



Willow Tree Academy



Positive Behaviour Policy

November 2019

Ratified:

To be reviewed: November 2020

Mission Statement:

Rockingham Junior and Infant School

We aim to inspire everyone to have a passion for life-long learning, be confident, independent and determined to succeed. We immerse children in an environment that stimulates, makes them feel safe, and enables them to thrive.

Aims

Our published aims cover not only what we strive to achieve through the curriculum, but also reflect the child that we try to develop. Therefore we aim for both *the adults and the children to be “tolerant and understanding with respect for the rights, views and property of others”*. *In short, we aim for all associated with Willow Tree Academy to demonstrate “Care” in all that they do, and in how they relate to all other people at all times using a restorative practice approach.*

Behaviour Code

In our School Prospectus we make clear that we expect the children to behave well at all times. The emphasis of the Academy is on praise and encouragement rather than criticism and punishment with children taking responsibility for their own behaviours.

We want our children to:

- Be calm
- Always be polite
- Always be on task
- Walk and play safely
- Respect adults and each other

In disciplining the children, we feel that it is essential that they understand that it is their behaviour that is not acceptable, not themselves as people.

Training for Good Behaviour

If we expect children to behave well, we must provide an environment where it is clear what good behaviour is and how we expect them to do this.

Every year, it is expected that each class will refer to the Academy’s Behaviour Code of Conduct and with the children draw up a simple list of class rules that will contribute towards the code. These will then be prominently displayed in the class.

Various sections of the Personal, Social and Health Education programme along with a restorative practice approach are designed to help the children to understand how to make informed choices as to how to behave in a range of situations. The importance of this programme is to help the children in those situations that they find most difficult; that is when they are not under the direct control of the teacher. This also applies to sessions led by any adult in the academy.

As part of the Restorative Practice approach we have “conference circle.” This is where teachers and children discuss issues that occur fully and openly so that, rather than feel part of the

problem, they all can feel part of the solution to the problem. “conference circle” takes place in class most weeks or when issues arise.

The examples of positive relationships that the children observe between adults in the academy community are a powerful influence on their behaviour towards each other.

At all stages, we must accept that behaviour can be improved with a consistent approach, the sensitive application of rewards and sanctions, and the support of adults both at home as well as at school. In some cases, improving behaviour is a slow process. Some children will take more time to develop the required skills.

Rewards and Sanctions

In any large community, children must learn to accept that their behaviour has consequences. For the vast majority of children and for the vast majority of the time conforming to the expected norms of behaviour causes no problems. It is important that this good behaviour is rewarded.

Depending on the situation the rewards may be instant and small such as a teacher comment “Well done Alex for sitting so nicely”. When directed at those who find the expectation difficult to achieve this can be highly effective.

Willow Tree Academy runs a system of dojos that are awarded by staff through the week to recognise children demonstrating expected behaviour and effort. A hierarchy of rewards in our school includes:

- Positive comment from the class teacher
- Name written on the board for a positive reason equals a dojo.
- Award of a positive dojo: the child with the most dojos over the week in each class receives the Golden Shield – this is prominently displayed in the classroom.
- Being sent to the head or deputy or another member of staff for further praise
- A special mention in Friday assembly – a brick is placed in the Golden Wall or on the tree with the child’s name on.
- A letter or note home to inform parents
- Head Teacher’s Award and Certificate home
- Golden Tickets/Tokens for good behaviour at lunchtimes resulting in the class winning the Golden Table for lunch
- Praise Pod/Golden Chair
- Sports initiative

Whilst ignoring inappropriate or bad behaviour may be the best course of action in some circumstances, it is generally the case that misbehaviour will result in some sanction. In the classroom, and occasionally in and around the school, an appropriate pause and stern look may be sufficient to check the inappropriate behaviour and remind the child of what is expected. All staff use strategies from the Behaviour Toolkit to encourage positive behaviour.

However, all children need to know that inappropriate behaviour will be dealt with consistently by all teachers and other adults.

