



# Cherry Tree Academy Behaviour and Relationships Policy

2024-2025



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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 values 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 supports emotional, social, and academic outcomes. These relationships serve as the vehicle through which we nurture our pupils' sense of safety and security, offering warmth and empathy. At Cherry Tree Academy, we hold high expectations for pupils' behaviour, and this document provides a framework for creating a happy, calm, and orderly environment where 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 share a vision of creating a school environment and culture based on mutual respect, resilience, and consideration. Our aim is to cultivate positive attitudes toward learning and a strong commitment to education among our pupils. Disruptions to learning are not tolerated; instead, we teach and reinforce positive behaviour while ensuring that children have clear boundaries and understand their rights, roles, and responsibilities. Our response to undesirable behaviour is consistent and well-understood by all, with an emphasis on repairing harm, restoring a sense of safety, and learning from experiences.

## Aims:

- To foster a calm, happy, and purposeful learning atmosphere within the school.
- To encourage positive, caring attitudes towards everyone, where all achievements are acknowledged and valued.
- To promote increasing independence, self-discipline, and regulation, helping each child to take responsibility for their own behaviour.
- To ensure a consistent approach and shared responsibility throughout the school, with parental cooperation and involvement wherever possible.
- To set high expectations and clear boundaries for acceptable behaviour, ensuring safety for all.
- To provide a consistent framework around behaviour expectations that is understood by staff, pupils, and parents.
- To develop a shared purpose in preparing children as responsible 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:

At Cherry Tree Academy, all children are expected to adhere to a clear and simple set of school rules, which are grounded in our core values that promote positive behaviour. These rules and values are integral to our Behaviour Policy and are consistently referred to by both staff and pupils throughout the school. Our key rules are:

Be ready  
Be respectful  
Be safe

These are further supported by the Cherry Tree Academy Values:

**Considerate** – We think about others and show kindness.

**Resilient** – We have the courage to persevere, even when things are challenging.

**Honest** – We are truthful in all situations.

**Inclusive** – We welcome and embrace everyone; no one is an outsider.

**Healthy** – We take care of our physical and mental well-being.

These values and rules form the foundation of a positive, supportive, and inclusive school environment.

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 SENDCO

- To use behaviour data to target and assess interventions at both universal and SEND support levels, in line with the Assess, Plan, Do, and Review framework, underpinned by a My Support Plan.
- To provide support and advice to adults by modelling de-escalation strategies.
- To assist teachers in managing pupils with more complex or challenging behaviour, ensuring that their needs are effectively 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 school because we believe in working together toward a common goal. This ensures a consistent approach, helping children fully understand what is expected of them.

Our Home-School Agreement (see Appendix A) outlines the responsibilities of children, staff, and parents towards one another, and all are expected to adhere to it. We list the children's responsibilities to encourage the development of their own responsibility and self-discipline, rather than relying on imposed discipline. By working together, the school community can become a place where everyone feels respected and can flourish.

## 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. 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 require 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 through bespoke group sessions and workshops.
- Explicitly teaching a high-quality PSHE and RSE curriculum (see RSE policy for further information).

## 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 (presented during weekly celebration assembly) and 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.
- A group photograph which is published on the school's social media page and names published in the weekly newsletter.

## Weekly raffle tickets

To celebrate children who consistently demonstrate excellent behaviour, self-control, and motivation throughout the week—requiring no more than a verbal reminder—we award a raffle ticket that is entered into the class's golden raffle prize box. At the end of each half term, a raffle ticket is drawn from each class's golden raffle prize box during the celebration assembly. The lucky winner from each class receives a £10 voucher. The raffle prize winners are announced on the school's social media page, shared in the newsletter to parents, and displayed within the 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 play skills.

## Behaviour Sanctions

At Cherry Tree Academy, we are committed to guiding children in making positive behaviour choices and have established systems to support those who may find this challenging. Our approach is rooted in building strong, secure relationships while balancing the need for appropriate sanctions. This allows children to learn from their mistakes and take responsibility for their actions.

Our approach includes:

- Building secure relationships that help children develop the skills to regulate their emotions and behaviour, understand social situations, and foster a positive self-image.
- Responding to and calming stress responses and dysregulation.
- Employing restorative practices to resolve conflicts and repair harm, preparing children for future learning.

We believe it is crucial to provide children with opportunities to take ownership of their behaviour and, through guided reflection, learn how to move forward positively.

Step	Examples of Behaviours – <b>not an exhaustive list</b>	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 the behaviour continues, additional minutes will be added. During this time, a consequence related to the behaviour may be assigned, such as tidying up a mess they have created  EYFS 5 minutes on thinking spot.
C3 – Reflection Time Record on Bromcom.	Significant disruption to others' learning. Indirect inappropriate language including discriminatory terms 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 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 (Appendix C) 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.

For children whom class teachers identify as beginning to form patterns of behaviour, a monitoring chart will be implemented (see Appendix B). This chart will help children, teachers, and families to identify behaviour trends throughout the day and enable children to work towards individualised rewards.

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.

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://publishing.service.gov.uk)).

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 (refer to reintegration policy). 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.

For pupils with additional needs or those who consistently find it challenging to meet our expectations, reasonable adjustments will be made to support their behaviour for learning. While all pupils are expected to behave safely towards themselves and others within the school community, we recognise that some pupils may require adjustments to achieve this.

