



TWO RIVERS  
HIGH SCHOOL



# Positive Behaviour Policy

## Cherry Trees School



## **Introduction**

This policy has been developed to reflect the requirements of Section 89(1) a-e of the Education and Inspections Act 2006 and Section 110 and 111 of the School Standards Framework Act 1998. It also sets out the legal duties under Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN). This policy is reviewed every year in accordance with the most recent guidance from the Department of Education (September 2022).

Our behaviour principles for Endeavour Multi Academy Trust state our commitment towards our pupils being supported in an individual way. **Appendix 1**

## **Aims**

At Cherry Trees School we aim to:

- Ensure the safety and wellbeing of all pupils and, as far as is possible, protect them from harm, including self-injury.
- Give all pupils the best opportunity of being accepted into the community and into society by teaching them what is acceptable and what unacceptable behaviour is promoting British Values.
- Provide the best opportunity for learning by reducing barriers created by unacceptable behaviour.
- Encourage our pupils to take care of the physical environment and have respect for their own and others' belongings.

## **Our Approach**

To help our pupils, develop into well-adjusted and responsible members of society we need to take a *consistent* approach to behaviour in which we:

- Set appropriate boundaries/targets.
- Use a wide range of strategies to encourage and positively recognise acceptable behaviour.
- Provide meaningful and personalised consequences to discourage unacceptable behaviour.

By taking such an approach our pupils will learn to predict the outcomes of their behaviour and therefore be in a better position to make good choices regarding how they behave.

## **School Code of Conduct**

At Cherry Trees School the whole community should:

**We are kind**  
**We respect**  
**We work together**

See **Appendix 2** for more details. Also attached as **Appendix 3** is our School Rules.

In addition to the general school ethos, teachers will set individualised rules and routines which apply in their classrooms as appropriate.

## **Responding to Behaviours**

Positive and appropriate behaviours should be acknowledged and reinforced appropriately. Negative and inappropriate behaviours should also be acknowledged, and it is vital that these are recorded. Class incident books record information of behaviour challenges. These are transferred on to our electronic recording system Arbor (**Appendix 4**). PROACT-SCIPr-UK® recording books and telephone conversations with parents/carers are vital in sharing information to ensure appropriate level of monitoring and evaluating the behaviour.

Conversations with parents/carers may include emails, Weduc messages, telephone calls and face to face conversations.

Incidents are discussed with the Senior Leadership Team and the Designated Safeguarding Lead. Where appropriate information is recorded on My Concern.

### **Positive reinforcement**

- Verbal praise.
- Celebrating good work, good behaviour & achievement in assemblies.
- Going to see the Executive Headteacher/Headteacher / SLT.
- Dojo Point System.
- Positive home communication, textual or verbal.
- Curriculum Awards.

### **Consequences for inappropriate behaviours**

- Verbal reprimand.
- Withdrawal from activity/group – where this will allow de-escalation.
- Give time to calm away from activity/group (using distraction).
- Communication with home.
- Behaviour Monitoring Diary.
- Suspension. (see Suspension or Permanent Exclusion Policy)

(The consequence must be appropriate to the behaviour and appropriate to the pupils' level of understanding).

At Cherry Trees School our aim is to promote independence and becoming citizens who respect British Values. We believe that a differentiated approach to positive reinforcements and consequences for inappropriate behaviour will enable our pupils to progress to adulthood.

<b>Rewards</b>	<b>Sanctions/Boundaries and Consequences</b>
Trips out Golden Time Special Privileges – helpers in class, extra play, or computer time during breaks Dojo points Headteacher's Award Reward Boxes and Tokens – prizes to take home Certificates/stickers	Redirection or distraction. Visual signs including no or stop symbol. Teaching calming strategies to enable behaviour change. Emotional coaching to support self-regulation. Time to reflect and restorative activities. Identifying next safe steps/actions. Loss of rewards or choosing time. Communication with parents. Headteacher's Report Suspension and exclusion.

## **Behaviour Management strategies**

All behaviour is communication. If a pupil has needs that are unmet behaviour challenges can occur.

At Cherry Trees we believe that in order for pupils to access learning and fulfil their potential in all areas, academic and social it is important to support pupils where behaviour challenges are a barrier to learning.

