David Ross Education Trust

Broadening Horizons

Behaviour Policy Contextual Appendix

Cedar Road Primary School
2026-27

Academy: Cedar Road Primary School

Behaviour Information

Staff responsible for leading behaviour support		
Name	**Role**	**Contact details - email address and contact number**
Clair Mills	Headteacher	cmills@cedarroadacademy.co.uk
James Au	Deputy Headteacher	jau@cedarroadacademy.co.uk
Rachel Wingerath	Assistant Principal - Inclusion	rwingerath@ cedarroadacademy.co.uk
Helen Pritchard	Learning Mentor	hpritchard@cedarroadacademy.co.uk

Behaviour at Cedar Road

At Cedar Road Primary School we believe that children and young people need empathy and structure in which to thrive. We understand the importance of connectedness and positive, safe relationships in supporting pupils' emotional, social, and academic development. Therefore, Cedar Road Primary School is committed to providing an inclusive learning environment where adults throughout all our academies maintain kind and respectful relationships in endorsing high expectations for pupils' good conduct.

We use a Therapeutic Thinking approach that focuses on understanding the underlying emotional needs and experiences of children, rather than simply punishing negative behaviour. It promotes a calm, consistent, and empathetic response to behaviour, with the aim of supporting emotional development and long-term positive change.

Cedar Road is safe, calm and purposeful so that every pupil, especially the most vulnerable, achieves their full potential. We care deeply about pupils' education, and we aim to always protect their entitlement to it.

Cedar Road has a strong school culture built on positive interactions and child centred practices that together prioritise pupil wellbeing. We implement a graduated approach in supporting all pupils achieve high expectations, making reasonable adjustments as required. All staff know that behaviour can be a sign that a pupil has experienced adversity during their childhood or that they continue to do so. Staff will support all pupils in learning to understand their emotional needs and help them to restore relationships that are conducive to learning.

Our behaviour policy is built upon the values of:

- Aspiration
- Ambition
- Courage
- Respect

We encourage all members of our school community to be **'Caring, Creative and Curious'.**

At Cedar Road we have a golden thread of six expectations. When children follow these expectations**,** they are '**Cedar Road Champions'.** These are:

- Attendance and punctuality
- Uniform
- Behaviour
- Kindness
- Effort
- Learning Beyond the Classroom

Pupils will know how positive behaviours are celebrated and will know with certainty the likely consequences if they breach expectations. All adults contribute to sustaining this environment by using positive relationships that help them connect to pupils before correcting any misbehaviour. Adults are compassionate and kind in reinforcing boundaries in a respectful way.

How positive behaviours are celebrated

Positive praise, thumbs up, smiles, stickers, postcards/calls home, sending to another adult for a well done etc will be used regularly and throughout the school to support our positive behaviour ethos across the school.
Every week all of our 'Cedar Road Champions' will be entered into a prize draw for a prize.

House Points

We have four houses at Cedar Road:

Abington - Purple
Bradlaugh - Green
Delapre - Blue
Becket - Yellow

Our **school values** will regularly be referred to and highlighted during the school week. Staff will be specific with praise when pointing out pupils who are demonstrating our school values. At the end of each term, teachers may nominate a child for a value badge who have perfectly demonstrated one of our school values. These children will receive a value badge to keep and wear with pride.

Consistent language will be used by all staff across the school – focus on *championing* those positive behaviours.
Awarded house points (one at a time) will link to our school values. This can be reinforced through our weekly certificates, value badges etc. in assembly – anywhere within the school environment!

Each pupil and staff member are assigned to a house and the spirit of teamwork and healthy competition is encouraged. Each house is represented by a colour and those colours have matching coloured house point tokens. In the foyer the 4 house jars will be displayed, containing the tokens that have been awarded so far. The winning house of each half term will win a reward e.g. sports day style activities, tea party etc.

House points are awarded for a range of positive behaviours including the following examples:

- Kind gestures
- Being helpful
- Excellent presentation
- Completing work to a high standard
- Reaching personal goals
- Completing challenges/challenging self
- Making excellent vocabulary choices

They are not given lightly and remain a 'special' reward in the classroom.

