



Cherry Tree
EDUCATION

CHERRY TREE SCHOOL BEHAVIOUR MANAGEMENT POLICY

DATE AGREED / REVIEWED: SEPTEMBER 2017, FEBRUARY 2018,
SEPTEMBER 2019, SEPTEMBER 2020, SEPTEMBER 2021

DATE OF NEXT REVIEW: SEPTEMBER 2022

HEADTEACHER SIGNATURE:

MANAGEMENT COMMITTEE CHAIR SIGNATURE:

ALL STAFF MUST HAVE ACCESS TO THIS POLICY, AND SIGN TO
CONFIRM THAT THEY HAVE READ, UNDERSTOOD AND WILL
ADHERE TO ITS CONTENTS.

Cherry Tree School Behaviour Policy

Policy Principles

Cherry Tree School believes that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Cherry Tree seeks to create a caring and calm learning environment and promotes that all staff and pupils are entitled to work in a safe, fair and orderly environment and have appropriate access to support, guidance and training on behavioural matters.

Behaviour at Cherry Tree is identified as a central issue and barrier to pupils learning and progression. For this reason, the Cherry Tree ethos is to enable the pupils to manage their behaviour to remove their barriers to learning, which in turn will allow pupils to engage in meaningful education. Cherry Tree has the general health and wellbeing of pupils embedded in its ethos which includes supporting pupils to manage their behaviour appropriately away from school within the community to ensure they are ready for their next steps.

Cherry Tree promotes equal opportunities and anti-discrimination and does not discriminate or support discrimination against either pupils, their parents and carers or staff and volunteers on the grounds of gender, sexual preference, religious beliefs or expression, ethnicity, age or disability. The whole school ethos is designed to give young people, who are statemented or have an Education, Health and Care Plan or have a range of difficulties or disabilities the chance to become more equal members of society and more equal in terms of educational life chances. Therefore, for the Cherry Tree pupil, equality of opportunity underpins the value of everything we do; valuing and respecting diversity and building community cohesions. These principles are achieved through combined holistic approaches which:

- Promote good behaviour, self-esteem and mutual respect
- Ensure consistency and fairness of treatment for all
- Promote early intervention via proactive and targeted behaviour work with pupils
- Seek to help pupils to understand their behaviours and enable positive changes

This policy therefore sets out the guiding principles and strategies of how Cherry Tree effectively supports and assists pupils to manage their behaviour to be able to meaningfully engage in education and with the wider community. In doing so, this policy also works to tackle anti-bullying and anti-discriminatory practice and ensure fair treatment for all by providing a clear framework on our approach to managing negative behaviours from pupils.

Roles and Responsibilities

The Cherry Tree Headteacher has in consultation with the Management Committee, established this policy for promotion of good behaviour and will keep it under review to ensure that it is communicated to all pupils, parents and carers, is non-discriminatory and that Cherry Tree expectations about pupil behaviour are clear.

The Cherry Tree Headteacher and in turn with the Management Committee have responsibility for ensuring that this behaviour policy is implemented within the school and appropriate training as necessary is provided to enable all staff to be able to follow and apply the policy and associated procedures.

All Cherry Tree staff and volunteers have a shared responsibility for ensuring that the Cherry Tree behaviour policy and associated procedures are followed and consistently and fairly applied. Cherry Tree expects that all staff and volunteers model positive behaviour as part of their professional responsibilities and ensure that any incidents of disruption, violence, bullying and any form of harassment are addressed appropriately and reported and recorded.

Cherry Tree also promotes that all staff including volunteers take responsibility for their own personal barriers to effectively manage behaviours. Cherry Tree encourages and supports staff

to regularly reflect and discuss their own actions and responses to pupils' behaviour and incidences. This is to identify any inadvertent contributory factor to a situation escalating and any areas of behaviour management that staff have difficulty with. This helps Cherry Tree to ensure appropriate support and training is delivered and that staff and volunteers can confidently and objectively develop and utilise effective strategies with pupils to promote the best possible outcomes.

