate physical harm;
- behaviour placing others at immediate risk.

Verbal Behaviour

- discriminatory language;
- racist abuse;

- homophobic, biphobic or transphobic abuse;
- sexual harassment;
- threatening behaviour;
- serious verbal abuse.

Safeguarding Concerns

- child-on-child abuse;
- sexual violence;
- possession of prohibited items;
- behaviour indicating a significant safeguarding concern;
- behaviour linked to criminal activity.

Damage and Theft

- significant deliberate damage to school property;
- theft;
- vandalism.

Persistent Behaviour

- persistent disruption despite extensive support;
- repeated refusal to follow reasonable instructions;
- behaviour that significantly affects the education or safety of others.

Immediate Actions

The senior leader will:

- ensure everyone is safe;
- de-escalate the situation;
- separate pupils where necessary;
- provide first aid if required;
- gather factual information;
- speak to all parties involved;
- consider safeguarding implications;
- contact parents as soon as reasonably possible;
- record the incident on CPOMS.

Where appropriate, other agencies may also be informed.

Safeguarding

Behaviour may indicate that a child is experiencing abuse, neglect or significant emotional distress.

Where staff believe this may be the case, the Designated Safeguarding Lead (DSL) will be informed immediately.

Examples include:

- sudden changes in behaviour;
- sexually harmful behaviour;
- disclosures;
- repeated aggressive behaviour with no clear trigger;
- concerning online behaviour;
- behaviours that suggest exploitation or abuse.

Safeguarding concerns will always take precedence over disciplinary procedures.

Investigating Incidents

Senior leaders will ensure that investigations are:

- fair;
- thorough;
- evidence-based;
- completed as promptly as possible.

The investigation may include:

- speaking to pupils individually;
- speaking to staff;
- reviewing written accounts;
- reviewing CCTV where available;
- reviewing CPOMS records;
- considering previous incidents;
- seeking advice from the DSL or SENCO where appropriate.

Pupils will be given an opportunity to explain what has happened.

Responding to Serious Behaviour

Responses will be proportionate to the seriousness of the incident.

These may include:

- restorative meetings;
- repairing damaged relationships;
- Individual Behaviour Plans;
- loss of privileges;

- internal removal from class;
- suspension;
- permanent exclusion where legally appropriate.

Whenever possible, support and consequences will be implemented together.

Suspension and Permanent Exclusion

Only the Headteacher has the authority to suspend or permanently exclude a pupil.

Decisions will always be made in accordance with current Department for Education guidance and after careful consideration of:

- the seriousness of the incident;
- the impact on others;
- previous behaviour;
- safeguarding information;
- SEND and Equality Act duties;
- whether reasonable adjustments have been made;
- whether alternative strategies have already been implemented.

Suspension and permanent exclusion will always be a last resort unless there has been a single serious breach that makes continued attendance unsafe.

Reintegration Following Suspension

Where a pupil returns following a suspension, the school will hold a reintegration meeting involving:

- the pupil;
- parents or carers;
- the Headteacher or senior leader;
- the class teacher where appropriate.

The purpose of the meeting is to:

- rebuild relationships;
- clarify expectations;
- identify any support required;
- agree a successful plan for returning to learning.

The emphasis will always be on helping the pupil achieve long-term success.

9. Positive Handling, Restrictive Physical Intervention and Reasonable Force

Our Approach

At Cherry Tree Primary School, our priority is always to prevent situations from escalating through positive relationships, effective behaviour management and early intervention.

We believe that most incidents can be resolved through:

- calm communication;
- positive relationships;
- restorative practice;
- consistent routines;
- de-escalation strategies;
- reasonable adjustments where appropriate.

Restrictive physical intervention will only ever be used as a **last resort**, when all appropriate preventative strategies have been unsuccessful or where immediate action is necessary to prevent harm.

Use of Reasonable Force

School staff have a legal power to use reasonable force in certain circumstances.

Reasonable force may only be used where it is necessary to:

- prevent a pupil from injuring themselves;
- prevent a pupil from injuring another person;
- prevent serious damage to property;
- prevent serious disruption where safety is compromised;
- prevent a criminal offence.

Any force used must be:

- reasonable;
- proportionate;
- necessary;
- for the shortest possible time;
- the least restrictive option available.

Physical intervention must never be used:

- as a punishment;
- to deliberately cause pain;
- to secure compliance where there is no immediate risk;
- because a child refuses to follow an instruction;
- to humiliate or intimidate a pupil.

Preventative Practice

Staff will always seek to prevent incidents from escalating by using strategies such as:

- positive relationships;
- consistent routines;
- calm communication;
- distraction and redirection;
- offering choices;
- allowing time and space to regulate;
- reducing demands where appropriate;
- supporting emotional regulation;
- following Individual Behaviour Plans or Positive Handling Plans.

