



TITLE: Behaviour Policy

MODEL POLICY STATEMENT
 This is a Willowbrook School policy

Policy Owner:		Review period:	Annual
Last Review:	14 November 2022	Approving Committee:	Learning
Next Review:	November 2023	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.

Behaviour Policy

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.

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.

Reward system

Please see:

- In class promise –Appendix 2

Consequences

Please see:

- *Lower school Behaviour pathway (N -Y2) - Appendix 3*
- *Upper school Behaviour pathway (Y3-Y6) - Appendix 4*

Please see Behaviour triangles:

- *Lower school -Appendix 5*
- *Upper school -Appendix 6*

SOS cards

Each room will have 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.

Risk assessment

When a child's behaviour causes his/hers or others health and safety or ability to learn to be at risk, a risk assessment 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

The Works

Where a child has been given reminders in line with the 'In class promise' but is not changing their behaviour, they will be sent to the Works. This is a room where a member of staff will help them to reflect on what has happened and the impact it has had on themselves and others in class. They will also discuss ways the pupil can make the situation right so they can go on to have a positive day. The time in the Works will vary according to age. A text will be sent to parents to inform them that their child has had some time out of class and work that has been missed will be sent home. If this happens frequently, parents will be asked to attend a meeting in school. In the first instance, this will be with the class teacher and the Team leader. If the behaviour continues, a member of SLT will convene a meeting and the child's needs and provision will be discussed in more detail and tweaked in discussion with their parents.

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.

The Chatroom at lunchtimes

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.

Inside Out

If a child is finding lunchtimes difficult they have the option of coming to Inside out. 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.

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

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 are closely monitored. Parents are informed and involved from the very early stages.

Staff Code of Conduct

All staff have a responsibility for setting a good example with regards to behaviour, work ethic and showing respect to others. We must set high standards, have high expectations and apply policies and procedures firmly, fairly and consistently.

Please see Code of Conduct for All Staff

Physical Contact between Staff and Pupils

We aim that Willowbrook School will provide a calm, well ordered and secure environment. On occasion, it may be necessary for staff to have physical contact with pupils, for a variety of reasons.

Please see Physical Management policy

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. This is generally for the rest of the school day including any break times. This will be recorded on CPOMs and parents will be informed. The frequency of internal exclusions will be monitored half termly by the Assistant Head Teacher and Head Teacher.

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 an 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.

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

Parental Involvement

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
- 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.
- 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.

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

Signed

..... (Headteacher)

..... (Chair of Governors)

