Cherry Tree Primary School

Behaviour Policy
Including Anti-Bullying
2019

Our Mission Statement: *Bringing out the best in each other as we blossom and grow.*
Our Values
Happy, Aspirational, Resilient, Independent, Open-minded, Compassionate

		Signed
May 2014	Policy reviewed and re-written following parental feedback	
June 2014	Approved by the Curriculum Committee	
July 2014	Posted on the school website	
October 2016	Reviewed and approved by the Curriculum Committee, amended with reference to 'Prevent' agenda.	
Spring 2017	Reviewed with teachers 29-03-17 and teaching assistants 3-04-17	
Summer 2017	Approved by the Curriculum Committee 14-06-17	
Summer 2019	Behaviour Charter introduced as an appendix.	

Policy for the Management of Behaviour, Including Bullying.

Introduction.
School should be a safe, secure environment where children feel accepted and are able to achieve their full potential. We believe that discipline and good behaviour stems from a positive self-image, which helps to promote self-discipline, independence and consideration for others. Positive social behaviour needs to be consciously and consistently taught by all members of staff, making expectations clear and ensuring children have a clear understanding of what is expected of them.

Aims of Behaviour Policy

- To celebrate and reinforce positive behaviour.

- To promote the mission statement and core values of the school.

- To create a positive learning environment for all children where they feel secure and fulfilled.

- To develop respect, empathy and consideration for others.

- To promote and encourage confidence and self-esteem.

- To provide good role models and to have high expectations of behaviour.

- To set high standards of acceptable behaviour which are consistent and fair.

- To encourage a sense of ownership and responsibility for the school as a whole.

- To encourage good behaviour by providing differentiated and appropriate learning so that all children can achieve.

- To ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. (See our adopted policy: 'Preventing Radicalisation and Extremism Policy for further details.)

Implementation.
Children respond well to positive comments and rewards for good work and appropriate behaviour. We believe that a high standard of school behaviour needs to be taught and supported and that praise can structure and reinforce this.

At Cherry Tree the following strategies/sanctions are used by teaching staff to encourage the development of greater self-esteem, and to develop children's willingness to assume socially acceptable behaviour:

- Golden Rules – whole school rules
    - *We are kind and helpful*
    - *We work hard*
    - *We listen to people*
    - *We are honest*
    - *We are gentle*
    - *We look after property*
- House points.
- Lunch time awards for good behaviour.
- Praise Assemblies – Head Teacher certificates.

Reviewed by the staff and governors October 2018

- Circle time.
- Individual teacher's awards – such as behaviour raffle tickets, stickers, certificates, dojo points etc. (No sweets.)
- Team work points.
- Text/phone call or note home.
- 10 minute reward for multiple win of trophy.
- Treat trip.

Some children misbehave to gain attention. Therefore, whenever possible the emphasis should be on the celebration of positive behaviour.

However, if a child is being disruptive warnings should be given. If the behaviour persists, then the following sanctions may be used;

Class based strategies
- Sit in isolation/removal from activity within the classroom.
- Sent to another class, in co-ordination with the other teacher.
- Age appropriate class sanction.
- Missing part/whole of playtime.
- Time out - a 'cooling off' period for five to ten minutes.

Further strategies
- Withdrawal of privileges – for example school clubs, trips, Golden Time etc.
- Communication with parents, written or verbal.
- Use of a behaviour chart/smiley face chart.
- Sent to Head Teacher (if this is necessary the class teacher needs to inform parents).

Bullying

Bullying can be physical, verbal or emotional, by a single person or a group. It is the wilful, conscious desire to hurt, threaten or frighten someone.

Bullying can take many forms:
- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, offensive remarks, racially offensive remarks
- Indirect – spreading unkind stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber-Bullying- via the internet, messaging, text, email.
- Racial harassment- any forms of racial harassment are reported to the Head Teacher, and are recorded separately.
- Homophobic bullying- staff will challenge all types of derogatory language or behaviour of a homophobic nature.

Procedures to follow

Step 1: Information Gathering
Establish the facts and speak to all concerned, giving the children an opportunity to state their case.
Listen carefully to pupils and provide them with opportunities to express views and opinions. Record the conversation in note form, if it is of a more serious nature.

Step 2: Resolving the Issue
Adopt a problem solving approach which moves pupils on from justifying themselves.
Make sure all children involved are aware of their responsibilities and any actions that they need to take.
Set clear timelines for actions to be completed by. Record actions to be taken.

Step 3: Review
After an agreed time review the situation to establish if it has been resolved. Consider why the problem has persisted and if social skills need to be developed for one or all parties involved.

Step 4: Contact Parents

If inappropriate behaviour persists and steps 1 to 3 have not resolved the issue, parents are contacted.
In extreme cases when other solutions have failed, fixed term exclusion may be considered.

