



Cherry Willingham Primary Academy Behaviour Curriculum

**‘Learning Together, Succeeding
Together’**



Our Behaviour Ethos

The Academy operates with our Trust mission and values sat at its heart,

'We all become more passionate, more courageous, more generous, more curious, and a little wiser.'

Our Academy values and those of the Trust are;

Wisdom

Nurturing deeply cultured, reflective and philosophical thinkers of the future.

Curiosity

Empowering intellectual curiosity, active learning and inquisitiveness.

Generosity

Fostering empathy, mutual respect and courtesy in a global community.

Courage

Championing integrity, resilience and the value of personal endeavour.

Passion

Igniting a sense of awe and wonder, moral conviction and ambition.

At Cherry Willingham Primary Academy, we strive to ensure that our values are embedded across our whole school ethos. We have enriched our Behaviour Procedures by embracing the values and worked in partnership with the children and staff to compose our whole school approach – 'Being the Best You'

This enabled the children to reflect (**Wisdom**) on how they believed everyone should act within school (**curiosity**) and how we should all treat each other (**generosity**). The children all showed great insight and frequently within their suggestions referenced integrity, resilience (**courage**), respect, empathy, courtesy (**generosity**), and a strong sense of moral conviction (**passion**), though using their own language. We then used this to create the 5 B's.

Being the Best You

- Be Respectful
 - Be Kind
 - Be Honest
 - Be Safe
 - Be Resilient



We believe that every child deserves to be seen, heard, and respected. Our approach to behaviour is grounded in the belief that relationships are the foundation of success, and that every child can flourish when nurtured in a safe, consistent, and compassionate environment.

1. Relationships First

We prioritise building strong, positive relationships with every child. We know that connection and trust are key to change. Staff are consistent, kind, and clear in their communication, modelling the behaviour we expect to see.

2. Unconditional Positive Regard

We show every child that they matter—always. Even when behaviour is challenging, we treat all children with kindness, respect and compassion. We make it clear: *you are not your behaviour, and we care about you no matter what.*

3. Deliberate Botheredness

We notice the little things. We remember names, birthdays, interests, and worries. We check in after a difficult day, offer a smile in the morning, and make time for conversations that matter.

4. Championing Every Child

Every adult is a champion for every child. We believe in our pupils, cheer them on, and celebrate their progress. We actively seek the spark in each student, recognising their potential and refusing to give up on them. We advocate for our pupils, we shine a light on their successes and help them believe in themselves.

5. Clear, Calm and Consistent

We use consistent routines, calm voices, and fair consequences. Our behaviour expectations are simple, visible and kind. We follow up quietly and calmly, never with confrontation or public shame. Children know what to expect—and that they will be treated with respect.. Boundaries are clear and reinforced with empathy, not power. We use scripts, restorative conversations, and quiet guidance to maintain high standards.

6. Repair and Reconnect

When things go wrong, we don't walk away—we lean in. We use restorative conversations to help children reflect, repair and move forward. We give them time, support and a fresh start. No grudges. No labels. Just belief.

7. A Culture of Belonging

Our school is a place where everyone belongs. We create inclusive classrooms that celebrate diversity, foster connection, and ensure every child feels safe and seen.



Our Behaviour Curriculum

We believe that in the same way that children are taught to read and write, they need to be taught what positive behaviour looks like. All of the adults who work with our young people model the highest of standards and behaviours. They frequently teach what good behaviour is and where necessary, we make this explicit and teach discrete behaviour sessions where we define our behaviour expectations, reflect on our simple rules and share the routine / habit.

We believe in making positive behaviour a habit. When things become habit, they occur without thought. We make these habits consistent across all year groups so that they become second nature. This consistency means there are no mixed messages, no confusion and that everyone is on the same page.

Assembly

Make sensible decisions about who you are lined up next to.

Will they help you stay focused and listen?

Walk into and out of the hall sensibly and join in with the singing.

Sit crossed legged, if possible, and give enough space to those around you.

Be an active participant.

Breaktimes

Make sensible decisions about who you will play with.

Will they help you play in a calm, safe way?

Walk into and out of school sensibly and safely.

Try to include everyone in your play.

Remember play fighting is not acceptable.

Use resources in the correct and safe way.
Tidy them up when you have finished.

Listen to adult instructions.

Talk to the adults if you are worried or feel frustrated/upset as they will help you.

Learning

Listen to the adults.

Be generous with your knowledge and help your friends.

