



Willow Farm Primary School

Policy

Behaviour Policy

Signed: _____

Date: March 2023 _____

Nominated staff member responsible for policy Lindsey Jamson _____

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.

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

Aims of the policy

To ensure that our school is conducive for learning and is a safe, secure and happy place to be for all, we aim for:

- a positive, happy and safe environment in which children can grow and develop into caring citizens;
- close partnerships between parents and carers and all stakeholders being unreservedly positive about both behaviour and safety;
- children to demonstrate impeccable conduct, respect for others and behaviour in, around and outside of school;

- excellent improvements in behaviour for individuals with particular behaviour needs (over time);
- children consistently displaying an exceptionally positive climate for learning, a thirst for knowledge and understanding and a love of learning;
- children' attitudes to learning to be of an equally high standard across subjects, years and classes and with different staff;
- incidences of low-level disruption in lessons to be extremely rare;
- bullying and derogatory or aggressive language (in all their forms) to be very rare and dealt with highly effectively and swiftly;
- children showing pride in their school and school environment through their excellent conduct, manners and punctuality; and for
- all stakeholders to value punctuality and regular attendance

PRIDE values




Positive

To be positive as a person enables someone to believe in themselves and their abilities. It encourages them to take actions and motivates them to persist. Being courageous and positive allows our children and adults to face new challenges and embrace all that life offers.


Responsible

To be responsible as a person ensures someone who cares for themselves, others and the world around them. Responsibility provides our children and adults with a sense of purpose and guides their everyday behaviours.


Inquisitive

To be inquisitive and question is a skill that enables our children and adults to have an active mind and become life-long learners. They are eager for knowledge and relentless in their quest to find answers and solutions.


Determined

To be a determined person ensures that our children and adults will have the resilience to achieve their goals, hopes and dreams.


Empathetic

To be an empathetic person is to ensure that our children and adults understand the feelings of those around them and can demonstrate kindness, compassion and inclusivity. Our children and adults respect the thoughts and opinions of those around them and are courageous to speak out when they witness intolerance or injustice.

As a school community, we feel that we all have a responsibility to promote good behaviour and model, and demonstrate, our school rules and values. Children who demonstrate these values, or who show particular effort or improvement towards them, can be awarded in many different ways

How We Encourage Good Behaviour

The willow farm PRIDE values are at the heart of everything we do. We talk about, and live, these values in all aspects of school life. The children are recognised for demonstrating these PRIDE values

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. The school has 3 clear rules which are used by all adults in school. These are: be ready, be respectful and be safe. These rules are clearly displayed in classrooms and around school.

Rewards

We recognise and reward learners who, both meet and go ‘over and above’ our standards. Rewards are very important and a powerful tool for encouraging appropriate behaviour.

Verbal recognition and praise – An encouraging remark when positive behaviour is spotted takes no time and effort, but it can still mean a lot to the pupil.

“**Shout Outs**” are used during lessons to celebrate children’s achievements and their hard work. The value of verbal praise should not be underestimated and should be used appropriately and often.

Communication to parents from the teacher – We keep close contact with parents. An encouraging note in the home school diary, or word to parents at school drop off and pick up time, is appreciated by pupil and parent alike. Seesaw messages are also a powerful means of communication and allows parents to celebrate their child’s achievements with them.

Stickers - These are available in all classes and from all staff in school where appropriate. They are suitable for all ages and are particularly motivating. The Head Teacher also has a range of stickers and ‘Praise Pads’ and will use these at her discretion.

Teacher individuality - The teachers will use a variety of techniques to highlight good examples to the rest of the class including thumbs up, round of applause, stickers, charts, celebrations etc. Each classroom will have their own way of celebrating success and use these in collaboration with the children. Some may use a wall of fame or star of the day/week board (for example) where the names of children going above and beyond general good behaviour will be displayed. Some have a whole class behaviour chart where the children work together for a common goal. Individuality of this form is important to the teacher, class and children. **Positive Praise Phone call** - Children demonstrating exceptional behaviour may receive a positive praise phone call home. These may happen from the teacher or Head Teacher. These will outline the reasons they have been highlighted as a good example to others.

Head Teacher’s Award – Children can be sent to the Head Teacher for a special sticker for excellent behaviour or work.

PRIDE Assembly – Each week, children are selected for PRIDE assembly where they have demonstrated success, or improvements, against the PRIDE values. The pupil is then presented with one of their Pride Values badges, as part of the award by their teacher, and acknowledged by the school community and the Head Teacher.

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 PRIDE values or our school rules. These include:

- reminders of school rules : be ready, be respectful and be safe**
- highlighting others good behaviour**
- non-verbal sign: these may include eye contact, waiting for quiet etc.**
- planned ignoring of some behaviours**
- proximity control**
- whole school 'Card System'**

Card System

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 on CPOMs.

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 on CPOMs. It may be appropriate for the child to complete a reflection sheet about their behaviour.

A third yellow card in a session will result in a red card being issued. If the behaviour continues then a member of the Senior Leadership Team will be informed at the time.

A red card can also be issued immediately for physical violence.

A red card results in reflection for 15 minutes at their next break. It may be appropriate for the child to complete a 'My reflections sheet' and discuss it with teacher or member of

SLT. 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 the incident on CPOMs

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 may result in an Individual Behaviour Plan being put into place and the SENCO will be informed.

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 SEND in the area of behaviour. The Head Teacher retains the right to dis-apply the policy from the child concerned and implement separate procedures.

On very rare occasions, 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. Behaviour incidents requiring a red or yellow card are recorded on CPOMs.

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

Monitoring and Evaluation

The school 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 Head Teacher monitors the effectiveness of this policy on a regular basis. She monitors the number of yellow and red cards issued termly or more frequently if appropriate. 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 reviewed annually.

The school evaluates its policy against key objectives:

Individual measures – number of red and yellow cards required; increased academic progress and attitudes to learning.

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.