



## **Behaviour Policy**

# WILLOW GROVE PRIMARY SCHOOL

## BEHAVIOUR POLICY

### ADOPTION AND AMENDMENTS TO BEHAVIOUR POLICY

Written March 2024

<b>Section</b>	<b>Governors' Meeting or Committee</b>
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# WILLOW GROVE PRIMARY SCHOOL

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### **Principles, aims ethos and values**

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important, and everyone has the right to feel safe at all times.

The School Values will be taught to children and incorporated in to the teaching around behaviour. The Values, spelling out 'THRIVE' are:

T - Teamwork  
H - Hope  
R - Respect  
I - Integrity  
V - Value  
E - Excellence

These core values are taught through a range of diverse stories of real people both historical and contemporary from a range of backgrounds. This makes the values memorable and the pupils will see their own cultures and home lives reflected in the stories. Teaching around these values takes place in assemblies and ad hoc opportunities as well as in PSHCE lessons and class teaching and learning.

### **Objectives**

- To promote good behaviour and discipline.
- To promote self-esteem, self-discipline, equality, proper regard for authority and positive relationships based on mutual respect.
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability.
- To encourage consistency of response to both positive and negative behaviour.
- To promote early intervention and to involve outside agencies where appropriate.
- To provide a safe environment free from disruption, violence, bullying and any form of harassment and to promote such values in the wider community
- To encourage a positive relationship with parents/carers.
- To provide opportunities for pupils to contribute to the evaluation and review of the Behaviour Policy of the school.
- To provide all pupils with an environment free from any form of harassment or bullying.

### **Positive Behaviour Management**

We believe that good behaviour is a choice and that we can support all our children to make the right choices with their behaviour. We do this through a wide variety of positive behaviour management approaches, underpinned by restorative justice principles and practices. These are outlined in our Staff Handbook and inform our working practices throughout the school.

We use positive encouragement and praise to help children understand that their actions have consequences (both positive and negative) and where necessary we apply consistent consequences to support children in making positive choices. This is laid out clearly in our 'Consequences Chart' which all staff use to ensure consistency and fairness in our practice. When required, we develop and implement individually tailored behaviour plans to ensure all our children are equipped with the skills, they need to make the right choices.

We actively 'teach' appropriate behaviour in all situations. This is modelled to the children at all times by the way's adults interact with children and with each other. We never use harsh criticism

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or consequences which are psychologically or physically harmful. We always aim to be calm and consistent in our dealing with children, this fits with the calm, quiet and productive working environment we aim to foster.

When conflicts emerge, we take the time to listen and discuss the issues with all parties, adhering to the principles of restorative justice. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the conflict.

### **Attitudes for Learning**

The required Attitudes for Learning are simply stated as being ready to learn and require each pupil to take personal responsibility for their behaviour and are closely linked to our whole school values which are linked to character strengths. Children will be supported in acquiring the required Attitudes for Learning as part of their spiritual, moral, social and cultural development which will be covered through the curriculum as well as in the values assemblies and lessons.

Being ready to learn means:

- Coming to school with a positive attitude.
- Arriving on time.
- Being properly equipped.
- Performing to the best of your ability.
- Being calm and attentive.

Taking personal responsibility for behaviour means:

- Respecting the right of others to learn, their opinions, personality, privacy and property.
- Following the Willow Grove Primary School uniform policy.
- Moving around the school in a quiet and orderly manner.
- Seeking support/guidance from an appropriate adult if needed.
- Caring for the environment in and around school.
- Behaving appropriately whilst in school uniform to uphold the school's reputation.

Adjustments may be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. However, consequences may still be given as pupils with SEND are expected to follow the behaviour expectations and the safety of other pupils will be considered. All reasonable steps will be taken to avoid known triggers and help each pupil to succeed.

### **Role and Responsibilities**

The Local Governing Body of Willow Grove Primary School will establish, in consultation with the Headteacher, Senior Leadership Team, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

### **Staff Responsibilities**

All staff at Willow Grove Primary School, both teaching and associate, are responsible for ensuring that the Behaviour Policy and the procedures contained within it, are applied consistently and fairly.

