



Behaviour and Relationships Policy

2025-2026



watertonacademytrust.org

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Introduction

This policy aims to help pupils to become motivated and resilient learners who develop into 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 power of connection and the importance of fostering strong connections between adults and children.

We aim to build positive and safe relationships in order to support emotional, social and academic outcomes.

Relationships are the vehicle through which we foster our pupils' sense of safety and security through nurture, warmth, understanding, respect 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 creation 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 actively teach and reinforce positive behavior whilst ensuring that children have clear boundaries and understand their rights, roles and responsibilities. There is a clear system for responses to undesirable behavior choices, which is understood by all. 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 (including an emotional 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 and stick to consistent and clear routines as outlined in the CTA Behaviour curriculum.
- 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 behavior data to target and assess interventions at universal and SEND support in line with Assess, Plan, Do and Review document underpinned by a My Plan.
- To provide support and advice to adults, modelling de-escalation strategies.
- To support teachers in managing pupils with more complex or challenging behavior 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 Parent Code of Conduct (see Appendix 1) sets out expectations of parents. 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 school reward positive behavior linked to the school rule and values by a points system, 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 through 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. To celebrate positive behaviour, children earn certificates which are presented weekly. When children earn a certificate, this is recorded on Bromcom.

Certificates

Accumulation of proud points for each certificate	
Certificate	Number of proud points achieved
Bronze	50 points
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 and demonstrate our school values. Parents are also invited to attend the assembly to celebrate and the achievement is logged on Bromcom.

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 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.

Whole school rewards

To encourage whole school co-operation and links between phases and classes, we have a whole school reward system in place that links to the five key values. Every member of staff in school has a weekly allocated number of coloured tokens (representing the five values). Throughout the week staff can present a token to a child who demonstrates that value. The child can then take the token to the whole school rewards display and post it into the correct tube linked to the value they have demonstrated.

When enough tokens have been collected, the whole school receives a reward.

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. Our routines and expectations are clearly set out in our CTA behavior curriculum which is actively taught to all children:

- 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 expected to put their coat on and take it off outside the cloakroom in order to avoid congestion in the cloakrooms.
- Water bottles are placed by the sink for ease of access and children are sent one table at a time for a drink to avoid overcrowding.
- Children are encouraged to move to different areas one table at a time.
- Walking through school and to and from the playground is in an agreed line order and should always be calm and quiet with children showing 'smart walking' – hands behind backs.
- Walking to and from assembly and sitting in assembly in agreed places in rows on six.
- 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 interaction and play with children to demonstrate positive place.

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 an 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 may include – 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 Leaving the classroom without permission.	Reflection time within the classroom. 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, a member of staff support children to reflect, take time to think about and take responsibility for their behaviour. A reflection sheet (See Appendix 3) 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. This reflection should take place once the child is in a calm state and is ready to engage in this discussion.

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.
- Reflecting on what happened and how the situation could be handled differently if it happened again.

Reflection can be supported by the use of a communication in print reflection book which provides visual support.

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

Alongside this children may have an individual risk assessment (See Appendix 6), an individual positive handling plan and a bespoke hierarchy of support (See Appendix 5) that clearly outlines how behavior should be managed at each point for this child.

Some children will be supported through the use of behavior contracts (See Appendix 4) and Individual Behaviour/Reward Trackers (See Appendix 2). These documents support children to take ownership of and reflect on their choices on a session by session basis.

Behaviour logs and monitoring

Behaviour is monitored weekly by the SENCO and members of the senior leadership team. Any behaviour from a C3 and beyond is recorded on a reporting form (See Appendix 7) which is given to SLT to record on 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. Behaviour data is analysed every half term.

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.gov.uk/government/publications/suspension-and-permanent-exclusion-guidance).

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, 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 understand 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 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 Harrassment

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.

School Attendance and Part-time timetables

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 (Restrictive Physical Intervention)

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.'

Document Detail			
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Version (versions tracked from 2022 onwards)	5		
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Version	Date	Author	Change /Reference
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	June 2024	C Davies	Policy updated
4	January 2025	K King	Policy updated
5	August 2025	K King	Policy reviewed and updated.

Appendix 1 – Parent Code of Conduct / Home and school Agreement

Our School Values



CHERRY TREE ACADEMY

Contact us

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**PARENT
CODE OF
CONDUCT**

Ready - Respectful - Safe

**Growth and Excellence,
Every Day**



INTRODUCTION

At Cherry Tree Academy, we believe that a strong partnership between parents, carers, and the school is essential in creating a positive learning environment that extends from school to home. As a partnership, we understand that a strong, respectful relationship between home and school is essential in equipping children with the skills they need for adulthood. For these reasons, we continue to welcome and encourage parents and carers to participate fully in school life.

