



Behaviour Curriculum

Parent and teacher Information
Booklet



These principles guide our Positive Behaviour Policy and procedures at Cherry Trees Primary School:

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, disciplined 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 involved in behaviour incidents to foster good relationships between the school and pupils' home life.

Joint working between the leaders of safeguarding, behaviour and attainment 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.

Our School Rules, developed by the staff, pupils, parents and governors at Cherry Trees Primary School:

We are Kind

We Respect

We Work Together

Cherry Trees Behaviour Curriculum

Aims

It is our aim at Cherry Trees School to create an environment and a culture that is calm, safe and supportive.

We strive to provide the best opportunity for learning by reducing barriers created by unacceptable behaviour.

We take a whole school approach which is reflected in the way our pupils are taught to behave. This includes the ways staff respond to misbehaviour. It includes the way staff conduct themselves in their own relationships with other staff members and parents.

Our behaviour curriculum defines the expected behaviours in school. This is achieved through our key routines that our pupils can easily understand and follow. Staff teach and reinforce the expected behaviour of pupils.

Staff should always respond to behaviour incidents in a way that is;

- * Consistent
- * Proportionate
- * Fair
- * Based on knowledge of a pupils needs

It is expected that staff implement the behaviour curriculum consistently and equitably in order to create a predictable environment in which pupils know what the consequences of their actions will be.

Cherry Trees school aims to communicate to pupils;

The expected standard of behaviour they should be demonstrating at school

Their duty to follow the school behaviour policy, uphold the school rules, and contribute to the school culture

The school's key rules and routines

The rewards they can earn for meeting the behaviour standard, and the consequences they'll face if they don't meet the standard

The pastoral support available to them to help them meet the behavioural standards

At Cherry Trees School we work with specialists in behaviour and Educational Psychology to develop an approach that is individual and based in well researched models. We focus on developing a child's ability to be independent – this includes their ability to independently regulate their behaviour.

Our behaviour curriculum is for primary age children, who attend a generic special school and is based on emotion coaching and PROACT SCIPr-UK® Philosophy. **(Positive Range of Options to avoid Crisis and use Therapy Strategies for Crisis Intervention and Prevention revised for UK)**

Introduction to Our Behaviour Curriculum:

1. Emotion Coaching:

- * Teach children to recognise their emotions and understand the impact they have on their behaviour.
- * Encourage children to express their emotions in a healthy and constructive way, e.g. through talking, drawing, or using other creative and therapeutic outlets.
- * Help children to develop empathy for others and recognise their emotions as well.
- * Teach children effective communication skills to help them express their emotions and needs clearly.
- * Encourage children to problem-solve and find solutions to conflicts that arise.



Staff use Emotion Coaching scripts when communicating with pupils who are unregulated. This provides consistent use of language that pupils find predictable and understandable. Through repetitive, consistent use, Emotion Coaching helps children to regulate their emotions, negative externalising behaviour is reduced and resilience promoted.

Emotion Coaching Scripts

Validation of emotions (empathetic listening)- labelling and empathising

i) Labelling

Look for physical and verbal signs of the emotion being felt; Take on the child's/ young person's perspective; Use words to reflect back child's emotion and help child/young person to label emotion

"I wonder if you are feeling angry."

"I can see that you are (describe what you can see) I wonder if you might be feeling angry?"

"The way you are feeling is making you/made you angry"

"You're angry about..."

"I know you are feeling angry..."

"I can see that something's not quite right – can you tell me about it..."

ii) Empathising

Affirm and empathise with the emotion; allow to calm down

"I'm sorry that happened to you, you must have felt angry"

"I can see that you get angry when that happens/when I do this"

"I would feel angry if that happened to me"

"That would make me angry"

"I understand why you are angry"

"It's normal to feel angry about that"

"It's ok to feel angry about that"

"I get that you are angry"

"I can understand you're feeling angry – I would too"

"I know you're feeling angry – I would feel the same"

Limit setting (where necessary)

Separate emotion from the behavior (actions); clarify what is acceptable expression of emotion i.e. behaviour and what is not – set the limit; allow to calm down – (refer to school behavior policy if necessary/appropriate):

"It's ok to feel angry, but we use kind hands in school"

"I can see that you feel annoyed. It isn't kind to shout at your teacher"

"You are probably feeling cross because you want to go and play outside with your friends. Remember, we need to show that we are feeling calm and ready to listen first"

Problem solving—Scripts continued

i) Exploring

Exploring the feelings that give rise to the behaviour/problem/situation etc. – be specific

“How were you feeling when that happened?”

“What did it make you feel like?”

“Have you felt that way before?”

“What does your body feel like?”

“What feelings are you having?”

“What does it make you want to do?”

“Can you remember what happened to make you feel like that?”