It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using the school's restorative justice framework and practices. The specific

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behaviour management roles of teachers are described in their job descriptions and includes specifically addressing all forms of bullying including name calling etc.

Staff have responsibilities to:

- Speak and treat all pupils with respect.
- Help and encourage all pupils to achieve high standards.
- Provide a challenging, interesting and worthwhile curriculum.
- Create a safe and pleasant environment both physically and emotionally.
- Use positive and negative consequences clearly and consistently.
- Be a good role model.
- Form positive relationships with pupils and parents.
- Recognise and value the strengths of all children.
- Communicate effectively by using a variety of tones and voices, always avoiding shouting.

Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self-image. Small things such as knowing the names of children throughout the school, greeting all children positively and taking an interest in hobbies and families can make a huge difference.

Active listening is about giving full attention to the speaker in a non-directive, non-judgemental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy.

Genuineness conveys to the other party that you are being honest and that you are trustworthy. You have to feel what you say as well as mean it.

### **Parent/Carer Responsibilities**

The behaviour of children both inside and out of school remains the responsibility of the parents/carers of the individual. It is important for parents / carers to understand that pupils with SEND still need to behave safely with reasonable adjustments in place. The Headteacher has a duty of care to all children, staff and visitors on site to keep everybody safe. Parents/carers should be aware that teachers have a statutory power to discipline children for misbehaving outside of the school premises and to act upon incidents witnessed by a member of staff or reported to the school. We will always continue to work with parents to ensure that their child makes appropriate behaviour choices. The school may also impose consequences to children who misbehave on school site but after school hours (for example if they are attending clubs or wraparound care). This is the case even if they are attending an externally run club.

It is also expected that parents / carers will show respect to school staff at all times and in particular when children are present. Parents are provided with clear information about our behaviour policy when applying for the school and are expected to support this policy fully.

### **Behaviour outside of school premises**

The school's normal disciplinary procedures apply to pupils' conduct outside the school premises, including online conduct. We expect pupils to maintain high standards of behaviour at all times and reserve the right to sanction pupils for negative behaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;

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- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

### **Behaviour on school trips**

The school's normal disciplinary procedures apply to school trips. Incidents of misbehaviour will result in a pupil not being allowed on future trips, other than those with curriculum necessity as well as the imposition of the normal consequences. Parents may be asked to collect their child from a trip if the behaviour is unsafe or disruptive.

### **Pupil Transition**

When a child begins their education at Willow Grove Primary School, at whatever age, the behaviour policy is explained to both the child and their parents/carers. When joining the school from a previous nursery/pre-school/ other primary school the class teacher or team leader will contact the previous setting to ensure any behaviour support that a child may need continues to be accessed. In addition to this, as pupils may move on to another school or onto high school, we will ensure that any information about behaviour support is passed on to the relevant setting.

### **Playtimes and lunchtimes**

To help keep procedures consistent for the children, the same behaviour system operates both in class and on the playground.

### **Mobile phones**

Pupils are not permitted to bring mobile phones into school.

### **Rewards and Consequences**

At Willow Grove Primary School, we believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of positive consequences or rewards:

- Non-verbal rewards such as a smile or body language.
- Praise (genuine, specific and prioritising effort);
- Showing work or achievements to other pupils, other teachers, SLT.
- Postcards sent home from the Headteacher or Assistant Headteacher for exceptional work or conduct
- Any adult observing a child acting in a thoughtful, kind, generous, or caring way can give the child praise, a postcard home or a phone call home.
- Ad hoc rewards may occasionally be given (stickers etc) but these will be deliberately random / ad hoc to support intrinsic motivation. We do not have sticker charts / rewards charts or publicly displayed points systems to protect the self-esteem of all children and to ensure that inconsistent rewards do not happen.