Challenge yourself and take risks. 😊

Lunch

Make sensible decisions about who you are lined up next to.

Will they help you eat your lunch in a calm, enjoyable way?

Walk into and out of the hall sensibly.

Line up for your food and collect it sensibly and use manners.

Clear away plates and cutlery independently. If you have brought your own lunch tidy away the things you have brought from home.

Moving around school

Remember that others may still be learning.

Always walk through school – we need everyone to be safe.

Hold open doors for others and greet them with a smile. 😊



Rewards and Recognition

Recognition Boards and Values boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does." Paul Dix

Recognition boards are used to spot expected behaviours. The class will choose a focus with the aim of everyone making the recognition board by the end of the day. We believe this promotes 'positive noticing' and creates a positive behaviour culture in the classroom. It is also about teamwork with the aim of the children helping each other to get on to the recognition board.

Home Contact / Praise Postcards

We believe in celebrating children's successes by sharing good news with families through positive phone calls and praise postcards. When a child goes above and beyond—whether by showing kindness, making progress in their learning, or demonstrating our school values—staff make time to call home and share the achievement directly with parents or carers.

Sharing Achievements

Children will share examples of achievement and work with members of staff other than their class teacher i.e. classes in the planning group, subject leaders, Senior Leadership Team or support staff.

Celebration Assemblies

Friday celebration assemblies will be used to acknowledge, praise and encourage behaviour with a focus on our values and being the best you with a certificate of one of the above. There is also a weekly Headteachers award for each class which is a celebration of the chosen individual.

Merits (including stickers)

Merits are also a fundamental part of our behaviour culture where children are rewarded with merits for showing values and/or being the best you. These are collected for each pupil that are then exchanged for items in the 'merit shop' and also across the house teams where the winning house each term picks the reward.

Priory Star

In year 6 the pupils create their own individual way of celebrating achievement of our academy values and 'being the best you' framework through our Priory Star. From this they are awarded a Priory Star badge to take with them for the next chapter of their educational journey.



Behaviour Consequences/Sanctions

Sanctions and consequences are clear, consistent, and underpinned by a restorative approach that encourages reflection, accountability, and personal growth. Staff follow a structured system where expectations are well-communicated, and responses to behaviour are fair and proportionate. Restorative conversations are used to help pupils understand the impact of their actions, repair relationships, and make better choices in the future. To ensure consistency across the school, adults use agreed scripts when addressing behaviour, promoting a calm response that helps children feel safe, respected, and supported in learning from their mistakes.

For most low level disruption, we follow the below stages:

Stage 1 – Reminder (use 30sec script)

"I notice you are struggling with _____(define behaviour) which links with our 'being the best you'. What I need to see is _____(insert desired behaviour) Thank you.

Stage 2 – Final reminder (use 30 sec script)

"You have had one reminder and I now need you to.....or you will choose to have reflection time in another class. Remember last lesson / yesterday / last week when you _____(share example of positive behaviour) That's what I need to see today. Thank you"

Stage 3 – Reflection time (10min) in partner class + restorative conversation (10 min) at breaktime / lunchtime

Stage 4 –Reflection time for remainder of session with loss of all break / lunch – Parents informed / recorded on online management system.

Stage 5 – DHT / HT involvement – may result in working away from peers for an agreed amount of time.

We recognise there are some more serious behaviours which wouldn't move through the stages but may move to Stage 4 or 5 immediately. Examples may include physical abuse, swearing, deliberately damaging the school environment etc.

We will record any behaviour which reaches Stage 4 and parents will be informed at this point.

Reflection forms are used by the children to help them understand what has happened, how it's made them and others feel and what the next steps are to move forward. These forms are then used in the restorative conversation with the member of staff.



Serious or Extreme Behavioural Issues

At times, depending on the type of behaviour issue, the approach will not be appropriate to use with the child. In these cases the child will be sent straight to a member of the SLT and a suitable consequence will be issued.

Any incidents of serious or extreme behaviour should be recorded using the Academy/Trust process.

In a very few instances, the steps detailed above are not sufficient for dealing with pupils with persistently challenging behaviour. There are some children who struggle to manage their behaviour and our philosophy is to support those children to ensure that they are happy, safe and learning whilst in school. In order to meet their specific needs, behaviour procedures may be adapted and specific behaviour plans put in place. In these cases additional procedures need to be followed for individual pupils.