“Can you tell me what happened?”

ii) ‘Problematizing’

Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions; Empowering child/young person to recognise feelings, behaviour and taking ownership/responsibility of actions and finding ways to self-regulate in future

“Let’s think of what we could have done instead”

“Can you think of a different way?”

“Can you remember feeling this way before and what you did?”

“Have you thought about doing this instead?”

“Can you remember what we said before?”

“How did you handle it last time?”

“What did you do last time this happened?”

“Can you remember what we discussed last time?”

“Can you remember how you solved it before?”

iii) Solutions

Agreeing possible solutions – scaffolding suggestions where appropriate

“Try and do this next time you feel like this”

“Let’s decide what you will do next time you feel like this”

“What do you think you can change next time?”

“What could you try next time?”

“Can you remember what we agreed....”

“Can you try...next time?”

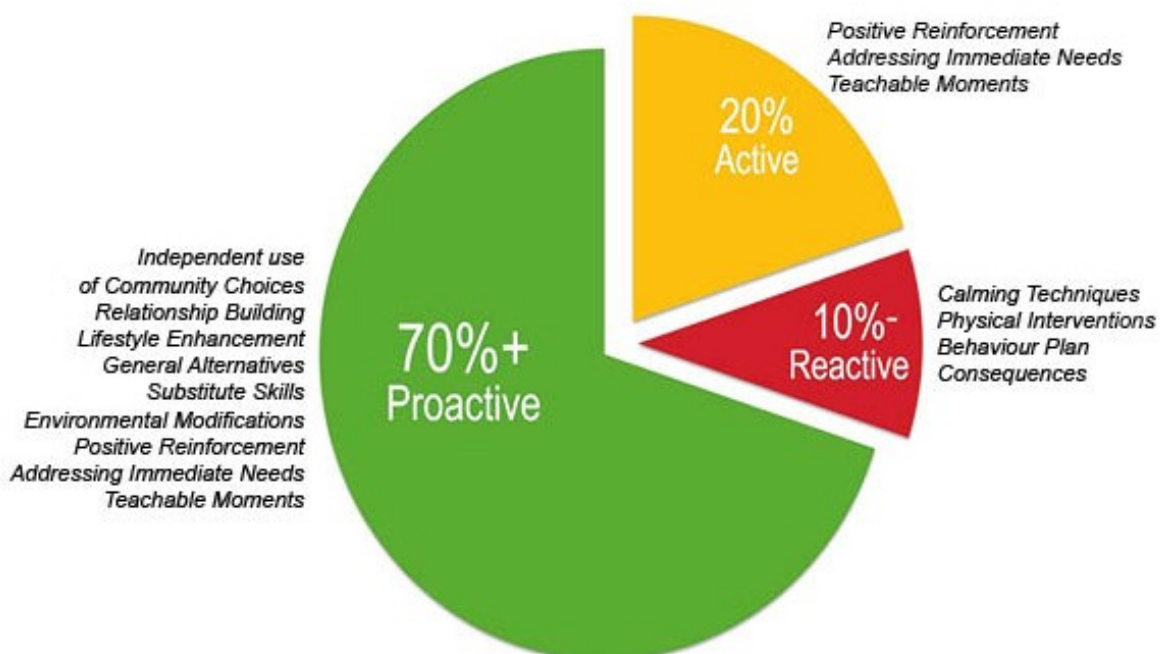
2. PROACT SCIPr-UK® Philosophy from Loddon uses strategies that includes De-escalation principles.

These are to:

- * Teach children to recognise the early signs of distress and de-escalate their emotions before they become overwhelming.
- * Provide children with a range of coping strategies to use when they feel upset or overwhelmed, e.g. deep breathing, mindfulness exercises, or taking a break. (Take 10, a daily approach in each class).
- * Encourage children to identify and use their own strengths and interests to help them cope with difficult situations.
- * Provide a safe and structured environment for children, where they feel supported and understood.
- * Develop individual behaviour plans for children with specific needs or challenges, which are based on the principles of PROACT SCIPr-UK® Philosophy.

By supporting pupils with individual plans, triggers can be identified and support can be put in place to reduce behaviour difficulties.

These are shared with parents/carers as we believe that a supportive relationship with all stakeholders is the most effective way to meet pupils' individual needs.



3. Positive reinforcement:

- Encourage positive behaviour and effort through praise, rewards, and recognition.
- Use a range of positive reinforcement strategies, such as Class Dojos, stickers or certificates, to encourage children to strive towards their goals and demonstrate positive behaviour.
- Help children to recognize the benefits of positive behaviour and its impact on their relationships with others.



4. Parental involvement:

- Encourage parental involvement in their child's education and behaviour management.
- Provide regular feedback to parents on their child's progress, including areas for improvement and strategies that have been successful.
- Work collaboratively with parents to develop individual behaviour plans that are tailored to their child's specific needs and challenges.