### **Negative consequences**

Sometimes it is necessary to discourage pupils from making poor behaviour choices and at Willow Grove Primary School we do this through a system of logical consequences or sanctions. Our behaviour consequences chart is displayed in every classroom and is referred to on a regular basis. It is very important that these are referred to in order to support children to make good behaviour choices. There is also an adapted version for children in EYFS whose age and stage of development need a slightly different approach. There may also be reasonable adjustment and amendments for pupils with SEND if their SEND need has affected behaviour but it remains an expectation that all children regardless of need have to behave safely in school. Staff should adhere to the following:

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- Reference to consequences should be in a matter of fact voice - not through adult anger. Adults should never shout unless in extreme situations (such as to immediately alert a child to a dangerous situation etc)
- Pupils and parents should be informed of the hierarchy of consequences and the recording system.
- De-escalation techniques should be used to help prevent further behaviour issues arising/recurring and to help restore calm.
- If a sanction is used pupils should be able to start afresh as quickly as possible.
- If a loss of lunch play has been given, this should be limited to 30 minutes so that the pupil can eat lunch and have time outside to play before having a fresh start for the afternoon session. This may not always be possible if the child is not regulated.
- It is always made clear that it is the behaviour that is the problem and not the child.
- All negative behaviour choices are evidenced in a log on Arbor.
- Staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home.
- Staff will consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, staff will follow the school's child protection policy and report this to the designated safeguarding lead via MyConcern.

See the Consequences Chart (Appendix) for the order of consequences. Staff must adhere to the order of the steps and choose the best fit consequence if the exact behaviour isn't listed. The chart will be reviewed regularly and amendments made for clarity of use by all staff. All behaviour will be recorded on Arbor and monitored.

### **Serious Incidents**

The consequences of serious incidents could result in an internal suspension and/or an external suspension from Willow Grove Primary School for a fixed term or potentially a permanent exclusion. The parents/carers of the pupil will then be required to attend a formal 'Reintegration' Meeting with a senior member of staff during which the most appropriate support will be discussed/arranged. Parents' / Carers' engagement in these meetings is vital to best support their child to successfully return to school. Please see the Suspension and Permanent Exclusion Policy.

### **The use of reasonable force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Positive Handling Training will be given to some staff to ensure that any use of reasonable force is necessary and proportionate, being carried out in the safest way possible for staff and pupils. It is preferable that Team Teach trained staff carry out any restraints but in emergency circumstances, any member of staff may need to use reasonable force in order to keep everybody safe.

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### **Removal from classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will allow for continuation of the pupil's education in a supervised setting.

Removal from the classroom is considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

### **Alternate Provision**

On rare occasions, the school may seek support from an 'Alternative Provision' which may result in outreach support in the school or the pupil attending the provision instead of the school for an agreed period of time. Parents will be kept fully informed of any plans about the support offered through the provision and their child's progress towards being reintegrated back in to mainstream.

### **Training**

The Local Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management are provided to support the implementation of this policy.

### **Monitoring and Evaluation**

The Behaviour Policy of Willow Grove Primary School is evaluated and reviewed on an annual basis, and the whole policy and any amendments are agreed by the Local Governing Body.

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### Appendix 1 – Behaviour Consequences



## Consequences Chart

All consequences need to be followed up with a restorative conversation.