Where pupils are known to present a foreseeable risk, individual plans will identify preventative strategies and agreed responses.

Restrictive Physical Intervention

Where restrictive physical intervention becomes necessary:

- the safety and dignity of everyone involved will remain the priority;
- only the minimum force necessary will be used;
- intervention will stop as soon as it is safe to do so;
- wherever possible, another adult should be present or summoned;
- the pupil will be supported to regulate as soon as the immediate risk has reduced;
- the pupil's age, understanding, SEND, medical needs, known triggers and previous experiences will be considered;
- seclusion will never be used as a disciplinary sanction; any emergency use for safety will follow current guidance and school procedures.

Staff will continue to communicate calmly throughout the incident.

Recording and Reporting

Any use of restrictive physical intervention must be:

- recorded on CPOMS as soon as possible, ideally on the same day;
- reported to the Headteacher or designated senior leader;
- shared with parents or carers on the same day wherever reasonably possible;
- reviewed to determine whether additional support or planning is required.

The record should include:

- what happened before the incident;
- why physical intervention was necessary;

- the type of intervention used;
- who was involved;
- the duration of the intervention;
- any injuries sustained;
- actions taken following the incident.

Debrief and Follow-up

Following any restrictive physical intervention:

- the pupil will be given time to regulate before discussing the incident;
- a restorative conversation will take place when appropriate;
- staff involved will have an opportunity to debrief;
- parents will be informed of the outcome;
- Individual Behaviour Plans and risk assessments will be reviewed where necessary.

The purpose of the review is to reduce the likelihood of future incidents through improved understanding and planning.

Training

Cherry Tree Primary School will ensure that staff receive appropriate training in behaviour management, de-escalation and restrictive physical intervention relevant to their roles.

Only staff who have received appropriate training should undertake planned restrictive interventions, except in unforeseen emergencies where any member of staff may use reasonable force to prevent immediate harm.

Removal from Class

Removal is a serious response and will be used only when necessary to restore safety or stability, allow learning to continue in a supervised setting, or support a pupil to regulate. It will not be used as informal exclusion.

- The reason, location, supervision and expected duration will be clear.
- Appropriate education will continue wherever practicable.
- The pupil's SEND, medical and safeguarding needs will be met.
- Parents will be informed where removal is significant or repeated.
- A reintegration conversation and appropriate support will be provided.
- Prolonged or repeated removal will be reviewed by the Headteacher and SENCO/Behaviour Lead.

10. Bullying, Discrimination and Child-on-Child Abuse

Our Commitment

At Cherry Tree Primary School, we are committed to providing a safe, inclusive and respectful environment where every member of our community feels valued and protected.

We do not tolerate bullying, discrimination, harassment or abusive behaviour in any form.

Every pupil has the right to feel safe, respected and able to learn free from fear or intimidation. Equally, every pupil has a responsibility to contribute positively to our school community by treating others with kindness, respect and compassion.

Our approach is underpinned by our school values of being **Happy, Aspirational, Resilient, Independent, Open-minded and Compassionate**.

Definition of Bullying

The Department for Education defines bullying as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying is usually characterised by:

- deliberate actions intended to hurt;
- repetition over time;
- an imbalance of power between those involved.

Not all friendship difficulties, disagreements or one-off incidents constitute bullying; however, they will still be taken seriously and addressed appropriately.

Types of Bullying

Bullying may include:

Physical

- hitting
- kicking
- pushing
- damaging belongings
- inappropriate physical contact

Verbal

- name calling
- insults

- intimidation
- threats
- offensive comments

Emotional or Social

- deliberately excluding others
- spreading rumours
- manipulating friendships
- humiliation
- embarrassment

Online (Cyberbullying)

- abusive messages
- social media abuse
- sharing images without consent
- online intimidation
- anonymous messaging

Prejudice-based Bullying

Bullying motivated by prejudice relating to:

- race or ethnicity;
- religion or belief;
- disability;
- sex;
- sexual orientation;
- gender reassignment;
- family circumstances;
- appearance or additional needs.

All discriminatory incidents will be recorded and investigated.

Child-on-Child Abuse

Cherry Tree recognises that children can abuse other children.

This may include:

- bullying;
- physical abuse;
- emotional abuse;
- sexual harassment;

- sexual violence;
- online abuse;
- initiation or hazing behaviours;
- coercive or controlling behaviour;
- sharing indecent images.

These behaviours will always be treated as safeguarding concerns and managed in accordance with the school's Child Protection and Safeguarding Policy.

The Designated Safeguarding Lead (DSL) will be informed immediately where appropriate.