Parents and carers also have an essential role to play in assisting Cherry Tree to maintain high standards of behaviour. Regular liaison with parents and carers and external agencies regarding pupils' behaviour is therefore paramount and proactively initiated by Cherry Tree.

Cherry Tree pupils are encouraged to take responsibility for their own behaviours and will be made fully aware of the school policy, procedure and expectations of their behaviour. Cherry Tree understands that behaviour is a central aspect to the pupils' barriers to learning and often linked to their circumstances, disability or Statement of SEN or an EHC Plan. As such, ongoing support and guidance is provided by Cherry Tree to enable pupils to take responsibility for their behaviours and to learn to manage them effectively.

Staff Training and Support

Cherry Tree provides and promotes a variety of training and support processes to enable staff to effectively manage challenging behaviour, promote the Cherry Tree ethos and tackle anti-discriminatory practice.

All staff receive an individual induction programme including the familiarity with Cherry Tree policies and procedures and mandatory INSET training on the following areas relative to behaviour management:

- Professional Boundaries and Responsibilities
- Effective Communication in the Classroom
- Safeguarding / Child Protection

Where relevant Cherry Tree will support staff to attend relevant external training related to behaviour management and will provide further INSET training.

There also exists a high level of support processes and systems for Cherry Tree staff and volunteers regarding effective behaviour management relative to their role. These include the following:

- Daily morning briefings and end of day debriefs where behaviour management is discussed, effective practice is shared and behaviour strategies are agreed as a team and overseen by the Headteacher and School Operations Manager
- Regular team meetings
- Supervisions
- Open door policy
- Teachers and Learning Mentor observations and feedback
- Individual shadowing / mentoring as appropriate

Procedures and Framework for Managing Behaviour

Standards and Expectations

Cherry Tree has high expectations of the standards of behaviour displayed by pupils. However, Cherry Tree does recognise that behaviour is a key barrier to our pupils learning and that often concerning or inappropriate behaviours displayed by pupils are linked to diagnosis and or their Statement of Special Educational Need or Education and Health Care Plan. Inappropriate behaviours or responses are often embedded, learnt behaviours, which have manifested due to disrupted personal backgrounds and experiences. As such, high levels of support and input are required for the pupils for them to be able meet the high expectations of them. Cherry Tree

therefore works extensively with pupils in a consistent and structured manner to help them to be able to display the following positive behaviours:

- Treating others with respect and consideration
- Being helpful and kind to others
- Using appropriate language
- Contributing to a calm, orderly learning environment
- Informing staff when having difficulties

Where pupils display unacceptable and or inappropriate behaviour, Cherry Tree works with them through various processes to help them learn and understand why their behaviour is unacceptable or inappropriate and helps pupils learn and develop strategies for managing their behaviour and responses more appropriately. Unacceptable and inappropriate behaviour includes:

- Absconding
- Physical Aggression / Violence to others
- Damage to property
- Verbal aggression
- Disruptive (stopping others from learning)
- Defiance (refusing to follow instructions)
- Swearing
- Invading personal space
- Opting out (refusal to engage)

Cherry Tree does not expect pupils to display these unacceptable behaviours, however where pupils have had historic difficulties and or incidences displaying these types of behaviours, Cherry Tree understands that there is an increased likelihood of incidences of these behaviours occurring. To effectively manage this, pre-emptive structured processes are put in place through Individual Pupil Risk Assessments, Individual Education Plans, Individual Learning Strategies and the use of appropriate learning environments with high staffing levels to ensure as much as is practically possible, pupils are educated in an environment and manner that is conducive to displaying positive behaviours and is safe for all other pupils, staff and volunteers.

