

## THE WILLOWS PRIMARY SCHOOL

### Positive Behaviour Policy

#### Rationale

*'Good behaviour is a necessary condition for effective teaching to take place'  
(Education observed 5 - DES 1987)*

*"We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.'*

*(p. 99 Elton)*

A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment so that children and teachers can make the most of lesson time for the key purpose of education.

As a prerequisite to learning and teaching we need, therefore, to spend time setting the ground rules and stating the school's code of conduct. This policy aims to provide the framework which will support the maintenance of an orderly environment and allow members of our school community to concentrate upon our chief purpose.

We recognise that within an inclusive school there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour, and other programmes of intervention and support may be used, in conjunction with external agencies.

We appreciate the importance of a multi-agency approach to behaviour management, and following the introduction of 'Every Child Matters', we understand the lead we may be required to take in consulting and communicating with other agencies.

#### Aims

At The Willows Primary School we aim to create an environment which encourages and reinforces good behaviour. We want our children to feel safe and happy at school. Furthermore, we want our children to take their places in society with good social, personal and academic skills.

The behaviour policy should:

- Identify the roles and responsibilities of members of the school community in encouraging and promoting good behaviour
- Identify the roles and responsibilities of members of the school community in discouraging unwanted behaviour

We have the following key aims:

- To maintain, encourage and promote good behaviour
- To define acceptable standards of behaviour
- To establish and share an understanding of school and class rules
- To have in place agreed sanctions where rules are broken
- To ensure a shared understanding of what will happen if....
- To have a firm, consistent approach across the school
- To give children an opportunity at each stage to 'redeem' themselves

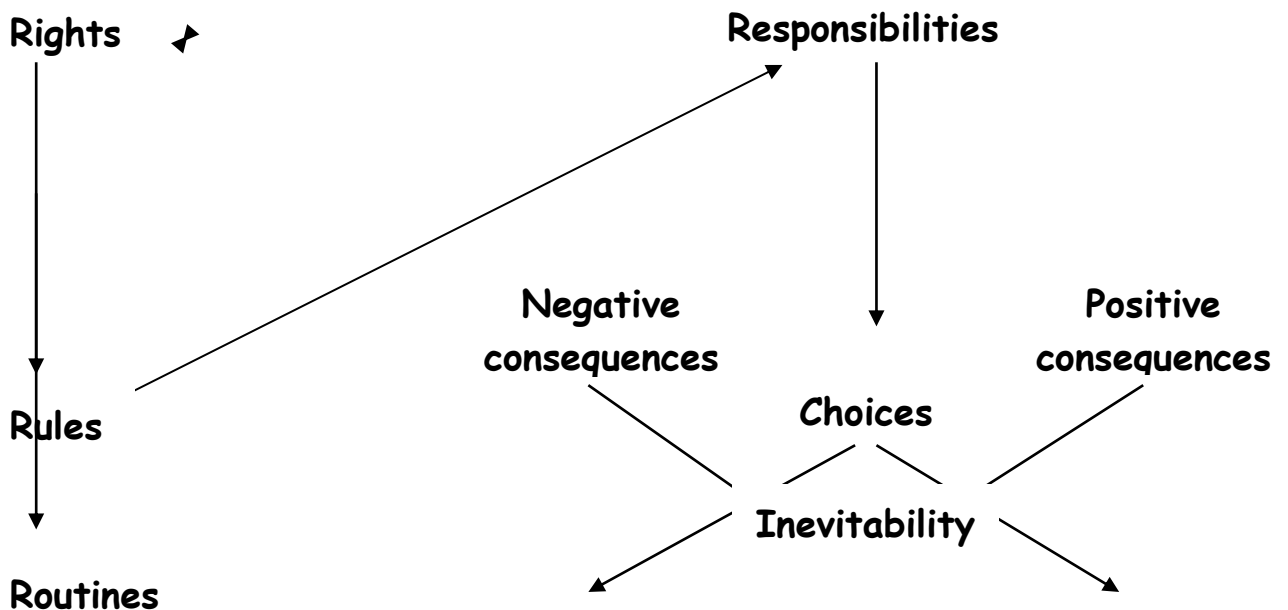
- To encourage children to take responsibility for their actions
- To facilitate discussion in circle time and PHSE about the need for rules, and the responsibilities we each have to one another
- To take active steps to develop children's social, emotional and behavioural skills
- To be ready to be flexible, looking for a variety of strategies in cases where children cannot conform to the normally expected patterns of behaviour
- To involve parents at an early stage
- To use a multi-agency approach wherever appropriate