Our behaviour curriculum is based on the principles of Emotion Coaching and PROACT SCIPr-UK® which includes de-escalation principles. It focuses on developing children's emotional literacy, coping strategies, and problem-solving skills, as well as providing a safe and supportive environment where positive behaviour is encouraged and recognised.

Critical incidents

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

The PROACT SCIPr-UK® (approach, in which all staff members are trained), is used to manage violent 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.

The PROACT-SCIPr-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, their 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.

As part of our policy, parents will always be informed when any physical intervention has had to take place. Teachers will record this in the Scip log, that is kept by the AHT in charge of behaviour. A debrief session is always provided for staff following these incidents.

How we keep records of behaviour incidents: Reporting on Arbor

We record behaviour incidents on Arbor - so that the information is kept confidentially with the pupils electronic file. This is done on a daily basis, to allow appropriate response and support to families, pupils and staff.

When recording incidents, it is really important that the information is factual. Any emotional language should be discussed with class teams and SLT but should not be included in the written account.

An example could be that a child **deliberately** hurt another child, or approached a child **randomly**. That is our interpretation of events not the facts. Record using the ABC approach.

Antecedent: What happened before the behaviour occurred?

Behaviour: What was the behaviour?

Consequence: What happened after the incident?

Incident types should be ticked on Arbor, to help categorise the behaviours for analysis.

Where to record information - more than Arbor:

Behaviour incidents that are:

- * sexualised behaviours,
- * any form of discriminatory or bullying incidents

Must also be written on **My Concern**. Please note on the incident book that they have been recorded on MyConcern.

If there has been an injury then it is also record in the **accident book** and referenced on Arbor.

If a Physical intervention is used, it must be documented in the PROACT SCIPr-UK® book.

Parents are informed of behaviour and this needs to be included in the report and by whom. There will be included in the Arbor books an incident status. This needs to state if the incident is resolved and how it has been resolved.

This may include a consequence for the pupil, restorative approaches, emotional coaching. It may include a review of the IBSP or an update to the risk assessment. It may request a debrief for staff to discuss next steps with Phase leaders/ SLT.

If a pupil is sensory seeking and the behaviour is at an age appropriate level this should be documented on Arbor. However, if the behaviours are not age appropriate or does not relate to the cognitive ability of the pupil this needs to be reported on Myconcern and Arbor.

An example of sensory seeking behaviour could be a child exploring their own bodies.

An incident between peers on the playground would raise concern and need to be resolved following our safeguarding guidance.

Identifying the behaviour of children aged between 5-11 years

We have used a traffic light framework to help you in identifying if a behaviour is GREEN, AMBER or RED



These are natural and expected behaviours

This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, explain about what is appropriate.

- Increased sense of privacy about their body
- Body touching and holding own genitals
- Masturbation, usually with awareness of privacy
- Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children
- Curiosity about sexuality e.g. questions about babies, gender, relationships, sexual activity
- Telling stories or asking questions using swear words, 'toilet' words or names for private parts
- Use of mobile phones and Internet in relationships with known peers



These can be of concern and have the potential to be outside safe and healthy behaviours if they persist

They require a response from a protective adult, extra support and close monitoring.

- Self masturbation in preference to other activities, whether in private or in public or with peers, and/or causing self injury
- Explicit talk, art or play of sexual nature
- Persistent questions about sexuality despite being answered
- Persistent nudity and/or exposing private parts in presence of others
- Persistently watching or following others to look at or touch them
- Pulling other children's pants down or skirts up against their will
- Persistently mimicking sexual flirting behaviour too advanced for age, with other children or adults
- Touching genitals/private parts of animals
- Covert/secret use of mobile phone and Internet with known and unknown people which may include giving out identifying details
- Attempts to do any of the above in secret



These are outside healthy and safe behaviours

These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. GP or social worker. As a first step the Stop It Now! helpline is one place you could go for advice and guidance. Call 0808 1000 900.

- Compulsive masturbation to the point of self harm or seeking an audience
- Disclosure of sexual abuse
- Persistent bullying involving sexual aggression
- Simulation of, or participation in, sexual activities, including sexual behaviour with younger or less able children, e.g. oral sex, sexual intercourse
- Accessing the rooms of sleeping children to touch or engage in sexual activity
- Presence of a sexually transmitted infection
- Any sexual activity with animals
- Use of mobile phones and Internet for sending or receiving sexual images

Responding to observed behaviour of children aged 5-11 years

Below we have provided some examples of scenarios that fall under the Green, Amber and Red categories of behaviour. We have also provided some suggestions on how to respond to these behaviours. These have been provided as a guide, and it is important to remember that, even if a behaviour falls under the Green category, this doesn't mean that the behaviour should be encouraged. Each behaviour offers an opportunity to talk with children about keeping themselves and others safe and to let them know that you are someone who will listen. It is important to respond calmly.



