

## **BEHAVIOUR POLICY**

### **Building resilience, ambition and respect**

The Willows Primary School is a Rights Respecting School based upon the Convention for the Rights of the Child. The rights within this convention cover the basic needs, including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and others.

In consultation with the children, staff, parents and governors at the Willows Primary School we have developed this policy which aims to encourage children to learn, work and play together to maintain this rights respecting ethos.

Bring a Rights Respecting School underpins this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

### **SCHOOL AIMS**

At the Willows we aim to:

- Provide a wide range of opportunities to develop children's learning as well as resilience, ambition and respect for others
- Create a secure, happy and caring atmosphere where we can all work effectively and develop responsibility and independence
- Ensure a safe environment, which is varied and stimulating, to develop learning through work and play
- Value parents, carers and community of the school as genuine partners in the education process
- Develop respect and understanding for ourselves, each other and society as a whole

### **WHAT WE BELIEVE**

We believe that all behaviour is communication and that we should seek to understand the reasons behind the behaviour, and to offer appropriate support.

We believe that good behaviour is essential to achieving success and should be developed by the children, parents and carers, staff and all members of the school community.

- We believe that children learn best when they are CLEAR about what is expected of them
- We believe that children respond best to REWARDS and PRAISE, rather than punishments and sanctions
- We believe that there should be a CONSISTENT approach to behaviour from everybody
- We believe that children should PARTICIPATE in creating the school's expectations
- We believe that there is always a REASON behind every behaviour and staff will investigate fully and fairly
- We believe that children have the right to be HEARD and they will always be given the opportunity to be listened to and their views taken seriously

## **A POSITIVE ENVIRONMENT FOR LEARNING**

At the Willows Primary School we believe that children thrive in an environment where children and adults respect rights and care for each other regardless of age, disability, gender, sexual orientation, gender reassignment, race, religion or belief (Protected characteristics under the Equality Act 2010).

In school we encourage children to be:

- Respectful of other people's rights, opinions, beliefs and property
- Kind, careful and considerate
- Friendly and polite
- Helpful and cooperative
- Responsible
- Honest
- Hardworking
- Confident
- Respectful of the community they live in

## **HOME/ SCHOOL PARTNERSHIP**

- We expect all parents, carers and family members to:
- Support our Parent Charter
- Support good attendance and punctuality
- Talk to your child about their day at school
- Model good listening skills
- Encourage your child to listen to others and cooperate with their friends and classmates
- Communicate regularly with school about any situation that may impact on the well-being of their child
- We expect parents to support school behaviour strategies as outlined in our behaviour policy.

## **SCHOOL BEHAVIOUR EXPECTATIONS**

- We expect all children and adults to demonstrate rights respecting language
- When children are moving around school we expect them to walk quietly
- All visitors should be treated in a friendly, polite and respectful way
- All adults and children should show respect for the school environment
- Children should follow instructions from an adult first time
- Children are expected to play respectfully - We discourage play fighting, and 'hitting back' is not acceptable
- We expect children to tell an adult if they are worried or upset by something
- We expect children to tell an adult if they think someone else is worried or upset about something
- We expect all children to behave appropriately and respectfully online both in and outside of school

Belonging to The Willows means we:

**Show Respect**  
**Be Kind**  
**Try Your Best**

## **BULLYING**

At The Willows we follow the 'STOP' definition for bullying:

**Several**  
**Times**  
**On**  
**Purpose**

Incidents of Bullying will always be taken seriously, and it is important that all children know this. If you feel your child is being bullied please talk to the class teacher immediately. We will investigate any bullying incidents and find out the facts by talking individually with all the children involved. Possible sanctions and solutions will be agreed and recorded.

## **UNIFORM, JEWELLEY AND PERSONAL BELONGINGS**

### **Uniform**

Children demonstrate respect for the school community by following the school dress code. The school has a uniform which we expect children to wear. It helps them to feel part of the school and we believe it helps to encourage good behaviour. A child without school uniform will always be challenged by school staff. Footwear should be weather appropriate, flat and safe. Socks should be worn with all footwear.

### **Jewellery**

Jewellery is a safety hazard and should not be worn within school. Ear studs are permitted but must be removed by the child for PE or swimming. Parents are expected to respect children's right to be safe. Children should not wear nail varnish, false nails, hair extensions or make up.

### **Personal Belongings**

- We request that children do not bring toys or valuable personal belongings into school.
- If mobile phones are brought into school, they must be taken to the school office at the start of the day, and collected at the end of the day.
- Children should not bring snacks, sweets or gum into school.
- Children should not bring money into school except for purchase of snacks or for a special collection.

