



Willow Tree Behaviour Policy

Intent

Our school vision is to enable the children of Willow Tree to become successful learners, confident individuals and responsible citizens. In order for our children to achieve this, we aim to provide a nurturing environment where children respect themselves and others. We believe that working with our children, families and wider school community through Restorative Practices, helps us to fulfil our school vision and aims. Therefore this policy outlines a framework for the behaviour and attitudes, responsibilities and values expected of our whole school community, which is underpinned by restorative approaches. A restorative approach will build and strengthen community by promoting positive interactions and relationships, whilst managing conflicts by supporting individuals in taking responsibility for their actions and empathising with others. These approaches empower children and staff to be the best they can be with the ultimate aim of ensuring that the children achieve their personal and academic goals.

Aims

- To develop positive relationships through a restorative approach, which promote self- esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment, where all can develop their skills of working both independently and co-operatively.
- By creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Roles and Responsibilities

The Governing Body

- The Governing Body is responsible for reviewing and approving the written statement of behaviour principles.
- The Governing Body will also review this behaviour policy in conjunction with the headteacher effectiveness.

Senior Leaders

- Responsible for reviewing this behaviour policy.
- Senior Leaders will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour and will monitor how staff implement this policy to ensure applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents using CPOMs.



The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Restorative Practice

At the heart of our behaviour policy is a Restorative Practice approach, with the intention to build and maintain relationships, through resolving incidents that occur between people through a peaceful and fair process in which all parties are heard and respected.

We use restorative and relational approaches as outlined in our behaviour pathways to help pupils understand the impact of their actions and how to resolve it.

Restorative Practice aims to:

Reduce	Improve	Develop
<ul style="list-style-type: none">• Exclusions• Disruptive behaviour• Conflict• Bullying• Low level disruption	<ul style="list-style-type: none">• Behaviour• Learning• Attendance• Outcomes	<ul style="list-style-type: none">• Honesty• Responsibility• Accountability• Empathy• Emotional Literacy• Conflict Resolution Skills• Positive Learning Behaviour• Positive Learning Environment• Independence

In order to maintain relationships, staff will use the following questions to support their restorative conversations.

- **What happened?**

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

- **What do you think and feel about that?**

What each person was thinking and feeling at the time, before and since. Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

- **What are the needs of those involved?**

What those affected need to feel better, move on, repair harm and rebuild relationships.

- **What do you think needs to happen next/to make things right with each other and with the school community?**

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

Zones of Regulation

To support our Restorative conversations, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how their behaviour can impact upon the feelings of those around us.

Blue	Green	Yellow	Red
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

Zones of Regulation will therefore support restorative conversations as adults and children will be able to accurately talk about how incidences have made them feel.

In School Guidelines

Positive Approaches to Behaviour and attitudes at Willow Tree

- Check ins and Check outs at the start and end of every week.
- One Track to Succeed. Children begin the day on green and working their way up through Silver to reach the top of gold each day.
- Blue and Yellow Jumpers handed out weekly
- Dojo rewards in KS2
- Sticker rewards in Foundation Stage and KS1
- Post it notes home for KS2, sharing positive parts of a child's day.
- Specific identification and praise of appropriate behaviour, providing plenty of positive comments ("catching the good")
- Sending a child to another staff member showing good work or attitude
- Recognition of their attitude and behaviour in their annual report.



It is important to always try to “catch the good”, highlighting desired behaviours to a greater degree than commenting on any inappropriate behaviour.




Reflective Pathway



Behaviour is seen at Willow Tree as a form of communication and in instances of negative behaviour, they will be dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process.

All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.



All adults within our school follow the 5 stage behaviour pathway.


KS1 and KS2

	Stage	Behaviours displayed to go straight to stage
	Stage 1 - Relationship to be built and maintained	
	Verbal reminders of making positive choices. Use of affective language. Use of check in, check up, check outs. Use of positive language and one track to succeed.	Mild disruptions Poor choices Walking around without permission Tapping on tables Swinging on chairs if not for sensory need Not following instructions
	Stage 2	
	Informal Restorative conversation with class staff member to agree next steps. Restorative sheet to be completed. Children asked to have reflection time in their class. Aim: To take responsibility, acknowledge harm and choose their next steps.	Repeatedly disrupting Inappropriate words or conversations Accidentally hurting someone Teasing another child Lack of respect for objects or others
	Stage 3	
	Invite to formal restorative conversation with class staff member. The meeting will end with consequences that are decided together. Note of this conversations to happen on CPOMS	Constant disruption to people or learning time Being rude and shouting Not making the good choice even after support
	Stage 4	