## Our approach

### The 4Rs framework

Pupils, parents, teachers and support staff all take collective responsibility for the promoting of positive behaviour at The Willows Primary School.

Positive relationships with children are the key to positive behaviour. Underlying this principle, our approach to behaviour is based on an understanding of the links between the 4R s - rights, rules, responsibilities and routines - and how each of these features contributes to an overall school and classroom behaviour plan. (See Appendix 1 for further definition)



When all of these are in place, all adults and children should have a clear and shared understanding of how their classroom and the wider school environment is organised to achieve the best possible learning for everyone.

Our behaviour plan:

- behaviour
- managed classroom
- 

Helps children to know what to expect  
Reduces the likelihood of inappropriate

Helps teachers to plan for a well-

Puts the focus on learning

## Promoting Good Behaviour

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos where achievement and good behaviour are celebrated in a number of ways. These include:

### In class

- ✓ Home School Agreement
- ✓ Class Contract
- ✓ Golden Apple Stamp
- ✓ A class 'marble' or 'ball' jar for collection of tokens awarded for good behaviour of the class
- ✓ Class rewards decided by the class teacher in conjunction with the children
- ✓ Extra privileges in class e.g. giving additional jobs or responsibilities
- ✓ The use of circle time to celebrate
- ✓ Individual 'well-done' certificates awarded and sent home
- ✓ A special word to parents at the end of the day
- ✓ Showing work to another teacher, the Head or Deputy Head
- ✓ Individual 'record of achievement' books in which praise and awards can also be recorded

### In 'Congratulations' Assemblies

- ✓ Headteacher's certificates X2 each month
- ✓ Teachers' certificates X1 each month
- ✓ Captains' certificates X2 each month awarded by house and sports captains, head boy and head girl.
- ✓ Children talk about and are presented with awards gained in or out of school
- ✓ Special mention of particular achievements, eg charity collection, competition winners, etc
- ✓ Presentation of lunchtime awards for good behaviour, manners
- ✓ Presentation of Housepoint Trophy to the winning House Captains
- ✓ Celebration of classes achieving a full marble/ball jar

### On Display

- ✓ The 'Unsung Heroes' Board
- ✓ Wall displays in class and corridors showing work of which children are proud

### Newsletter

- ✓ Mention of special class activities, including good behaviour when representing school
- ✓ outside
- ✓ Sporting and musical achievements
- ✓ Individual children's achievements, eg competition winners

### End of Half Term

- ✓ Two children from each class selected as 'Unsung Heroes' with photos on board in foyer and presentation of certificates in assembly
- ✓ Total house points announced leading to extra playtime for the winning house

### End of term

- ✓ Presentation of good attendance and punctuality awards

### End of Year

- ✓ Special Year 6 Leavers Assembly: children share thoughts and memories of time in school  
children presented with achievement certificates and gifts
- ✓ End of Year Assembly: Good attendance/punctuality certificates and prizes awarded  
Head Boy and Girl receive thanks, gifts and governors' award  
Medals awarded to Year 6 members of school sports teams

### Other opportunities to celebrate include:

- ✓ Open Evening, the annual whole-school production and concerts, where children can demonstrate their talents, Grandparents Afternoon.

