Cherry Tree Academy



**Positive Behaviour and Relationships Policy**

**Reviewed:** March 2021

**Date of next review:** September 2021

***All staff at Cherry Tree Academy are involved in and committed to an agreed action plan to improve teaching and learning and believe that good behaviour is an essential component of this - above all teaching staff must support each other and in turn be supported by the SLT. This is a fundamental belief in our academy, where we work together for the benefit of the children we serve.***

**Appropriate behaviour**

At Cherry Tree Academy we expect pupils and staff to behave in a manner that reflects our academy aims:

The academy aims are:

* Be ready
* Be respectful
* Be safe
* Be kind

The academy expects pupils to:

* Engage in their learning
* To speak to each other in appropriate ways
* Treat all adults and children with respect
* Take pride in their community.

Pupils are expected to uphold the aims of the academy and contribute to its positive ethos. It is the responsibility of everyone to promote our nurturing ethos and to make positive choices about their behaviour; taking responsibility for their own actions and promoting the development of positive self esteem and well being. The academy expects pupils to behave in this way both on and off the premises. All children are expected to walk quietly around the building following social distancing rules.

Sanctions will apply for individuals who with wilful intent go against the restrictive measures the school has put in place with regard to Covid 19. For example, refusing to wash/sanitise hands.

**Academy systems for promoting positive behaviour**

Positive behaviour is consistently reinforced and modelled by all. The PSHCE curriculum supports children in learning the skills of self awareness, self regulation, motivation and empathy as well as social skills.

The academy operates a comprehensive reward system which includes:

* Positive Reinforcement. Children are aware of the rules and encouraged to engage in the correct behaviour. When this happens, they gain ticks on the ‘smiley’ side of the board, which is visible to all. Each day these are totalled and recorded. The points gained from this earn bronze, silver, gold, platinum or diamond certificates which are celebrated and presented at the end of the week. The system works through promoting and rewarding positive behaviour/choices.
* Class dojos. Each tick on the board earns a dojo for our children. These are regularly promoted in class and accessible online for parents.

The academy also operates a sanctions and consequences system which includes:

* Consequences.
* Children will be reminded to make correct choices.
* If child follows the guidance given, they will be thanked/praised for their actions
* If the child continues with the behaviour then staff will inform them that a tick is being placed on the ‘sad’ face chart (not on view to others)
* If this behaviour persists then the above process is repeated (maximum of three ticks on the ‘sad’ face). For extreme behaviour such as swearing or violence leads to an immediate 3 tick
* If three ticks are given, the child will be directed to the thinking space (in classroom) for five minutes. They then return to their seat without further reprimand.
* If the child’s behaviour continues having been to the thinking space then a member of SLT will be called for and they will discuss a consequence with the child.
* If the chid refuses to go to the thinking space then a member of SLT is to be called for and they will decide further consequences.
* If a child has received three ticks on the ‘sad’ face then the behaviour will be recorded on CPOMS by the class teacher or key member of staff that was in the classroom at the time.
* If an individual behaviour incident is of a high level then exclusion may be issued. This may be a fixed term exclusion for a period of time from half a day upwards or, in very extreme cases or following consistent incidents of high level behaviour patterns, this may be permanent.

In issuing rewards and sanctions, staff will be mindful of the individual needs of all children.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and school supports staff with how to differentiate their relationship with children in order to support their development. Change should be made through understanding where the child is functioning from and practical activities, which facilitate the development of the relationship.

**Additional Support**

Where children have been identified as requiring additional support they will be given an individual behaviour reward folder (blue folder), which they can decorate and personalise.

* These children will be made fully aware that we expect them to behave in the same way as everyone else. They should be included in the 3 tick system.
* Please set up a reward time area for these children so that there is not any confusion about where they should go.
* Their folders will contain their charts to give them additional support and to break their learning down into smaller chunks.
* Set achievable, individual targets i.e. four out of six smiley faces then a reward will be given. This reward will be child led but realistic and manageable; it will be time limited and agreed in advance
* Regular reminders of their goal and how they can achieve it
* Positive praise and encouragement will be given for their efforts.

Children with specific behavioural needs (SEN, BESN) recognise that some children have specific needs with regards to their behaviour. For those identified with SEN or BESN, the system may be altered and adapted to meet their needs. They stand outside the policy according to their Education Health and Care Plan or Individual Behaviour Plan (EHCP or IBP) which will indicate the actions planned to address and support their needs. These are monitored by the class teacher and Learning Support Team. All the staff working with the pupil should know and implement the agreed strategies for that pupil.

**Recording Behaviour**

All incidents of misbehaviour which either lead to 3 ticks being gained or occur at break and lunchtimes will be recorded on CPOMs by the staff on duty that day by the class teacher or member of staff responsible for the children at this time. This will then be reviewed regularly and focused logs of behaviour will be produced by the SLT and analysed. These will include reference to the severity of the behaviour, children involved, place etc. to establish any possible patterns and improve preventative measures. More significant behaviours which lead to three ticks or exclusion will be recorded and analysed to identify patterns and whether the behaviour could have been pre-empted or de-escalated. Lessons learned from these ongoing evaluations will be used to refine and develop behaviour systems and staff CPD. Any behaviour incidents which amount to bullying or include racist or homophobic words or behaviours will be logged separately and dealt with under the terms of the anti bullying policy.

## Bullying

Bullying, an emotive term, can and does occur in varying degrees in all walks of life. Incidents of this kind are always taken seriously and will be addressed immediately at this school.

Bullying isn’t a one-off incident and should not be referred to as such. It can be defined as being when a person or group of people **deliberately and repeatedly target someone else to hurt them or get them into trouble.** It can be emotional, verbal and/or physical in nature.

All of the staff are very watchful for bullying behaviour and will report it immediately to the Headteacher or Deputy Head. Strategies are put in place to prevent any further incidents, as soon as possible. A meeting with parents will follow for the offender/s and every step will be taken to stop any further repetition. (see the Anti-Bullying Policy).

We believe in being proactive rather than merely reactive. It is important that we prevent bullying ever happening in the first place rather than waiting until it does.

**Homophobic, Bi-Phobic and Transphobic Bullying**

Cherry Tree Academy is an inclusive school and will manage occurrences of such bullying in accordance with the MAT Anti-Bullying Policy.