Cherry Trees follows PROACT SCIPr-UK® Philosophy. Loddon training follows guidelines that if staff receive training in behaviour management strategies, they will be more confident in managing incidents when they occur.

By supporting pupils with Individual Behaviour Support Plans staff will have a planned respond to the pupil that will best meet a pupil need.

The PROACT-SCIP UK gradient is 70% proactive 20% active and 10% reactive.

To address pupils needs adults must consider all aspects of approach. This includes:

- The environment, adapting it if necessary.
- Supporting pupil's communication.
- Considering if substitute skills need to be taught.
- Giving pupils ownership and some choices over their activities.
- Providing structure and predictability to alleviate anxieties.
- Supporting pupils with skills in regulating their emotions through emotional coaching and calming strategies.
- Building trusting relationships with the adults.
- Building relaxation into the school day to helps pupils learn how to calm themselves.

If a pupil is beginning to become stressed the individual plan identifies how that presents in the pupil's body language, verbal, and non-verbal communication. To reduce the likelihood of an incident occurring the adult can put active strategies in place. This may include distraction, redirection lowering of demands, changing the environment, or interactions either with adults or peers.

Our Behaviour Curriculum outlines our behaviour approach in each of the key stages. The Behaviour Curriculum – Parent and Teacher Information Booklet can be found on our website.

### **Critical incidents**

Staff at Cherry Trees School have a duty of care to ensure that all members of our school community are safe.

The PROACT SCIPr-UK® (**Positive Range of Options to avoid Crisis and use Therapy Strategies for Crisis Intervention and Prevention revised for UK**) approach, in which all staff members are trained, is used to manage challenging and/or extreme behaviours.

Where a pupil requires support from a physical intervention either as part of a Behaviour Intervention Programme or in response to a situation which puts themselves, others, or property at risk only PROACT SCIPr-UK® techniques or adapted techniques based on the principles of PROACT SCIPr-UK® will be used. Please refer to the Physical Intervention Policy.

Staff have the right to search pupils and their belongings and confiscate items which could harm. In these circumstances' parents will always be informed.

Pupils are not permitted to bring mobile phones to school.

Staff take responsibility for pupils' safety during the school day and within the school boundary, however staff do have the power to discipline beyond the school gate. If an incident occurs that is reported to the school the relevant parents/carers will be notified.

Action will be taken against pupils who have been found to have made malicious accusations against school staff, and measures will be put in place to prevent any further incidents.

### **Pupil Support**

All pupils are given the opportunity to discuss concerns about their behaviour or the behaviour of others to the School Council, which allows the pupil voice to be heard, or discuss behaviour with their class teachers. and teaching assistant. Our School Designated Safeguarding Lead also supports pupils.

Pupils who exhibit challenging behaviours will have an Individual Behaviour Support Plan which is designed to support the pupil and decrease the severity and frequency of incidents.

These plans set out strategies to identify triggers and put in place strategies that are proactive in supporting pupils. The behaviour plans recognise pupils' strengths and individual needs. **(Appendix 5)**

If a child's needs are more complex an IBSP with more detail is written. The template follows Staffordshire guidelines. **(Appendix 6)**

All incidents are recorded in a class incident book. If a child or adult requires medical treatment it will also be recorded in the accident book.

The incidents are uploaded on to Arbor. This enables incidents to be monitored and informs individual behaviour support plans. **(Appendix 7).**

We believe that every pupil is unique. We have developed Individual Positive Behaviour Support Plans that are created for pupils who have presented challenging behaviours.

If a pupil's needs are more complex and they are rated Red on our Rag Rating system due to the frequency and severity of incidents a risk assessment will also be in place. If a pupil's plan requires a physical intervention to keep them and others safe, a vulnerability risk assessment will be in place for the pupil.

Pupils who require extra support for their behaviour are able to access, if appropriate:

- Swimming
- Nurture Groups
- Listening Therapy.
- Talking Therapy.
- Emotional Coaching.
- Forest School.
- Lego Therapy.
- Music Therapy.
- One to one support (unstructured times and structured times).
- Pet Therapy.
- Referrals to Multi Agency support (CAMHS, Independent Futures, Learning Support Team (LST), Individual support from an Educational Psychologist).

