



W A T E R T O N
ACADEMY TRUST®



Behaviour and Relationships Policy



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1. Introduction

The aim of this policy is to assist pupils in becoming successful and resilient learners, confident individuals and responsible citizens of the community by developing and making clear boundaries of acceptable behaviour. This is underpinned by trauma informed approaches.

The policy aims to be as proactive as possible rather than reactive. We believe first and foremost in the importance of good relationships to foster our pupil's sense of safety and security through nurture, warmth and empathy. This is also underpinned by actively teaching and rewarding good behaviour rather than simply punishing negative behaviour. Children need to know what is expected of them in terms of positive behaviour. This will be achieved through strong leadership, shared responsibility, and the application of a clear and consistent system of rules, routines and consequences underpinned by positive relationships and a sense of belonging.

2. Encouraging positive behaviour through school systems

The Policy for Conduct and Behaviour is shared with parents as soon as their children start main school because we believe that we should all work together towards a common aim. This will ensure consistency of approach so that the children understand fully that which is expected of them. Our Home School Agreement (see Appendix A) sets out the responsibilities of children, staff and parents towards each other and all are expected to adhere to this. The children's responsibilities are listed because we would like to develop their responsibility and self-discipline as opposed to imposed discipline. Only by all those concerned working together, can the school community become a place where all can feel respected and flourish.

Rationale:

The policy for behaviour and discipline in school cannot be separated from the overall aims of the school to create a positive atmosphere based on a sense of community, collective responsibility and shared values.

Aims:

- To encourage a calm, happy and purposeful learning atmosphere within school.
- To foster positive caring attitudes towards everyone where all achievements are acknowledged and valued.
- To encourage increasing independence and self-discipline and regulation so that each child learns to accept

responsibility for his/her own behaviour.

- To have a consistent approach and shared responsibility throughout the school, with parental co-operation and involvement wherever possible.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help staff and parents to have a sense of direction and a feeling of common purpose.
- To develop a sense of respect for each other and for the environment, and to demonstrate this through courtesy and good manners.

2.1 Roles and Responsibilities

Governors' responsibilities are to:

- To conduct monitoring visits in school which take into consideration behaviour.
- To hold leaders to account in their application and formation of the Behaviour Policy.
- Uphold the principles and practice of the Behaviour Policy.

Children's responsibilities are to:

- Work to the best of their abilities, and allow others to do the same.
- Treat others with respect.
- Follow the instructions of the school staff 'first time, every time'.
- Take care of property and the environment in and out of school.
- Co-operate with other children and adults.

Staff responsibilities are to:

- Adopt a relationship based approach to our work, taking into account how adverse childhood experiences (ACE) can cause a trauma response in children.
- Prioritise and promote positive mental health and wellbeing.
- Treat all children fairly, consistently and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging and interesting and relevant curriculum.
- Create a safe and pleasant environment, physically and emotionally, underpinned by clear boundaries.
- Be a good role model.
- Form good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that each person is an individual and to be aware of their additional needs.
- Offer a framework for personal and social education.

Parents responsibilities are to:

- Support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Be aware of the school rules and expectations.
- Foster positive attitudes towards school.

To encourage good behaviour we:

- Recognise and reward the behaviour we expect.
- Make clear our expectations of good behaviour through the school.
- Use the language of choice when talking about behaviour.
- Discourage unsociable behaviour by promoting mutual respect.
- Encourage children to take responsibility for their own actions and behaviour.
- Set standards of behaviour through example.

- Reward and celebrate good behaviour, individually and as a class.
- Teach a positive behaviour ethos through the PHSE/RSE programmes.

2.2 Positive behaviour strategies

At Cherry Tree Academy we use an agreed set of positive behaviour strategies to reward those children who also behave well, and to motivate those children whose behaviour is causing concern.

1. Good to be Green

Good to be Green is a visual representation of our positive behaviour system. Each class in Reception, KS1 and 2 has a chart with individual children's names attached to a green card. Staff around school can praise and recognise children who are making green behaviour choices. Some children around school require visuals to support their understanding of green choices. Where children do not make green choices, a yellow warning card will be issued. Further warnings are issued if necessary which may result in a red card. See Appendix B – Rewards and Sanctions.

2. Stickers and Proud Points

These will be given by the class teacher for good work, effort, and also for a range of positive behaviours. Children are awarded Proud Points for making the right behaviour choices at school. These behaviour choices link to our school rules. Children's Proud Points are recorded on Class Dojo and can be viewed at any time by parents and be discussed with their child.

