



Behaviour Policy

Dec 2016

Philosophy

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

Aims:

1. Expectations of behaviour will be clear to all parents, governors, staff and pupils by making them familiar with the school's behaviour policy and involving them in its implementation.
2. To work closely with parents as we recognise they play a vital role in promoting good behaviour in school. We believe our school has a right to expect that parents will give their full support in dealing with their child's behaviour.
3. All staff will be positive role models, treat all children equally and create an environment where the pupils feel safe, secure and respected.
4. To develop a moral framework within which initiative, responsibility and sound relationships can flourish.
5. Staff will be alert to any signs of bullying and harassment and will deal firmly, sensitively and appropriately to it.
6. Behaviour strategies will be adapted for individual pupils where necessary.

Objectives:

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

Our School Rules

We always try our hardest to:

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

Nursery and Reception Rewards and Sanctions System

Nursery and Reception have a separate rewards and sanctions based on a rainbow system.

Rewards

All Nursery and Reception pupils have their picture on the rainbow at the start of each day. If any pupil displays good behaviour, or produces good work, an adult can move the pupil from the rainbow up to the sunshine.

If a Nursery pupil moves to the sunshine they will receive a sticker. Reception pupils will receive a house point and they will be able to place a cube in the jar in their classroom.

If they continue to be well behaved they can move from the sunshine to the pot of gold. If a Nursery pupil moves from the sunshine to the pot of gold then they receive a piece of gold to place in the jar in their classroom. Reception pupils will receive a marble to place in the jar in their classroom.

Once these jars are full the class receives a class treat.

The class with the most pupils on the pot of gold at the end of the week receives the behaviour competition golden cup.

Sanctions

If Reception pupils behave in an inappropriate way they are given a verbal warning.

If they continue to behave inappropriately they are moved from wherever they are on the behaviour chart to the sad cloud. They also have five minutes time out.

In Reception if pupils continue to misbehave they will go on the thunder cloud and this means a red card (this in line with whole school sanctions).

If Nursery pupils behave inappropriately they will be given a verbal warning and will be moved to the sad cloud.

Behaviour Management Strategies

Whole School Rewards and Recognition

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

Verbal feedback: positive verbal recognition by adults and peers.

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

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

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

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

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

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

Prize: Pupils may be awarded prizes i.e. sparkly pencils, pens, rubbers, etc. for individual effort in areas decided by their class teacher,

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

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

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

Yr 1 - 6 Strategies for dealing with inappropriate behaviour

Unacceptable behaviour

Behaviour that is unacceptable will result in sanctions. The behaviour ladder below sets out examples of different levels of inappropriate behaviour and is a guide for staff to follow.

Level	Behaviour Examples	Actions/Sanctions
Low level	Poor effort Disruptive fidgeting Inappropriate interruption Distracting others Disruptive noises Unkind remarks Telling lies Deliberately annoying others Disobedience or rudeness towards adults Bad language (one off) Answering back e.g. questioning the situation Wandering around the room when they are not supposed to be Dropping litter	Reminder of rules Positive reinforcement for those doing the right thing Count the individual (1,2,3, magic)
Moderate level	Persistent low level behaviour Refusing to work Misuse of school equipment Dangerous play Improper use of toilets or wash basins Inciting other children to misbehave (e.g. forming gangs) Intentional swearing or verbal abuse Stealing	May be fast tracked to a red card following discussion with Class Teacher, Deputy or Head if unsure which sanction is appropriate Damage to school property e.g. breaking a ruler - letter to parent asking for replacement cost Count the individual if appropriate Parents informed if red card issued Possible intervention from external professionals
Serious level	Persistent moderate level behaviour Deliberately hurting another pupil either physically or emotionally (e.g. kicking, hitting, spitting, biting, pinching) Throwing/kicking objects that could cause harm Vandalism Children excluding each other because of looks, colour, race, belief, gender or disability Going into areas of the school that are out of bounds Leaving school site without permission Aggression towards adults Bullying depending on the seriousness of the incident	Red card - discussion with Deputy or Head if unsure Informing the Headteacher Informing parents Possible internal/external (temporary) exclusion Possible interventions from other agencies e.g. police, social workers etc.

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Extremely serious	Persistent serious level behaviour Serious actual or threatened violence against another pupil or member of staff Sexual abuse or assault Supplying an illegal drug Carrying an offensive weapon Repeated bullying depending on the seriousness of the incident	External temporary exclusion Permanent exclusion Possible interventions from other agencies e.g. police, social workers etc.
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NB: We are unable to take the word of one child against that of another without other evidence.

SANCTIONS for Year 1 to 6 - consequences of inappropriate behaviour

We use the 123 magic behaviour system to discourage inappropriate behaviour. This system gives the pupils the opportunity to recognise that their behaviour is unacceptable and give them the chance to change it.