Step 5: Further Action

If the issue persists, involve the Head Teacher and together repeat steps 1 to 3 to establish a further strategy to address the situation. Implement sanctions such as withdrawal of privileges / golden time and/ or removal from the playground. Set shorter timescales and review at an earlier point.

<u>Intervention techniques</u>

- Teaching assertiveness and other social skills.
- Social stories used to deepen understanding of certain behaviours and their effect on others.
- Peer mentoring.
- Nurture group activities.
- Teaching victims to say 'no' or get help.
- Role playing in dealing with taunts
- Invite visitors to deliver workshops or theatre productions to explore the impact of bullying and how to address it.
- 'Star Box'- specific rewards for child to choose from if they follow the instructions set for them.
- Behaviour / Smile face chart to encourage positive behaviour.
- Mindfulness strategies.
- Year 6 Personal Safety Workshop.
- Massage workshop – teaching what respectful touching means.

<u>Monitoring</u>

- Behaviour of pupils in school is a weekly agenda item at our at staff meetings. Most weeks there are no issues to be discussed but the opportunity to monitor behaviour happens on a weekly basis.
- The Head teacher will monitor written reports of poor behaviour regularly and take appropriate action.
- Behaviour procedures and policies will be reviewed as necessary. (Biannual review of Behaviour Policy with governors and staff.)
- The Head Teacher's termly report to governors includes reference to behaviour.
- Parent and pupil surveys make reference to behaviour.
- Behaviour management is one of the observed elements of all formal lesson observations.
- Behaviour is observed and monitored on the playground daily but written observations are made a couple of times every half term.

Behaviour Charter 2019

	Green (Often)	Amber (Occasionally)	Red (Rare)
	Behaviour that we expect the majority of children to exhibit the majority of the time- our expected standard.	Misdemeanours that may need a small sanction to be given.	Poor behaviour that needs a more serious consequence.
	Happens a lot= a reward	Happens more than 2x= speak to parents. More than 3x = Refer to SMT	Involve SMT
Types of behaviour	**Social Behaviours** ● Respect and kindness towards other children & adults/ school property/others around you. ● Polite, truthful and have good manners. ● Sensible, considerate behaviour for the environment you are in (e.g. walking inside/not chatting through classrooms/staying in seat when eating/working) **Learning Behaviours** ● Listening in class/not talking over others in class e.g. on carpet/input. ● Good attendance. ● Working hard, doing their best, taking pride in work, concentrating. ● Remembering to adhere to school values/ethos/rules/uniform. ● Fully engaging in the lesson.	**Social Behaviours** ● Poor behaviour - during assemblies/playtimes ● Disrespect/rudeness/arguing back – (Inc. Equipment/damaging property) ● Breaking boundary rules inside and out ● Unkind action/behaviour/teasing/name-calling ● Dishonesty/spreading rumours **Learning Behaviours** ● Talking at inappropriate times ● Uniform, PE Kit, Homework, Reading Records & Books ● Not staying on task or lack of care with work ● Being disruptive- repeatedly or distracting others ● Refusing to do work.	● Deliberately hurting someone ● Damaging property ● Bad language ● Bullying ● Swearing ● Safety issues ● Stealing ● Fighting ● Very poor attendance ● Repetitive amber behaviour that does not improve will move to the red category.
Promotion/Prevention	**Praise and Promote by:** ● Reinforcing/promoting positive behaviour with the spoken and written work or visually (See Saw) ● Whole school projects/teamwork. ● Having high and consistent expectations of children/staff. ● Building positive relationships with each child ● Special events, fun times such as Yoga/Class party/trip/Non-uniform day. ● Rewards for good behaviour or work: House points/certificates/raffle tickets/stickers/ Praise Assembly/Go to Mrs G/extra playtime/Golden Time/note or phone call home. ● Showing work to rest of class.	**Prevent by:** ● All staff (including MDAs/ supply) aware of any SEND or pastoral issues impacting on behaviour. ● Clear, consistent expectations plus reminders of what good behaviour looks like/visual timetable/Golden Rules on display. ● Unpicking and understanding the reasons why the behaviour happened/is unacceptable. ● Sanctions: missing break/football/pirate ship or walk beside teacher on duty/complete work in a different room or sit away from other children. ● Keep reactions to negative behaviour to a minimum. ● Issues at playtime dealt with immediately so not taken into class. ● Close communication with parents ● Reinforce that all adults in school have authority to give sanctions. ● Build a culture where the children can self-regulate & reconcile themselves.	**Sanctions:** ● Call parents of all children involved (victim/perpetrator) or speak to them face to face where possible ● Make behaviour rules really clear ● Liaison book/card between parents and staff ● Talk to Mrs Graham ● Excluded from trips or special events due to safety concerns ● Stand outside head's office ● Miss all of playtime- if v severe, miss all of Golden Time.