3. Individual Sticker Cards/Report Card

These may be used with children who require additional, targeted support in making green choices. Each target will be small and achievable and will be appropriate for the individual concerned. Rewards may include choosing a special activity for 10 minutes, stickers and stamps from both the class teacher and the headteacher. Both rewards and charts will be personalised to motivate the individual.

4. Proud Points

All adults in school will award children with Proud Points for making the right learning or behaviour choices. Children who are awarded Proud Points will keep a tally of their points on Class Dojo ready to be exchanged for uniform badges and prizes. The prizes can be chosen by the children from the Proud Point shop.

5. Star of the week Certificates

In Friday's Celebration Assembly, each class teacher will choose a child to receive a certificate in Celebration Assembly as a recognition of their learning and behaviour choices over the week.

6. Lunchtime Stickers and Proud Points

The lunchtime supervisors will give Proud Points and stickers to children who are spotted making good behaviour choices, either in the dining room or on the playground.

7. Class rewards (From September 2022)

Each class decides on a reward and works together to determine the number of class points and what they need to work on to achieve the reward.

2.3 Routines and school day procedures

Children

- Children to move sensibly around school e.g. walk quietly.
- They are encouraged to take pride in their appearance e.g. no jumpers around their waists or sleeves rolled up.
- Children are expected to sit correctly at a table, as per National Curriculum requirements (Year1).
- Children leave the learning areas tidy, including putting chairs under tables.
- Children are encouraged to drink water to aid thinking, but not at the point when the teacher is teaching.

- Children are expected to respond quickly to the teacher's stop signal. Children are taught that on hearing the stop signal they must stop talking, draw their attention to the adult who has stopped them and free their hands of resources. In EYFS and Key Stage One children are asked to show their hands.

Staff

- Wear identification badges.
- Ensure children follow routines at all times.
- Encourage and reward good behaviour choices.
- Promote early intervention to halt negative behaviour.
- Have clear consequences for the wrong behaviour choices.
- Be fair to all pupils.

Parents/visitors to school

- Share the school's commitment to safeguarding and promoting the welfare of children.
- To wear identification badges/stickers at all times.
- Abide by the school's equality commitments.
- Uphold and hold the ethos and values of the school.

2.4 Procedures and Protocols

Lunchtime and playtime management

Times

FS - 11.50-13:00

KS1 & LKS2 - 12.00-13.00

UKS2 - 12.30-13.15

Lunchtime rules are the same as our school rules.

- We listen, we don't interrupt.
- We speak to others politely.
- We are kind and helpful.
- We are honest.
- We are gentle.
- We look after property.

Be polite - in the dining hall and in the playground.

Do as adults ask - by standing still when the whistle blows then walking to the dining room/classrooms

Think safe, keep safe - by looking after ourselves and being considerate to others

Look after our school - by looking after the play equipment and school grounds

Try your best - to make the right choices and have a safe and happy lunchtime

- 1) EYFS and KS1 staff must accompany their children to the dining room to ensure a calm and pleasant start to lunchtime.
- 2) Lunchtime staff will be aware of the school policy on behaviour and discipline, particularly with respect to the positive behaviour strategies. They will also be clear on the range of strategies and sanctions to use.
- 3) At the end of playtime and lunchtime the Lunchtime Supervisors will blow the whistle to signal the children to stand still. On the second whistle the children will walk to line up on the playground where the teacher will be waiting for them.
- 4) The members of staff on playground duty will be outside promptly at the start of playtime, before children. All support staff will be on playground duty every morning.
- 5) At the start of each half term the class teacher will take the children outside and remind them of the rules and code of behaviour relating to the playground/the field.
- 6) Toys and games are provided for lunchtime use and Key Stage Two children have a football and several basketballs. Adults are expected to model and interact with children to demonstrate positive playskills.

2.5 Consequences

The aim of our school ethos is to emphasise the positive, with praise and recognition of achievements. However, clear and simple procedures need to be in place so that the children understand the consequences of poor behaviours.

Should a child's behaviour in the classroom be unacceptable and disrupt teaching and learning, then the class teacher will intervene. Our Rewards and Sanctions framework makes it clear how we deal with behaviour within school (Appendix B).

In the unlikely event of a pupil requiring positive handling techniques to keep themselves and others safe from harm, agreed protocols will be adhered to. See our Positive Handling Policy.

Behaviour logs

Severe behaviour or repeated concerns will be logged on CPOMS, our recording system within school, as well as actions taken to address this.