If a child is displaying any low level disruptive behaviour and they do not respond to the non verbal techniques used first by the staff member supervising i.e. eye glance, shake of the head, etc. then they will be counted as follows:

- **Count Number '1':** The same as saying 'That's quite enough, stop'.
- **Count Number '2':** The same as saying 'This is your last chance, so stop now'.
- **Count Number '3':** The individual has 'time out'. They go into the next classroom with a timer to calm down and reflect on their behaviour. After 5 minutes they return to their own class. This is recorded on the class 1, 2, 3 sheet. The child misses the next breaktime.

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

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

Fast Track: For moderate or serious disruptive behaviour an individual would be fast tracked to a red card e.g. if two pupils were fighting they would not be counted with a '1' but would go straight to a red card. Before issuing a red card the staff member must discuss this with a colleague. Pupil may also be fast tracked to an internal exclusion or temporary external exclusion depending on the seriousness of the behaviour.

Within a half term (Every new half term an individual starts the sanctions steps again at the beginning, unless they are on a PSP or at risk of exclusion):

First Red Card: Child completes a 'What did I do?' sheet. One day of play privilege is withdrawn. The teacher will discreetly inform the individual's parent/s at the end of the day, either in person or by telephone.

2nd Red Card: Headteacher writes a letter home to parents to inform them that their child has received 2 red cards within the half term. In the letter the individual's parents are asked to remind their child about the school rules. Behaviour is expected to improve. The class teacher may put in place some support for the individual i.e. sticker chart, 10 minute choosing etc. Play privilege is withdrawn for two days ('What did I do?' sheet completed).

3rd Red Card: Headteacher writes asking parents to meet with Class Teacher and Headteacher to discuss concerns and strategies that will be used so that the child's behaviour improves. Play privilege is withdrawn for 3 days ('What did I do?' sheet completed).

4th Red Card+: Further communication with parent, withdrawal of play privilege for one week ('What did I do?' sheet completed). Individual has internal exclusion for $\frac{1}{2}$ day (in another class or outside the Headteacher's office).

The Headteacher has the discretion to impose additional sanctions (following consultation with the LMT) such as isolation, internal exclusion or 'on report', for classes or individuals as the need arises. Parents will be informed as and when this happens.

Support given to pupils experiencing difficulties in maintaining acceptable behaviour in school

The class teacher will support the child in improving their behaviour through positive reward systems. Strategies that can be used to support individuals improve their behaviour:

- meetings with parent
- home/school link book
- sticker chart with reward
- 10 minute choosing as reward
- positive chart/book
- traffic light targets
- PSHE + C targeted work - completed during play time
- school staff and the individual's parents will liaise with each other to support the child through target setting and use a positive reward system. A Pastoral Support Programme (PSP) may be set up. This is a 16 week programme for an individual to provide them with support including targets and fortnightly meetings with parents.
- when there are prolonged difficulties external support will be sought from outside agencies with agreement from parents/carers.
- report card - monitored very closely by the Headteacher

Internal Exclusion: working outside HT's office. This is used as an alternative to a temporary exclusion when the individual is trying to get sent home. If a pupil refuses parents will be requested to supervise their child in school.

Temporary Exclusion: A decision to exclude a child will only be made in response to serious breaches of the school's behaviour policy and where allowing the pupil to stay at school would seriously harm the education or welfare of that individual or of other pupils in the school. The DfE guidance will be followed involving Governors and LA advisers.

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Permanent Exclusion: There may be exceptional circumstances where it is appropriate to permanently exclude a child for repeated serious breaches of the School's Behaviour policy or for a first or one off disciplinary offence. The DfE guidance will be followed involving Governors and LA advisers.

A first of 'one off' offence could include:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Repeated bullying depending upon the seriousness.

Behaviour Log

This is kept in the school office. All completed 'What did I do?' sheets are kept in the child's record file, are noted in the behaviour log and are entered onto the school's electronic data base. This is regularly monitored by the Secretary and Headteacher.

BULLYING (refer to Anti-Bullying Policy)

We take the issue of bullying extremely seriously and encourage the responsibility of all in combating it. All governors, staff, pupils and parents should be aware that it will not be tolerated and that sanctions will be applied to the perpetrators. Any incidents will be recorded in the Behaviour log which is regularly monitored by the Headteacher and reported within the Head's termly written report to Governors.

Prejudice Related Incidents

Please see our 'Policy for Dealing with Prejudice related Incidents' Sept 14.

We take prejudicial behaviour extremely seriously and all governors, staff, pupils and parents should be aware that it will not be tolerated and that sanctions will be applied to the perpetrators.

The Headteacher reports all incidents to the Governing Body within the Head's termly written report.

Any of the following protected characteristics are protected from discrimination and harassment.

- Race
- Disability
- Sex
- Age*
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment
- Marriage and civil partnership*

*For staff only

Outside Agencies:

Full use will be made of outside agencies such as the Behaviour Support Team, Chessbrook Education Support Centre, the community Police Constable Support Officer, Attendance Improvement Officer, Social Services, Health Services and the Educational Psychologist.