



Behaviour Policy

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Chair of Governors- Claire Hawkes

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BEHAVIOUR POLICY

At Willow Farm Primary School we provide a broad and balanced curriculum - a blend of academic, social and personal education. We strive to create a happy work-centred environment where effective learning can take place and where the potential of all pupils can be developed in a climate of mutual caring and respect.

Just as we believe in the importance of teaching our children to read and write, we are committed to teaching children how to behave; both towards each other and towards adults. We believe that in partnership with parents, children's behaviour needs to be carefully developed with an emphasis on praise, encouragement and positive reinforcement.

This document outlines our approach at Willow Farm to encouraging acceptable and desirable behaviour. Whilst our policy is flexible to account for different age groups, it lays down clear expectations for children and clear guidelines for staff.

This Policy gives clear guidance on how we encourage what is desirable and discourage that which is undesirable for most of the children. However, it will need to be applied sensitively in order to bring out the best in each child (a sanction to one child may seem like a treat to another).

If any child's behaviour is a cause for concern parents will be contacted in order to keep them informed and to ensure that we have a consistent approach between home and school. Similarly, if parents themselves have concerns they are urged to contact school so that the issues can be addressed.

This policy should be available to all staff, supply teachers and students who work within the school thus ensuring a consistency of approach

How We Encourage Good Behaviour

At Willow Farm we recognise and highlight good behaviour and praise children for behaving well. We aim to teach and demonstrate the behaviour we wish to see, and encourage children to be responsible for their own behaviour. By using frequent praise we give emphasis to desired behaviour rather than the undesirable. We believe children need a clear set of guidelines to follow so they know what is acceptable and unacceptable behaviour. Each classroom has its own set of positively phrased rules, negotiated between teacher and pupils based on our whole school vision on what behaviour we value as a school. The rules should be on display in the classroom and referred to regularly. These rules are also signed by each pupil.

Rewards

We use a system of rewards which may include:

- verbal praise
 - ‘well done’ stickers
 - show work to other member of staff
 - a certificate
 - a metal badge to wear on their shirt
 - a photo on the Pride of Willow Farm display in the Hall
 - share successes with parents
 - whole class reward system leading to free choice activity- usually once a term
 - individual rewards e.g. raffle tickets.
- Table Points**

The **raffle ticket system** works throughout the school. Raffle tickets are given to individuals when they have demonstrated ‘good behaviour’. Tickets are placed in a central box and one ticket is drawn from the box during our weekly pride assembly. The Prize will be a Head Teacher’s Certificate.

How We Discourage Inappropriate Behaviour

We support children’s understanding of the behaviours that we are looking for at Willow Farm Primary School through daily and weekly teacher led activities such as assemblies and PSCHE sessions.

In addition we use a wide range of strategies to discourage behaviour which does not support our learning with pride vision. These include:

- whole school and class reward systems
- reminders of class rules
- highlighting others good behaviour
- non-verbal sign: these may include a frown, eye contact etc.
- planned ignoring
- proximity control
- whole school ‘Card System’

Card System

FS2 and Y1 this is managed in the child’s own classroom with the class teacher.

- Firstly a verbal warning and reminder of appropriate behaviour is given.
- If the inappropriate behaviour persists a yellow card is given to the child. This means 5 minutes reflection time at break. The staff member issuing the card logs it in the card record book- NOT ON THE BOARD. The child will sit at the table in the corridor with a staff member on card duty.

- If the behaviour persists then a second yellow card is issued. This means 10 Minute reflection time at break. The staff member issuing the card logs it in the card record book- NOT ON THE BOARD. The child will complete a 'My reflections sheet' and then discuss it with their class teacher.
- A third yellow card in a session will result in a red card being issued. If the behaviour continues then the child will be taken to a member of the Senior Leadership Team.
- A red card can also be issued immediately for physical violence.
- A red card results in reflection for 15 minutes at their next break. The child will complete a 'My reflections sheet' and discuss it with teacher on card duty. The child's parent/carer will be contacted by the adult who issues the card or their class teacher. The staff member issuing the card logs it in the card record book- NOT ON THE BOARD.
- If a child receives a second red card within a week, the above system will be followed but a member of the Senior Leadership Team will contact the parents.
- If a child receives a third red card in a week, the above system will be followed and a meeting between the Head Teacher and child's parent will result in an Individual Behaviour Plan being put into place and the SENCO will be informed.
- All reflection sheets will be recorded in the reflections file along with the 'Card System' record book.

If the targets on the child's Individual Behaviour Plan are not met this may result in fixed term or permanent exclusion.

The Head Teacher has the right to automatically issue a red card should she deem it appropriate and she has the right to exclude a child who has not worked their way through the card system should she deem it appropriate.

Our behaviour policy works for the majority of children who attend Willow Farm. However, from time to time, the school has children who have significant SEN in the area of behaviour. The Head Teacher retains the right in such exceptional cases to dis-apply the policy from the child concerned and implement separate procedures.

Occasionally we may need to use reasonable force when preventing pupils from hurting themselves or others, from damaging property, or from causing disorder. All members of school staff or people who are temporarily in charge of pupils e.g. volunteers or parents can use reasonable force if necessary.

Reviewing Effectiveness

Record Keeping

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school behaviour policy.

The school maintains accurate records using agreed forms/formats.

The head teacher keeps a record of any child who is excluded for a fixed term or permanently excluded.

Monitoring and Evaluation

The school [Deputy Head] monitors behaviour incidents in order to identify issues or trends.

The school monitors incidents of unacceptable behaviour in terms of:

- Type of incident [including racist, sexist and homophobic incidents];
- Critical days/times in a week;
- Critical places within/outside school;
- Pupils involved;
- Profiles of students involved [gender, age, SEN, ethnicity];
- Timeliness of response;
- Outcomes.

Staff receive individual and collective feedback, as appropriate, on behaviour management issues, incidents, trends and outcomes of incidents.

The Deputy Head Teacher monitors the effectiveness of this policy on a regular basis. She monitors the number of yellow and red cards issued.

She also reports to the governing body on this policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure the behaviour policy is administered fairly and consistently.

This policy will be initially reviewed termly, thereafter annually, and it will take place in consultation with all staff, governors, pupils and parents. The outcome of the review will be communicated to all those involved, as appropriate.

The school evaluates its policy against key objectives:

1. Individual measures – number of red and yellow cards required; increased academic progress and attitudes to learning.
2. Whole school measures – general behaviour patterns and behaviour management trends; equal opportunities; effectiveness of the policy in encouraging positive behaviour; increased academic progress; staff support and training needs; balance in the use of rewards and sanctions.

**Currently due to Covid restrictions and classes needing to remain in a bubble, children will spend their 'card time' with the teacher or teaching assistant outside during break. We will resume normal practice once restrictions are lifted.*