A simple record of how many house points is rewarded to each child will be kept in the classroom by the class teacher. Once children reach certain numbers of house points, they will receive a certificate (see below) to celebrate in our celebration assembly. Children who receive a ruby certificate will be given the opportunity to choose an extra reward, these may be carried out with a group of platinum winners e.g. tea party, games session, extra playtime etc.

Each half term we will hold a house event. These will vary across the year but may include competitive activities such as a maths, music, art etc competition.

Other Rewards

Each class will also choose a **Cedar Road Champion of the Week** who will receive a certificate in celebration assembly.

A class **Writer of the Week or Mathematician of the Week** (alternate terms) will be awarded each week who will receive a certificate in celebration assembly.

A class **Jigsaw (PSHE) Champion** of the week will be awarded each week who will receive a certificate in celebration assembly.

Outside achievements will also be celebrated in celebration assembly, these may include those outside of school as well or representing Cedar Road Primary at school events such as sporting opportunities, music events etc. Pupils will be awarded an extra 3 house points for representing the school to a high standard.

Times Tables Rockstar (TTRS)/Numbot certificates will be awarded in class. We will also celebrate TTRS achievements together in whole school assemblies when appropriate e.g. when there is a Trust TTRS tournament.

We will celebrate positive **attendance** in a variety of ways. Classes will regularly discuss positive attendance. Our family worker will work with individual pupils and families as needed. Best seats in the

house and attendance trophies will be awarded in celebration assembly to the highest attending class in EYFS/KS1 and KS2.

Summary of Rewards

Verbal Praise/Stickers/Postcard/Written comment on work
House Points
30 house points – Bronze certificate
60 house points - Silver certificate
90 house points - Gold certificate
120 house points - Platinum certificate
150 house points – Ruby certificate
Ruby prize draw – special reward
House celebration events
Cedar Road Champions- name in weekly prize draw
Jigsaw (PSHE) Champion of the Week – certificate
Writer of the Week – certificate, work displayed
Mathematician of the Week - certificate
Representing the school – 3 house points
Value badges for recognition of demonstrating our school values
Postcard from SLT/the Trust
Letter of recognition from the CEO
Letter of recognition from the Trustee

Behaviour Consequences

Consequences for poor behaviour choices will be used consistently and will follow the stages below.

Refocus support (1)	Low level behaviours	Reminder of the current expectation. Reminder of our Cedar Road expectations and values. Use behaviour strategies e.g. adult proximity, seating plan, proximity praise etc.
Reflection (2)	Continued low level behaviours	Reminder of our Cedar Road expectations and values. Reflection space to be used within the classroom to continue learning. Re-engage with teacher support.
Redirection (3a/b)	Continued low level behaviours Disrespectful behaviour e.g.	Teacher reminds the child of the classroom values and expectations at our academy. Time in partner year group classroom with classwork to be completed (3a).

	• speaking in a disrespectful way to another pupil or adult • answering back • walking away from an adult when they are speaking to you • continuing low level behaviours	Time in another year groups' classroom with classwork to be completed (3b). Possible loss of social time supervised by teacher to complete any outstanding learning. **A restorative discussion with adult involved or learning mentor.** Behaviour recorded on Bromcom. Parent/ carer to be informed on the same day.
Referral to Learning Mentor/SLT (4)	**Hurtful or dangerous behaviour** which many include: • hitting or kicking another pupil or adult • racist or homophobic name calling • swearing, spitting, fighting, stealing, threatening • continuing low level behaviour	Removal from year group to work with Learning Mentor or SLT member. Loss of social time supervised by Learning Mentor/SLT to complete any outstanding learning. Restorative conversation with Learning Mentor/SLT. Behaviour recorded on Bromcom. Parent/ carer to be informed on the same day.
Referral to headteacher	Continued disruptive behaviour. Hurtful or dangerous behaviour which may include: • hitting or kicking another pupil or adult • racist or homophobic name calling • swearing, spitting, fighting, stealing, threatening • child-on-child abuse • violent behaviour • sexualised behaviours • threatening behaviours	Discussion with the Principal Removal from year group to work with the principal (or SLT if appropriate). Loss of social time supervised by Learning Mentor/SLT to complete any outstanding learning. Restorative conversation with Learning Mentor/SLT. Behaviour recorded on Bromcom. Parent/ carer to be informed as soon as possible after the event. Depending on the nature of the incident, a suspension or permanent exclusion may be considered and protocol followed. If the child is vulnerable, other appropriate professionals will be informed on the same day. Inform the Trust and LA of any suspensions/ permanent exclusions.