A 9 year old boy who, whilst reading, puts his hand in and out of his underpants when there are other people present in the room.

Responding to this behaviour:

- Describe the unwanted behaviour clearly
- Explain that there is a time and a place for touching private parts of the body
- Distract him by removing him from the situation



During outside playtime, a 9 year old boy asks two girls aged 5 and 6 years old if they would 'sex' with him and show their 'boobs' to him.

Responding to this behaviour:

- Describe their behaviour clearly
- Remind the children what is appropriate behaviour and that some parts of the body are to remain private
- Explain to the children that the boy's behaviour is not OK and discuss how the girls could respond
- Distract by removing them from the situation



An 8 year old girl prevents a 5 year girl from leaving her bedroom, pulls down her knickers and also shows her private parts to her. The younger girl is frightened. The 8 year old has been heard using sexual language.

Responding to this behaviour:

- Describe her behaviour clearly
- Point out that her behaviour is not acceptable and is impacting on others
- Prohibit the behaviour
- Consider seeking advice and support from a childcare professional, e.g. GP, health visitor or social worker
- Call the Stop It Now! helpline on 0808 1000 900 for advice and guidance

Remember, that we must consider the stage of pupil development, as well as their age when managing behaviour.

Identifying the behaviour of children under 5 years old

We have used a traffic light framework to help you in identifying if a behaviour is GREEN, AMBER or RED



These are natural and expected behaviours

This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, explain about what is appropriate.

- Attempting to touch or curiosity about other children's genitals
- Attempting to touch or curiosity about breasts, bottoms or genitals of adults
- Role play games e.g. mummies and daddies, doctors and nurses
- Interest in body parts and what they do
- Touches/ rubs own genitals when nappy is being changed, when going to sleep, when tense, excited or afraid
- Explores differences between males and females, boys and girls
- Asks about the genitals, breasts, babies
- Has erections
- Likes to be naked
- Interested in watching people doing bathroom functions
- Interested in having/ bathing a baby
- Puts something in the genitals or rectum for curiosity or exploration



These can be of concern and have the potential to be outside safe and healthy behaviours if they persist

They require a response from a protective adult, extra support and close monitoring.

- Continues to touch/rub genitals in public after being told many times not to do so
- Continuous questions about genital differences after all questions have been answered
- Touches the genitals, breasts of adults not in the family and asks to be touched
- Interest in watching bathroom functions does not wane
- Puts something in genitals or rectum of self or other frequently or after being told 'no'
- Rubbing up against other children with clothes off or on
- Pulling other children's pants down/ skirts up/trousers down against their will



These are outside healthy and safe behaviours

These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. health visitor, GP or social worker. As a first step the Stop It Now! helpline is one place you could go for advice and guidance. Call 0808 1000 900.

- Touches/ rubs self in public or in private to the exclusion of normal childhood activities
- Plays male or female roles in an angry, sad or aggressive manner
- Expresses fear and/or disgust of own or opposite gender
- Sneakily touches adults' private parts
- Uses coercion or force in role play games with other children
- Persists in putting something in own or another child's genitals or rectum, even if painful
- Simulated or real intercourse without clothes or engages in oral sex
- Doing any of the above in secret

Responding to observed behaviour of children under 5 years old

Below we have provided some examples of scenarios that fall under the Green, Amber and Red categories of behaviour. We have also provided some suggestions on how to respond to these behaviours. These have been provided as a guide, and it is important to remember, that even if a behaviour falls under the Green category, this doesn't mean that the behaviour should be encouraged. Each behaviour offers an opportunity to talk with children about keeping themselves and others safe and to let them know that you are someone who will listen. It is important to respond calmly.



A 3 year old boy and a 3 year old girl are found playing in the wendy house in the garden, and are showing each other their underwear.

Responding to this behaviour:

- Explain that there are parts of the body that are private
- Distract them by removing them from the situation and suggesting an alternative activity



A 4 year old boy and a 4 year old girl are found lying on the bedroom floor together, with the boy lying on top of the girl. They are clothed and the girl says they were playing 'mummies and daddies'. This is the first time either have been found to be engaging in behaviour like this.

Responding to this behaviour:

- Describe the unwanted behaviour clearly
- Explain to the children that this behaviour is not OK
- Distract them by removing them from the situation and suggesting an alternative activity



A four year old boy regularly tries to coerce other children to touch his genitals whilst playing, demanding in an aggressive way that they touch his private parts. He is also frequently found rubbing his own genitals to the point at which it is painful for him.

Responding to this behaviour:

- Describe his behaviour clearly to him
- Point out that his behaviour is not acceptable and is impacting on others
- Prohibit the behaviour
- Call the Stop It Now! helpline on 0808 1000 900 for advice and guidance
- Consider seeking advice and support from a childcare professional, e.g. GP, health visitor or social worker

Remember, that we must consider the stage of pupil development, as well as their age when managing behaviour.