Reporting Concerns

Pupils are encouraged to speak to a trusted adult if they:

- feel unsafe;
- are worried about another pupil;
- experience bullying;
- witness bullying;
- experience discrimination or prejudice.

Staff must take all reports seriously.

Children will never be told to "sort it out themselves" where bullying is suspected.

Responding to Bullying

When bullying is reported or suspected, the school will:

1. listen carefully to everyone involved;
2. reassure the child that they have done the right thing by speaking up;
3. investigate promptly and fairly;
4. record the incident on CPOMS where appropriate;
5. inform parents or carers;
6. implement appropriate support and consequences;
7. monitor the situation to ensure the behaviour has stopped;
8. provide ongoing support for all pupils involved.

Our response will focus on:

- stopping the behaviour;
- keeping pupils safe;
- repairing relationships where appropriate;
- educating pupils about the impact of their actions.

Supporting Pupils

The child experiencing bullying will be offered:

- reassurance and emotional support;
- regular check-ins;
- opportunities to share concerns;
- strategies to rebuild confidence;
- support from pastoral staff where appropriate.

The pupil displaying bullying behaviour will also receive support to:

- understand the impact of their actions;
- develop empathy;
- repair relationships where appropriate;
- make positive behaviour changes;
- access additional support if needed.

Preventing Bullying

Preventing bullying is an ongoing part of school life.

We promote positive relationships through:

- our Behaviour Curriculum;
- PSHE lessons;
- Relationships Education;
- assemblies;
- online safety education;
- pupil leadership opportunities;
- restorative practice;
- celebrating diversity;
- promoting our school values.

Staff will actively supervise pupils throughout the school day and challenge unkind behaviour immediately.

Discriminatory Behaviour

Cherry Tree has a zero-tolerance approach to discriminatory behaviour.

Any behaviour relating to:

- race;

- disability;
- religion or belief;
- sex;
- sexual orientation;
- gender reassignment;

will be challenged immediately.

Such incidents will:

- be investigated thoroughly;
- be recorded appropriately;
- involve parents where appropriate;
- include education alongside consequences;
- be monitored by senior leaders.

Where required, incidents will be reported to the Local Authority in line with local procedures.

11. Behaviour Beyond the School Day

Expectations Beyond the School Gates

At Cherry Tree Primary School, we expect pupils to demonstrate our school values whenever they are representing the school or can be identified as members of our school community.

Our expectations apply:

- on the journey to and from school;
- whilst wearing school uniform;
- during educational visits;
- at sporting fixtures and competitions;
- during residential visits;
- at after-school clubs and wraparound care;
- when representing the school in the local community;
- when behaviour online affects members of the school community.

Positive behaviour beyond the school gates helps maintain the reputation of the school and contributes to a safe and respectful community.

Behaviour Outside School

The school may respond to behaviour outside school where it:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil, member of staff or member of the public;
- adversely affects the reputation of Cherry Tree Primary School;

- constitutes bullying, discrimination or harassment of another member of the school community;
- involves criminal or antisocial behaviour;
- creates safeguarding concerns.

The Headteacher will determine whether it is appropriate for the school to investigate and respond to incidents occurring outside school.

Online Behaviour

We recognise that online behaviour can have a significant impact on pupils' wellbeing and relationships.

Pupils are expected to use technology safely, respectfully and responsibly.

The school may take action where online behaviour:

- causes harm to another pupil;
- involves bullying or harassment;
- includes discriminatory language;
- affects the safe running of the school;
- damages the reputation of members of the school community;
- presents a safeguarding concern.

Online incidents will be managed in accordance with the school's Online Safety and Safeguarding Policies.

Working with Families

Where incidents occur outside school, we will work in partnership with parents to:

- establish the facts;
- support positive behaviour;
- promote safe choices;
- repair relationships where appropriate.

Where necessary, the school may also work alongside external agencies, including the police or children's services.

12. Searching, Screening and Confiscation

General Principles

Cherry Tree Primary School has a duty to safeguard pupils and staff and to maintain a safe learning environment.

In certain circumstances, authorised members of staff may search pupils or their possessions and confiscate prohibited items in accordance with current legislation and Department for Education guidance.

Searches will always be:

- lawful;
- proportionate;
- respectful;
- carried out with the welfare and dignity of the pupil in mind;
- sensitive to the pupil's age, sex, SEND, disability and any safeguarding concerns.

Wherever possible, pupils will be encouraged to hand over prohibited items voluntarily before a search is considered.

Prohibited Items

The school may search for items prohibited by law, including:

- knives or offensive weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette papers, cigarettes and vaping products;
- fireworks;
- pornographic images;
- any item likely to be used to commit an offence or cause injury or damage.

