

THE WILLOWS PRIMARY SCHOOL



BEHAVIOUR POLICY

Author: ALL SCHOOL STAFF

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Signed :

Behaviour in our school is of the utmost importance. This policy outlines what we expect from children at The Willows in terms of their responsibility to themselves, each other, the school and our staff. It also outlines how we support children to make positive choices in school and how we tackle instances of unacceptable behaviour.

Responsibilities

All Staff Are Responsible for:

- Promoting and modelling good behaviour to pupils
- Rewarding positive behaviour and effectively tackling disruptive or poor behaviour using the rewards and sanctions identified in this policy
- Following behaviour plans for specific children who need a differentiated approach.
- Using the agreed 'cool off zones' for children when their behaviour requires a place for them to calm down.
- Enforcing school uniform expectations and challenging children who breach them.
- Ensuring high levels of supervision so that any negative behaviour is pre-empted and diffused as quickly as possible.
- Speaking to children positively using the language of choice.

The Head Teacher Is Responsible for:

- Monitoring behaviour termly alongside attendance, attitudes and attainment and reporting and using this to target support.
- Ensuring that sanctions are followed through with either the Class teacher or a member of SLT in a timely fashion.
- Attending and contributing to vulnerable child meetings whenever possible.
- Authorising high level behaviour sanctions including internal and external exclusions.
- Ensuring exclusion is warranted and communications are delivered to all relevant personnel including parents and governors.
- Arranging reintegration meetings with parents and excluded children following the exclusion period.
- Reporting to governors on behaviour including causes for concern including exclusion risks.
- Communicating with the LA and EWO if children are put on a part-time timetable.

Other Members of The Senior Leadership Team Are Responsible For:

- Dealing with children whose behaviour is causing concern and ensuring that appropriate measures are put in place to support teachers and the individuals concerned.
- Dealing with high level behaviours and making decisions on exclusions in the absence of the HT
- Ensuring sanctions are followed through with a member of SLT in a timely fashion.
- Analysing recorded behaviour incidences in their teams and implementing strategies to support and reduce the number of incidences.

Acceptable Standards of Behaviour

The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitude and parenting skills. At school we work towards standards of behaviour based on the principles of honesty, respect, trust, consideration and responsibility to property and others. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos and Rules

The ethos of the school is central to establishing and maintaining high standards of behaviour. It applies to all members of the school community and permeates all the activities of the school. Our school rules aim to uphold our school ethos. The Willows school values help everyone in our school community to make a positive contribution to all aspects of school life.

Our School Values



Perseverance
Achievement
Resilience
Aspiration & Effort
Independence
Creativity
Confidence
Challenge



Friendship
Respect
Equality & Fairness
Responsibility
Teamwork, Collaboration & Community

In addition to the school values, teachers and their classes are expected to agree on the class rules, routines and procedures. These will always be underpinned by the whole school rules.

In the early years we develop children's personal and social skills. We use the language of choice to reinforce positive behaviours and support children to talk about their feelings and behaviour. We ensure that sanctions are age appropriate and are given immediately. This will range from a verbal warning to 5 minutes of thinking time. In the most serious instances or for persistent negative behaviours, children will be taken to a member of SLT.

Communication and Parental Partnerships

Positive partnerships with parents is crucial to building trust and developing a common approach to behaviour and work expectations, and to strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. Through this participation parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour or work. The Home / School Agreement is an important document to encourage positive and supportive dialogue between home and school in areas of behaviour and discipline.

The first port of call for communicating both rewards and sanctions is the class teacher. This will be done face to face at the earliest opportunity in relation to both or via a phone call in behaviour instances where face to face is not possible or for **higher** level negative behaviours.

Where the behaviour or work of a pupil is giving cause for concern, communication of the concerns is vital so that all adults working with the pupil are made aware of the problem, and of the steps which are being taken in response. After initially ensuring that all staff involved have been consulted, early Behaviour Policy Sep 2024

warning of concerns will be communicated to the parents so that strategies can be discussed and agreed before more formal steps are required. If a problem persists, the issue will be referred to the Headteacher.

Rewards

Positive behaviours are reinforced by rewards and as a school we want to reinforce the positive behaviours that we see day in and out with the majority of children. This could be both in their learning behaviours or in the way they interact with friends, teachers and the school environment. We use a number of strategies across the whole school to praise and reward positive behaviour including:

- **Non-Verbal Gestures** – Smiling, nodding and generally encouraging gestures are the first and most frequently used form of feedback staff will give to children. This is an important part of creating and maintaining a positive atmosphere and environment in school.
- **Verbal Praise** – We value directly praising good examples of behaviour or learning. This instant form of feedback is one of the most effective ways to reinforce positive behaviour and boost confidence. All members of staff regularly praise positive behaviours they see.
- **Written Praise** – Most regularly seen in books, written feedback will outline what children have done well. It is often balanced with what they need to do to improve and is most regularly seen in the older year groups.