## Rules and sanctions

### Whole school:

At The Willows Primary we have a clear set of rules and expectations. They are:

#### Our Golden Rules

At The Willows Primary School we expect everyone to show:

Respect  
Support  
Consideration

To achieve these we will:

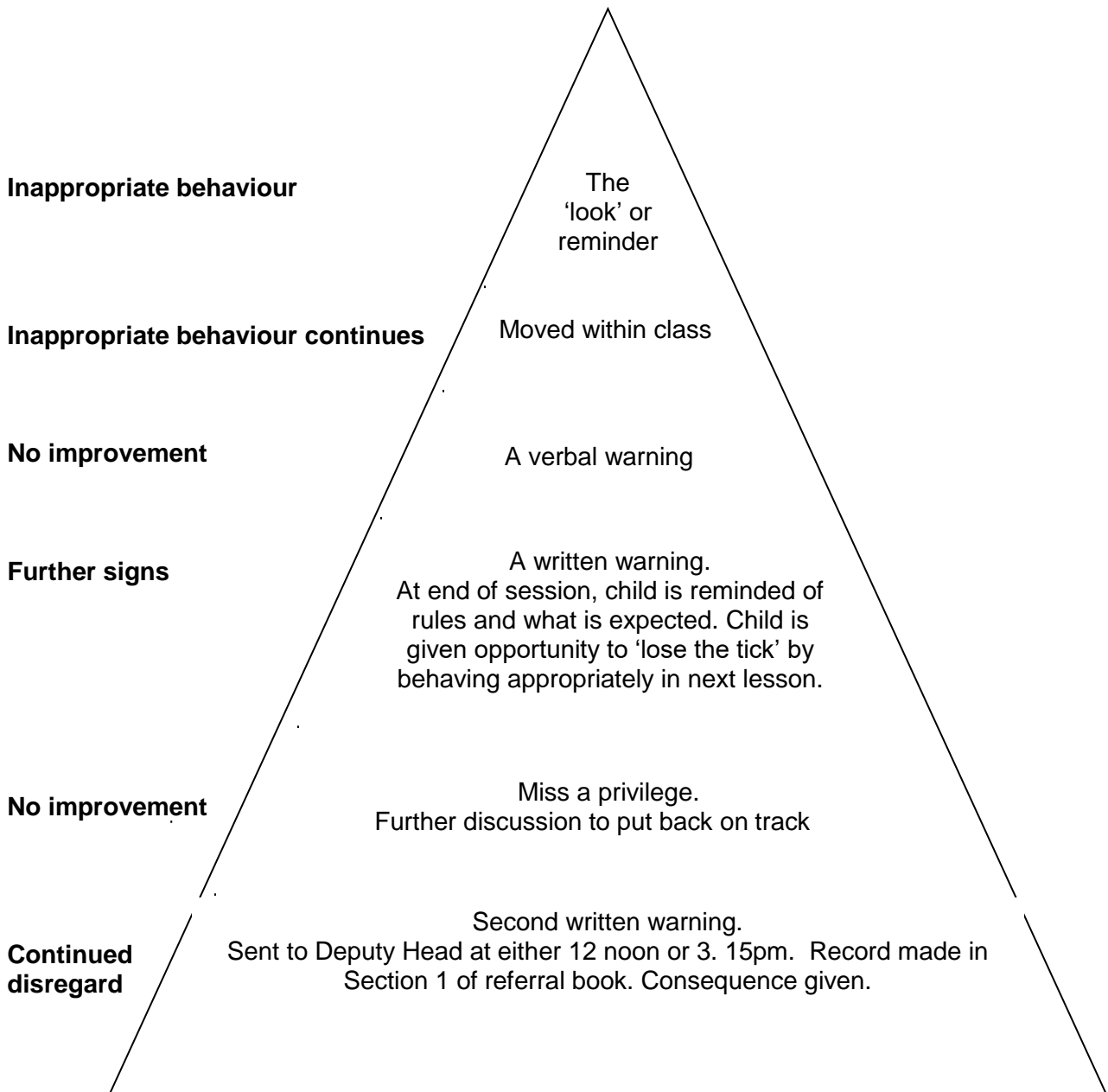
Be friendly and polite  
Follow instructions the first time  
Look after personal and school property  
Walk around the building quietly  
Be kind and helpful to those in need  
Keep unhelpful hands, feet, objects and comments to ourselves

Be honest

#### Our Class Rules

As well as following the school rules, we will:

Work hard  
Listen to other people  
Keep our voices quiet unless told otherwise  
Let others work without interruption  
Only use acceptable language  
Put things away in their proper place



Children should be allowed to move back up the pyramid as well as down. Consideration should also be given to keeping children motivated and not feeling that 'all is lost'. If they reach the ultimate class sanction they then move on to the next stage.