Reasonable adjustments may include, but are not limited to, an Individual Behaviour Plan with an adapted rewards and sanction system, a risk assessment, adjustments to the curriculum, and increased supervision. For pupils requiring these adjustments, the Class Teacher, SENDCO, Pastoral Team, and Headteacher will collaborate with carers, pupils, and teaching staff to ensure that equal opportunities are provided within our school system. This approach applies to 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 are 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 sustained periods;
- 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 help them achieve and learn to the best of their ability. We do not assume that a pupil's SEND automatically affects their behaviour on any given occasion; instead, this is assessed based on the specifics of each situation.

The school evaluates whether a pupil's SEND has contributed to their misbehaviour and, if so, whether it is appropriate and lawful to impose a sanction.

We also consider whether any reasonable adjustments need to be made to the sanction in response to the pupil's disability. Our aim is to understand the underlying causes of behaviour and determine if additional support is required

## Our approach to incidents of bullying (Also refer to the Waterton Academy Trust Anti-Bullying Policy)

### What is bullying?

Bullying is a systematic & extended victimisation of a person or group, by another or group of others. Bullying results in pain and/or distress to the victim. Bullying can be:

**Emotional** - being unfriendly, excluding, tormenting (E.g. hiding books, threatening gestures)

**Physical** - pushing, kicking, hitting, punching or any use of violence

**Racist** - racial taunts, graffiti, gestures

**Sexual** - unwanted physical contact or sexually abusive comments

**Homophobic, Transphobic or Gender Based**- because of, or focussing on the issues of sexuality and gender

**Verbal** - name-calling, sarcasm, spreading rumours, teasing

**Cyber** - All areas of internet, such as email & internet chat room misuse

**Mobile threats** - by text messaging & calls

**Misuse of associated technology**, i.e. camera & video facilities

Incidents of bullying will be managed swiftly and taken seriously, with our primary responsibility being to ensure that the victim feels safe and happy in school. Bullying is hurtful, and no one deserves to be a victim; everyone has the right to be treated with respect. Therefore, pupils who engage in bullying need to learn alternative, more positive behaviours. To address this, we have a duty to respond promptly and effectively, utilising a range of sanctions based on the seriousness of the situation.

To address bullying, the school will:

- Support children who are being bullied.
- Help bullies to change their behaviour.
- Take bullying seriously and investigate any incidents thoroughly.
- Meet with those involved individually.
- Use peer pressure to actively discourage bullying.
- Break up bully groups if necessary.
- Involve parents at an early stage.
- Help children develop positive strategies and assertiveness.



- Address bullying that occurs both in and out of school.
- Record incidents consistently to monitor behaviour.
- Discuss and involve children in establishing class and school rules.

The ultimate aim is to stop the bullying. We want the victim to feel secure and protected and, eventually, to be able to forgive the aggressor. Honesty and truthfulness are highly valued within our school, so we expect the perpetrator to acknowledge their actions, understand the impact they may have had, and seek forgiveness. The perpetrator may also have underlying issues, and all parties will be supported in addressing these. This includes providing appropriate interventions and support to the perpetrator to help them change their behaviour, as well as offering ongoing support and reassurance to the victim to aid their recovery and reintegration into the school community.

In line with discrimination laws, any incidents of name-calling targeted at a child due to race, gender, or sexuality will be recorded following local authority guidelines.

## Child-on-child abuse- sexual violence and sexual harassment

At Cherry Tree Academy, sexual violence and sexual harassment are never acceptable and will not be tolerated. Pupils whose behaviour falls below expectations in this regard will face appropriate sanctions. All staff are trained to challenge any inappropriate language or behaviour between pupils, ensuring a culture of respect and safety. Abuse, whether it occurs online or outside of school, is treated with the same seriousness and will not be downplayed.

We take a firm approach to addressing sexually inappropriate behaviour in order to prevent further abusive or violent actions. Sanctions will be applied, and victims will be fully supported. We reassure all victims that their concerns will be taken seriously, and they will be kept safe, regardless of how long it may have taken them to come forward.

Each incident will be assessed on a case-by-case basis, following the guidelines set out in our Safeguarding Policy. The Designated Safeguarding Lead (or deputy) will guide the school's initial response, and other relevant agencies will be consulted or involved as necessary.

## 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 2024/2025.

## 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

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. The below is not an exhaustive list.

- 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)

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

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to act to prevent the cause of harm. Further information regarding this can be found in our 'Use of Reasonable Force Policy 2024/2025'.

## Appendix

### Home-School Agreement

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/carer) .....

Signed (pupil).....

Signed (school) .....

Date: .....

## Monitoring Sheet

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 wither a C1 or C2



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





## Behaviour Reflection Sheet



**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 \_\_\_\_\_

## Behaviour Profile



# My Behaviour Profile



Name:

Date of Birth:

Teacher:

Class: Y5



Date of Plan:

Review Date:

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

## Evaluation and Review

The school will review this policy annually and update accordingly to include changes in the law and guidance on good practice. The policy will be promoted throughout our academy communities and shared with outside agencies and partners as required.

Document Detail			
<b>Document Name:</b>	CTA Behaviour and Relationships Policy		
<b>Version:</b>	3		
<b>Chief Officer Signature:</b>			
<b>Effective From:</b>	October 2024		
<b>Approved by:</b>			
<b>Approval Meeting Reference:</b>			
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1	November 2022	J Grayston	Policy versions and changes to be tracked from Oct. 22
2	November 2023	A Dawson	Policy versions and changes to be tracked from Nov. 23
3	October 2024	A Dawson	