House Points – Each child in the school belongs to one of the 4 school houses.



Children can earn house points at any time as part of verbal and written praise. These can be given for lots of reasons including; effort, positive behaviour both in the classroom and outside on the playground, following the school rules, demonstrating the school values, good work as well as through positive learning behaviours such as learning from a mistake, co-operating effectively in group work activities or sharing an excellent answer or idea. Children collect counters for each house point they receive. These are counted weekly and scores are recorded and celebrated as part of our weekly praise assembly, which takes place on a Friday.

Each teacher recognises 2 children per week for their special praise and these children receive a certificate and sticker in praise assembly on a Friday. Teacher's praise can be given for a wide range of things such as academic achievement, attitude to learning, positive use of school values, effort, contribution and collaboration with others. These certificates are displayed for the next week in our Praise Gallery in the school hall. After this time, they are taken down, signed and valued by the HT and then children are given their certificates to take home.

Learning Warrior of the Week Awards are given out each week. Teachers recognise one child each week who has shown real determination in their learning and dealt with a learning struggle or something they found particularly difficult or challenging.

Levels of Negative Behaviour

At the Willows we recognise that there needs to be a differentiated approach to negative behaviour and the actions taken for different levels of behaviour will require different responses.

Low Level Negative Behaviour May Include:

- Disrupting lessons/learning
- Dropping litter
- Running in school
- Shouting out/calling out/not cooperating promptly
- Not completing work/tasks to good effect
- Lateness/time wasting

Low level negative behaviours should be tackled verbally by all staff in school. In most cases, this will be sufficient to stop the negative behaviour. Persistent low level negative behaviours will result in a final verbal warning and the use of the white card sanction.

Medium Level Negative Behaviour May Include:

- **Persistent** disruption of learning including calling out/rudeness
- Low level abusive language including name calling
- Being defiant/ not following adult instruction

Medium level negative behaviour will be dealt with by all staff and then referred to the class teacher or team leader to deal with further. Medium level negative behaviour will result in a Yellow card sanction.

High Level Negative Behaviour May Include:

Serious breaches of the school's behaviour policy such as

- Physical abuse such as punching/kicking/biting/fighting/spitting including play fighting
- Mental abuse such as high level swearing or aggressive language
- Persistent or extreme bullying including cyber bullying
- Persistent disruption, defiant misbehaviour/ not following adult instruction
- Acting aggressively towards others
- Intentionally causing damage such as damaging equipment or the premises
- Persistent and serious level of non-cooperation
- Persistent stealing or stealing an item of significant value
- Behaving in a dangerous way that affects their own safety and the safety of others
- Continued breach of school rules, or if allowing the pupil to remain in school would seriously harm the education or welfare of the child or others in the school.

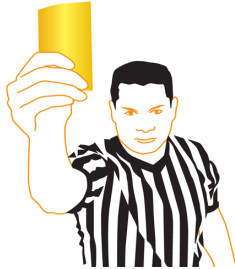
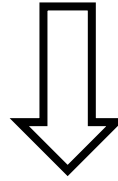
High level negative Behaviour will be escalated to the team leader or Deputy/Headteacher. High level negative behaviours will result in a red card sanction.

Sanctions

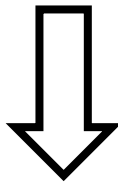
Negative behaviours are discouraged through sanctions and these are used to ensure that a consistent approach is applied across the school. The incremental approach to behaviour we use is based on a system of warning and sanction cards.



White card – The white card serves as a final warning to pupils after an adult has given sufficient verbal warnings for low level behaviours. Children who have not ceased undesirable behaviour following verbal warnings will have their name placed on the white card.



Yellow card – If negative behaviour continues following the white card, pupils name will move on to the yellow card. This means that the pupil will miss 20 minutes of their next break time or lunchtime session. This will be served with a member of SLT. Yellow cards can also be given for medium level behaviour at any time.



Red card – If negative behaviour continues following the yellow card, the pupils name will be written on to the red card. This means that the pupil will miss 20 minutes of the next 2 break time or lunch time sessions totalling 40 minutes. These sanctions will be completed with a member of SLT.

Red cards will be given **immediately** for high level behaviour at any time. Following the issuing of a red card, the class teacher will communicate the nature of the incident to parents at the end of the school day.