<p><b>STAGE 1 - Reminders Given / Move in Class:</b></p> <p>Low level disruption Ignoring Instructions Calling Out Not completing work</p>	<p><b>STAGE 2 - Move to Another Class and class teacher to contact parents:</b></p> <p>Persistent Stage 1 Behaviour (3 reminders) Rudeness</p>	<p><b>STAGE 3 - Loss of 15 Minutes of Free Time and class teacher to contact parents:</b></p> <p>Persistent Stage 2 Behaviour Unkind actions or behaviour Inappropriate remarks / Swearing Deliberate Provocation of others Minor Challenge to authority Rough or thoughtless play /actions Deliberate exclusion of others in play</p>	<p><b>STAGE 4 - Loss of 30 minutes of Free Time and SLT to contact parents:</b></p> <p>Persistent Stage 3 Behaviour (3<sup>rd</sup> incident in 7 days) More serious challenge to authority Verbal abuse / threats Spitting Rough play where a child is hurt and equal involvement with other child (both given consequences) Deliberate minor damage to property Leaving the classroom without permission</p>	<p><b>STAGE 5 - Internal Exclusion and SLT to contact parents / Consider safety on trips and on the playground (individual basis):</b></p> <p>Persistent Stage 4 Behaviour (3<sup>rd</sup> incident in 7 days) Deliberate damage to property Bullying Fighting Racism / Discrimination (verbal or physical) Throwing items in anger Deliberate aggression towards property (kicking lockers / throwing chairs etc) Minor Physical Assault on a pupil or adult (hit/slap/push)</p>	<p><b>STAGE 6 - Fixed Term Exclusion and HT to contact parents/ Consider safety on trips and on the playground (individual basis)</b></p> <p>Persistent Stage 5 Behaviour (3<sup>rd</sup> incident in 7 days) More serious physical assault on a pupil or adult (punch/kick/bite/repeated hitting etc) Leaving the school site without permission / Absconding Bringing an object in to school that could be used as a weapon Use of or threat of using an object to hurt another person Inappropriate behaviour *In extreme cases of violence or repeated Stage 5 and 6 behaviours, the Headteacher may consider a permanent exclusion</p>
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## EYFS Consequences Chart

All consequences need to be followed up with a restorative conversation.

<p><b>Stage 1-Reminder of behaviour expectations.</b></p> <p>The pupil will be reminded of the behaviour we expect to see from them e.g. good listening.</p> <p>Calling out Not taking turns/sharing Not following class instructions Ignoring instructions</p>	<p><b>Stage 2- Thinking Time (5 minutes) with a sand timer. A restorative conversation will occur afterwards to support the pupil to make better choices in the future. Parents/Carers will be informed by the class teacher.</b></p> <p>Persistent stage 1 behaviour (3 reminders in the same day) Rudeness to peers or staff Unkind behaviour</p>	<p><b>Stage 3- Time out of class to reset. This will be in another class or with a member of EYFS Staff. This will involve 10 minutes of quiet time (with a sand timer). The staff member will then have a restorative conversation with the pupil to support them to make better choices in the future. Parents/Carers will be informed by the class teacher.</b></p> <p>Persistent stage 2 behaviour Deliberate exclusion of others in play Rough or thoughtless play Inappropriate remarks/language Deliberate provocation of others</p>	<p><b>Stage 4- Loss of 15 minutes of Free Time, this will be spent with SLT.</b></p> <p>A restorative conversation will occur afterwards to support the pupil to make better choices in the future. Class Teacher will contact Parents/Carers.</p> <p>Persistent stage 3 behaviour (3<sup>rd</sup> incident in 7 days) Verbal threats Spitting Rough play where another child is hurt Deliberate minor damage to property Leaving the classroom/ learning area without permission. This includes lunchtime.</p>	<p><b>Stage 5- Internal suspension.</b></p> <p>The pupil will remain with SLT (in their office) for an extended length of time between 30 minutes and the rest of the day. SLT will contact parents and meet with them. Safety measures and support strategies will be evaluated considering the pupils' individual needs. External support will be sought by the SENDCo where appropriate.</p> <p>Persistent stage 4 behaviour (3<sup>rd</sup> incident in 7 days) Deliberate (more severe) damage to property Throwing items in anger Physically hurting another pupil or adult (hit, slap, push).</p>	<p><b>Stage 6- Fixed Term suspension.</b></p> <p>Persistent stage 5 behaviour (3<sup>rd</sup> incident in 7 days). The HT will contact Parents/Carers. Safety measures and support strategies will be evaluated considering the pupils' individual needs. External support will be sought by the SENDCo where appropriate.</p> <p>More serious physical assault on a pupil or adult (punch/kick/bite/repeated hitting etc) Leaving the school site without permission / Absconding *In extreme cases of violence or repeated Stage 5 and 6 behaviours, the Headteacher may consider a permanent exclusion. This would be in discussion with appropriated professionals and the local authority.</p>
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