*At no point will school assume responsibility for personal possessions including mobile phones.*

## **PRAISE AND REWARDS**

- We will all praise children who make the right choices regularly using 'Rights Respecting' language.
- If a child is exceptionally well-behaved, they may receive a post-card, sent directly to their home to mark their outstanding achievement.
- Each class has a system for acknowledging positive behaviour e.g. Dojo points, raffle tickets.
- Children will receive stickers and small prizes from all staff for good work or Rights Respecting behaviour.
- Each teacher will choose a 'Rights Respecting Child of the Week' for that week. They will receive a special certificate and have their photograph taken to be displayed in the corridor. They will wear a yellow jumper in school for the following week.
- Certificates are awarded for achievements in different curriculum subjects in weekly celebration assemblies.
- A 'Child of the Term' from each class will receive a special red sweatshirt and prize. The sweatshirt can then be worn every day for the term. The child's photograph will be displayed in a prominent area of the school to celebrate their achievements. Parents and carers are invited to the 'Child of the Term' assembly if their child is to receive the award.
- All children will take part in Golden Time on Fridays to celebrate their achievements during the week.

## **Around School**

- We expect all children and adults to demonstrate rights respecting language.
- When children are moving around the school we expect them to walk quietly.
- Classrooms, corridors, cloakrooms and toilets should be kept tidy.
- All visitors or newcomers should be treated in a friendly, polite and welcoming way.

***AT ALL TIMES WE AIM TO BE POSITIVE ABOUT OUR CHILDREN***

## **SCHOOL CONSEQUENCES**

We believe that support and praise are more important than sanctions but we acknowledge that there is also a place for consequences. School staff will follow the principles of Restorative Practice and have conversations with children and, where appropriate, logical consequences will be agreed.

### **In the classroom:**

*Our whole school behaviour approach is based on positive behaviour management and relationships. All staff endeavour to form strong relationships with all children in a way which children are encouraged to reflect on their behaviour.*

#### **All children will receive:**

- Support from adults who respond in an empathetic way
- A class charter created by the children
- Positive behaviour management strategies used consistently to recognise and celebrate achievements
- A fresh start after any event
- Support to reflect restoratively after any event
- A differentiated approach to meet their individual needs
- Praise in public / Reprimand in private
- Visual timetable to increase predictability of the school day
- Behaviour support which is not shame based
- Appropriate de-escalation strategies

#### **Appropriate responses**

- Thinking time in the class Calm Corner.

*We understand that sometimes, for a range of reasons, some children will struggle to manage their behaviour and always aim to support them to regulate. We are firm believers that behaviour is communication and try to understand the root cause of the behaviour, before we try and correct it.*

#### **Some children will need:**

- Opportunities to redirect behaviour e.g. Class job
- Staff to have a good understanding of what behaviour looks like at fight/flight and freeze and what they can do to help
- Emotions check ins
- Targeted interventions to support social and emotional regulation
- Time with an adult in class to redirect their behaviour
- Seating plans developed to get support from adults when needed
- Now and next boards
- Sensory breaks
- Reward charts
- Language kept to a minimum e.g. Name...Request...Thank you
- Common language, 'I can see you are feeling....'
- Appropriate de-escalation strategies

## Appropriate Responses

- If behaviour is disrupting the learning of others, making others feel unsafe or has caused damage to the classroom or school environment, children may need thinking time in another class's Calm Corner
- Parent meetings with class teacher / phase leader
- It may be appropriate to catch up with any lost learning at another time of the day – This should not be at playtime or lunchtime

*We understand that a small minority of children in school have significant barriers to learning, often due to a range of factors. We understand that when these children are dysregulated, they are not in control of their behaviour and actions and are in crisis. We do everything we can to engage and connect with them (and help them to regulate), before we try to address the behaviour or ask them to reflect on it or put things right.*

## A few children will need:

- A personalised risk assessment
- Referrals to other agencies e.g. EP, Place 2 Be, Outreach support, Speech and Language, CAMHS
- Additional targeted interventions to support social and emotional regulation
- TAC meetings with SENDCO
- Boxall profile to support in school with possible changes to the environment or timetable
- Timetable adjustments
- Consistent and logical consequences once behaviour is regulated
- To feel in control by given choices to support them to access their learning
- To be approached with open body language
- Positive communication book for home

## Appropriate Response

- Staff ask for support from a member of the Senior Leadership Team
- Thinking time in a Calm Corner around school
- Parent meetings with class teacher and SLT
- Internal / Lunchtime seclusion
- Suspension from school for a fixed term

## NURSERY AND RECEPTION

In the Foundation Stage, staff will have conversations with children about rights respecting behaviour and the class charter and, if necessary, some 'thinking time' alongside a familiar adult.

## **LUNCHTIME BEHAVIOUR**

### **On the playground**

Children have the right to play safely.