### **Staff Support**

Staff attend an initial two-day workshop for PROACT SCIPr-UK® training as soon as possible after appointment, all members of staff attend a refresher course once a year. Staff also can attend training events in school and out of school as appropriate and have the support of the link person in school.

Pupil IBSPs are written with support from the Behaviour Coordinator. At Cherry Trees School it is the staff team working with the child i.e., teaching assistants etc, parents are then invited to discuss the plan. Regular monitoring takes place. This process is designed to help not only the pupil, but also the staff, parents and any multi-agencies involved.

It is accepted in school that a pupil with challenging behaviour is not just the responsibility of an individual teacher but is the responsibility of all staff. It is acknowledged that each staff member will feel differently about dealing with a pupil with challenging behaviour. It is up to each staff member to make their feelings known and seek advice from the Senior Leadership Team (SLT)/ Behaviour Coordinator.

It is also acknowledged that in dealing with a difficult situation staff will feel differently and will have different ways of coping. All staff will have the opportunity to de-brief after an incident.

### **Working with Parents/Carers**

Parental co-operation is vital in fostering the good behaviour of pupils. For this reason, class teachers are encouraged to maintain regular contact with parents. Our school has a link for parents via the School App and a Parent Support Group. However, if parents feel that their needs have not been resolved then a complaints procedure is in place, to ensure that a positive outcome for all parties involved is achieved. Please see **Appendix 8** in how parents can support positive behaviour for learning in school.

Parents are always informed by a member of the SLT if a pupil has been physically supported, or a critical incident has occurred without physical intervention. A meeting will be offered to parents/carers to discuss appropriate behaviour and behaviour plans, as well as support for parents if necessary.

At Cherry Trees School it is the role of the Pastoral Assistant Headteachers to develop closer links with parents and liaise with other agencies where appropriate.

The Behaviour Co-ordinator at Cherry Trees School is Gemma Hill. Alison Higgs is the Headteacher and supports parents and pupils when behaviour incidents are severe.



## **Behaviour Principles for Endeavour MAT**

“Endeavour is an inclusive MAT – Everyone should be free from discrimination, harassment and victimisation of any sort. We deliver equitable systems that ensure all our pupils can be supported in an individual way.”

This is a statement of principles, not practise: it is the responsibility of the Headteacher and Governors to draw up the behaviour policies at the Endeavour MAT schools, though they must take account of these principles when formulating this:

- We believe pupils should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Everyone has the right to feel safe all of the time and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- By effectively challenging and tackling bullying and discrimination, we can help to create a safe, focused learning environment where pupils are able to learn and fulfil their potential.
- Rewards and consequences should enable a pupil to reflect on and learn from a situation.
- With a focus on positive behaviour, forgiveness and reconciliation, all pupils will be supported through restorative practice.
- The modelling of good behaviour; a focus on learning and praise and rewards by staff and volunteers, set an excellent example to pupils at all times.
- Families are included in the resolution of behaviour incidents to foster good relationships between the school and pupils' home life.
- Joint working between the leaders of safeguarding, behaviour and curriculum is a focus of all schools, ensuring that solution focused avenues of support are considered holistically and not in isolation.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of trained staff.
- The Positive Behaviour Policy explains that suspension and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.

This written statement and the policies that are influenced by it apply to all pupils when in school and when engaged in extra-curricular activities.



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## Code of Conduct for Pupils

### Cherry Trees School



At Cherry Trees School:

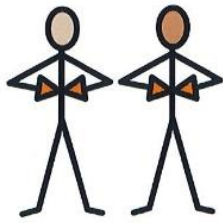
**We are kind**  
**We work together**  
**We respect**

**This means that we expect pupils:**

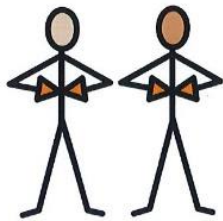
1. To be polite - to teachers, support staff, other children and visitors – and to respect the authority of the adult in charge.
2. To listen to adults and each other in lessons and in assemblies and to consider each other's feelings.
3. To walk around the school quietly and calmly.
4. To take a positive role in all classroom activities and to try as hard as they can.
5. To wait their turn to talk to members of staff and to each other.
6. To value each other's work.
7. To work and play co-operatively with each other.
8. To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to").
9. To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
10. To be able to say/indicate sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
11. To care for the school and its equipment and to report any damage or graffiti they see.
12. To feel responsible for giving a good impression of themselves and the school both within and outside the school.