	<p>Removal from the classroom to the Phase Leader.</p> <p>A formal restorative conversation with the phase leader. Parents are informed but do not have to attend at this point.</p> <p><i>Reconnection meeting with class teacher, going back to the classroom – looking at agreed action.</i></p> <p>Note of this conversations to happen on CPOMS</p>	<p>Consistent, repeated, intentional misbehaviour</p> <p>Breaking the school rule – keep your hands, feet and unkind words</p>
	<p>Stage 5</p>	
	<p>Formal restorative conference with all involved, child, teacher, Senior Leader and parent. Home/school behaviour agreements in place.</p> <p>Note of this conversations to happen on CPOMS</p>	<p>Violence to staff or children, severe destroying of school property, bullying, racist and homophobic incidents</p>

EYFS

	Stages	Behaviours displayed to go straight to stage
	<p>Stage 1 - Relationship to be built and maintained</p>	
	<p>Verbal reminders of making positive choices. Use of affective language. Use of modelling good behaviours Use of check in, check up, check outs. Use of positive language and one track to succeed.</p>	<p>Mild disruptions Poor choices</p>
	<p>Stage 2</p>	
	<p>Timer, (2 mins for Nursery and 5 mins for Reception), and think about what they have done in a space in the classroom. When the timer has finished, they should bring it to the adult.</p> <p>Adult will check they have understood why they had to sit out or adult to go to them.</p> <p>Adult will ensure child apologises to the person they upset and restore anything affected by their behaviour such as picking up toys they have thrown.</p> <p>As soon as an adult sees the child behaving appropriately after the event,</p>	<p>The deliberate ignoring of clear instructions</p>

	they will provide them with specific praise.	
	Stage 3	
	Staff in EYFS will communicate this with parents/ carers at the end of the day. Note of this conversations to happen on CPOMS	Repeated deliberate ignoring of clear instructions

SEND

Behaviour is a form of communication, and it is important we understand what the child is telling us through their behaviour. We acknowledge that some children present with behaviours that can at times present a barrier to their learning, possibly identified as Social Emotional and Mental Health Difficulties, and staff are proactive and look beyond the behaviour to the cause, and plan interventions to help modify and reduce any barriers to learning. Children may be given a personalised support plan to ensure a consistent approach is used for planned strategies and staff work in partnership with parents to improve behaviours and meet targets. Other appropriate external agencies may need to be contacted to offer support and advice to help staff meet the child's needs

Pastoral

Staff need to be alert to sensitive issues or home circumstances that may adversely affect a pupil's behaviour. They also need to consider the possibility that child protection issues (abuse or neglect) may be involved. If this is the case, staff must refer the matter to the designated safeguarding lead (currently the Headteacher) who will follow guidelines. (Please see the Child Protection Manual)

Looked After Children

Staff who teach these pupils should be made aware of their status by the designated teacher (currently the Headteacher). Class teachers should contribute to the child's Personal Education Plan, if necessary addressing issues related to their behaviour within the guidelines of this Policy.

Bullying

If acts of bullying are seen or reported, staff should deal immediately with the occurrence. Pupils are encouraged to report instances of behaviours that upset or hurt them or their friends to the member of staff in school when it happens. The Home-School Agreement recommends that parents contact school if they have concerns about their child's well-being or behaviour.

Bullying can be the verbal or physical hurting, threatening or frightening of another person. There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves



In addition:

- Bullies tend to have assertive, aggressive attitudes over which they exercise very little control
- They lack empathy and cannot imagine how the victim feels
- They lack guilt and rationalise that the victim deserves the bullying

Incidents must be reported to the class teacher and Leadership Team who will make an appropriate record, and ensure that parents are informed. Where the child is the subject of a Special Needs Referral, the effectiveness of the current Individual Provision Map will be reviewed.

Racial and Sexual Incidents

Should an incident of bullying involve any racial or sexual name-calling or harassment, the Head will ensure that:

- the victim is reassured that this is unacceptable, and that s/he is offered continuing support
- the other children involved through restorative conversations that such name-calling /behaviour is unacceptable and why this is so
- the provision of ongoing information and teaching is reviewed and strengthened, to reduce the risk of further incidents (e.g. using Personal, Social, Health and Citizenship Education, Assemblies, support from the Inclusion Manager)
- the incident and action taken is discussed with the parents of these pupils
- information on the incident and action taken is recorded and a summary passed onto the Governing Body and Local Authority.

Peer on Peer Abuse

We recognise that children are capable of abusing their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of peer abuse, the procedures and guidance are set out in our Child Protection Manual.

Use of exclusion

The sanction of exclusion is a serious and 'public' matter. It will only be considered after all other actions have been tried – including discussions with the pupil's parent(s)/carer(s)– and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils.

- The decision to exclude a pupil can only be made by the Headteacher, in line with current guidance from the Department for Education

A pupil can be excluded for a fixed period of up to 45 days in a school year. A reintegration plan will be discussed and agreed with the Headteacher, the class teacher, the pupil and their parents after any period of exclusion.