All yellow and red cards sanctions will be recorded. In the case of persistent negative behaviour and red cards, pupil's parents will be contacted by a member of SLT or the Headteacher.

EYFS behaviour

Children who enter into our Early Years setting are still learning about boundaries and what is acceptable and unacceptable behaviour. We teach children the skills they require to manage their own emotions and behaviour to enable them to develop into well behaved members of society.

Our aims in the Early Years are:

- To encourage and promote positive behaviour.
- To provide an environment where effective teaching and learning can take place so that children can achieve their full potential.
- To provide a safe, fair and consistent environment for all.
- To enable children to make their own choices and take responsibility for their actions.
- To support children with their understanding of the consequences of their behaviour.
- To encourage all children to have respect for themselves, for other people (their values, beliefs and feelings) and for the school environment.
- To develop children's self-esteem so they feel good and talk positively about themselves.

The children in our Early Years setting will be encouraged to achieve the following aims:

- Be kind to others.
- Share with each other.
- Look after their own and others' belongings and the school resources and environment.
- Listen and follow instructions.
- Work together as a team.
- Look after themselves and keep healthy and safe.
- Try their best with their learning.
- Be ready to learn and share their learning with others.

To support the children to achieve these aims we will:

- Use body language and Makaton signs (smile, thumbs up etc) to reinforce positive behaviour.
- Communicate positive behaviour with parents.
- Use spoken praise which is specific to the child and the situation.
- In Reception and house points will be awarded to celebrate the aims being met.
- High levels of staff engagement with the children.

Behaviours which are not acceptable in the Early Years setting, in line with a child's maturity, and age and stage of development

- Stopping other children from learning
- Refusing to follow a given instruction
- Being persistently unkind to others
- Taking things without permission
- Inappropriate physicality of any kind (including biting and spitting)
- Damaging property
- Behaving in a dangerous way that affects their own safety and the safety of others

The behaviours in bold above are considered to be serious and will be reviewed by members of the leadership team with the CT to ensure that the Health and Safety of the child in question and the others in the class are being appropriately managed going forwards.

The following strategies will be used to improve behaviour:

- Being at eye level with children when discussing behaviour with them.
- The adult will explain why the behaviour is unacceptable and give alternatives if the child is developmentally able to understand and respond to this.
- The use of visual and verbal reminders of expected behaviour.
- Children may be asked to spend some time in a calming space with an adult to reflect/consider their behaviour and understand the consequences of their actions (taking into account the child's development age).
- In some circumstances it may be appropriate to use a distraction or to ignore the behaviour.
- If the behaviour is out of character or persists the behaviour will be discussed with the child's parents/carers. Any form of seriously unacceptable behaviour will always be communicated to the parents/carers.
- For children in Oak nursery class where behaviour is persistently unacceptable or deemed as serious, they will be spoken to by a member of the leadership team away from the class on the designated red chair, giving them time to think about their behaviour and calm down as

necessary. There will be a consequence conversation with the child using age appropriate language. Makaton or visual images will be used to support children who are at a different developmental stage in their communication skills

- For children in Reception where behaviour is persistently unacceptable or deemed as serious, they will be spoken to be a member of the leadership team and may miss some of their lunch time play as a consequence of their unacceptable behaviour. They will be spoken to away from the class on the designated red chair, giving them time to think about their behaviour and calm down as necessary. There will be a consequence conversation with the child using age appropriate language. Makaton or visual images will be used to support children who are at a different developmental stage in their communication skills
- If our youngest children display persistent unacceptable behaviour that is deemed as serious, unusual, out of character or not in line with their age and stage of development, CT will discuss the situation with parents and a member of the leadership team to identify ways forward to manage this and support the child, ensuring that the Health and Safety of all the children is being considered appropriately.

Safeguarding

All staff should be aware of our systems which support safeguarding, and these are explained during staff induction and regularly reviewed in meetings and CPD sessions as well as part of annual safeguarding training. Policies that support safeguarding include the:

- *child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)*

Our procedures to deal with child-on-child abuse are contained in our Child Protection and Safeguarding policy

- *behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)*

Our measures to prevent bullying, cyber-bullying, prejudice-based and discriminatory bullying are contained in our Anti-Bullying policy

- *staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing*

Our procedures to manage staff behaviour and deal with low-level concerns, allegations against staff and whistleblowing are contained in the staff handbooks, the staff code of conduct and the Whistleblowing policy

- *safeguarding response to children who go missing from education*

Our procedures for responding to children who go missing from education are contained in our Child Protection and Safeguarding policy and the Attendance Policy.