School Rules

**We are kind
We Respect
We Work together**

In order to be inclusive, our school rules are simple. We worked as a staff team and with the parents and pupils to create these.

In class, the adults work with the children to develop class rules, that provide clearer detail at an appropriate level - but all of our rules feed into these three principles. We may use the pupils IEP targets to help target and support their behaviour development (if appropriate).

What does this look like in individual classes:

Our school is split into 6 classes. These classes follow a pathway model, to allow us to group the children with age related peers, in a class that has a pedagogic approach that is designed to best meet their needs - outlined in their EHCP.

Knowing the pupils as individuals is essential to us being able to meet their academic needs, but also to help manage their behavioural needs. Our focus is to develop well rounded, independent individuals, who are able to manage their own behaviour – with a focus on being active citizens as adults.

Our Classes:

The Sensory Phase -

Orange Class—KS1

Yellow Class—KS2

EYFS and Key stage 1 -

Blue Class

Lower key stage 2 -

Red Class

Upper key stage 2 -

Green Class

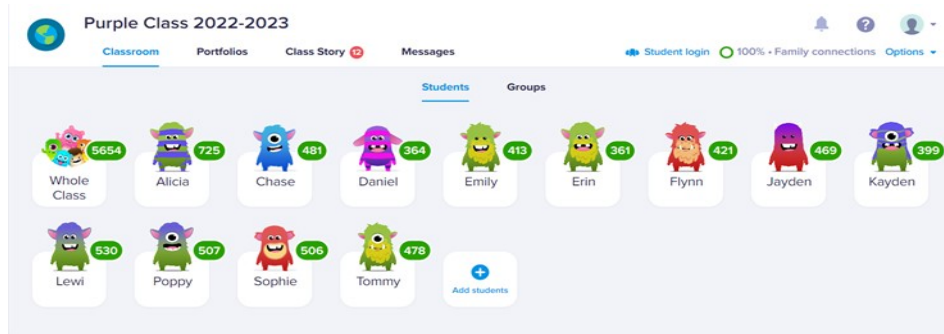
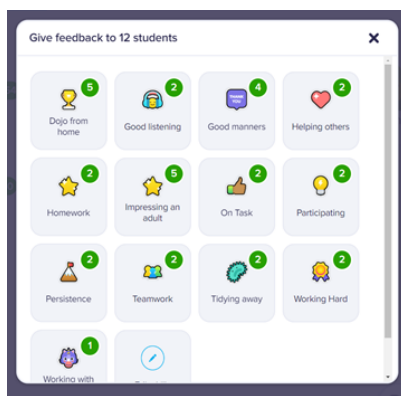
Purple Class

Whole School Rewards and Recognition



Dojo Points

Each class in the formal pathway issues Dojo points which can be used to earn prizes. When the whole class reaches their total of 1000 dojos then they celebrate this achievement with a class party or a class experience. Teachers can customise reward points and are issued for trying hard, communication, engagement, kindness, good manners and following class rules.



Whole School Behaviour Support: Therapies

Each classroom has an Emotion Station that the children are encouraged and taught to use to help them to express how they are feeling. These are the first steps needed to be able to self-regulate emotions.



Whole School Behaviour Support: Therapies



At Cherry Trees we believe in helping your child to develop emotionally, socially, independently and academically.

Nurture— We have a trained nurture teacher who supports children to work on their social skills and regulation skills.



Animal Assisted Learning - We have a pet therapy room within the school grounds that is home to our guinea pigs. All classes have the opportunity to visit the Pet therapy room each week so that the children can enjoy handling and helping to look after the animals. Children also go horse riding which helps to develop confidence, communication and engagement.

Music Therapy— Carlence is our music therapist who works with each class every Tuesday. He also works 1 to 1 with identified pupils.



Play Therapy

Utilizing children's natural medium of play, allowing them to explore their feelings, express themselves and make sense of life experiences. Children can be referred to play therapy and may be seen individually or as a small group. Both staff and parents are able to make referrals for play therapy.

Leuven Scale

The Leuven Scale has become part of our assessment calendar and criteria throughout school. Staff observe children for two minutes at the beginning and end of the half term, looking at their involvement in an activity or task and their wellbeing. For children to be able to learn effectively they need to have high levels of wellbeing and involvement. A consistently low level of wellbeing and /or involvement could indicate that a child's development will be threatened. Conversely high levels of wellbeing and involvement indicate that deep level



Animal Assisted Learning



Eddie—Reading Champion/Assisted Learning Dog

What are the benefits of having me at Cherry Trees?