**In return pupils can expect staff:**

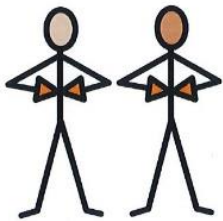
1. To listen to them and to hear their point of view.
2. To be polite and to address them in a reasonable tone of voice.
3. To value all aspects of their achievements.
4. To be as fair and consistent as possible when they have misbehaved.
5. To ensure their environment is safe.
6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground and corridors well.
10. To trust them and to care about them equally.
11. To treat them as individuals and to take an interest in their lives.
12. To see each day as a fresh start.
13. To ensure safeguarding concerns are passed to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.



**We are kind.**



**We respect.**

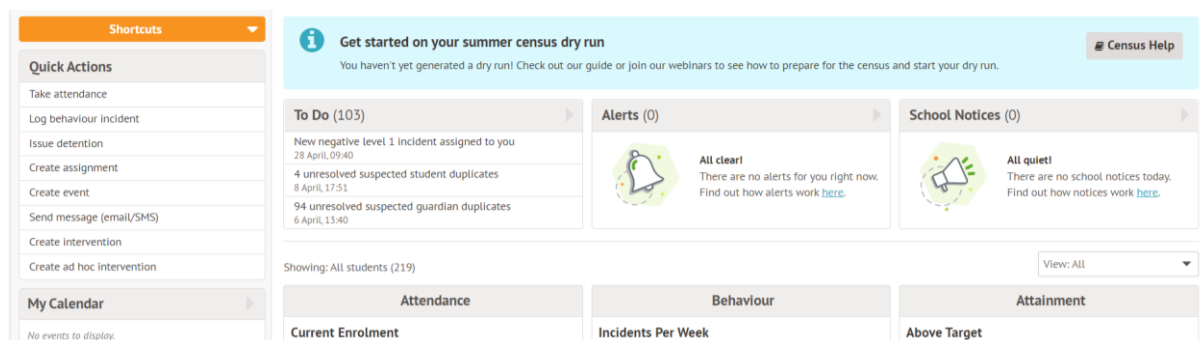


**We work together.**



## ARBOR

### Arbor – Logging a behaviour



Click Log behaviour on the quick action (underneath short cuts)

### Log New Behavioural Incident

**Date of incident\*** 9th May 2022

**Event** ▼

**Time of incident\*** ⌚

**Students involved\*** ▼

**Behaviour\*** ▼

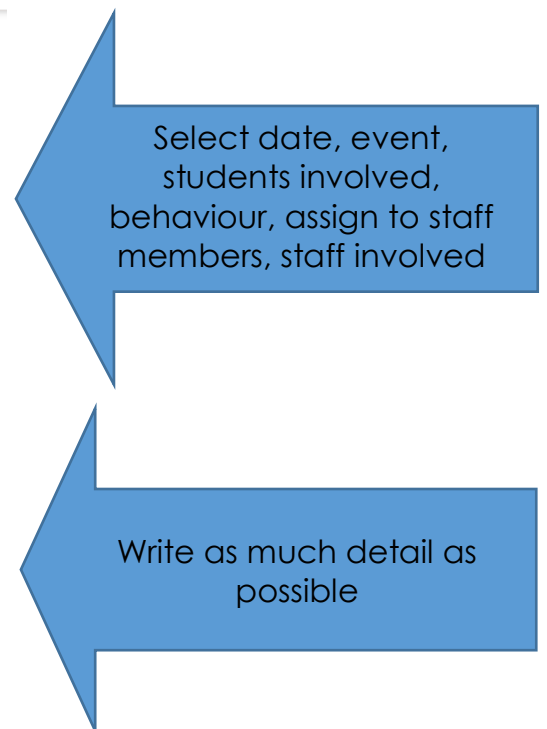
**Assign to staff member\*** Select assignee for all students ▼

**Incident summary**

**Staff involved** ▼

**Location** ▼

Create as separate incidents



Select date, event, students involved, behaviour, assign to staff members, staff involved

Write as much detail as possible

Cancel

Next

Activate Windows  
Go to Settings to activate Windows.