The school may also confiscate items that are banned under school rules where these are likely to disrupt learning or compromise safety. School-banned items will be clearly communicated to pupils and parents.

Conducting a Search

Only authorised members of staff will conduct searches.

Staff will:

- explain the reason for the search where appropriate;
- seek the pupil's cooperation wherever possible;
- ensure another member of staff is present where practicable;
- act respectfully and proportionately throughout;
- record searches where required by statutory guidance.

Where there is a risk of serious harm, staff will act immediately to protect pupils and others.

Confiscated Items

Confiscated items will be managed appropriately.

Depending on the item, this may include:

- returning the item to parents;
- disposing of the item where legally appropriate;
- handing the item to the police;
- retaining the item as evidence.

Parents will normally be informed where prohibited items have been confiscated.

13. Monitoring, Review and Governance

Monitoring Behaviour

Cherry Tree Primary School is committed to continually evaluating the effectiveness of its behaviour culture to ensure that every pupil is able to learn in a calm, safe and inclusive environment.

Behaviour information is used to identify strengths, celebrate successes and ensure that appropriate support is provided where needed.

Senior leaders will regularly monitor behaviour to ensure:

- expectations are applied consistently across the school;
- pupils feel safe and supported;
- behaviour systems are fair, proportionate and effective;
- behaviour does not disproportionately affect any group of pupils;
- staff receive appropriate guidance and support.

Recording and Analysis

Behaviour incidents are recorded using the school's agreed recording systems, including **CPOMS**, where appropriate.

Behaviour information will be analysed regularly to identify:

- recurring behaviours;
- patterns by location;
- patterns by time of day;
- repeated incidents;
- pupils requiring additional support;
- trends across year groups;
- vulnerable groups, including pupils with SEND, disadvantaged pupils and those with protected characteristics;

- bullying, discriminatory and child-on-child abuse incidents;
- use of restrictive physical intervention, including any disproportionality relating to protected characteristics or SEND;
- searches and confiscations, to ensure they remain fair, lawful and proportionate;
- the effectiveness of interventions and Individual Behaviour Plans.

This information will be used to inform school improvement priorities and staff training.

Quality Assurance

Senior leaders will monitor the implementation of this policy through:

- learning walks;
- classroom observations;
- behaviour and culture reviews;
- pupil voice;
- staff feedback;
- parent feedback;
- behaviour data analysis;
- safeguarding reviews;
- attendance information;
- governor visits.

Monitoring activities will focus on ensuring consistency and identifying examples of excellent practice across the school.

Staff Development

Creating a positive behaviour culture requires ongoing professional development.

All staff will receive regular training on:

- behaviour expectations and routines;
- positive behaviour strategies;
- restorative practice;
- de-escalation techniques;
- safeguarding;
- SEND and reasonable adjustments;
- child-on-child abuse;
- trauma-informed practice where appropriate;
- restrictive physical intervention (for relevant staff).

New staff, volunteers and supply staff will receive induction on the school's behaviour expectations before working with pupils.

Pupil Voice

Pupils are encouraged to contribute to the ongoing development of behaviour and relationships within school.

Opportunities to gather pupil voice include:

- School Council meetings;
- pupil questionnaires;
- learning walks;
- behaviour surveys;
- discussions with senior leaders;
- safeguarding and wellbeing reviews.

Listening to pupils helps us understand what is working well and where improvements can be made.

Partnership with Parents

Cherry Tree values the views of parents and carers.

The school will seek parental feedback through:

- parent questionnaires;
- meetings;
- informal discussions;
- consultation events;
- governor engagement;
- feedback following behaviour support meetings.

Working together enables us to provide the best possible outcomes for every child.

Equality Monitoring

The Headteacher and Governing Board will regularly review behaviour information to ensure that this policy is implemented fairly and equitably.

Monitoring will consider whether there is any disproportionate impact on pupils based on:

- Special Educational Needs and Disabilities (SEND);
- disability;
- sex;
- race or ethnicity;

- religion or belief;
- looked after or previously looked after status;
- disadvantage;
- other protected characteristics.

Where patterns emerge, leaders will investigate the reasons and take appropriate action to improve practice.

Responsibilities of Governors

The Governing Board will:

- review the effectiveness of this policy annually;
- receive anonymised reports on behaviour, bullying, restrictive physical intervention, suspensions and exclusions;
- monitor equality and inclusion;
- ensure statutory guidance is followed;
- hold leaders to account for maintaining a positive behaviour culture;
- review the Statement of Behaviour Principles each year.

Governors will seek assurance that behaviour systems are consistently implemented and support pupils to achieve positive outcomes.

