

Willow Tree Primary School

Behaviour and Relationships Policy

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Working together for a brighter future

Introduction

This policy incorporates the Equality Act 2010 Royal College of Nursing Guidance (2014): Positive and Proactive Care; Salford’s Safeguarding Children’s Board Managing Challenging Behaviour Policy (2014) and the DFE policy ‘Use of Reasonable Force’ (July 2013). Sen Code of Practice 0-25/ DOH – 2015.

Rationale

We strongly believe that positive behaviour and effective discipline are essential to enable children to learn and teachers to teach.

Our staff team have a shared understanding of what constitutes ‘good behaviour’ and the factors in school that support this. We strive to create a supportive and caring school environment where the rights and responsibilities of each person within our community are understood, valued and upheld.

This policy aims to ensure that every member of our school community feels happy, safe and secure. We want to create a community where everyone feels valued and respected and a place where they will be treated fairly and in a consistent way.

We hope to promote good relationships, so that people can work together with the common purpose of helping each other to achieve.

Our Values

The following values inform our behaviour policy and our expectations of members of our school community.

- Respect should underpin all we say and do.
- Positive behaviour is essential if we as a school are to provide an environment in which children can flourish and achieve their true potential.
- All our children are entitled to three basic rights: to feel and be safe; to learn and to be treated with respect, in a positive environment.
- We believe that we should promote clear, concise and appropriate rules with an agreed system of rewards and sanctions, which helps to encourage self-discipline and seeks to achieve and foster caring and tolerant attitudes towards each other.
- All staff, parents and children have a responsibility for behaviour in our school. They should therefore be involved in the decision making and evaluation process.

Our Aims

At Willow Tree Primary School our aims are:

- To model respectful and supportive relationships between all adults in our school.
- To treat all children with respect and warmth.
- To use positive language to emphasise and praise desired behaviour, rather than focussing on the negative.
- To teach emotional vocabulary so that children develop the language skills to help them to recognise and understand their own and others feelings.
- To teach the social skills of sharing, turn taking, listening, giving and receiving compliments, giving and receiving criticism.
- Using social problem solving structures such as circle time and restorative practises to give a framework for resolving difficulties constructively.
- To provide a secure and enriching environment where learning can take place and be enjoyed.
- To create a welcoming school community in which relationships are based upon mutual support, respect and trust and where everyone feels valued.
- To provide opportunities for the children to extend their social skills and develop independence and responsibility.
- To introduce an effective rewards and consequence system.

This policy is designed to promote good behaviour whilst developing an ethos of kindness and co-operation, rather than merely deter anti-social behaviour.

Visible Adult Consistencies

These are the everyday consistent routines and actions that will take place across school:

- **Meet and Greet**- This will begin when school staff meet children as they enter school.
- **High Five and Associated Quiet** – throughout school all adults will use the High five Sign. When children see this sign they are expected to be silent and raise their hand to show they are ready.
- **First Attention to Best Conduct** – In school the focus should always be given to those children who are following the school rules and doing the right thing.

School Rules

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In school there will be three school rules:

- **Ready**
- **Respectful**
- **Safe**

Early Years

We recognise that inappropriate behavior within Early Years may be developmental rather than choice. Children are taught the school rules – Ready, Respectful, Safe and what they mean on a day-to-day basis in school. In EYFS we explicitly teach our expectations and use praise, positive role models, house points and stickers to re-inforce positive behaviour. Where consequences are needed they are in the moment and appropriate for their age and stage of development. Children are regularly reminded of the rules and expectations. Where children forget the rules or repeated fail to meet expectations, then appropriate ‘time out’ will be given, e.g. 2/3 minutes. Following time out, a restorative conversation will take place and adults will monitor behaviour and praise will be given when rules are remembered. Rewards will be given in line with the school policy.

Consequences of Inappropriate Behaviour

Reminder - A child will initially be given a reminder of the correct behaviour we would expect to see-

Caution - Teachers will use the following script:

I have noticed that...

I want you to...

If not....

Child still on expected square at this point.

If behaviour continues:

Child will have moved on to the Thinking Square.

Child will be given thinking time to reflect on the school rule broken and come up with an appropriate consequence for their behaviour. Alternatively, the class teacher will create a consequence relevant to the offence, e.g. picking up paper/resources having made a mess, staying in at break time to finish work not completed because of inappropriate behaviour, loss of a privilege/losing part of a preferred activity up to five minutes time.

If a child continually reaches the thinking, square for low-level disruptive behaviours this need to be written up on CPOMS with a note of the behaviour. This will be communicated to parents where appropriate.

If behaviour continues a child will then move to the discuss and reflect square.

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Restorative Follow Up – The child will be spoken to by the adult who noticed the behaviour and the following restorative script will be used:

- What happened?
- What were you thinking?
- How did this make people feel?
- What else has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

As far as possible restorative follow up will take place in play or lunch times, not in learning time.

Exceptions:

If a child displays:

- Abusive behaviour
- Dangerous behaviour
- Behaviour which will make it impossible for others to learn

Staff will contact the Senior Leadership Team who will deal with each incident on an individual basis.

For positive handling approaches at Willow Tree, please see the Team Teach Approach Statement.