A hierarchy of sanctions needs to apply depending on both the seriousness of the poor/inappropriate behaviour and whether or not it has been a recurring problem. As Restorative Practice becomes embedded in our schools the need for sanctions will reduce. In Willow Tree Academy these sanctions includes:

- A look of disapproval
- A quiet word/ warning about future behaviour
- Negative dojo – these are given following warnings and are specific e.g. swearing, inappropriate play, off task.
- Missing of break and/or lunchtime play each day - This is recorded on the child's record and may result in a letter/call home.
- Referral to Behaviour for Learning Leader and/or a member of the Senior Leadership Team
- Contact with home via letter or phone call
- Time spent in another class
- Missing privileges – school disco, parties etc
- Home-school behaviour monitoring book (teachers and teaching assistants have an accountability to ensure that the book is written in each day then sent home and then request the book from the child each morning)
- Time Out : this may only be a matter of minutes
- Internal seclusion
- Reflective placement at one of the other academy schools.
- Exclusion
- Managed Move to another school

This list is not a series to be followed but a list of sanctions used within school as and when appropriate.

Particularly serious incidents that would warrant exclusion are; physical violence, possession of a weapon, foul, aggressive or abusive behaviour towards any child or adult, drug or solvent abuse (including smoking and alcohol), stealing or vandalism. A period of exclusion from school would be the likely sanction until there is a clear home-school approach to rectify the problem, and ensure the safety and security of the child, other children and staff.

The decision to exclude is at the discretion of the Head of School in conjunction with the Executive Head Teacher. Wherever other sanctions can be used these will apply but there are times, dependent on the seriousness of the incident that exclusion is required.

For periods of extended exclusion there is a pupil discipline sub committee of the full Governing Body that would be convened to hear any appeal. **[See exclusions policy]**

Child Protection Online Management System (CPOMS)

All behaviour incidents of concern are logged on our CPOM recording system and the Head of School and Behaviour for Learning leads are always alerted. All staff members have access and are expected to update where there has been an incident. This system allows for staff to work together to support our children. This is to allow a full picture of behaviour to be ascertained, allowing open and honest conversations with parents and carers and early intervention put in place where needed.

Inclusion

Willow Tree Academy provide education for a very diverse community including those from advantaged as well as disadvantaged homes, children who come from families where English is not the first language, and children who have Special Educational Needs. The needs of these children are all different and are met by a range of physical or learning programmes in order that they make individual progress. Some children have special needs as a result of their emotional or behavioural difficulties. There is an expectation that parents, school and other agencies will work together to support our children.

Lunch times

The school lunch time is not a part of the formal school day. However, in order to make this time enjoyable some teachers and other adults run extra curricular activities at lunchtime such as sports practices, class challenges or rehearsals at certain times of the year.

Pupil behaviour is largely managed at lunch-time by a small group of supervisory assistants, who are there to ensure that children are safe and well, and that they are showing appropriate care for themselves, the building and for each other. Members of the senior leadership team are also on duty each lunch time. The lunchtime supervisors are stationed widely, covering the dining halls, the toilets, paths and playground areas. They will address any minor behaviour issues as per our positive behaviour policy. Using a restorative practice approach responsibility for appropriate behaviour rests with the children themselves who know the expectations around positive behaviour. Class Teachers will be informed of any incidents of poor behaviour either in person or by CPOMS.

As a minimum, we expect that the children will:

- Always follow the requests or instructions of the supervisory staff
- Line up without interfering with other children
- Treat their own possessions and those of others with respect (e.g. sandwich boxes and coats)
- Keep to the paths and playground unless taking part in supervised sporting activities on the field
- Talk quietly to others who are on the same table

Children who find these simple rules difficult are firstly reminded of our expectations. Children may then be given a negative dojo or withdrawn from the playground games and supervised in school. More serious or prolonged problems will result in the Head of School or Behaviour for Learning Leader will become involved and other sanctions may be implemented. A final sanction is for parents to be informed that their children are not to be allowed to stay at school over the lunch time period and that the parent must make arrangements for their child to be met and supervised off the school premises. This sanction is likely to be for a short duration initially (probably a week) in order for the parent to convince the child of the importance of appropriate behaviour. However, should the problems recur it is likely that future periods of lunchtime exclusion will be extended. **[See exclusions policy]**

Confiscation of inappropriate items

There are two sets of legal provisions, which enable academy staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Power to search the child and their belongings without consent for "prohibited items" including, but not exclusively:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Electronic devices may be searched under this guidance if cyber bullying or inappropriate content is suspected.

Willow Tree Academy reserves the right to apply these powers as necessary.