It is the responsibility of all members of staff to monitor children's adherence to the rules. There will be reminders in assembly about the rules, rewards and sanctions. The rules are also included in a beginning of term letter to parents, the home-school agreement and school prospectus and staff handbook.

#### **In the playground:**

The school rules also apply during lunchtimes and breaks, which are important times in a child's school day. Here children are free to form friendships, to structure their own play and to show self-discipline and responsibility towards others.

However, lunchtimes and breaks can be a source of stress for both children and staff. These stresses and concerns need to be voiced and addressed to avoid negative effects on relationships,

behaviour and learning in our school. Children are able to air concerns in circle times, to school council members, or directly to class teachers, Deputy Head or Headteacher.

We work in partnership with our midday supervisors to promote our positive behaviour policy during lunchtimes and breaks and supervisors are able nominate children for good behaviour awards.

If a child fails to follow the Playground Rules they may be referred to the Lunchtime Organiser. A note should be made of concerns and this is circulated to the class teacher.

The playground is zoned and includes a quiet area, games tables, seating area, free play area and nature zones. The playground also has a Friendship Bench on which children can sit if they are feeling lonely.

#### **In the toilets:**

### **Toilet Rules**

- Respect each other's privacy**
- Always wash your hands**
- Only use toilet paper for what it should be used for**
- Use the toilets properly**
- Put paper towels in the bin**
- Turn off the taps**

#### **Behaviour we expect to see when children are out of school**

When pupils are out of school they are still representing the Willows and we therefore expect that a high standard of behaviour is maintained and pupils conduct themselves in an appropriate manner at all times including:

- Giving way to adults
- Showing good manners to members of the community
- Playing co-operatively without fighting;

The behaviour of pupils outside school can be considered as grounds for exclusion in accordance with Trafford's exclusion policy.

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is Reasonable."

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or

- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **Confiscation of inappropriate items**

Members of staff have the power to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They also have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol,
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If necessary the appropriate law enforcement officers may be called into school.

### **Referral to the Deputy Headteacher**

Certain extreme misdemeanours will automatically by-pass the pyramid of sanctions outlined above and children will be referred directly to the Deputy Head, for example:

- Physically hurting another child intentionally
- Fighting
- Verbal abuse including swearing and racist and sexist remarks
- Deliberately vandalising school property

**Bullying** will be dealt with according to the school's Anti-bullying policy

The Deputy Head will record this in the behaviour referral book in **section 1** and will decide a fitting punishment. This might include:

- Sending a letter home
- Break time detention
- Referral to the Headteacher (Biting or stealing will be referred directly to the Headteacher.)

## Referral to the Headteacher

If the Deputy Head judges it necessary, the child should be entered into **section 2** of the referral book and sent with the book to the Headteacher. The Head will then implement the following stages:

<b>Stage 1</b>	Discussion/ investigation of incidents leading up to this, explanation of what will happen next and recording in the referral folder.
<b>Stage 2</b>	Letter goes home explaining our concerns. Further discussion with the child and consideration of strategies to avoid further incidents
<b>Stage 3</b>	Child loses a privilege and a letter is sent home informing parents of this and inviting them in to discuss their child's behaviour. Further consideration of intervention strategies and programmes will be considered.
<b>Stage 4</b>	<p>Child is given an Individual Behaviour Plan and is placed on a weekly report card. The child is seen on Friday afternoon by the Headteacher to review progress and contact is made with parents on a weekly basis to consider the week's behaviour. A review date is set with parents.</p> <p>External support may be sought and agencies informed as appropriate. This might include:</p> <ul style="list-style-type: none"> <li>• Referral to the educational psychologist</li> <li>• Referral for LEA support</li> <li>• Involvement of TAs supporting children with behavioural difficulties</li> </ul>

## Retracing Steps

Each day will be a fresh start. At all times children should be given the opportunity to move out or back through the stages. The referral book will be reviewed half-termly and class teachers asked to update on improvements in children's behaviour. Where there is improvement the child will be sent for, complimented and his/her name crossed out.

