



TITLE: Behaviour Policy

MODEL POLICY STATEMENT

Policy Owner:		Review period:	Annual
Last Review:	13 November 2023	Approving Committee:	Learning
Next Review:	November 2024	Latest FGB adoption:	

Public Sector Equality Duty

This policy is written with due regard for the public sector equality duty that is placed on all schools. Willowbrook School will make reasonable adjustments for members of the school community with SEND and protected characteristics and guard against discriminatory practices and victimisation to ensure no-one is treated unfairly.

Aims of Willowbrook School:

- Teach the children to be learners for life
- Inspire all children to learn by providing creative, stimulating and challenging opportunities
- Value the strengths and achievements of all.
- Encourage children to respect themselves, others, their school and their community
- Provide opportunities for everyone's academic, emotional and social growth
- Provide a safe, secure and well-maintained community environment
- Work with parents, the school and the wider community
- Involve parents/carers in their child's education.

Aims of this policy:

This policy aims to:

- To provide a consistent approach to behavior management across our school
- Define what we consider to be unacceptable behavior, including bullying
- Outline how pupils are expected to behave
- Summarise the responsibilities of different people in the school community with regards to behaviour management
- Outline the systems of rewards and sanctions

Rationale

At Willowbrook School we develop excellent standards of behaviour through our 'Willowbrook Way' curriculum. This curriculum carefully defines the behaviours and habits that we expect pupils to demonstrate, and is underpinned by our four values of Respect, Teamwork, Excellence and Friendship. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

The 'Willowbrook Way' (*Appendix 1*) is also based on the EEF's Summary of recommendations in the document, 'Improving Behaviour in Schools', which states:

- Consistency and coherence at a whole-school level are paramount
- Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

Our success is tested not only by the absence of problems, but that we manage them effectively. All members of staff have a corporate responsibility for promoting positive behaviour by applying the Willowbrook Way and the policy consistently and being good role models. We base our approach to behaviour management on high expectations and a range of rewards which are given publicly and privately. We believe that this is the most effective and positive way of creating a positive learning environment for all children. Consequences/sanctions are also used where necessary and as appropriate to the child and the behaviour that has occurred. Each learning session will be a fresh start for the majority of children, although there will be occasions when consequences will continue for some.

Roles and Responsibilities

The Local Governing Body

The local governing body is responsible for agreeing the Behaviour Policy.

The Headteacher and the Senior Leadership Team

The Headteacher has developed the policy in consultation with staff. The headteacher and the SLT will ensure that the school environment encourages positive behaviour and that staff deal with poor behaviour effectively. They will monitor how staff implement the policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Modelling a good example with regards to behaviour, work ethic and showing respect to others.
- Setting high standards, having high expectations and applying policies and procedures firmly, fairly and consistently.
- Recording all behaviour incidents in line with the policy.
- Providing a personalised approach to the specific behaviour needs of particular pupils.
- Discussing concerns about pupil behaviour with parents

Classroom Management:

At Willowbrook school, we recognise that teaching and support staff are responsible for setting the tone, climate and context for positive behaviour within their classroom.

As outlined in our Adult Behaviour Blueprint (Appendix 2), staff will:

- Create and maintain a stimulating environment that encourages all children to be engaged.
- Highlight and promote over and above behaviour
- Meet and greet pupils at the beginning of each day
- Follow the school wide visual consistencies and routines
- Establish their own clear keystone routines e.g. transitions, end of the day
- Develop a positive relationship and attempt to build relational currency with all pupils
- Show children they are valued and that they belong at Willowbrook
- Follow micro-scripts to send a safe and consistent message to a child
- Follow up any incidents with a restorative conversation focused upon repairing the relationship.

On occasion, it may be necessary for staff to have physical contact with pupils, for a variety of reasons (*please see Physical Management policy*)

Parents

At Willowbrook we give high priority to working in partnership with parents. Parents have a vital role in promoting and maintaining positive behaviour in school therefore effective home/school communication and cooperation is important. The school expects that parents will give their full support in dealing with their child's behaviour.