To maintain a welcoming and safe learning environment for all, we have established a clear set of expectations regarding behaviour and conduct. By working together in a spirit of mutual respect, we can ensure that Cherry Tree Academy remains a place where all children flourish, progress, and achieve their full potential.

The purpose of this policy is to provide a clear reminder to all parents, carers, and visitors about the expected standards of conduct when engaging with our school community. By adhering to these principles, we can foster a positive and supportive atmosphere where everyone feels valued and respected.

AT CHERRY TREE ACADEMY, WE EXPECT ALL PARENTS, CARERS, AND VISITORS TO:

- Respect the caring ethos and values of our school. Understand that teachers and parents work together for the benefit of the children.
- Treat all members of the school community with respect, setting a positive example in speech and behaviour, particularly in front of children. Work collaboratively with staff for the benefit of their child and engage constructively to resolve any concerns.
- Support the school in reinforcing positive behaviour, especially in public, to prevent conflict, aggression, or unsafe situations.
- Approach the school directly to resolve any concerns rather than escalating issues through social media or other informal channels.
- Show consideration for local residents by adhering to road safety rules and local access arrangements, including not parking on double yellow lines, zigzag markings, or across driveways, to ensure the safety of all members of the school and wider community.

TO MAINTAIN A SAFE AND RESPECTFUL ENVIRONMENT FOR ALL MEMBERS OF THE CHERRY TREE ACADEMY COMMUNITY, WE CANNOT TOLERATE THE FOLLOWING BEHAVIOUR FROM PARENTS, CARERS, OR VISITORS:

- Disruptive behaviour that interferes with school operations, including classrooms, offices, and sports events.
- Using loud, offensive, or profane language, swearing, or displaying temper, including on the phone.
- Threatening behaviour or physical aggression towards staff, governors, visitors, parents, or pupils.
- Damaging or destroying school property.
- Sending abusive, threatening, or inappropriate messages via email, text, voicemail, or other communication.
- Posting defamatory or offensive comments about the school, pupils, parents, or staff on social media. Concerns should be raised appropriately with school staff.
- Approaching another child or parent to reprimand or discuss a concern—issues must be handled by staff.
- Smoking, drinking alcohol, or using drugs on school property.
- Bringing dogs onto school premises, except for assistance dogs.

Breaches may result in authorities being contacted and individuals being banned from the premises.

Thank you for supporting a positive, respectful school environment.



Parent/Carer Agreement:

I/we will do my/our best to:

- Work in partnership with the school.
- Accept the school's aims, policies, and procedures, and positively support the school.
- Ensure that your child attends school punctually every day, unless there is a valid reason for absence (e.g., illness), and notify the school by calling the school number and informing the admin team.
- Support the school's policies on learning, behaviour, attendance, and uniform.
- Ensure your child wears the correct school uniform and follows the school dress code. Make sure they have everything they need for the day, including their PE kit, book bag, and reading record.
- Keep the school informed of any changes to personal information, such as address, phone numbers, or emergency contacts.
- Promptly inform the school of any concerns or issues that may affect your child's learning, behaviour, or happiness at school.
- Support the school in teaching your child safe and secure internet use at home.
- Respect all members of the school community and abide by the policy of zero tolerance towards rude or aggressive behaviour, as outlined in the Parent Code of Conduct.
- Regularly check school communications (e.g., website, MCAS, Class Dojo) to stay updated on important information, policies, events, and your child's progress.
- Support and encourage your child's home learning, including regular reading at home to support their development.
- Promote and support active travel to and from school, encouraging walking, cycling, or scooting.

Signed: _____



Child's Agreement

I will:

- Follow the school rules by being 'ready, respectful and safe.'
- Demonstrate the school values considerate, honest, resilient, inclusive and healthy.
- Come to school on time, prepared for the day and wearing the correct uniform.
- Take responsibility for my school and home learning, completing tasks to the best of my ability, and asking for help when I need it.
- Work to the best of my ability and show a positive attitude to learning.
- Reflect on my behaviour and learning and learn from my experiences.
- Use the internet safely, following what I've been taught in class.
- Talk to an adult if I have a problem or need help.
- Demonstrate the school values of friendship, teamwork, perseverance, honesty, respect, and responsibility.

