



Pupil Behaviour, Discipline and Anti-Bullying Policy

Signature..... Name..... Date.....
Chair of D T & L Governors

Signature..... Name..... Date.....
Headteacher

Reviewed February 15
Amended February 16
Reviewed March 17
Amended March 18
Amended November 18
Amended November 19

This policy will cover issues of: -

- Behaviour, discipline and bullying.
- Challenging Behaviour and Physical Support.

Our aim is to create a school environment which is underpinned by the principles of British Values and inclusion which will motivate our children to behave well. This will enable them to access learning and benefit them socially.

To achieve this we have Rules: Be honest.

Be safe.

Respect each other.

And Expectations:

Be kind and polite to everyone.

Respect other people's possessions and the school buildings.

We promote good behaviour by:

- Rewarding good positive behaviour.
- Providing a secure and happy environment.
- Listening and understanding.
- Recognising hard work and achievement.
- Highlighting good models of behaviour.
- Showing respect for each other.
- Encouraging the belief that everyone is important.
- Encouraging positive attitudes.
- Building up self-esteem and self-confidence.
- Building positive relationships with parents.
- Promoting children's pride in their work.
- Involvement in the School Development Groups which promotes a respect for each other and the environment as well as increasing self esteem.

REWARDS

We believe that rewards play a valuable part in encouraging children to behave well.

We try to ensure that children always understand the link between their behaviour and the reward they have received.

Often a word of praise, an approving smile or a friendly gesture is all that is required to let the children know how pleased we are with them. More tangible rewards are also used.

We celebrate positive good behaviour and achievement by awarding:

- Stickers/ reward charts - awarded immediately in lessons.
- Merits - awarded at the end of each day in assembly.
- Homebooks - taken home weekly and contain merits and other achievements.
- Achievement boards - where merits are displayed for the week.
- Record of Achievement - monthly diaries, which celebrate achievement.
- Certificates - awarded whenever a pupil achieves their personal target, or for achieving 5 merits or for a special event.
- Swimming certificates - nationally recognised awards.
- End of term certificates for good or improved attendance
- Cups and trophies - awarded annually.

IF THINGS GO WRONG

DISCIPLINE

We know that it is difficult for children to be good all of the time and that sometimes things go wrong. Sometimes a look or word of disapproval will be enough to remind the child of the rules. Maybe a clear, firm, verbal reminder of what is expected would be enough to ensure an immediate appropriate response.

If the inappropriate behaviour persists and the child is not responding to the everyday rewards and rules then other strategies must be used.

THE INTERACTION ROOM

This room is available to be used for 'Withdrawal' if a pupil needs a quiet environment to calm down, or for 'Timeout' if a pupil needs to be away from a situation where inappropriate behaviours are being reinforced.

CHALLENGING BEHAVIOUR

Staff at Cherry Trees recognise that Challenging Behaviours happen for a reason, they are a form of communication. It is also recognised that when a child has difficulties at school for whatever reason then they may display a range of Challenging Behaviours. Often these behaviours are the same even though their reasons are very different. We know that it is our role to work together to understand why these behaviours happen. If it is because of, for example, ASD or Dyslexia, then appropriate strategies are used.

A range of measures may be used depending on level, frequency and intensity of the inappropriate behaviour. Each situation should be dealt with immediately, consistently and on an individual basis, and in close consultation with parents.

THE PROACT SCIPr UK® APPROACH

Cherry Trees School is a "SCIP" trained school and follows these strategies in close consultation with parents. It is an approach which looks at a child's behaviour in more detail and can include recognised physical support techniques if necessary.

We follow Staffordshire's policy and guidelines for challenging behaviour and use of physical support in special schools and units.

When necessary a Positive Behaviour Support Plan is written and approved by parents. The strategies used are monitored and Inappropriate Behaviour forms (STAR forms) are completed whenever the challenging behaviour is presented. This helps to monitor the level and frequency of

the behaviours. Other agencies such as Educational Psychologist or Community Nurses may be asked to give their input. If Physical Intervention has been used records are kept and parents informed. This is all explained more fully later in the policy.

THE TEACCH APPROACH

Cherry Trees School recognises that some Challenging Behaviours may be due to a pupil's needs because of Autism so, along with communication strategies, we also have a TEACCH approach within the school. This approach puts order into daily activities and lessons by structuring the environment and timetable. The predictability can help pupils with a range of needs as well as Autism.

THE DAILY DIARY

This is a daily communication book, which allows a dialogue between parents and staff. This sharing of knowledge of the child may mean that situations, which could cause inappropriate behaviour to occur, can be prevented. This can only work effectively if:

- The diary has a behavioural focus.
- Parents and staff give an honest account of behaviour presented.
- Parents and staff are consistent in their approach and are aware of triggers to the inappropriate behaviour.
- Parents and staff remember to inform on any changes in routine that may affect the child.

ANTI-BULLYING

Cherry Trees is opposed to bullying in any of its forms and it will not be tolerated in school. Measures for dealing with bullying may vary, dependent on the children involved and after consultation with parents and staff.

Pupils will be made aware of what is meant by bullying related to race, religion, culture, disability and sex, and cyber bullying.

Friendship is promoted and recognised. We have a 'Friendship Tree' where children's acts of friendship are displayed.

Differences are celebrated and through assemblies and curriculum work this is explored.

SANCTIONS

At Cherry Trees we encourage appropriate behaviour by promoting a positive approach, however occasionally with some pupils there may have to be other strategies introduced which help to encourage them to understand the consequences of their behaviour. This may involve missing out on a preferred activity. It can only work as a last resort and if the child understands the process.

Within the SCIP guidelines a pupil may be "withdrawn" or given "time out" but these would be part of a wider strategy and occur immediately in response to challenging behaviour and are not punishments.

If extreme circumstances occur then the head teacher does have the power to suspend or exclude a pupil from school.

Staff at Cherry Trees are committed to work together with parents to implement this policy and so encourage positive behaviour in their children.

This policy is approved by the Endeavour MAT board of trustees and is reviewed as part of the School Development Plan.

Allegations of abuse made against staff by a student
Procedures

Any allegation of abuse made against a member of staff will result in a full, documented investigation. Allegations found to be false will result in the following actions:

First allegation made against a staff member:

- Parents/Carers will be telephoned and informed of the outcome. An informal note will be placed on the student's file.

Second allegation against a staff member:

- Parents/Carers will be asked to attend a meeting. A formal report will be placed on the student's file.

Third allegation against a staff member:

- Parents/Carers will be asked to attend a meeting. The student will be excluded for a fixed period and a formal report will be placed on the student's file.

Further false allegations will result in permanent exclusion for the student.

Where a false allegation is considered to be of a very serious nature then permanent exclusion may be the outcome taken.