We ask parents to:

- Keep us informed of behaviour difficulties they may be experiencing at home and what they are doing about it
- Inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family and how it is being managed
- Inform us about their child's ill health and any absences connected with it, providing evidence when requested
- Ensure their child arrives at school in good time and wearing full school uniform.
- Attend parent/teacher meetings and discuss their child's progress and how they can support their child's learning
- Attend behaviour meetings with teachers, team leaders or senior leaders with a positive and supportive approach
- Speak with staff if they have concerns by making an appointment with appropriate staff and not discussing grievances in front of their child
- Promote the importance of doing well at school

The school will endeavour to achieve positive home/school communication by:

- Promoting a positive environment in the school
- Giving regular, constructive feedback on children's learning and behaviour.
- Positively feeding back to parents their child's successes whilst at school
- Encouraging parents to come into school on occasions other than parents' evenings.
- Keeping parents informed of school activities by newsletter, parent talks, school website
- Informing parents fully at an early stage in any disciplinary problems.

Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Demonstrate a positive attitude towards learning
- Follow The Willowbrook Way
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept reasonable and appropriate sanctions
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school.

Rewards and Sanctions

Rewards

At Willowbrook School, we believe children need a positive and supportive ethos to encourage them to thrive. We aim to create positive relationships between all stakeholders and we seek to recognise those children who go over and above in following our school rules and enacting our school values. Positive behaviour will be rewarded with:

- Specific Praise
- A sticker (EYFS/KS1) or Merit (KS2)
- A special mention from the headteacher
- A postcard home
- A whole class token

- Recognition on the whole school recognition board
- Family points

Our Friday Flyer Assembly is used as a vehicle to share successes across the school.

Please see the in class promise for EYFS, KS1 and KS2 (Appendix 3) for more detail.

Sanctions

Despite focusing on the positive sides of behaviour management, we recognise that there will times when a clear structure for managing unacceptable behaviour will be required. All children will be made aware of possible sanctions they may face for negative behaviour.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder from an adult detailing the unacceptable aspects of their behaviour
- Move learning spaces within their classroom
- 'Take 5' in their classroom (EYFS)
- 'Take 10' in a nominated classroom
- An internal exclusion.
- A fixed term suspension.
- Permanent exclusion.

If a child has to spend some time out of their classroom, a text will be sent or a phone call will be made to parents and any missed learning will be sent home with them. The expectation is they return this learning the following day along with the signed slip from their parents. If there is repeat incidents in a short space of time, a meeting with team leaders or senior leaders and parents will be arranged.

Please see the following documents for more information on our response to negative behaviour:

- *Behaviour Pathways (EYFS, KS1 and KS2) – Appendix 4*
- *Behaviour Triangles (EYFS and KS1/2) – Appendix 5*
- *Behaviour Letter Templates – Appendix 6*

Take 5

In the EYFS, if a child has not improved their behaviour following a warning, they will be asked to 'take 5' in an agreed space in the classroom. After 5 minutes, an adult in the classroom will have a restorative conversation (using the chat mat if appropriate) before the child rejoins the provision.

Take 10

When a child has been given reminders in line with the 'In class promise', but is not changing their behaviour, they will be sent to take 10 in a nominated classroom. This is a time for them to self-regulate and complete a 'think sheet' (Appendix 7) to allow them reflect on their behaviour. 10 minutes is a guideline for this. Following this, the teacher will have a restorative conversation with the child. The teacher will record the incident on CPOMs and update the take 10 spreadsheet to allow behaviour to be tracked and patterns identified. If a child is asked to take 10 twice in one day, they will have an extended take 10 (EYFS/KS1) or be internally excluded (KS2) in the inclusion room with a member of the SLT.

A text will be sent to parents to inform them that their child has had some time out of class and that they need to meet the class teacher at the end of the school day to discuss their child's behaviour. The teacher will discuss the child's behaviour with their parents/carers and make any reasonable adjustments for the following day. They will also hand out the take 10 letter and some learning the child has missed to be completed by the next day.

For repeated take 10s, parents will be asked to attend a meeting in school. After 3 take 10s this will be with the class teacher and the Team leader. After 6 take 10s, a member of SLT will arrange a meeting and the child's needs and provision will be discussed in more detail. At this stage a relational support plan and co-regulation plan might be created.