Signed: _____



Appendix 2 – Example of an individual behavior tracker. This will be personalised to the child's individual timetable

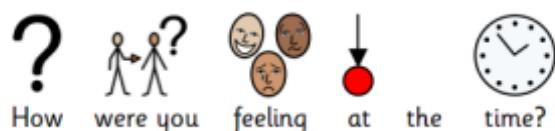
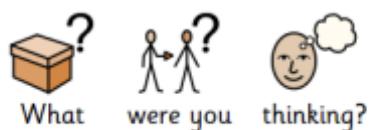
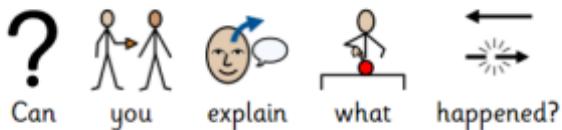
  coming into school	  Calm time	  reading	  spelling	  English	  maths	  maths	  time	  break time	  sensory	  time	  maths	  time	  story	  home time	  computing	  geography	  history	  reading	  reading	  reading	  reading
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Appendix 3 - Behaviour Reflection Sheet

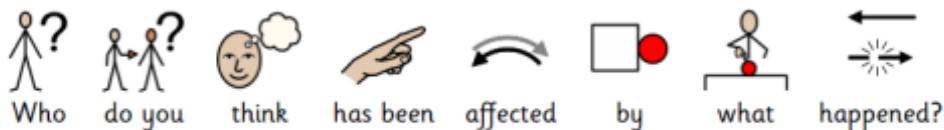


considerate honest inclusive healthy resilient

Behaviour Reflection Sheet



Sad	Lonely	Frustrated	Confused	Angry	Worried	Hurt	Other

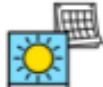


What could you do to put things right?

What could you do differently next time?



Name: _____



Date: _____

Appendix 4 – behaviour contract



Ready, Respectful, Safe



I stay in the classroom.

I do not disturb other children from their learning.

I use respectful words.

I do as adults ask.

I do not damage property.

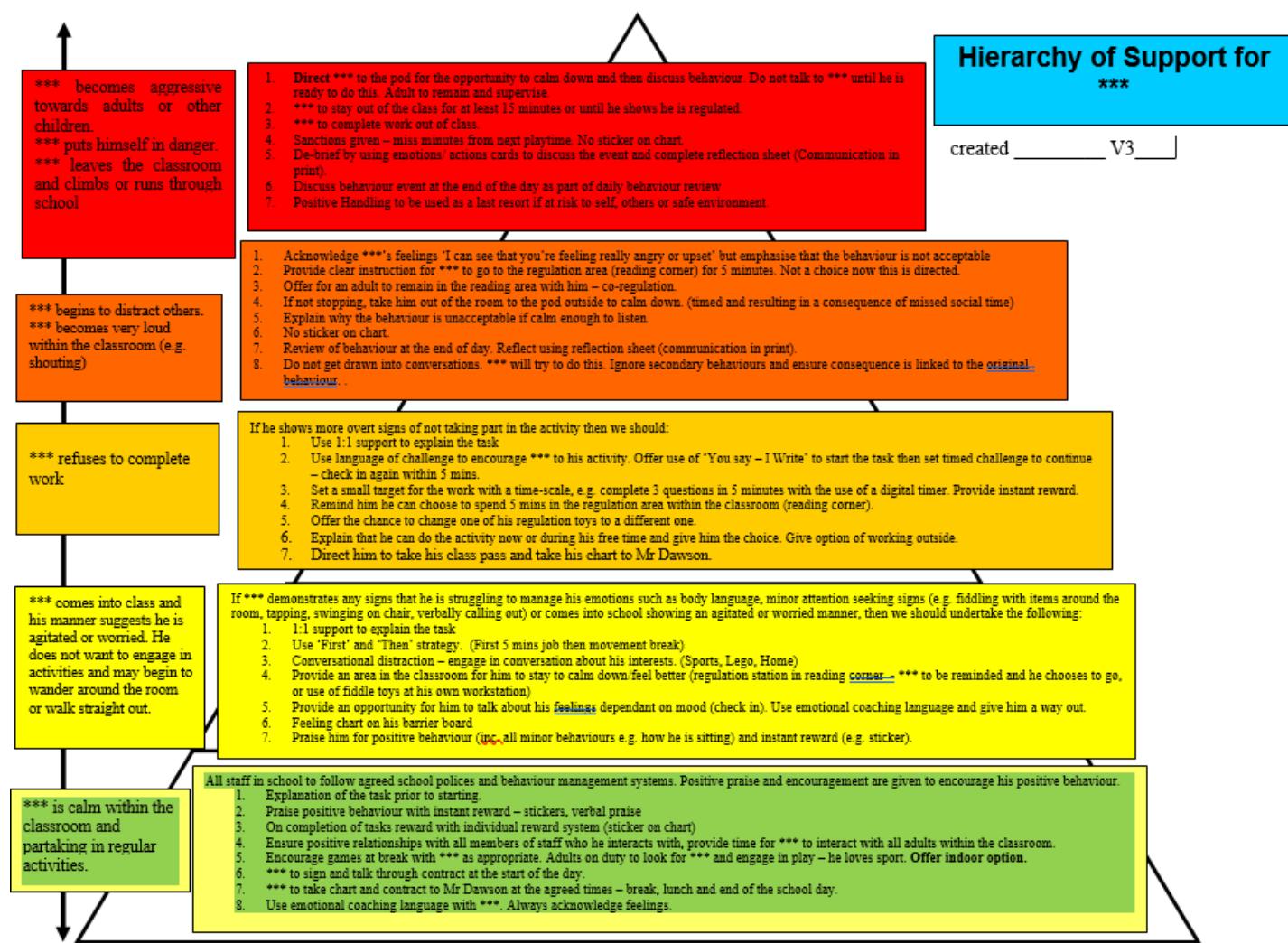
I do not climb on or jump from furniture or fences.