As part of educational and protective consequences, restorative conversations must take place between staff and the pupil. The aim of restorative conversations is to develop the pupil's ability to reflect upon and explore their behaviours. This should provide the pupil with the skills and incentive to behave differently when faced with the same set of circumstances. It needs to be a calm, honest discussion away from heightened anxiety or emotions.

Recording of Behaviour

Teacher's need to monitor repeated unhelpful behaviours and keep a record if feel that patterns need to be tracked.
Teachers must communicate any continued low level behaviour and/or Redirections and Referrals to parents on the same day. This could be in person at pick up or through a telephone call.
Redirection and referral behaviour details must be recorded on Bromcom, any parent conversations should be recorded on Safeguard. Bromcom analysis tools can be used to track patterns and identify next steps as needed.
For continued detrimental behaviour, referrals to Learning Mentor/ SLT/headteacher and/or more serious behaviours SLT will support with communication to parents.

House points need to be recorded in class so that certificates can be awarded and to enable staff to ensure house points are rewarded consistently.
EYFS pupils will record their house points on their own 5/10 frames in their classrooms.
Pupils in Year 1, 2 and 3 will be given house point tokens that can be added to the house point container in the main reception.
Pupils in Year 4, 5 and 6 will have house point tallies in their classrooms.

Individual Safety Plans

In exceptional circumstances children will have individual behaviour/safety plans, these will always be discussed with parents. SLT may make the decision to place a child on a behaviour report card in order to track behaviours, this will be communicated with parents. These will aim to meet individual pupils' needs and circumstances. Where appropriate we will follow advice from outside agencies such as educational psychologists and behaviour outreach workers.

Suspension

Suspension is always a last resort after a range of methods have been tried to improve the pupil's behaviour. A decision to suspend a pupil may be taken in response to a serious breach or persistent breaches to the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil and/or others in the school.
If a pupil is suspended the class teacher will need to prepare work to be completed at home each day.
After the suspension a re-integration meeting must be held.

Social times

The behaviour policy and expectations of the school should be followed at all social (break and lunch) times. The lunchtime supervisors and play leaders should be proactive in promoting games and activities to engage and involve children during lunchtime. This should include reminding children how to use equipment safely and sensibly.
Positive praise should be awarded to those making good behaviour choices.

Lunchtime supervisors should ensure they position themselves to have a complete view of the playground, field areas or lunch hall. Should an incident occur, they should speak to the children involved and resolve incidents in accordance with the agreed behaviour policy to prevent these impacting on learning time.

Children who struggle to make the right choices during lunchtime may be asked to complete their lunchtime indoors with an appropriate adult. If a child demonstrates unhelpful/detrimental behaviours at lunchtime, then LTS will seek support from our Learning Mentor/SLT. Consequences from the behaviour policy or individual behaviour plans will be determined by the behaviour team/SLT.

If a child receives 3 or referrals to SLT/headteacher during lunch time in any half term, the headteacher may decide to exclude that child from the premises during lunches for the remainder of that term. This falls in line with the 'DfE guidance September 2017' which states: 'If pupil's behaviour at lunch times is disruptive, they may be excluded from the school premises for the duration of that lunch time period or for a period of time. '

THE FOLLOWING OTHER POLICIES ARE LINKED WITH BEHAVIOUR:

The Trust Safeguarding and Child Protection Policy
The DRET Behaviour and Ethos Policy
The Anti-Bullying Policy
The Positive Handling Policy
Acceptable Use of IT