



W A T E R T O N
ACADEMY TRUST®



Behaviour and Relationships Policy



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Introduction

This policy aims to help pupils develop as motivated and resilient learners who become confident, responsible and respectful citizens of the community. It is underpinned by trauma informed approaches and valuing the essential nature of relationships in enabling individuals to learn, adapt and thrive.

We believe in the importance of fostering strong connections between adults and children, building positive and safe relationships in supporting emotional, social and academic outcomes. Relationships are the vehicle through which we foster our pupil's sense of safety and security through nurture, warmth and empathy. At Cherry Tree Academy, we have high expectations for pupils' behaviour and this document provides a framework for creating a happy, calm and orderly environment in which everyone can succeed.

This policy has been written to ensure that all members of the school community have a common understanding of the school's expectations for behaviour and to ensure that systems are applied consistently and fairly.

Intent

At Cherry Tree Academy, we hold a shared vision of creating a school environment and culture of mutual respect, resilience and consideration where pupils have positive attitudes to learning and a commitment to their education. Disruption to learning is not tolerated; we teach and reinforce positive behaviour whilst ensuring that children have clear boundaries and understand their rights, roles and responsibilities. There is a clear system for responses to undesirable behaviour choices, which is understood by all and within these processes, consideration is given to repairing harm, restoring a sense of safety and learning from experiences.

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, 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 set high expectations and boundaries for acceptable behaviour and to ensure safety.
- To provide a consistent framework around behaviour expectations which staff, pupils and parents understand.
- To develop a shared purpose in preparing children as citizens of the future.

Roles and Responsibilities

Governors' responsibilities:

- To conduct monitoring visits in school which take into consideration behaviour.
- To hold the headteacher to account for the implementation of the behaviour policy.
- To uphold the principles and practice of the behaviour policy.

Children's responsibilities:

Children are expected to follow a simple set of school rules, which are underpinned by a core set of values to promote positive behaviour. These form the basis of our behaviour policy.

Cherry Tree Academy rules:

- Be **ready**
- Be **respectful**
- Be **safe**

Cherry Tree Academy Values:

Considerate – We think about other people.

Resilient – We have the courage to keep going.

Honest – We always tell the truth.

Inclusive – No outsiders – we welcome everyone.

Healthy – We look after ourselves – mind and body.

Staff responsibilities:

- Adopt a relationship-based approach, taking into account how adverse childhood experiences (ACEs) can cause a trauma response in children.
- Prioritise and promote positive mental health and wellbeing.
- Respond to and apply the policy consistently when managing behaviour.
- Be a positive role model to show children how to look after ourselves and each other, deal with frustration, manage conflict, talk about problems and listen.
- Provide an ambitious and relevant curriculum which prepares children for the next stages of their education.
- Create a safe and nurturing environment, underpinned by positive relationships, high-expectations and clear boundaries.
- Set consistent and clear routines.
- Develop strong partnerships with parents and carers and share a collective responsibility to promote good behaviour.
- Plan for reasonable adjustments for children who need further support to manage their behaviour.

Expectation of SENCO

- To use behaviour data to target and assess interventions at universal and SEND support in line with Assess, Plan, Do and Review document underpinned by a My Support Plan.
- To provide support and advice to adults, modelling de-escalation strategies.
- To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.

Parents' responsibilities:

- 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.

The Policy for Behaviour and Relationships 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 ensures consistency of approach so that the children fully understand what 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.

Whole school behaviour systems for promoting positive behaviour:

At Cherry Tree Academy, the school rules and values are referred to consistently by all adults and are understood by all children. The class dojo system is used to reward positive behaviour, which we refer to as 'proud points.'

We nurture children's emotional wellbeing and support them to manage their behaviour through:

- Adopting a relational and trauma informed approach.
- Creating a calm and orderly environment in classrooms to enable a positive learning culture.
- Providing clear and consistent behaviour management systems, with a strong emphasis on rewards to demonstrate to children that their efforts are valued.
- Setting clear routines and high expectations for all.
- Making use of positive interactions as explicit teaching opportunities.
- Modelling positive behaviours and interactions, including how to listen, express thoughts and feelings and resolve conflict.
- Providing additional and targeted intervention for children who need additional support around emotional wellbeing and behaviour.
- Identifying key trusted adults for children who need additional emotional support so that they can talk about their feelings and address any worries.
- Partnership with The Future in Mind mental health support team to improve emotional wellbeing for children bespoke group sessions and workshops.
- Explicitly teaching a high-quality PSHE and RSE curriculum.

Proud Points

To reward and reinforce positive behaviour and learning choices, all children earn proud points which are awarded for following the school rules and actively demonstrating our 5 core values. All adults can award proud points to children to promote a consistent and whole school approach to embedding our school rules and values. Points are represented visually within each classroom and the online Dojo system records each child's total. To celebrate positive behaviour, children earn certificates which are presented during weekly celebration assembly and children can choose a prize from the Proud Points Prizes catalogue.