- The class teacher will keep a daily record book in which incidents of unacceptable behaviour are objectively written and dated. It is important that the child is made aware that a written record is kept of repeatedly poor behaviour and this will be shared with their parents.
- Pupil Support Plan (PSP)- The PSP recognises specific needs and outline strategies that are in place to ensure positive behaviour. It is expected that the child's class teacher will have a thorough understanding of the plan and communicate this to those adults who interact with the child.
- If behaviour becomes unmanageable in the classroom, then another member of staff should be sent for. The other adult will then remove the child. If positive handling is required the adult must assess the situation and consider requesting support from a colleague. The child will be removed to a quiet space. Alternatively, the class will be removed to allow the pupil to calm down within the classroom. The child will return to their normal class/routine as soon as possible.
- The child can be placed on the SEN register and the Lincolnshire Behavioural Pathway will be followed which will include the use of strategies within the Inclusion Toolkit. This will involve liaison with the SEN Co-ordinator, class teacher, pupil and parents.
- After consultation with parents, a referral for the involvement of an appropriate external support agency can be made i.e. BOSS.



Fixed Term and Permanent Exclusion Procedures

When making a decision to exclude, the academy will follow the revised statutory guidance on exclusions which came into effect from 1 September 2012. This states that *'the decision to exclude a pupil must be **lawful, reasonable and fair**. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.'*

If, after careful monitoring, collection of evidence and discussion between home and school the child's behaviour is still unacceptable, the Headteacher may contact the parents and say that they need to exclude their child for a given period. Exclusion from school is used as a last resort when the sanctions above have been used without sufficient improvements in behaviour or following one particularly serious incident.

A decision to permanently exclude a pupil can be made in the following circumstances:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The academy may decide to permanently exclude pupils for one or more of the following specific reasons:

- Physical assault against a pupil or adult;
- Verbal abuse/threatening behaviour against a pupil or adult;
- Bullying against a pupil or adult;
- Racist abuse against a pupil or adult;
- Sexual misconduct towards a pupil or adult;
- Drugs or alcohol misuse or substances brought onto school premises;
- Damage to academy property;
- Theft of academy property or property belonging to other pupils or adults;
- Bringing an offensive and dangerous weapon to school i.e. knives, guns etc;
- Persistent disruptive behaviour during school hours.

Please refer to the Trusts Exclusions Policy for further details.



Monitoring process

This policy outlines the procedures for monitoring, recording, and responding to pupil behaviour incidents to ensure consistency across the school and to support early intervention where behavioural concerns arise.

A Behaviour Reflection Form must be completed whenever a pupil:

- Misses break time as a consequence of behaviour.
- Misses lunchtime as a consequence of behaviour.
- Is referred to a member of the Senior Leadership Team (SLT).

Completed reflection forms must contain the following information:

- Name of Child
- Name of Staff Member
- Description of What Happened
- Date of behaviour

All completed Behaviour Reflection Forms should be submitted to **Mr Cosgrove** during the **Monday Staff Meeting**. Mr Cosgrove will then record the incidents on **SIMS**.

Any significant behaviour incident must be recorded directly on **SIMS** by the staff member who dealt with the incident.

Staff should ensure that records are completed promptly and accurately, providing sufficient detail to support monitoring and follow-up actions where required.

Behaviour records will be monitored regularly to identify pupils who may require additional support or intervention. If a pupil receives **five or more Behaviour Reflection Forms within a single term**, a telephone call home will be made by **Mr Cosgrove** or **Mrs Curtis**. The purpose of the call will be to discuss concerns, inform parents/carers, and explore strategies to support improved behaviour.

If a pupil receives **ten or more Behaviour Reflection Forms**, a face-to-face meeting will be arranged with parents/carers. During the meeting, consideration will be given to additional support measures, which may include:

- A Behaviour Chart
- A Pastoral Support Plan (PSP)
- BOSS (Behaviour Outreach Support Service) involvement
- Any other appropriate interventions to support the pupil's behavioural needs

All staff are responsible for:

- Following school behaviour procedures consistently.
- Completing Behaviour Reflection Forms when required.
 - Recording significant behaviour incidents on SIMS.
- Providing accurate and factual information when documenting incidents.
- Submitting completed reflection forms at the Monday Staff Meeting.

Reflection Form KS1

Name of pupil : _____

Name of staff : _____

Date: _____

What happened?

How did you feel?



What can you do next time?

How do you feel now?



Reflection Form KS2

Name of pupil: _____

Name of staff : _____

Date: _____

What happened?	
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What did I do?	
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What did other people do?	
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What could I have done differently?	
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