# SOLAR

	 <p style="text-align: center;">Behaviour Profile</p>	<p><b>Class</b> <b>Profile completed by:</b> <b>Date:</b></p>
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Social and emotional history of the child History of any behaviour, History of child, Changes in home life, Medication/Diagnosis:	
Effective rewards/reinforcers:	
Ineffective rewards:	
Possible triggers:	
Early warning signs:	

High risk?	behaviour-profiles description	Likely location/ time/ Frequency	Proactive strategies How you prevent the behaviour happening	Intervention Level 1	Intervention level 2	Recovery period



# APPENDIX 6

## POSITIVE BEHAVIOUR SUPPORT - PLANNING SUMMARY SHEET

NAME:	DATE:
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### WHO?

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### WHAT?

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### NATURE OF RISK

	Nature of risk	Degree of risk		
		Severity/ Intensity	Frequency/ likelihood	*Overall level of risk
To the person				
To others (Specify who)				
Property				

*\*Rate: Low (inherent/acceptable risk), Medium (calculated risk) or High (Unreasonable/unacceptable risk).*

### WHY?

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# HOW?

<p><b>POSITIVE SKILLS – New things to teach/learn or skills to extend</b>  <i>(What things would this person need to be able to do which would make the behaviour less likely to happen in the medium/long term?)</i></p>
<p><b>SETTINGS – Changing circumstances</b>  <i>(Are there any changes in settings– minor or major – which could make the behaviour less likely to occur?)</i></p>
<p><b>BEHAVIOUR SUPPORT SYSTEMS– Use of instructions, rules, and reinforcement</b>  <i>(What opposite or alternative behaviours can we reinforce and how can we best communicate rules and consequences?)</i></p>
<p><b>INCIDENT SUPPORT - What to do at the time when an incident or crisis occurs (include summary of any planned physical intervention)</b>  <i>(What are our options at the time of an incident and how will we communicate and record these?)</i></p>
<p><b><i>Risk reduction options considered but ruled out (give reasons)</i></b></p>

**LEVEL OF RESIDUAL RISK (i.e., after risk reduction options have been agreed)**

	Nature of risk	Degree of risk		
		Severity/ Intensity	Frequency/ likelihood	*Overall level of risk
To the person				
To others (Specify who)				
Property				

**REVIEW DATES & TIMES**

<b>Signed:</b>
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# APPENDIX 7

## Arbor Behaviour Report Book

Name of Pupil:

Class:

Incident Type

Type: Please tick

Assault -Pupil  Assault – Staff  Bullying  Self harm

Damage – Property  Racist Incident  Theft  Swearing

Verbal Abuse – Pupil  Verbal Abuse – Staff  Inappropriate/Sexual Behaviour

Date:

Time:

Location:

Activity/Lesson

Details of Incident

Action Taken:

Actioned by:

Date of Action:

Parents informed **Yes or No** (please circle as appropriate) Method:

SCIP intervention used **Yes or No** Entered into SCIP book **Yes or No**

Name of Person Reporting the incident \_\_\_\_\_

Signed

Date

## 10 WAYS THAT PARENTS/CARERS CAN HELP

1. Read and support this policy. Let your child know the standard of behaviour you expect – and how hard you expect them to work.
2. Please do not tell your child to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
3. Make sure your child keeps the rules when they are with you in school or on an outing.
4. Help your child to be on time and to remember anything they need for school (P.E kit, swimming kit etc.)
5. Check for and read the newsletter and other letters that come home from school so you can talk to your child about what is going on.
6. Make sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper. Monitor TV watching and computer games, particularly for violence.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your confidence and understanding. Listen to your child. Trust your child .... But bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
8. Try not to react to every little upset so your child learns to get things in proportion and how to cope for themselves.
9. Be positive with your child and reward them for the good things they do at school.
10. Please do not expect to leave all the discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them.