Certificates

| Accumulation of proud points for each certificate | | |
|---|---------------------------------|---|
| Certificate | Number of proud points achieved | Prizes |
| Bronze | 50 points | Free choice from the Proud Points Prizes catalogue. |
| Silver | 150 points | |
| Gold | 250 points | |
| Platinum | 400 points | |
| Diamond | 600 points | |

Celebration Assembly – Stars of the Week

At Cherry Tree Academy, we actively seek to celebrate, value and share the successes of our children. A weekly celebration assembly is a dedicated time for the school community to come together to acknowledge and praise achievements. Each class teacher selects two children to receive a 'Star of the Week' award; the children are chosen because they meet our high expectations for behaviour and learning. Parents are also invited to attend the assembly to celebrate.

Our 'Stars of the Week' are considered to be role models and therefore we raise their profile across school in a number of other ways:

- A certificate to take home which is celebrated by the whole school community.
- Receiving a golden ticket from the headteacher which invites them to attend a special event – 15 mins on a Friday afternoon to enjoy a hot chocolate and sweet treat. Reception and Key Stage 1 children 2.30pm – 2.45pm and Key Stage 2 children 2.45pm – 3.00pm.
- A group photograph which is published on the school's social media page and names published in the weekly newsletter.
- Their photograph displayed outside the classroom for the following week.

Weekly raffle tickets

To celebrate all children who behave consistently well across a week and demonstrate high levels of self-control and motivation, requiring no more than a verbal reminder, receive a raffle ticket which is entered into the class golden raffle prize box. At the end of every half term, a raffle ticket is chosen from each class golden raffle prize box during the celebration assembly. The lucky winner from each class receives a £10 voucher. The winners of the raffle prize are published on the school's social media page, as well as shared in the newsletter to parents and displayed in school.

Whole class rewards

To encourage team work and co-operation, individual classes work towards identified targets which are agreed as a collective and address any common goals. Teachers set a target number of tokens for the half term, with an aim of achieving 2 tokens per day. Visual displays within classrooms help to motivate the children to achieve their target number of tokens. If the class achieve the target number of tokens set, they receive their agreed reward in the last week of the half term.

Routines

At Cherry Tree Academy, we understand the importance of clear, predictable routines and structure to cultivate a calm and orderly environment where children feel safe. We use consistent routines which are embedded across the school:

- Team stop signal to gain the children's attention (2 claps and a hand raised in the air)
- 1, 2, 3 to transition between parts of the lesson or between lessons:
 1. Children stand up
 2. Children put their chair under
 3. Children move to where needed
- Children are encouraged to put their coat on and take it off outside the classroom to avoid congestion in the cloakrooms.
- Water bottles are placed by the sink for ease of access and children are sent 1 table at a time for a drink to avoid overcrowding.
- Children are encouraged to move to different areas one table at a time.
- Walking to and from assembly including set places to sit.
- Clearly defined timetables with expectations of lessons, structure of the day within each classroom.

Playtime and Lunchtime Routines

At CTA, the school rules and values are promoted by all members of staff, including lunchtime supervisors. Additional staff members supervise at different points during lunchtime and there is a strong SLT presence. A lunchtime club and outdoor play equipment are provided to ensure that children have successful social times.

Routines:

- EYFS and KS1 staff accompany their children to the dining room to ensure a calm and pleasant start to lunchtime.
- Lunchtime staff are aware of and follow the school rules and values.
- At the end of playtime and lunchtime the lunchtime adults 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 class teacher is waiting for them.
- Members of staff on playground duty are outside promptly at the start of playtime and additional support is provided through support staff being on duty.
- A range of activities are provided for pupils during lunchtime.
- Adults are expected to model and interact with children to demonstrate positive playskills.

Behaviour Sanctions

At Cherry Tree Academy, we believe in supporting children to make good behaviour choices and have systems in place to support those who struggle. These systems are based on a relational approach balanced with acceptance of sanctions to learn from mistakes and take responsibility for actions.

The approach is:

Build secure relationships so that over time children develop the skills to regulate their feelings and behaviour, develop and understanding of social situations and develop healthy and positive feelings about themselves and their abilities.

Responding to and calming stress responses and dysregulation.

Restorative approaches to resolve conflict and repair harm ready for future learning.