Rewards

We will use rewards in school when children go beyond everyday expected behaviour. At Willow Tree these are:

- House Points
- Stickers
- Certificates
- Communication home via Praise Pads
- Weekly Friday certificate presented in assembly

See Appendix 1 for Visual Representation

- At the beginning of each day, children will begin on the Expected Square. This means they are ready for learning, respectful and demonstrating safe behaviours – the behaviours we would expect to see in school
- Every child still on the expected square at the end of the day will receive a house point.
- Other house points rewarded will be recorded on Class DoJo
- We will also use rewards when children go beyond everyday good behaviour.
- The above and beyond square may be used for this, this should be used infrequent for only exceptional behavior (not the “always” children.)
- This is for children to move to for behaviours that are above what is expected

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- A child who moves on to this square would receive an additional Golden Ticket.
- Teachers will inform parents of behaviour, which exceeds expectation.

Above all praise and encouragement used as much as possible.

Approaches to Behaviour Management

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skillfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. The restrictive physical management of pupils should only be used in extreme situations – a last resort rather than a first response. The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation. Central to this is the positive encouragement of individual pupils by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour.

Behaviour improves best where there is a shared agreement between pupils, parents, the local children's services and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil's welfare, education and development.

When a pupil is regularly displaying behaviours which are inappropriate or challenging and which require strategies which are above and beyond those which are part of everyday classroom management and organisation, the pupil will need a Behaviour Support Plan. It is expected that such behaviour will fall into one or more of the following categories:-

- Danger to self or others, either intentional or unintentional.
- Behaviour preventing access to learning.
- Disruptive behaviours in particular settings, making it unsafe for others. High frequency of unsafe behaviours.
- Refusal to work / disruptive behaviour, but not a danger to others or self.

Behaviour Support Plans. (an individual approach for those children who sit outside the main behaviour policy)

A planned graduated approach to managing challenging behaviour.

BSP contain information about proactive strategies which are those strategies used within class as part of the daily routine and organisation such as

- Talking to a pupil in a calm and controlled manner, using his/her first name and a brief instruction.
- First... then (using symbols)
- Having favoured choice activities available in class
- If a pupil appears, upset talking calmly to him/ her repeating what is happening now and what he will be able to do next.
- Having a member of staff assigned to the pupil
- Classroom organisation

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- Advance warning of change of activities, visual timetable, now and then cards, use of time
- Staff modelling appropriate behaviour
- Any person who comes into contact with a pupil, e.g. supply staff, is informed of what can happen and what strategies are in place to de-escalate situations to may occur.

Active Strategies

Active Strategies are those which are used when a pupil is displaying signs of challenging behaviour

- Be aware of any warning signs that inappropriate behaviour may occur.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Talk low, slow and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for pupils to stop.
- Remind pupils about rules and likely outcomes.
- Set clear enforcement limits.
- Catch pupils being good and praise.
- Calmly and quietly repeat instructions.
- 'First....then....' (using symbols) – First do required activity, and then receive favoured activity as reward.
- Remove pupil away from trigger and remove trigger.
- Remove an audience or take vulnerable pupils to a safer place.
- Use safe defensive measures; guiding the pupil away is he is trying to make physical contact.
- Ensure that colleagues know what is happening, and get help.

Reactive Strategies

The strategies that will be used if a pupil's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe.
- Move furniture.
- Remove objects that can be used as weapons.
- Guide assertively – hold or restrain if absolutely necessary.
- Change member of staff as needed.
- Planned ignoring.

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- In a firm tone, repeat instructions.
- Inform pupils of consequences of his actions.
- Remove pupils to a safe area (outside of the classroom, child should always be accompanied)
- Offer choices
- Allow pupil time and space to process information and respond

Talk about the incident

School Exclusions

The next level of intervention in terms of severity of behaviour would be a fixed term or permanent exclusion. A pupil may be temporarily excluded from school:

- As a result of a single incident of such severity that a 'breathing space' is required.
- As a result of continued unacceptable behaviour which has not proved amenable to school interventions, and which is preventing other pupils from accessing the curriculum within school. The Headteacher of the School will follow the LA's set procedures in any instance of exclusion. The governors will be kept fully informed of any temporary exclusions and any move to permanently exclude will be as a result of a decision taken by the governing body.

Searching Pupils and their Possessions

Staff can search children with their consent for any item, which is banned by the school rules.

The new legal power to search children (including bags) without consent, not only for weapons but also for a list of other items, came into force in September 2010. New guidelines July 2011 extends this to include: cigarettes and other tobacco products, fireworks and specified personal electronic devices (mobile phones and I-pods etc.) or any item, which may be used to commit an offence and for items banned under school rules.

What the law says

The Head Teacher can authorise a search of children's outer clothing or their possessions (including bags) without their consent if there is reasonable grounds for doing so. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets and bags and sanction them if they refuse to do so. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

These guidelines exist to promote and ensure the safety of all members of our school community.

The blueprint is our daily reminder of behaviour practice at Willow Tree

Visible Adult Consistencies

Meet & Greet
High Five & Associated Quiet
First Attention to Best Conduct

Rules

Ready
Respectful
Safe

Over & Above Behaviours

House points
Praise pads Stickers
Certificates
Visit to Head Teacher

Sanctions (what we will do)

Reminder
Caution
Sanction
Restorative Follow Up

Microscript

I have noticed that...
I want you to....
If not ...

Restorative Questions

What happened?
What were you thinking?
How did this make people feel?
What else has been affected?
What should we do to put things right?
How can we do things differently in the future?

Our Value Message

We are a happy, inclusive and harmonious school. We value and nurture our pupils so they all feel special.