Positive Handling

Within Willow Tree Academy we try to avoid intervening physically with a child whenever possible and alternative methods of de-escalating a child who is in crisis are always sought. However, as a last resort, to protect themselves, the child, others or property, staff are permitted to use the minimum possible degree of force to restrain a child. In order to safely facilitate this, the Willow Tree Academy ensures that key staff have training in Positive Handling approaches which is updated on a rolling programme. The separate 'Positive Handling Policy' provides detailed advice and information on the use of force by Willow Tree Academy staff.

Children's Roles and Responsibilities

Within each class children are given/apply for a number of roles. This helps to develop their sense of community within school and develop personal/life skills. This forms part of the restorative practice approach in schools.

[Year Six have prefect/monitor roles and work alongside our Peer Mediators and Sports Leaders to support positive behaviour and mutual regard in and around school.](#)

The role of teachers

Class teachers, supported by a number of support staff are primarily responsible for ensuring that the school experience feels both happy and secure for all of our children. Our children usually understand the expectations of the classroom very well with behaviour difficulties largely confined to the "social" times when the children are expected to demonstrate their growing independence and behave responsibly.

We expect that teachers and their Teaching Assistants will be vigilant at all times, particularly at "social" times and when children are moving around the school. Essential parts of this supervision include:

- Ensuring that children are met and escorted from the playground/ hall etc without having to wait for prolonged periods in lines.
- Ensuring that break times are supervised, ensuring that incidents that may become inflamed are defused before there is a problem using the lowest level of intervention that is appropriate – this is preferable to having to invoke serious sanctions later
- Recording and reporting any incidents of a serious nature on the CPOMS system

Teachers have the responsibility for ensuring that Restorative Practice the Personal Social and Health Education programme are taught and followed each day and monitored to ensure that they are having a positive impact on the way that the children behave.

Staff with responsibility at the scene of an incident, are the first investigators. The response has to be proportionate to the incident in line with the Restorative Practice Policy. Class teachers are informed of incidents involving their pupils and respond appropriately.

The role of parents

It is hoped that all parents will accept that in a large community like Willow Tree Academy there have to be behaviour expectations. This is likely to work best when there is consistency in the expectations of both home and school. The school would wish to work closely with all parents;

- In understanding the reasons why children may misbehave
- In consulting with parents in cases of either serious or continuous misbehaviour
- In supporting parents/carers who may be having behaviour management problems at home
- In maintaining home/school behaviour records e.g. home school diary or dialogue may be shared in the child's PSHE diary
- In enlisting the advice and support of external agencies if appropriate
- By offering parents evenings three times a year and an interim behaviour profile every half term.

In return, Willow Tree Academy expects that parents/carers will support the school in trying to ensure that its Positive Behaviour Policy is followed. The Academy expects that parents will check the circumstances of any incident with the school before drawing conclusions. Any concerns should be discussed with the child's Class Teacher in the first instance. The Behaviour for Learning Leader is available to spend time with any parent who wishes to discuss issues at length. For the most serious issues, the Head of School or a member of the Senior Leadership Team will be available by appointment.

The Academy staff recognise that many parents live very busy and demanding lives and sometimes consistency can be hard to manage. At times like this the expectations of the school can sometimes be at odds with those from home. Children may be quick to rise to silly provocation resulting in a disproportionate over-reaction, then say that they have been told, by parents, to stand up for themselves by responding physically or with a serious threat. For example; the "winding –up" comment or the nudge in the corridor or cloakroom can result in a serious overreaction, with children confused when their overreaction is regarded as more serious than the winding up or the initial nudge.

As a whole school community with staff and parents working together we have to make it clear that both verbal and physical aggression will not be tolerated. It is the physical outbursts that are most likely to have been seen and therefore dealt with, and these must be seen as the more serious. The children often tell us that name calling or insulting comments have been made to them, this may only have been heard by the aggressor or their close friend(s) who make unreliable witnesses at such a time. In this situation it is often difficult to get to the root of the problem. By using the Restorative Practice approach these situations are more easily resolved.

The academy therefore hopes that parents will not accept verbal provocation as a justification for any physical action or threat of physical action. If there is an allegation of verbal provocation this should preferably be ignored as the provoker will not then have succeeded in getting a reaction, or told to an adult in school so that it can be sorted out. We expect that it is the child who is concerned about the comment that reports this to the adult.

The academy will try to help parents with the often difficult and challenging task of managing behaviour in and out of school by providing advice and support, and if necessary helping parents to gain the support of other agencies.

- See Restorative Practice Policy and Guidance.