Numerous research studies have shown the benefits of therapy dogs in schools. Therapy dogs have been working in schools for the past 5 years across the UK; they have been commonplace in schools in the USA and Australia for many years. Research evidence indicates that benefits include:

Cognitive – companionship with a dog stimulates memory, problem-solving and game playing.

Social – a dog provides a positive mutual topic for discussion, encourages responsibility, wellbeing and focused interaction with others.

Emotional – a school dog improves self-esteem, acceptance from others and lifts mood, often provoking laughter and fun. Dogs can also teach compassion and respect for other living things as well as relieving anxiety.

Physical – interaction with a furry friend reduces blood pressure, provides tactile stimulation, assists with pain management, gives motivation to move, walk and stimulates the senses.

Environmental – a dog in a school increases the sense of a family environment, with all of the above benefits continuing long after the school day is over. Children who have worked with a dog report that one of the most valued qualities is the unconditional love and attention it gives to everyone with whom it interacts.

Reading to dogs has been proven to help children develop literacy skills and build confidence, through both the calming effect the dog's presence has on children as well as the fact that a dog will listen to children read without being judgemental or critical. This comforting environment helps to nurture children's enthusiasm for reading and provides them with the confidence to read aloud.

In our Sensory Phase /EYFS- How behaviour is taught and managed:

Blue Class/Orange Class/Yellow Class - **Due to needs of pupils these expectations are adult modelled and supported.**

Our aspirational Positive Behaviour Expectations

- * To sit for short periods to access the curriculum in adult led activities
- * To take turns
- * To share central resources
- * To communicate needs appropriately through a range of communication systems such as Makaton, PECS and communication books
- * To use sensory circuits to support self-regulation
- * To behave appropriately with peers, positive interactions with others.
- * To stay in the classroom during class activities
- * To move around the school safely.
- * To access outside equipment safely.
- * To sit at the table to eat their dinner
- * To eat their dinner encouraging the use of utensils
- * To have a go at different activities
- * To follow simple instructions
- * To co-operate with adults
- * To accept adult support with self-help skills/ changing
- * To follow class routines
- * To have kind hands and feet

Strategies we employ to enable the pupils achieve these expectations

- * Continuous adult modelling
- * Verbal prompts - that are child specific
- * Gestural prompts - including the use of Makaton.
- * Communication Aids/ reinforcement - to improve communication and aid understanding. This can include: Pecs/ Communication books and Makaton
- * Individual timetable/ Now Next
- * Musical cues - that are common across the phase.
- * Objects of reference - to enable a sense of routine and structure
- * Emotion stations to communicate feelings
- * Communication passports - to ensure all adults know how to interact appropriately
- * Individual planned curriculum - utilising expertise and expectations set out in the EHCP
- * Adult supported activities
- * High interest motivators
- * High adult to pupil ratio
- * High levels of adult supervision
- * Sensory diets, that are continuously accessible, Physical activities
- * Access to outdoor environments/ light room/ soft play
- * Positive Behaviour Support Plans-These support individual needs, identify behaviour communication so needs can be met before behaviour escalates

Improving pupils understanding through a development of Acknowledgment of Positive Behaviour

- * Pupil receives a favourite toy
- * Pupil can choose a favourite activity
- * Tangible reward such as food/ access to IPAD (motivator for individual pupil)
- * Free choice, once task completed
- * Adult attention/ praise
- * Class Dojos

Improving pupils understanding through Responses to Misbehaviour

- * Follow individual behaviour support plans - which outlines the best approach for individual
- * Using distractions/ redirection
- * Visual signs including no, not available or stop sign
- * Change of environments
- * Change of staff/ peer group - we call this strategy change of face
- * Giving pupils more space
- * Giving pupils structured choice
- * Remove pupil from situation/ activity give them time to calm with an adult
- * If outlined in PBSP, planned ignoring of unwanted behaviours
- * Physical activities—Sensory diets
- * The use of Social stories
- * Therapeutic interventions
- * Time to calm in a different space - this is always adult supported, it could include access to the playground, or going on a walk
- * Outdoor learning opportunities
- * If the environment is leading to the behaviour escalating then being encouraged to move on from that area where behaviour is occurring
- * If outlined on PBSP - Withdraw activity preferred stimulus for a short period
- * Parents contacted to discuss challenging behaviours, to triangulate behaviour triggers, and develop common approach to support

Focus on the individual - Strategies implemented to address individual needs

- * Update IBSP, with parents and senior staff
- * Risk assessment to be put in place. This will protect pupils from themselves or others. This is completed and stored on SOLAR
- * Plan for assessment and intervention support from outside agencies advice/ medical services/ appointments
- * Emergency Annual Reviews, to ensure needs are clearly identified in EHCP and level of support is recorded clearly
- * Reduced timetables, utilised as a last resort - ensuring educational offer is appropriate and delivered by trained school staff
- * In line with our behaviour policy as a final measure, once all other areas are exhausted suspension or exclusion

In our Key Stage 1 - How behaviour is taught and managed:

Red Class - Due to needs of pupils these expectations are adult modelled and supported.