Where parents have been informed of the child's behaviour, a letter will be sent home congratulating the child on the improvement and informing parents that the child has moved down a stage.

## Exclusion

If none of these sanctions are effective and the child continues to disturb the education of others within the school then the Headteacher will begin a process of:

1. fixed- term exclusion
2. permanent exclusion

After a period of 5 days fixed-term exclusion, a member of the Governing Body will be involved in meeting with the child's parents and Headteacher to discuss other possible courses of action.

This is of course an extreme measure and is very rarely used at the Willows. Our Positive Behaviour and Anti Bullying policies provide most Willows children with a structure within which they can demonstrate the good behaviour expected in our school.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard guidance, ***Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units*** (DCSF, September 2012) as advice. We refer to this guidance in any decision to exclude a child from school.

## PERMANENT EXCLUSION

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will however be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff.
- sexual abuse or assault.
- supplying an illegal drug.
- carrying an offensive weapon.

Schools should also consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Team, Social Workers, etc.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.

## FIXED TERM EXCLUSION

Pupils may be excluded from the Main School for a Fixed Period if any of the following take place:

- Physical violence towards staff, other adults or pupils which, in the view of the Headteacher may result in injury to the child or others.
- Throwing or overturning furniture or equipment or deliberately destroying resources which, in the view of the Headteacher may result in damage to property or to others.
- Wilfully absconding from the building/school grounds.
- Threatening or aggressive behaviour to others (this may include bullying, sexual or racial harassment, spitting or swearing) with the intention of intimidating others.
- Continual disobedience and defiance or actions which may result in injury to child, others or property.
- Behaviour which repeatedly disrupts the routine of the class or school and which prevents others from learning.
- Deliberate and serious theft of school, staff or pupil's property.
- Deliberate and serious breach of school rules and policies (including the Dress and Appearance Policy).

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child

permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent one, if the circumstances warrant this.

If the Headteacher excludes a child, S/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.

A letter outlining the full details of the exclusion must be sent to the parents/guardian of the excluded pupil. The school will use one of the model letters contained in Part 8 of the DCSF document mentioned above.

The Headteacher informs the LEA and the governing body about the permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of three to five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **Multi-agency meetings**

Where children do reach the level of fixed-term exclusion it is likely that they fall into the category of having a high level of need and could be categorised as having Social, Emotional and Behavioural Difficulties (**SEBD**). At this point (or before) it might be appropriate to call a **professionals meeting** to discuss alternative strategies that might be used. The people called to this meeting should include:

- the headteacher
- the classteacher
- a TA involved with the children already as part of SEBD provision
- a member of the relevant external agencies ( social services, health service, educational psychologist, EYSS)
- a representative from the LEA

The outcome of this meeting should be discussed by the Headteacher with the child and the child's parent(s). A review date should also be set.

### **SEBD – children through the net**

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/ sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include:

- **temporary part-time timetables** as part of reintegration following an exclusion. These would be negotiated between parent, child and class teacher and are always seen as a temporary measure enabling children to find a positive base from which to increase their time in school
- **parents accompanying children into school** – in some cases children may benefit from parents being involved with them on school site. Once more this would require negotiation and support from all parties concerned
- **Support from a TA.** A class or SEN TA could provide support and encouragement for individuals who may lack the concentration to stay in class for the full school day. In some cases they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising the self-esteem of the child, basing the work upon their individual needs and interests and finding ways of motivating them within class.
- **Adapting the curriculum** – in some cases children will not be able to cope all day with the set curriculum. It may be that for a part of the day alternative arrangements are made and more practical, 'fun' type activities arranged to keep them on track. This might take the form of a rewarding activity for the child and a friend after a successful day. It might also include class rewards as peers have helped the child to remain included. The use of **golden time** is another option.
- **Individually adapted reward cards and stickers** – some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teachers and TAs. In some cases parents might also be involved in further support at home.
- **Mentoring** – some children will find it difficult to work with a number of people but may benefit from establishing particular links with one individual in the school who can act as a mentor. The mentor might meet with the child on a weekly basis to discuss progress and/ or support in or out of class. Where behaviour is likely to erupt, the mentor's support might be requested to help talk to the child and pre-empt any further difficulties. The mentor should not be expected to apply any sanctions as this would alienate the child from them.
- **Providing responsibilities** – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children with a task, an adult or being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them. These should be considered as options.