Policy Review

This policy will be reviewed annually by the Headteacher and Governing Board, or sooner if:

- there are significant changes to legislation or statutory guidance;
- school procedures change;
- monitoring identifies the need for amendments;
- learning from serious incidents indicates that improvements are required.

The review will consider feedback from:

- pupils;
- parents and carers;
- staff;
- governors;
- external professionals where appropriate.

Our aim is to ensure that the policy remains effective, inclusive and reflective of the needs of the Cherry Tree community.

Appendix A – Statement of Behaviour Principles

(Approved by the Governing Board)

This Statement of Behaviour Principles provides the framework within which the Headteacher develops, implements and reviews the Behaviour Policy at Cherry Tree Primary School.

It reflects the school's vision, values and statutory responsibilities and has been written with regard to current legislation and Department for Education guidance.

Our Principles

At Cherry Tree Primary School, we believe that:

1. Every child has the right to learn.

All pupils have the right to learn in a calm, safe, inclusive and purposeful environment where behaviour does not disrupt learning or compromise the wellbeing of others.

2. Every member of our community deserves to be treated with dignity and respect.

We promote a culture of kindness, compassion and mutual respect.

Discrimination, bullying, harassment, violence and abusive behaviour will not be tolerated.

3. Positive behaviour should be explicitly taught.

Children are not simply expected to know how to behave.

Positive behaviour, self-regulation, respectful relationships and responsible choices are explicitly taught through our Behaviour Curriculum and modelled consistently by all adults.

4. Positive relationships underpin excellent behaviour.

We believe that strong relationships between pupils, staff and families are fundamental to creating a positive behaviour culture.

Every interaction provides an opportunity to teach, support and encourage children to make positive choices.

5. High expectations apply to everyone.

We have consistently high expectations for all pupils.

Where appropriate, reasonable adjustments will be made for pupils with additional needs whilst maintaining those high expectations.

6. Positive behaviour will be recognised and celebrated.

We believe that recognising positive behaviour is more effective than focusing solely on poor behaviour.

Adults actively notice, reinforce and celebrate behaviours that reflect our school values.

7. Responses to behaviour should be fair and proportionate.

Where behaviour falls below expectations, responses should:

- be consistent;
- be proportionate;
- preserve dignity;
- protect learning;
- restore relationships;
- support future success.

8. Safeguarding is paramount.

Behaviour may sometimes indicate that a child requires additional help or protection.

Safeguarding responsibilities will always take priority when responding to behaviour.

9. Exclusion is a last resort.

Cherry Tree Primary School is committed to inclusion.

Every reasonable effort will be made to support pupils before suspension or permanent exclusion is considered.

Where exclusion is necessary, statutory guidance will be followed.

10. Partnership with families is essential.

We believe that positive outcomes are achieved when pupils, parents, carers and school staff work together.

We are committed to open communication, mutual respect and shared responsibility.

Our Commitment

Our Behaviour Policy reflects our school vision:

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

Through our values of being:

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

we strive to create a school where every child feels safe, valued and inspired to achieve their very best.

Approval

This Statement of Behaviour Principles was approved by the Governing Board of Cherry Tree Primary School.

Approved by:	**Governing Board**
Date approved:	July 2026
Review date:	July 2027

Appendix B – Cherry Tree Behaviour Response Pathways

Our Behaviour Pathway

Making good choices at Cherry Tree

Step	What it looks like	What adults will do	Who will know?
EVERY DAY	Following our school rules and showing the Cherry Tree values.	• Teach you how to make good choices. • Be kind, respectful role models. • Notice when you get it right. • Tell you exactly what you did well. • Help you learn our routines. • Get to know you and care about you.	Your successes are **celebrated** with you and your grown-ups at home!
1 STAGE 1	• Shouting out • Chatting when you should be listening • Not getting on with your work • Distracting others a little • Small silly choices	• A look or a hand signal. • A quiet reminder. • Reminding you what you should be doing. • Time for you to put it right. • Praise when you make a better choice.	A fresh start, unless it keeps happening.
2 STAGE 2	• Carrying on after reminders • Doing it again and again • Being rude • Calling people names • Using unkind or rude words	• Short reflection time in your classroom (KS1: 5 minutes, KS2: 10 minutes). • Moving to a different seat if needed. • Catching up on work you missed. • A chat with your teacher to put things right. • Help to get back to your learning.	Your teacher **keeps an eye** on it. Your grown-ups at home are told if it keeps happening.
3 STAGE 3	• Choices that keep stopping you or others from learning or feeling happy • Carrying on with Stage 2 choices • Refusing to do your work • Not accepting a consequence	• 10 minutes reflection time in another classroom. • Filling in a reflection sheet about what happened. • A chat to put things right, with your teacher's help. • Your teacher checks what extra help you might need. • A meeting with your grown-ups to plan next steps. • Maybe a special plan to help you.	Your grown-ups at home are told and come in for a meeting.
4 STAGE 4	• Carrying on with Stage 3 choices • More than two reflection sheets in a half term **OR** • Bullying • Unkind words about someone's skin colour, religion or who they are • Stopping the whole class from learning • Breaking things on purpose • Doing things that could hurt others • Fighting	• A senior leader finds out what happened. • Your grown-ups come in to agree next steps. • Adults make sure everyone is safe. • A fair consequence, like working away from your class or missing some playtime. • Your special plan is made or checked. • Help to settle back into class.	Your grown-ups at home are told. School leaders keep an eye on things.
5 STAGE 5	• Carrying on with Stage 4 choices **OR** • Hurting someone badly • Bringing something dangerous or not allowed into school • Touching someone, or talking about their body, in a way that is not OK • Very unkind words or actions about who someone is • Putting people in danger	• The Headteacher is told straight away. • Adults follow our rules for keeping everyone safe. • Your grown-ups are contacted straight away and come in for a meeting. • School follows the official rules for schools. • The local council may be asked to help.	A meeting with the Headteacher, your teacher and your grown-ups. You might need to stay away from school for a while, or move to a different school. Helpers outside school are told if needed.