Exclusion and Suspension

Suspensions (temporary exclusion) from school may be issued when all other strategies have been considered and found to be inappropriate/ineffective. Suspensions will only be issued in response to relevant breaches of the behaviour policy. Permanent Exclusions may be issued only in response to serious or persistent breaches of the Behaviour Policy **and** where allowing the pupil to remain in school will be detrimental to the education and welfare of the pupil and/or others at the school. Exclusion will always be issued as a last resort, and careful consideration will be given in each instance to whether all other strategies have been exhausted.

The length of suspension, or decision to permanently exclude, should relate to the individual circumstances surrounding the incident in question and the actions and circumstances of the pupil. All suspensions and exclusions will be reported to the school's Academy Standards Committee. Any permanent exclusions issued will be discussed with the Trust Senior Leadership Team. Further details can be found in the Waterton Academy Trust Exclusions and Behaviour policy.

3. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Our school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Everyone should feel they belong in our school community and high expectations are maintained for all pupils.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. These behaviours should be recorded using the Assess, Plan, Do, Review agenda.

We recognise that under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;

We also recognise that under the Children and Families Act 2014, school have a duty to use their 'best endeavours' to meet the needs of those with SEND.

If a pupil has an Education, Health and Care plan, the provisions set out in that plan is secured and the school co-operates with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Preventative measures include but are not limited to:

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism or ESBA.
- These adjustments should be set out in the child's Learner Profile.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

3.1 Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

We consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

School considers whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

We also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. We seek to try and understand the underlying causes of behaviour and whether additional support is needed.

4. Our approach to incidents of bullying (also see the anti-bullying policy)

Definitions of bullying

'Bullying is longstanding violence, physical or psychological, conducted by an individual or a group against an individual who is not able to defend himself in the actual situation.' (Roland and Munthe 1993)

'Bullying happens when one person or a group tries to upset another person by saying nasty or hurtful things again and again. Sometimes bullies hit or kick people or force them to hand over money; sometimes they tease them again and again. The person who is being bullied finds it difficult to stop this happening and is worried that it will happen again. It may not be bullying when two people of roughly the same strength have a fight or disagreement.' (Mellor 1997)

In line with discrimination laws, any incidents of name calling which are targeted at a child because of race, gender or sexuality will be recorded following LA guidelines.

It is the responsibility of everyone to prevent it happening and with this in mind we have laid down the following guide lines. We will react firmly and promptly where bullying is identified. There are a range of sanctions available to the staff depending on the perceived seriousness of the situation.

Some of these would include:-

- discussions with parents and children.
- withdrawal of favoured activities.
- referral to the Headteacher.

- exclusion from school during lunch time.
- exclusion from school.

Incidents of bullying will be managed swiftly and taken seriously. Our first responsibility is to ensure the victim feels happier and safe in school.

The school will:-

- support children who are being bullied.
- help bullies to change their behaviour.
- take bullying seriously and find out the facts of any incident.
- meet those concerned individually.
- use peer group pressure to actively discourage bullying.
- break up bully groups where it seems necessary.
- involve parents at an early stage.
- help children to develop positive strategies and assertion.
- be equally concerned about bullying to and from school.
- record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- discuss and involve children in agreed class and school rules and behaviour.

4.1 What to do About Bullying

It is everyone's responsibility to prevent bullying, here are some things you could do:-

Teachers:

- create a positive ethos and expectation of good behaviour from all.
- talk to children about behaviour.
- take notice of all that takes place outside the classroom as well as in it.
- show an interest in all the children (even those who try to remain invisible).
- watch for early signs of distress in pupils.
- do not allow children to enjoy being curious onlookers of other children's difficulties.
- vary the ways in which children are grouped, so that they can understand consistent patterns of collaboration.
- make all children work together in pairs or groups. Use them to teach each other to learn.
- be fair and be seen to be so.
- insist on children telling the truth. Make sure that all facts are checked.
- promote positive praise for good behaviour.
- have a very clear classroom routine. Use the children to help manage the classroom.
- listen carefully and record all incidents.

Parents:

- It is always a good idea to take an active interest in your child's social life and chat about friends and their activities in and out of school. Make sure you keep up to date with your child's friendships; you may become aware of disagreements or difficulties they are experiencing.
- Watch for signs of distress in your child. There could be an unwillingness to attend school: illnesses such as headaches and stomach aches. Toys or equipment may go missing and your child may request extra pocket money. There are many reasons why your child may be unsettled at school, bullying is always a possibility.
- If you think that your child is being bullied, inform the school immediately and ask for a meeting with the class teacher or phase leader who will deal with the incident, alternatively, you could contact the headteacher.