Pupil Ground Rules

To present and foster a culture where behaviours are addressed promptly and openly, staff will discuss with pupils what is expected of them and why and how Cherry Tree will work to support pupils to achieve this. Pupils are given the opportunity to and encouraged to question and engage in discussion regarding the ground rules in order that they are accepted and clearly understood. Ground rules are then revisited at various times throughout the school year as necessary. Cherry Tree ground rules will include the following:

- Follow instructions
- No bullying
- No swearing
- Respect others personal space
- Respect others learning needs
- No disrupting others (stopping others from learning)
- No talking over others
- Respect other's opinions
- Keep classroom tidy
- No walking out of classroom unless agreed
- No going into other classrooms/rooms unless agreed
- No leaving the school without permission
- No damage to property
- No violence or aggression to others

Early Intervention (including Preventing Bullying)

Due to the nature of our pupils, Cherry Tree operates intensively on pre-empting behaviours and early intervention. Cherry Tree employs processes to achieve effectiveness in this area and promote environments and methods of teaching conducive to supporting pupils to display positive behaviours. Early intervention methods rely on the following processes which direct the work of Cherry Tree staff on an individual pupil basis and work to prevent bullying.

- Pupils Individual Learning and Behaviour strategies are implemented when appropriate
- Knowledge of pupils' needs, prior behaviours and incidents and any known triggers
- Risk Assessments
- Personal Education Plans
- Statement of SEN
- Education, Health and Care Plans
- Individual Education Plans
- Relevant curriculum work
- Regular Pupil Behaviour Review processes (SEN, EHC Plan reviews, PEPs, CIC reviews etc.)

If any unwanted behaviour occurs, reflection will be encouraged so that responsibility can be addressed in a safe manner and any further support strategies needed can be put in place. A 1-1 individual development session for discussion with the pupil will happen as soon as calm has been restored for the pupil and as soon possible after the event.

Cherry Tree does not believe in the regular use of physical interventions and will ensure that every possible strategy will be used to avoid this. The use of any physical intervention will only be implemented as an absolute last resort to stop a pupil harming themselves or someone else, or any serious damage to property. Please see separate Physical Intervention Policy.

Knowledge of Pupil Needs / Prior Behaviours

Cherry Tree staff are made aware of, and proactively seek information on pupils' previous behaviours and incidents and current needs through use of the following:

- From pupil's themselves
- Cherry Tree Admission Information and Consent Form
- Statement of Special Educational Needs / EHC Plans
- Personal Education Plans
- Previous Risk Assessments
- Previous school reports
- Discussions with pupils / parents / carers
- Agency reports as appropriate

Risk Assessment

Based on information gained about previous behaviours, incidents and current needs, a robust risk assessment is drawn up which details the potential risks a pupil may present for certain activities. This is informed by the Learning and Behaviour Strategies form and the General Control Measures used by staff. The risk assessment then directs the learning environment and methods of working with the pupils by agreed action and detail in the following areas:

- Strategies for managing behaviours
- Staffing Ratio / work with peers
- Most appropriate learning environment as appropriate

- Timetable most appropriate to needs
- Assessment regarding use of sharp objects in lessons
- Assessment regarding hot food / drink

All staff and volunteers sign up to working under the direction of the behaviour management strategies which will be reviewed and updated on termly basis and or following an incident or near miss and whenever there is a significant change with the pupil.

Task specific risk assessments are also carried out and used in conjunction with pupils' individual risk assessments to support Cherry Tree to provide the most appropriate environment for pupils to display positive behaviours throughout the day.

Structured control measures for staff include:

- Pupils are supervised always whilst at Cherry Tree; this includes breaks and lunch times
 - All offsite education is pre-planned and agreed by Headteacher or School Operations Manager which is discussed at morning briefing
 - All staff are made aware in briefing meeting which pupils will be in and out of the building
 - All staff are made aware in briefing of any expected meetings or visitors to the school
 - Should the Headteacher and School Operations Manager be unavailable, staff will be made aware of an alternative contact for advice / guidance on behavioural management.
- Cherry Tree also expects staff to employ the following approaches throughout all their work with pupils to promote positive behaviour:

- *Display good pro-social modelling*
- *Use active listening*
- *Stay as calm as possible*
- *Use appropriate tone and level of voice to the situation*
- *Use appropriate body language*
- *Be aware of your own triggers*
- *Use positive reframing*
- *Follow the psychology reports recommendations*
- *Give clear firm boundaries*
- *Give clear instructions*
- *Give firm guidance to re-engage*
- *Give regular praise after instructions have been followed*
- *Ignore behaviour where appropriate*
- *Offer time out or 1-1 support where necessary*
- *Call for help from other staff if behaviour escalates to unmanageable level*

Relevant Curriculum work

All pupils are encouraged and supported to engage in Personal and Social Development (PSD) which includes 'Prevent' work through a Britishness curriculum. This includes work relevant to early intervention of behavioural concerns and bullying prevention through the following curriculum areas, where appropriate:

- Emotional Wellbeing
- Healthy lifestyles
- Relationships, behaviour and practices in the workplace
- Personal Safety
- Diversity prejudice and discrimination
- British rule of law
- E-safety and cyber bullying
- Relationships and Sex Education

Actions and Consequences

Cherry Tree uses a variety of generic and individual strategies for managing pupils' behaviour and

promoting positive behaviour. Positive behaviour will be promoted by pro-social modelling by all staff and volunteers, discussions with pupils on expectations, reflections on previous incidents, ongoing work on behaviour management, encouragement and praise and use of appropriate learning environment and methodology relative to the pupils' individual needs. Unwanted behaviours will be dealt with on an individual basis. All pupils will be made aware in their induction that sanctions will be individual to them and will be agreed by the School Operations Manager, the Headteacher and their parent or carer, taking into account their previous experiences and any diagnosis that could affect their behaviour. All pupils will have had an in-depth induction which will be regularly reviewed, and they will also be inducted in a School Agreement. However, the focus will be on positive changes for which the pupils can, through their own positive behaviour, take part in the therapeutic curriculum and enrichment activities which can be used to build on positive behaviour. In the event of unacceptable behaviour or refusal to engage in academic subjects (not related to anxiety), these activities may be withdrawn and replaced with the work they have missed. Cherry Tree does not work in a punitive way but aims to support the pupils to take responsibility of their actions and to learn that there are always consequences to the actions they take. All Incidents of Concern will be recorded and logged in the IOC log book, kept locked in the school confidential cupboard following GDPR. Consequences agreed for any significant behaviours will be recorded in the school Sanction log book kept locked in the school confidential cupboard. However, in the event of more serious behaviours e.g. intentional harm to others or intentional serious damage to property, exclusion may be a consideration. See Exclusion Policy for further information.

Rewards

Cherry Tree aims to encourage and celebrate the success of all its students in all areas of school life, and to ensure that personal effort, commitment and achievement is acknowledged, rewarded and recorded. Rewards are discussed on an individual basis for pupils for positive and or kind behaviour that has been noticed by staff, usually at times when it is not expected. The Headteacher and School Operations Manager will meet with pupils at the end of each term to discuss and decide a reward for their positive behaviours and development. Pupils have suggested and received awards which have included metal detecting, rock pooling, upcycling and whole school activities e.g. having a meal outside of school hours.

Involvement with Parents/Carers and other Agencies

Cherry Tree seeks to involve parents/carers and other agencies in all aspects of behaviour management and all decisions are shared through the following processes:

- IEP's
- Risk Assessments
- Evaluations
- Annual reviews of SEN / EHC Plans
- PEPs
- CiC reviews
- Multi agency meetings
- Home Visits where appropriate
- Daily phone and regular email updates
- School reports

Where necessary, relative to a specific highlighted risk or following an incident, the Cherry Tree Headteacher or School Operations Manager will arrange a visit to parents/carers and involve all other relevant agencies to discuss and agree specific behavioural strategies which will be reviewed regularly throughout the year.

Sharing Good Practice

Cherry Tree will seek to share good practice in behavioural management with parents/carers, and other agencies in order that effective practice can be consistently employed for the benefit of the pupils and the wider community. This will be shared through IEP's, PEPs, CiC reviews, annual reviews of statements of SEN, EHC Plans, multi-agency meetings and home visits.

**This policy will be reviewed annually by the Headteacher
and or the Management Committee**