OUR VALUES GUIDE OUR ACTIONS

Happy · **Aspirational** · **Resilient** · **Independent** · **Open-minded** · **Compassionate**

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

In Reception and Preschool, children use a calm corner instead of reflection time, and we talk about green choices and red choices. Some children have their own plan to help them. When they do, their plan is followed instead.

Lunchtime Pathway

Our Lunchtime Pathway

Happy, safe lunchtimes at Cherry Tree

Step	What it looks like	What adults will do	Who will know?
EVERY DAY	**In the playground** • Playing fairly and taking turns • Including others in games • Looking after the equipment **In the dining hall** • Queuing sensibly • Good table manners and quiet voices • Tidying away after yourself	• Watch over you and help keep everyone safe. • Join in and encourage games. • Notice when you get it right. • Help sort out small problems early.	Lunchtime staff tell your teacher about your **good choices**, so they can be celebrated!
1 STAGE 1	• Rough or silly play • Not sharing or taking turns • Shouting or silliness in the dining hall • Not listening the first time • Small unkind choices	• A look or a hand signal. • A quiet reminder of the lunchtime rules. • Showing you a better way to play. • Time for you to put it right. • Praise when you make a better choice.	A fresh start, unless it keeps happening.
2 STAGE 2	• Carrying on after reminders • Unkind words or calling people names • Leaving people out on purpose • Being rude to lunchtime staff • Messing with food or equipment	• A short calm time beside an adult. • Playing in a different area or with different equipment. • A chat to put things right with anyone who was upset. • Help to go back and play well.	Lunchtime staff tell your **class teacher**. Your grown-ups at home are told if it keeps happening.
3 STAGE 3	• Carrying on with Stage 2 choices • Refusing to follow an adult's instructions • Choices that stop others enjoying their lunchtime • Not accepting a consequence	• The rest of lunchtime with the adult on duty. • Filling in a reflection sheet about what happened. • A chat with your teacher to put things right. • A plan to help the next lunchtime go well.	Your class teacher is told straight after lunch. Your grown-ups at home are told and come in for a meeting.
4 5 STAGES 4 & 5	• Bullying • Fighting or hurting someone • Unkind words about someone's skin colour, religion or who they are • Breaking things on purpose • Touching someone, or talking about their body, in a way that is not OK • Leaving the playground or putting people in danger	• Adults make sure everyone is safe. • A senior leader is called straight away. • Our main Behaviour Pathway is followed from Stage 4.	A senior leader and your class teacher are told straight away. Your grown-ups at home are contacted.

OUR VALUES GUIDE OUR ACTIONS

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

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

In Reception and Preschool, we talk about green choices and red choices at lunchtime too. Some children have their own plan to help them. When they do, their plan is followed instead.

Appendix C – Cherry Tree Core Routines

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

At Cherry Tree Primary School, routines create consistency, reduce anxiety and maximise learning time. These routines are explicitly taught, modelled, practised and revisited throughout the year.

All adults are expected to reinforce these routines consistently. Children who need additional support, including reasonable adjustments, will receive further teaching, modelling and practice until routines become embedded.

Ready to Learn

Pupils will:

- arrive at school on time;
- enter school calmly and safely;
- greet adults respectfully;
- hang up coats and organise belongings independently;
- have the correct equipment ready;
- begin the morning task promptly.

Adults will:

- greet pupils positively;
- model calmness;
- ensure pupils settle quickly;
- positively reinforce readiness.