- Remember dealing with bullying is everyone's responsibility. Allow the school time to investigate the problem; all reports will be investigated urgently.

Children:

If you are being bullied:-

- tell a responsible adult.
- try not to show that you are upset - this is difficult.
- walk with confidence - even if you don't feel that way inside.
- try being assertive.
- say no to the bully.
- if you are different in any way, be proud of it – it's good to be an individual.

You can help stop bullying:-

- don't stand by and watch - find help.
- show that you and your friends disapprove.
- give sympathy and support to children who may be being bullied.
- be careful about teasing or making personal remarks - imagine how you might feel.

If you know of serious bullying, tell a trusted adult. It's not telling tales, the victim may be too scared or lonely to tell.

5. Child-on-child abuse- sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff are aware of the importance of challenging all inappropriate language and behaviour between pupils. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

We respond assertively to sexually inappropriate behaviour to help prevent challenging, abusive and/or violent behaviour in the future. Sanctions will be given. Victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

1. Each incident will be considered on- case- by case basis in line with the Safeguarding Policy.

2. The designated safeguarding lead (or deputy) will advise on the school's initial response and other agencies will be consulted, involved as appropriate.

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APPENDIX A - Home School Agreement (revised April 2023)

At Cherry Tree Academy, our revised home/school agreement follows a rights and responsibilities framework. The aim of the agreement is for all members of the school community to understand their rights and associated responsibilities. We know that children make the best progress when home and school work in partnership and that successful learning takes place when all members of the school community feel safe, valued and respected.

Children have the right to...

- Feel safe
- Be treated fairly and with respect
- Learn
- Be happy
- Be listened to

Children have a responsibility to...

- Behave in a way that no one else is worried or frightened by their words or actions
- Treat themselves, others and property with respect and care
- Behave in a way that does not stop others from learning or teachers from teaching
- Learn from their mistakes
- Listen and not interrupt when others are speaking
- Be their best and do their best

Staff have the right to...

- Be treated with respect
- Do their job to the best of their ability
- Be safe
- Feel valued

Staff have a responsibility to...

- Treat others with respect
- Motivate pupils to learn and progress well
- Take account of individual and additional needs
- Act in accordance with school and TRUST policies and procedures
- Act in a professional manner at all times

Parents and carers have the right to...

- Be kept informed
- Expect the best for their children
- Be treated with respect

Parents and carers have a responsibility to...

- Engage and communicate with school
- Support the school ethos, values and staff
- Be respectful in all dealings with staff
- Comply with school policy and procedure

APPENDIX B - Rewards and Sanctions

Card Colour	Behavioural Choices	Behavioural Impact & Actions
Good to be GREEN “It’s good to be GREEN” Children begin on GREEN each day and reset after afternoon registration (KS1 morning playtime)	<ul style="list-style-type: none"> Following clear expectations of the School Rules and the Rights & Responsibilities Framework 	<ul style="list-style-type: none"> Main School : Reward Stickers (KS1 and Reception) Proud Points (rewards and badges) Sharing successes with other staff/children/home Class points – ‘Beads in the Jar’ (to a whole class reward) (From September 2022) Celebration Assembly: “Star of the week” Proud Point badge celebration Half Termly: Children’s Choice: “Star of the week” (New September 2022)
Warning	Stop and Think - Verbal reminder to make green choices and a STOP and THINK Card on the table (if appropriate)	
	1st Amber Issue an amber card (portrait) 2nd Amber Turn amber card to landscape	<ul style="list-style-type: none"> Low level disruption Failure to comply with adult directions Inappropriate behaviour that stops learning Name calling Play fighting Hurting others (refusing to apologise) Damaging resources
Consequence	RED Card Behaviour logged by Class Teacher at the end of the day on Bromcom.	<ul style="list-style-type: none"> Continued failure to comply with adult directions Defiant behaviour and refusal Leaving without permission Inappropriate language
	Continued red cards (escalation) Behaviour logged by Class Teacher and/or Pastoral Team at the end of the day on Bromcom.	<ul style="list-style-type: none"> Fighting Aggressive swearing Aggressive behaviour Bullying (including Cyber Bullying) Stealing
	Continued red cards (escalation) Behaviour logged by SLT at the end of the day on Bromcom.	<ul style="list-style-type: none"> Racism Homophobia Other equality incidents (Forms to be completed by SLT)
For severe breaches of the Behaviour Policy a Fixed Term Suspension may be issued following the process and guidance detailed in the Waterton Academy Trust Exclusions policy. In the most extreme cases, or where there are persistent breaches of the policy, a permanent exclusion may be issued.		