It is important that children are given opportunities to take ownership of their behaviour and learn to move forward in the future through supported reflection.

| Step | Examples of Behaviours – not an exhaustive list | Consequences |
|---|--|---|
| C1 – Verbal Warning | Not meeting school rules or values | None |
| C2 – Pay back | Continuing to ignore school rules and values despite further reminders and take up time. | Miss 5 minutes of the next break time. If behaviours continue further minutes will be added. EYFS 5 minutes on thinking spot. |
| C3 – Reflection Time Record on Bromcom. | Significant disruption to others' learning.. Indirect inappropriate language including discriminatory terms (See appendix XXX) Leaving the classroom without permission. | EYFS – Reflection time in KS1 classroom /area. (minimum 5 mins) KS1 – Reflection time in own classroom (minimum 5 mins). KS2 – Reflection time in partner class (minimum 15 mins). Parents informed by class teacher / HLTA. |
| C4 – Step Out Time with a member of SLT (Minimum 20 minutes) Record on Bromcom. | Aggression or intimidation (threats). Direct Inappropriate language including discriminatory terms (See appendix XXX) Theft. | Go to work with a member of SLT for a minimum of 20 minutes. Parents informed by class teacher / HLTA. |
| C5 – Step Out Time with a member of SLT (Minimum 30 minutes- can be in free time) Record on Bromcom. | Bullying. Significant and intentional damage of property. Violence. | Go to a member of SLT (Minimum 30 minutes- can be in free time) Parents informed by class teacher / HLTA. |

Restorative practice

When children reach a point where they require 'step out' support, senior leaders support children to reflect, take time to think about and take responsibility for their behaviour. A reflection sheet guides children through a series of steps to talk through causes and consequences of their actions to maintain and repair relationships, as well as planning for positive movement forward and learning to make different choices in the future.

The following points are worked through:

- Explaining what happened
- Reflecting on thoughts and feelings at the time
- Considering who was affected and how
- Restoring and repairing relationships by thinking about what could have been done differently and what can be done to put things right.

Behaviour Plans

Some children will be identified for needing additional support and reasonable adjustments to manage their behaviour. These children have a positive behaviour plan, which is an agreement between staff, children and parents. These plans are in place to identify need, bring about change and to ensure a consistent response. Plans identify the following:

- Specific behaviour targets broken down into small, manageable steps.
- Triggers and behaviours displayed
- Supportive strategies to regulate
- Unhelpful strategies that do not work for the child
- Rewards and sanctions

Behaviour logs and monitoring

Behaviour is monitored weekly by the Head Teacher and members of the senior leadership team. Any behaviour from a C3 and beyond is recorded onto Bromcom so that we can identify trends and patterns in order to be proactive and put positive behaviour plans in place as a preventative strategy.

Analysis also identifies children that consistently meet the school expectations across the week. These children will receive a raffle ticket towards the end of year rewards and their families will receive a message on DOJO sharing their success.

For children that class teachers identify as beginning to form patterns in behaviour a monitoring chart will be put in place (see appendix B). This will be used to help children, teachers and families to identify trends in behaviour across the day as well as enable children to work towards individualised rewards.

Termly logs are produced by the Headteacher and SLT with accompanying analysis for stakeholders from the ASC and the Trust Board.

Exclusion and Suspension

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend (temporary exclusion) for a fixed period as outlined in the DFE guidance: [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/suspension-and-permanent-exclusion-guidance-september-2023.pdf).

If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration into school and the best way forward to support the child. A regular welfare check will be conducted during the term of the suspension. Each day is a new day.

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 and Wakefield Local Authority. 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.

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.

Reasonable Adjustments for pupils with additional needs, and for pupils who find it consistently challenging to meet our expectations, reasonable adjustments will be made to support their behaviour for learning. All pupils are expected to behave safely towards themselves and others within the school community, however, we are understanding that some pupils will need reasonable adjustments to achieve this. Reasonable adjustments may include, but are not simply defined as, an Individual Behaviour Plan including an adapted rewards and sanction system, a risk assessment, reasonable curriculum adjustments and reasonable supervision adjustments. For those pupils who require reasonable adjustments, the Class Teacher, SENDCO, the Pastoral Team and the Headteacher will work with carers, pupils and teaching staff to ensure equal opportunities are provided within our school's system. This is the case for all pupils.

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 My Plan.

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

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.

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.

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.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse please read Cherry Tree Academy's Safeguarding Policy 2023/2024.

School Attendance and Part-time time tables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package. A part-time time table will not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by eighth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

Items that should not be brought to school include This is not an exhaustive list.

Any items that are potentially harmful to any member of the school community should not be brought to school.

If there are any doubts about an item, students or parents/carers can check with the year team.

- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid
- permanent marker pens
- makeup
- balaclavas
- unnecessary money
- expensive items
- cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these

- mobile phones except for Year 6 children with permission to walk home alone and they must place the phones in their class phone safe. Mobile phones must not be used by children on the school premises
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Confiscation

Any prohibited items found in a pupil's possession may be confiscated.

These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline.