Entering the Classroom

Pupils will:

- enter quietly;
- go directly to their seat;
- organise equipment;
- begin the agreed learning activity;
- listen to instructions.

Adults will:

- welcome pupils positively;
- have the first learning activity ready;
- reinforce calm entry routines;
- praise pupils who are ready promptly.

During Learning

Pupils will:

- listen when others are speaking;
- follow instructions first time;
- contribute positively;
- remain focused;
- ask for help appropriately;
- respect the learning of others.

Adults will:

- teach expectations explicitly;
- use positive narration;
- provide clear instructions;
- maintain high expectations;
- recognise positive behaviour frequently.

Stop and Listen

Pupils will:

- stop what they are doing when an adult puts their hand up or uses the agreed phrase;
- look at the adult and listen;
- stay still and quiet – they do not need to put their own hand up.

Adults will:

- stop the children by putting their hand up, or by saying "1, 2, 3, eyes on me" (younger year groups) or the year group followed by "look this way", e.g. "Y6, look this way" (older year groups);
- use the same signals in every class and every part of school.

Moving Around School

Pupils will:

- walk quietly;
- keep to the left where appropriate;
- respect displays and property;
- hold doors for others;
- greet adults politely.

Adults will:

- model calm movement;
- reinforce expectations consistently;
- positively acknowledge excellent conduct.

Assemblies

Pupils will:

- enter and leave quietly;
- sit respectfully;
- listen attentively;
- participate appropriately;
- applaud respectfully.

Adults will:

- model expectations;
- sit amongst pupils where appropriate;
- reinforce positive behaviour;
- ensure calm transitions.

Playtimes and Lunchtimes

Pupils will:

- play fairly;
- include others;
- respect equipment;
- use kind language;
- follow adult instructions immediately;
- seek help from an adult if needed.

Adults will:

- actively supervise;
- build positive relationships;
- intervene early;
- encourage cooperative play;
- use restorative conversations where appropriate.

Dining Hall

Pupils will:

- queue sensibly;
- use good table manners;
- speak quietly;
- tidy away after themselves;
- respect lunchtime staff.

Adults will:

- model respectful interactions;
- encourage independence;
- praise positive manners;
- support pupils appropriately.

Using Toilets

Pupils will:

- use facilities respectfully;
- wash hands thoroughly;
- return promptly to learning;
- report any concerns.

Adults will:

- monitor respectfully;
- reinforce hygiene expectations;
- ensure pupils feel safe.

End of the School Day

Pupils will:

- tidy learning areas;
- collect belongings independently;
- leave classrooms calmly;
- wait sensibly for collection.

Adults will:

- dismiss pupils safely;
- ensure children leave calmly;
- communicate positively with families where appropriate.

Speaking to Others

At Cherry Tree we use kind, respectful language at all times.

We encourage pupils to:

- say "please" and "thank you";
- greet others politely;
- listen without interrupting;
- disagree respectfully;
- apologise sincerely;
- celebrate one another's successes.

Adults model this language every day.

Appendix D – Restorative Practice

Our Restorative Approach

At Cherry Tree Primary School, we believe that mistakes provide opportunities for learning.

When behaviour falls below expectations, our aim is not simply to apply a consequence, but to help pupils:

- understand the impact of their actions;
- take responsibility for their behaviour;
- repair relationships;
- make positive choices in the future.

Restorative conversations help pupils develop empathy, emotional regulation and problem-solving skills whilst maintaining positive relationships between adults and children.

When should a restorative conversation take place?

A restorative conversation should take place:

- following any significant behaviour incident;
- after a period of reflection;
- before a pupil returns fully to learning following a behaviour incident;
- after disagreements between pupils where appropriate;
- following incidents that have affected relationships.

The conversation should only take place once the child is calm and emotionally ready to reflect.

Some pupils may require additional time before they are able to participate meaningfully.

The Adult's Role

During restorative conversations, adults will:

- remain calm;
- listen without judgement;
- avoid blame or confrontation;
- encourage honest reflection;
- maintain high expectations;
- help pupils understand the impact of their behaviour;
- guide pupils towards repairing relationships;
- end positively, reinforcing that every day is a fresh start.

The purpose is to teach—not to lecture.

Restorative Questions

What happened?

Encourage the pupil to explain events in their own words.

Possible prompts:

- Tell me what happened.
- Help me understand what happened.
- What were you trying to achieve?

What were you thinking?

Possible prompts:

- What were you thinking at the time?
- How were you feeling?
- What were you hoping would happen?

Who has been affected?

Possible prompts:

- Who has been affected by what happened?
- How do you think they felt?
- How has this affected our classroom?

What could you do differently?