Internal Exclusion

At Willowbrook School, we aim to create a calm, safe and supportive environment in which all pupils can learn and thrive. It is vitally important that we have the highest expectations of all our pupils. For the vast majority of pupils, internal exclusions will not be necessary as other strategies can manage behaviour. However, there will be occasions when children are given an internal exclusion and supervised away from their peers. The length of an internal exclusion is decided by the SLT member on duty and will be based on a number of factors including the seriousness of the behaviour and the best chance of a positive reintegration back into class. This will be recorded on CPOMs, parents will be informed and any missed learning will be sent home. The frequency of internal exclusions will be monitored half termly by the Assistant Head Teacher and Head Teacher.

Fixed-term suspension

In some more serious circumstances, it may be necessary to suspend a child from school. This is where a pupil is temporarily removed from school. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in a safe, calm and supportive environment. Suspension is an essential behaviour management tool used to provide a clear signal of what is unacceptable behaviour. It also shows that their current behaviour is putting them at risk of permanent exclusion.

Reintegration after a suspension

Pupils are met with a member of SLT following a period of suspension; the aim of the meeting is to:

- Remind the pupil that they are being given a fresh start and any previous behaviours are not an obstacle to their future success
- Help them to understand the impact of their behaviour on themselves and others
- Remind them about the Willowbrook Way and the high standards of behaviour we expect at Willowbrook
- Inform the pupil of any changes to their provision
- Remind them that they belong and are valued in our school community

Where possible this meeting should include the pupil's parents. Children cannot be refused re-admission should parents not attend.

Permanent exclusion

Permanent exclusion will always 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. The decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Willowbrook is an inclusive school and it is important that adults, including parents, work together and do all that is possible to support the child to remain in school; however, this must not be at the expense of the learning of the majority.

Reasons for suspension OR permanent exclusion

Types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy e.g. an illegal drug
- For persistent and serious misbehaviour, including bullying.
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

In exceptional circumstances, the head teacher may permanently exclude a child for a one-off offence.

Decision to suspend or permanently exclude

If any child is sent home for disciplinary reasons, it is considered to be a suspension or a permanent exclusion. The decision to exclude is made by the head teacher or the most senior teacher who is acting in that role. It is expected that a parent or nominated adult will collect the child from school promptly. Parents will always be notified in writing of the reasons for exclusion, and their right to appeal.

For both suspensions and permanent exclusions, Willowbrook School will always follow the most recent National Guidance from the DfE.

Recording

In order to apply this policy consistently it is vital that there are effective and efficient systems of recording behaviour, rewards and sanctions. Notes regarding poor behaviour, bullying, friendship issues etc. are recorded on the school information management system CPOMs. SLT are alerted to all incidents recorded and logs are closely monitored. Parents are informed and involved from the very early stages. Internal exclusions, take 10s and chatroom visits are also recorded on a tracking spreadsheet to allow identification of patterns and repeat incidents.

Relational Support Plans, Co-regulation plans and Risk Assessments

At Willowbrook School, we acknowledge that some children require a differentiated approach to managing their needs and behaviour and that reasonable adjustments need to be made. This may be true for children with an EHCP, with emotional or mental health needs, who have attachment needs or who have experienced trauma or Adverse Childhood Experiences (ACEs). We recognise that these children may need a significant level of support to help them regulate and manage their feelings and emotions. We consider the needs of each child on an individual basis and will support these children in a variety of ways.

A Relational Support Plan (*Appendix 8*) will help plan for and manage different aspects of support for the child to ensure everyone is working consistently and predictably together throughout the day. It will specify a key team of adults for the child, make clear how relationships will be developed and it will detail any changes that need to be made to the learning or social environment to help the child feel safe, secure and understood.

A Co-regulation plan (*Appendix 8*) will be created for children who struggle to self-regulate. This will outline an agreed response for de-escalation for the child. This will again ensure a consistent approach is followed for that child.

When a child's behaviour impacts upon the safety of themselves or others, a risk assessment (*Appendix 9*) will be undertaken to determine an appropriate course of action, e.g. removal of other pupils, calling on a familiar adult, removal of an object, physical management of the child etc.

Please see 'Physical management policy'

SOS cards

Each adult has an SOS card. This will be used to summon immediate help if a serious incident, that threatens health and safety, is occurring. A member of staff will give the card to a child to take to the nearest available member of staff. When the card is received help should be sent immediately.