I do my learning to the best of my ability.

I come in at the end of breaktimes calmly and in the right way.

Signed: _____ Date: _____

Appendix 5 – Hierarchy of Support Document Example



Appendix 6 – Example of a Risk Assessment for an individual child



Cherry Tree Academy RISK ASSESSMENT

Risk Assessment No: 3

Name: *** ***

DOB: *****

Class: Year 4

Teacher: Miss King

Support Assistants: *****

Date of assessment: 3rd September 2024 **updated 10.12.24 updated 18.12.24 updated 13.01.25 updated 31.01.25 updated 11.03.25 Updated 28.03.25**

Review Date: Reviewed Yearly/ Updated as appropriate

Key Triggers:

1. Hunger / Sensory issues
2. Feeling unsafe / Feeling scared
3. Other children making wrong choices
4. Unfairness
5. Social times
6. Getting hurt
7. Unstructured activities
8. Different adults
9. **Adults challenging him (saying no)**
10. **An unsettled morning – something happened before or on the way to school or arriving late**

Other Important Information:

Time out/thinking mats are not effective and will escalate his behaviours.

Mention of mum is equally ineffective.

His behaviours and level of escalation varies each day depending on his mood.

School behaviour systems are not always effective

Violent incidents can be unprovoked and unexpected.

Sticker charts are beginning to be more effective (he has low self-esteem and sometimes finds it hard to hear positive things) *** has a vast range of provision in the classroom including but not limited to wobble cushion, ear defenders, sensory items, snacks, workstation, regulation station and calm space in the classroom but his reaction is to run/climb. When upset *** likes to be in small spaces e.g. under a table, behind a beanbag, under a blanket.

	Hazard observed	Who may be harmed?	Control measures/notes
1	Running through school throwing objects.	***, adults and children.	<p>*** can often lash out as he runs.</p> <p>Try not to show concern. Alert a second adult as it is easier to distract and restrict his running. Where possible remove all objects that can be thrown.</p> <p>Remind him you care too much to watch him get into trouble and calmly but firmly direct him to Mr Dawson's office or the quiet pod. Try to distract him and move him to another area or offer an activity that you know he will enjoy.</p> <p><i>Physical intervention to be used as a last resort if there is a risk to *** or staff/pupils, when in a safe space release and offer support and reassurance – he likes to hide. Do not leave him alone. *** has an individual positive handling plan.</i></p>
2	Refusing to come back into school after playtime / lunchtime	***	<p>An adult to let a member of SLT know he is outside with an adult. SLT to go outside to offer support and distraction techniques (i.e. job in school/activity of his choosing).</p> <p>Remind him you care too much to watch him get into trouble and direct him calmly but firmly to the correct space you want him to go to.</p> <p>Offer to help him make the right choice and offer to calm down together – What do you need to help you calm down? What do you need me to do?</p> <p>Offer him a drink of cold milk and something to eat.</p>

Appendix 7 – Behaviour Reporting Form

Initial Behaviour Log



Name of pupil	
Class / year group	
Date/Time / lesson	
Name of adult	
Location of incident	

Circle below (you must also inform the Headteacher or deputy if there is a bullying incident)

C3 – Reflection Time	C4 – SLT Room (minimum 20 mins)	C5 – SLT Room (Minimum 30 mins)
<ul style="list-style-type: none"> • Significant disruption to others' learning • Indirect inappropriate language including discriminatory terms • Leaving the classroom without permission. 	<ul style="list-style-type: none"> • Aggression or intimidation (threats) • Direct inappropriate language including discriminatory terms • Theft 	<ul style="list-style-type: none"> • Bullying • Significant and intentional damage of property • Violence

S (situation)	
T (trigger)	
A (action – child and adult)	
R (response – child and adult)	
Family informed (time / date)	
Signed	



Staff actions to try to reduce chance of this incident being repeated. (What can you change / adapt?) Provide details to changes e.g. provision, support, response, staff action, risk assessment, support plan etc.

Actions to be completed by:

Name of staff member:	Date:

Please give this incident log to Miss King.