Possible prompts:

- If this happened again, what would you do?
- What could you choose next time?
- What might help you make a better choice?

How can we put things right?

Possible prompts:

- What do you need to do now?
- How can we repair the situation?
- Is there anything you need to say or do?

How can I help?

Possible prompts:

- What can I do to help you be successful?
- Is there anything making things difficult today?
- What support do you need from me?

Restoring Relationships

The aim of every restorative conversation is for the pupil to return successfully to learning and relationships.

Where appropriate, this may include:

- apologising;
- repairing damaged work or property;
- helping another pupil;
- rebuilding trust through positive behaviour;
- agreeing a fresh start.

Adults should ensure that pupils leave the conversation feeling:

- listened to;
- respected;
- clear about expectations;
- confident they can succeed.

Supporting Younger Pupils and Pupils with SEND

Some pupils may find verbal reflection difficult.

Adults may use:

- visual prompts;
- comic strip conversations;
- emotion cards;
- photographs or symbols;
- now/next boards;
- drawing;
- simple sentence starters;
- alternative communication methods.

Adjustments should be made to ensure that every pupil can participate meaningfully.

What Restorative Practice Is Not

Restorative practice is **not**:

- ignoring inappropriate behaviour;
- removing consequences;
- allowing repeated poor behaviour without support;
- expecting a child to apologise before they are ready;
- forcing children to meet face to face where this would be inappropriate or unsafe.

Restorative practice works alongside the Cherry Tree Behaviour Response Pathway and is one part of our graduated response to behaviour.

Restorative Language

Adults should use calm, respectful and consistent language.

Instead of saying…

- "Why did you do that?"
- "You're always making poor choices."
- "What's wrong with you?"

Try saying…

- "Help me understand what happened."
- "Let's think about what we can do differently next time."
- "How can I help you be successful?"
- "Let's work together to put this right."
- "I know you can make a better choice."

Every Day Is a Fresh Start

At Cherry Tree, every child deserves the opportunity to move forward.

Once a restorative conversation has taken place and any agreed actions have been completed, pupils should be welcomed back into learning positively and without prejudice.

Adults will avoid revisiting previous behaviour unnecessarily and instead focus on supporting the child to be successful.

Appendix E – Individual Behaviour Plan (IBP)

INDIVIDUAL BEHAVIOUR PLAN			
Name:		**D.O.B.:**	
Date written:		**Review date:**	
PUPIL-SPECIFIC INFORMATION:			
STRENGTHS AND INTERESTS:			
TRIGGERS:			
LEVEL 1 – Early Dysregulation			
OBSERVED BEHAVIOUR		**ADULT RESPONSE**	
LEVEL 2 – Escalation			
BEHAVIOURS DISPLAYED		**ADULT RESPONSE**	

LEVEL 3 – High Risk Behaviour (Team-Teach added to ALL responses)	
BEHAVIOURS DISPLAYED	**ADULT RESPONSE**
RECOVERY	
BEHAVIOURS DISPLAYED	**ADULT RESPONSE**
REASONABLE ADJUSTMENTS:	
REWARDS AND MOTIVATORS:	
SCHOOL WILL:	**PARENTS/CARERS WILL:**
DEBRIEF:	

SIGNATURES		
I agree and understand the contents of my child's behaviour plan.		
	Signature	**Date**
Parent/carer		
Class teacher		

Appendix F – Reflection forms KS1 and KS2

Behaviour reflection sheet KS1

Name: _____ **Class:**_____ **Date:**_____

What happened?

_____

_____

_____

_____

How did I feel?



angry | annoyed | worried | confused | sad | bored | silly | other

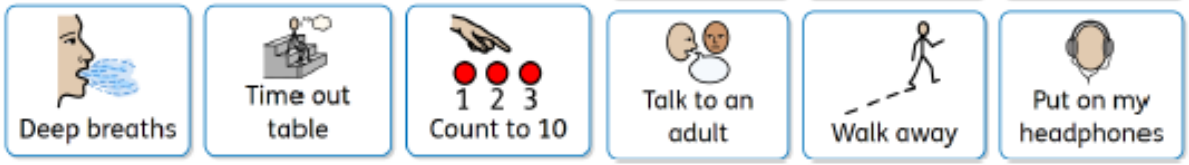
Who was affected?



How can I make it right?



What will I do next time?



Other: _____

Behaviour reflection sheet KS2

Name: _____ **Class:**_____ **Date:**_____

What happened?

_____
_____
_____
_____
_____

How were you feeling at the time?



angry annoyed worried confused sad bored silly other

How were other people affected by your actions?

_____
_____
_____
_____

What can you do to improve the situation/make things right?

_____
_____
_____
_____

What will you do differently next time?

_____
_____
_____
_____

Signed _____