The Learning Hub

A child whose behaviour continues to deteriorate and is at risk of permanent exclusion might be timetabled to spend all/some of their school day in the Learning Hub. This is a high adult to child ratio room where each child is given their own workstation and personalised timetable based on their individual needs. The main aim of the Learning Hub is to develop the necessary social and emotional skills to manage more successfully back in their mainstream classroom. The Hub teacher works in collaboration with the class teacher and parents are informed at every stage of the re-integration process.

Playtime

To support good behaviour at playtimes, all support staff are out on duty so that there is always a familiar adult for the children to go to. Issues can be dealt with as they arise rather than cut into learning time. A teacher will also be on duty each day on each playground.

Lunchtime

Behaviour Pathway

Please see *Appendix 4* for details regarding the lunchtime behaviour pathway.

Playground Zoning

In order to engage children in positive play at lunchtime, the playground is zoned into different areas. Each area has an adult overseeing it and provides different activities for the children to do.

The Chatroom

A child who is struggling to manage their behaviour at lunchtime might be asked to come to the Chatroom. This is a room supervised by a member of SLT who will talk through with them what has happened. The time in the Chatroom will vary according to what has happened and how the child has responded both outside and during the restorative conversation. All Chatroom incidents are recorded on CPOMs and logged on the tracker spreadsheet.

If a child comes to the chatroom three times in a short space of time, they will have a certain number of days off their playground dependent upon their age. If they still struggle to manage their behaviour following this, a lunchtime plan will be created.

Inside Out Club

If a child is finding lunchtimes difficult they have the option of coming to Inside out club. This is a room supervised by a member of staff who is available to talk to. The room is set up with different games and activities for the children to take part in.

After School Clubs

Unsuitable behaviour at after school clubs may result in children being temporarily or permanently excluded from after school clubs.

School visits

A behaviour contract needs to be signed by the child and parent before the pupil is allowed to go on a school trip/visit. Children whose behaviour has not been acceptable in school will be subject to individual risk assessments. The school will refuse to take children off the school site if their behaviour is deemed likely to put themselves or others at risk or significantly affect the learning of others. Parents will be informed of this in writing and this may be up to and including the day before the trip.

Please see 'School Trips Policy'

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) before the Summer holidays. Enhanced transition documents are also provided.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour will be transferred to relevant staff at the start of the new year.

Bullying

Everyone at Willowbrook School has the right to feel welcome, enjoy school and to be safe. Only if this is the case will all members of the school community be able to achieve their best. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening. Where bullying exists, the victims must feel confident to use the anti-bullying systems within the school, to end the bullying. The school aims to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and build an anti-bullying ethos in the school.

Please see 'Anti-bullying Policy'

SEN

Where the behaviour of a child is giving cause for concern and is not responding to the consistent application of the behaviour policy, the class teacher will discuss this with the parents and SENCo and a Relational Support Plan will be created. This will be reviewed at least half- termly. Depending on the level of support needed, the child may be put on the SEND register as having an 'additional need' in terms of their 'social, emotional and mental health.' This process will be managed according to the SEN policy.

Partner Agencies

Full use will be made of such agencies as Education Welfare, Inclusion Officers, Social Care, Health Services, Education Psychology and School Support Services when it is thought to be appropriate and beneficial to the child, parent and/or the school. Parents will be fully informed and involved throughout this process.

Equal Opportunities

Willowbrook is a fully inclusive school, which works hard to create a welcoming community which fosters psychological, emotional and intellectual growth. We do not discriminate in any way against any pupil seeking admission. Once pupils are at the school, our aim is to provide the best possible learning experiences for all. This includes giving appropriate support to pupils who require something different to access the curriculum and wider opportunities. We want all pupils to have full access to all activities.

Child Protection

We recognise that all staff and governors have a full and active part to play in safeguarding all pupils from harm, and that a child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Please see 'Child Protection Policy'.

This Policy was adopted by Willowbrook School in January 2018

This Policy was reviewed in November 2022

This Policy was reviewed in November 2023

Signed

..... (Headteacher)

..... (Chair of Governors)