The Use of Reasonable Force (in line with DfE advice July 2013 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm.

Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent.

Circumstances in which reasonable force would be used:

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff. Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.

Reasonable force covers a broad range of actions – involve a degree of physical contact to control or restrain children.

Reasonable – 'using no more force than is needed':

- To prevent a pupil from committing an offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property
- To maintain good order and discipline at the school or among pupils

What will happen when reasonable force is use?

- School will record what has happened including who witnessed it.
- School will ensure that staff have used force reasonably, proportionately and appropriately.
- School will ensure that parents/carers are informed and relevant documentation is complete and the headteacher informed.

Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable. Sanctions might be given by school for

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation of the school

| Document Detail | | | |
|---|---------------|------------------------------------|--|
| Document Name | | Behaviour and Relationships Policy | |
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| 3 | April 2024 | A Dawson | Policy update to reflect changes. |

APPENDIX A - Home School Agreement (revised April 2024)

At Cherry Tree Academy, we believe in the importance of fostering strong connections between adults and children, building positive and safe relationships in supporting emotional, social and academic outcomes. We value the importance of working in partnership with all parents and members of the school community, therefore this home school agreement outlines responsibilities to ensure that all children are successful and reach their full potential.

The responsibilities of the school

At Cherry Tree Academy, we will:

- Provide a broad, balanced, rich and inclusive curriculum.
- Create a happy, calm and orderly environment where all children can feel safe, listened to and valued.
- Set high expectations for behaviour and support children's personal development.
- Set high standards for effort and attainment to develop children as resilient learners who achieve their full potential.
- Promote good attendance and punctuality.
- Work in partnership with parents/carers and ensure that any concerns are responded to promptly.
- Keep parents/carers informed about their child's progress throughout the year.
- Provide opportunities for children to engage in a range of after school clubs appropriate to their age. Further information can be found on our website.
- Make reasonable adjustments to support children with SEND.
- Provide regular homework opportunities for children to practise their learning.

The responsibilities of parents and carers

Parents/carers, will:

- Accept and be supportive of the school's policies and procedures.
- Ensure that your child attends school every day, on time and prepared for the school day.
- Notify the school of absence.
- Support the school rules of 'ready, respectful and safe.'
- Support the school values considerate, honest, resilient, inclusive and healthy.
- Attend parent evenings to discuss your child's progress.

The responsibility of the child

I agree to:

- Follow the school rules by being '**ready, respectful and safe.**'
- Demonstrate the school values **considerate, honest, resilient, inclusive and healthy.**
- Come to school every day, on time, prepared for the day and ready to learn.
- Be responsible for completing home learning.
- Work to the best of my ability.
- Show high standards of behaviour, take responsibility for and reflect on my actions.
- Use the internet safely.
- Talk to an adult if I have a problem.

Please take time to share the Home School Agreement with your child and we will discuss this in school.

Signed (parent/carers)

Signed (pupil).....

Signed (school)

Date:

Appendix 1

| Day | Session 1 | Morning Break | Session 2 | Lunch Break | Session 3 | Afternoon Break | Session 4 |
|-----------|-----------|---------------|-----------|-------------|-----------|-----------------|-----------|
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |
| Friday | | | | | | | |

Indicates a good session.



Indicates a session with either a C1 or C2



Indicates a session with where they have been on C3, 4 or 5.





Ready, Respectful, Safe

considerate **honest** **inclusive** **healthy** **resilient**




Behaviour Reflection Sheet

Name _____ Class _____

Can you explain what happened?

What were you thinking at the time?

How were you feeling at the time (tick)?

| Sad | Lonely | Frustrated | Confused | Angry | Worried | Hurt | Other |
|---|---|---|---|---|---|--|---|
|  |  |  |  |  |  |  |  |
| | | | | | | | |

Who do you think has been affected by what you have done?

What could you do to put things right? (letter of apology, verbal apology, understand what the other person feels?)

What have school and parents agreed?

Signature (pupil) _____ Date _____

Signature (adult) _____ Date _____



My Behaviour Profile



Name:

Date of Birth:

Teacher:

Class: Y5



Date of Plan:

Review Date:

| |
|---|
| <p>Overview of Need:</p> <p>Risk Assessment in place:</p> |
| <p>Triggers:</p> <p>Behaviour Seen:</p> <p>What to do/say (what works for the child):</p> <p>What not to do/say (this does not work and must be avoided):</p> |



I can confirm I have read and received (child's name) Behaviour Profile:

| Name | Designation | Signed | Date |
|--------|---------------|--------|------|
| | Class Teacher | | |
| | Support Staff | | |
| | SENDCO | | |
| | Headteacher | | |
| Parent | | | |

- Physical Intervention to be used as a very last resort if there is a risk to staff/pupils.