Our aspirational Positive Behaviour Expectations

- * To sit for short periods to access the curriculum in adult led activities
- * To take turns
- * To share resources
- * To communicate needs, this may include a range of communication systems such as Makaton, PECS and communication books
- * To use sensory circuits to support self-regulation
- * To behave appropriately with peers
- * To move around the school safely
- * To line up quietly when moving around the school
- * To access outside equipment safely and take turns using the equipment
- * To sit at the table to eat their dinner
- * To eat their dinner using cutlery
- * To use good manners, be polite, say please and thank you.
- * To be willing to have a go at different activities
- * To follow simple instructions
- * To co-operate with adults
- * To listen to the adults and listen to their peers during activities
- * To accept adult support with self-help skills/ changing
- * To become more independent at managing their own needs.
- * To ask for help if it is needed
- * To follow class routines
- * To have kind hands and feet
- * To be kind to other children in the class
- * To help others
- * To talk quietly inside the classroom
- * To do their best in their work
- * To listen when sitting on the carpet and put their hands up to answer questions
- * To look after the classroom equipment and environment
- * To look after their own belongings
- * To apologise if they have done something that has caused distress to others.
- * To follow school rules
- * To allow others to learn
- * To accept adult direction

Improving pupils understanding through a development of Acknowledgment of Positive Behaviour

In Red Class we use Dojo points - every 20 points gets a certificate and a prize from the prize box. Every 1000 Dojo's they receive a class reward, such as a party or ice cream sundaes.

Pupils find this highly motivating and are full of pride when they receive certificates for all of their hard work.

Strategies we employ to enable the pupils achieve these expectations

- * Adult modelling
- * Verbal prompts - that are child specific
- * Gestural prompts - including the use of Makaton.
- * Communication Aids/ reinforcement - to improve communication and aid understanding. This can include: Pecs/ Communication books and Makaton
- * Individual timetable/ Now Next
- * Musical cues - that are common across the phase.
- * Objects of reference - to enable a sense of routine and structure
- * Communication passports - to ensure all adults know how to interact appropriately
- * Individual planned curriculum
- * High interest motivators
- * High adult: pupil ratio
- * High levels of adult supervision
- * Sensory diets, accessed in a planned approach
- * Support and teaching about emotional development
- * Circle time and class discussions
- * PHSE Curriculum - Jigsaw
- * Physical activities
- * Access to outdoor environments/ light room, soft play room
- * Access to Emotion Station in class
- * Individual Behaviour Support Plans - These support individual needs, identify behaviour communication so needs can be met before behaviour escalates.

Improving pupils understanding through Responses to Misbehaviour

Responses to Misbehaviour

- * Follow individual behaviour support plans
- * Using distractions/ redirection
- * Visual signs including no or stop symbol
- * Teaching calming strategies to enable behaviour change
- * Emotional coaching to support self-regulation
- * Change of environments, change of staff/ peer group
- * Giving pupils space, or giving pupils structured choice
- * Direct pupil to move away from situation/ activity give them time to calm
- * Depending on IBSP, planned ignoring unwanted behaviours.
- * Physical activities/Sensory diets
- * Social stories
- * Therapeutic interventions
- * Time to calm in a different space that is always adult supported
- * Outdoor learning opportunities
- * If the environment is leading to the behaviour escalating then being encouraged to move on from that area where behaviour is occurring
- * Withdraw activity preferred stimulus for a short period.
- * Parents contacted to discuss challenging behaviours.

In our Key Stage 2 Phases - How behaviour is taught and managed:

Green and Purple class - **Due to needs of pupils these expectations are adult modelled and supported.**

Our aspirational Positive Behaviour Expectations

- * To sit for periods to access the curriculum in adult led activities
- * To become more independent when working in the classroom and then around school (in years 5 and 6)
- * To take turns and to share central resources
- * To communicate needs appropriately this may include a range of communication systems such as Makaton, PECS and Communication Books
- * To use sensory circuits to support self-regulation
- * To behave appropriately and safely with peers
- * To listen to others points of view
- * To move around the school safely and quietly
- * To line up quietly when moving around the school
- * To access outside equipment safely and take turns using the equipment
- * To sit at the table to eat their dinner
- * To eat their dinner using cutlery.
- * To use good manners, be polite, say please and thank you
- * To be willing to have a go at different activities
- * To follow simple instructions
- * To co-operate with adults
- * To listen to the adults and listen to their peers during activities
- * To accept and direct adult support with self-help skills
- * To become more independent at managing their own needs
- * To ask for help if it is needed
- * To follow class routines
- * To show kindness in their interactions, including to use kind words to other children in the class
- * To help others
- * To talk quietly inside the classroom
- * To do their best in their work
- * To listen when sitting on the carpet and put their hands up to answer questions
- * To look after the classroom equipment and environment
- * To look after their own belongings.
- * To apologise if they have done something that has caused distress to others
- * To follow school rules
- * To allow others to learn
- * To accept adult direction