Children should follow instructions from the adults on the playground. During the lunchtime break a variety of games and activities will be provided for the children. We discourage 'play fighting' as children can get hurt and become upset.

'Hitting back' is not acceptable. Children need to develop non-violent methods of dealing with problems. If children need help with solving conflicts with other children, they are encouraged to ask staff for help with this.

Positive behaviour over lunchtime is always fed back to the class teacher by the lunchtime organisers. Lunchtime organisers will reward good behaviour by giving children a 'Rights Respecting' token. These tokens are then exchanged for a class reward when they return to class e.g. A Dojo point or raffle ticket.

Any behaviour incidents at lunchtime will be dealt with in a restorative manner. Children will be offered a restorative conversation with a lunchtime organiser and a decision made about whether a consequence is needed. If non rights respecting behaviour continues, lunchtime staff will discuss this with the Senior Lunchtime Organiser, teaching staff, or a member of the Senior Leadership Team.

### **In the dining hall**

We expect children to enter and leave the dining hall in a calm and sensible manner. To respect the rights of others, we ask children to speak quietly to their friends and not shout across tables.

We encourage the good use of manners and cutlery. We also ask children to sit down whilst eating and they must remain in the dining hall until they have finished eating.

We aim to support children who may find lunchtime difficult by providing a selection of lunchtime activity groups in which they can participate. In Key Stage 2 children can also self-refer to Place 2 Talk, a confidential space to share any concerns with an adult.

## **RESTORATIVE PRACTICE**

All school staff will receive training in 'Restorative Practice'.

### **Principles of Restorative Practice**

- We are consistent in our approach
- We accept conflict as a part of life and understand our individual roles in triggering and reducing conflict
- We see conflict as an opportunity for learning, to build something better in place of what was there before
- We put people and relationships at the heart of everything we do
- We see behaviour as something to be understood rather than 'dealt with' or 'managed'
- We have very clear values that can be seen, heard and felt in every part of our school community
- We supportively challenge ourselves and others
- We do things WITH people rather than TO them or FOR them
- We involve people in decisions that affect them
- We ensure that all voices are heard and that processes feel fair
- We work together to put things right
- We see it as something to be used for the whole school community
- It is a culture / way of working / way of being

### **Restorative Conversations**

Following an incident, staff will ensure the following before a restorative conversation is offered.

#### **C.H.E.C.K**

- Calm and Ready – Have all parties had time to calm down?
- Heard – Have you gone through all the questions with all the parties?
- Equipment – Questions? Chairs? Location? Buddy? Paperwork?
- Consider – Needs of all involved. Visuals? Adapted scripts?
- Keep the rules of engagement clear – Can they be kind? Listen? Respectful?

#### **Restorative Questions (Years 1 – 6)**

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How do you feel about what happened?
- Who has been affected by what happened? In what way?
- What needs to happen to put things right?
- What could you do differently next time?

#### **Restorative Questions (Nursery and Reception)**

- What happened?
- How did it make you feel?
- How can we make it better?

## Response to Behaviour / Consequence Toolkit

At The Willows Primary School, we understand that all children are different and therefore we have a differentiated approach to behaviour management. Children will receive consequences for negative behaviours that are appropriate to them as individuals and the rest of the school community.

Where possible, all behaviour will be managed in class through good relationships and access to the class Calm Corner, time to reflect and restorative conversations.

If behaviour is hurting others, or damages the classroom/learning environment (impacting on children's rights to an education) the children may need support to reflect and reengage outside of the classroom.

Some behaviours, including violence, damage to school property and persistent disruption or defiance may result in more severe consequences including internal exclusions, suspensions from school or part time timetables. These will be investigated on a case by case basis.

All children might need	Non-verbal reminders Warning whispers – Praise in public / Reprimand in private Redirection with task / common scripts Access to the classroom Calm Corner for time to think and reflect Logical consequences e.g. Children may agree to make a sorry card if they have upset someone
Some children might need	Access to a Calm Corner in a different classroom Time to re-engage before they reflect Opportunities to re-direct behaviour e.g. A job Parent meetings with class teacher / phase leader Reward cards / report cards An opportunity to complete lost learning Work to be sent home Logical consequences e.g. Time off the playground if they have hurt someone
A few children might need	Access to a Calm Corner in a different area of the school Time to re-engage before they reflect Time with an adult to redirect their behaviour Support to reflect in different ways e.g. comic strip Logical consequences e.g. Helping to tidy up / Parent meetings SENDCO / SLT meetings Timetable adjustments Internal exclusions Lunchtime exclusions Fixed term suspensions In very rare circumstances, a child may be permanently excluded

**This policy should be read in conjunction with:**

COSST Anti Bullying Policy

COSST Safeguarding policy

COSST E-Safety Policy

The Willows Attendance policy

DfE Suspension and Permanent Exclusion Guidance