It is worth remembering that for some of these children:

- **friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community – this should be built into the support for the child
- **a chaotic home life is experienced** - especially children defined as 'at risk'. Their behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate from.
- **find it difficult to be praised.** For some children praise is not part of their normal expectation and as such they can find it almost a threat. This might be seen where a child is close to obtaining a major reward only to 'fail' at the last moment. Quickly administered incentives very closely linked to the desired behaviour should be considered. It might also be appropriate to 'freeze' rather than remove rewards. This can help remove the 'self-fulfilling prophecy' of constant failure.
- **actions are not easily linked with consequence** – their pattern of behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.
- **feeling 'cornered' will result in extreme reactions**

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with SEBD. At The Willows we aim to give support as appropriate

and provide staff with the opportunity to talk through their frustrations. Dealing with children with SEBD is always a balance between:

- the needs and inclusion of the individual child concerned
- the entitlement of the class
- the capacity of the teacher to remain calm in what can be extremely testing circumstances

Where a child is 'acting out' a no-blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. S/he may not be able to explain why s/he behaved as s/he did and can just as suddenly revert to the normal behaviour expected.

In cases such as this, opportunities for the child to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken, but when circumstances are more settled and the child can be encouraged to reflect on her/his behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or 'backing children into a corner'.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

SEBD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

### **A positive environment**

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, nurture and recognition of individual need and worth should be maintained. This can be seen through:

- ✓ a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- ✓ the example set by members of staff in their relationships and communications with children
- ✓ the support and relationships that members of staff have with one another
- ✓ the sense of community within the school
- ✓ the sense that all children are ambassadors for us
- ✓ interesting and well-prepared lessons that cater for individual need
- ✓ a colourful and stimulating environment in and around the school building
- ✓ varied opportunities for children with different gifts and talent to see these celebrated
- ✓ a recognition that we are all different and that there is no 'best fit' model for a human being

### **Success criteria**

The success of this policy will be judged according to:

- the number of referrals received at stage 2 and above
- the total number of fixed-term and permanent exclusions
- the anecdotal comments of the school community
- comments from children in school council and parent and staff evaluations



**Policy Review**

This policy will be reviewed in September 2024 following thorough discussion between all sections of the school community and taking into account the success criteria described above.

Signed ..... Chair of Governors

Kirsten Warren  
September 2023

## APPENDIX 1

### The 4rs Framework – Further definition

**Rights and responsibilities.** These are inextricably linked. They refer to staff and children and are the basis on which classroom relationships, teaching and learning are built.

**Teachers' responsibilities** – to enable all children to learn, to seek out and celebrate improvements in learning, to treat children with respect, to create a positive classroom environment in which children feel safe and able to learn.

**Teachers' rights** – to be able to teach without hindrance, to feel safe, to be supported by colleagues, to be listened to.

**Children's responsibilities** – to be willing to learn, to allow others to learn, to cooperate with staff and peers, to do their best.

**Children's rights** – to be treated with respect, to be safe, to learn, to be listened to.

**Rules.** These are the mechanisms by which rights and responsibilities are translated into adult and child behaviours.

**Routines.** These are the structures which underpin the rules and reinforce the smooth running of the classroom. The more habitual the routines become the more likely they are to be used.

**Choices.** Children can be encouraged to make choices about their behaviour and take responsibility for their own actions. Choice will be guided by their responsibilities and will lead to positive or negative consequences according to the nature of the choice.

**Consequences.** Children will know the consequences of sensible or inadvisable choices. Responsible choices lead to positive consequences, while if children choose to behave inappropriately there will be a known negative consequence.