Improving pupils understanding through a development of Acknowledgment of Positive Behaviour

- * Pupil receives a reward in class.
- * Pupil can choose a favourite activity, Adult attention/ praise
- * Tangible reward such as access to IPAD
- * Free choice once task completed
- * Golden time, stickers and Dojos.
- * Snack treats

Strategies we employ to enable the pupils to achieve these expectations

- * Verbal prompts - that are child specific
- * Gestural prompts - including the use of Makaton.
- * Communication Aids/ reinforcement - to improve communication and aid understanding. This can include: Pecs/ Communication Books/ Makaton
- * Individual timetable/ Now Next
- * Musical cues - that are common across the phase.
- * Objects of reference - to enable a sense of routine and structure
- * Communication passports - to ensure all adults know how to interact appropriately
- * Individual planned curriculum - Adult supported activities
- * High interest motivators
- * High adult: pupil ratio
- * High levels of adult supervision
- * Sensory diets, accessed in a planned approach
- * Support and teaching about emotional development
- * Circle time and class discussions
- * PHSE Curriculum - Jigsaw
- * Physical activities
- * Access to outdoor environments/ Light room, Soft play
- * Access to Emotion Station in class
- * Individual Behaviour Support Plans-These support individual needs, identify behaviour communication so needs can be met before behaviour escalates.

Improving pupils understanding through Responses to Misbehaviour

Responses to Misbehaviour

- * Follow individual behaviour support plans
- * Using distractions/ redirection
- * 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
- * Identification next safe steps/actions
- * Change of environments, change of staff/ peer group
- * Giving pupils space, or giving pupils structured choice
- * Direct pupil to move away from situation/ activity give them time to calm
- * Depending on IBSP, planned ignoring unwanted behaviours.
- * Physical activities/Sensory diets
- * Social stories
- * Therapeutic interventions
- * Time to calm in a different space that is always adult supported
- * Outdoor learning opportunities
- * If the environment is leading to the behaviour escalating then being encouraged to move on from that area where behaviour is occurring
- * Withdraw activity preferred stimulus for a short period.
- * Parents contacted to discuss challenging behaviours.

When behaviour is very challenging, and our planned approaches are not having the impact we would expect to see:

Sometimes pupils behaviour is very challenging, we need to be able to operate safely at school. At Cherry Trees we work hard to reduce behaviour incidents, by getting the approach and support right for each pupil.

When this is not working, we will call on specialists to support our planned approaches. In order to best support the pupils and their families in these instances we have an approach that we use:

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

- Swimming.
- Music Therapy.
- ◇ Animal Assisted Learning
- One to one support (Reintegration into school, support during unstructured times and structured times).
- Nurture Groups.
- Emotional Coaching.
- Referrals to Multi Agency support (CAMHS, Independent Futures, Learning Support Team (LST), Midlands Psychology, Individual support from an Educational Psychologist).
- Outdoor Learning.
- Lego Therapy.
- Art

Common approach across all of school is to focus on the individual - Strategies implements to address individual needs

- * Update IBSP, with parents and senior staff
- * Risk assessment to be put in place. This will protect pupils from themselves or others. This is completed and stored on SOLAR
- * Plan for assessment and intervention support from outside agencies advice/ medical services/ appointments
- * Emergency Annual Reviews, to ensure needs are clearly identified in EHCP and level of support is recorded clearly - we will ensure that we keep the Local Authority up to date with and include them in any decisions about provision that we make.

Home-School Communication

Home-school communication is very important to us and we value opportunities to work together to support the children. Every parent will have the chance to communicate with their child's class teacher on a daily basis via the Dojo App. We also use this to send home photos and information about learning and events that have taken place at school, so you can share these at home too.

We hold two formal Parents Evenings each year in the Autumn and Spring Terms. We also offer an informal Coffee afternoons throughout the term. These meetings provide an opportunity for you to discuss your child's IEP targets and look at the work in their books. In addition to these, you will be invited to an annual EHCP Review meeting and will receive a written report detailing your child's progress .



Parents



Evening

Our aim is for school and home to work as a partnership.

If there are any problems that need to be discussed, please discuss these initially with your child's Class Teacher. If the issue is still not resolved, a member of the Senior Leadership Team will be happy to help. Should you wish to arrange a meeting with the class teacher, please do not hesitate to contact the office or send a message on Class Dojo and your child's class teacher will contact you at their earliest opportunity. You are welcome to call the office on 01902 894480 to discuss any of this.



For further information contact:

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**Working, Learning,
Achieving Together**

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