

WILLOW TREE ACADEMY Positive Behaviour Policy

Mission Statement:

Willow Tree Academy
Working in partnership to engage hearts and minds in the joy of learning.

Aims

Our published aims cover not only what we strive to achieve through the curriculum, but also reflect the child that we try to develop. Therefore we aim for both ***the adults and the children to be “tolerant and understanding with respect for the rights, views and property of others”***. ***In short, we aim for all associated with Willow Tree Academy to demonstrate “Care” in all that they do, and in how they relate to all other people at all times.***

Behaviour Code

In our School Prospectus we make clear that we expect the children to behave well at all times. The emphasis of the Academy is on praise and encouragement rather than criticism and punishment.

We want our children to:

- Be calm
- Always be polite
- Always be on task
- Walk and play safely
- Respect adults and each other

In disciplining the children, we feel that it is essential that they understand that it is their behaviour that is not acceptable, not themselves as people.

Training for Good Behaviour

If we expect children to behave well we must provide an environment where it is clear what good behaviour is and how we expect them to do this.

Every year, it is expected that each class will refer to the Academies Behaviour Code of Conduct and with the children draw up a simple list of class rules that will contribute towards the code. These will then be prominently displayed in the class.

Various sections of the Personal, Social and Health Education programme are designed to help the children to understand how to make informed choices as to how to behave in a range of situations. The importance of this programme is to help the children in those situations that they find most difficult; that is when they are not under the direct control of the teacher. This also applies to sessions led by any adult in the academy.

One of the purposes of our “Circle Time” is for teachers and children to discuss issues that occur fully and openly so that, rather than feel part of the problem, they all can feel part of the solution to the problem. “Circle Time” takes place in class most weeks or when issues arise.

The examples of positive relationships that the children receive from the adults in the academy community are a powerful influence on their behaviour towards each other.

At all stages, we must accept that behaviour can be improved but that this will not happen by accident; it needs consistency of approach, the sensitive application of rewards and sanctions, and the support of adults both at home as well as at school. In some cases, improving behaviour is a slow process with children taking more time in this important aspect of their development. This is like other children who may take longer than the average to do other things, for example learning to read.

Rewards and Sanctions

In any large community, children must learn to accept that their behaviour has consequences. For the vast majority of children and for the vast majority of the time conforming to the expected norms of behaviour causes no problems. It is important that this good behaviour is rewarded.

Depending on the situation the rewards may be instant and small such as a teacher comment "Well done Alex for sitting so nicely". Especially when directed at those who find the expectation difficult to achieve this can be effective.

Willow Tree Academy run's a system of "dojo's" that are awarded by staff through the week as a personal target for children. A hierarchy of rewards in our school includes:

- Positive comment from the class teacher
- Award of a "dojo": the child with the most "dojo's" over the week receives the Golden Shield – this record is prominently displayed in the classroom.
- Being sent to the head or deputy or another member of staff for further praise
- A special mention in Friday assembly – a brick is placed in the Golden Wall with the child's name on.
- A letter or note home to inform parents
- Head Teacher's Award and Certificate home
- Golden Tickets for good behaviour at lunchtimes resulting in the class winning the Golden Table for lunch
- Praise Pod
- Teaching Assistants Respect Raffle Tickets
- Sports initiative

Whilst ignoring inappropriate or bad behaviour may be the appropriate course of action in some circumstances, it is generally the case that misbehaviour will result in some sanction. In the classroom, and occasionally in and around the school, an appropriate pause and stern look may be sufficient to check the inappropriate behaviour and remind the child of what is expected.

However, all children need to know that inappropriate behaviour that is against the Code Conduct of the school will be dealt with consistently and firmly by all teachers and other adults. Please note that firmness is not the same as harshly.

A hierarchy of sanctions needs to apply depending on both the seriousness of the poor/ inappropriate behaviour and whether or not it has been a recurring problem. In Willow Tree Academy the hierarchy includes:

- A look of disapproval
- A quiet word/ warning about future behaviour
- Name written on whiteboard
- Missing of break and/or lunchtime play each day - This is recorded in the class behaviour book and may result in a letter home should three breaks be missed in a half term.

- Referral to leader of behaviour
- Contact with home via letter or phone call
- Time spent in another class
- Missing privileges – sports, drama initiatives etc
- Referral to the deputy or head teacher
- Home-school behaviour monitoring book (teachers and teaching assistants have an accountability to ensure that the book is written in each day then sent home and then request the book from the child each morning)
- Time Out : this may only be a matter of minutes

Particularly serious incidents that would warrant exclusion are; physical violence, possession of a weapon, foul, aggressive or abusive behaviour towards any child or adult, drug or solvent abuse (including smoking and alcohol), stealing or vandalism. A period of exclusion from school would be the likely sanction until there is a clear home-school approach to rectify the problem, and ensure the safety and security of the other children and staff.

Reasons for exclusion are at the discretion of the Executive Head Teacher, or Head of School in her absence. Where a child is particularly vulnerable to lack of supervision whilst excluded, seclusion may be offered in our school or another school within the Learning Community.

For periods of extended exclusion there is a pupil discipline sub committee of the full Governing Body that would be convened to hear any appeal.

Inclusion

Willow Tree Academy cater for a very wide range of pupils including those from advantaged as well as disadvantaged homes, children who come from families where English is not the first language, and children who have Special Educational Needs. The needs of these children are very diverse and are met by a range of physical or learning programmes in order that they should make progress. Some children have special needs on account of their emotional or behavioural difficulties. The parents of all such children should already be working closely with the teaching staff on programmes designed to improve their behaviour. Often the school and home are helped by other agencies and the speed of improvement varies. Although the behaviour Code applies to all of the children, specific rewards and sanctions are often used to support these children.

Lunch times

The school lunch time is not a part of the formal school day. However, in order to make this time enjoyable some teachers and other adults run extra curricular activities at lunchtime such as sports practices, class challenges or rehearsals at certain times of the year.

Pupil behaviour is largely managed at lunch-time by a small group of supervisory assistants, who are there to ensure that children are safe and well, and that they are showing appropriate care for themselves, the building and for each other. Members of the senior leadership team are also on duty each lunch time. The lunchtime supervisors are stationed widely, covering the dining halls, the toilets, paths and playground areas. They will address any minor behaviour issues as per our positive behaviour policy. However the main responsibility for appropriate behaviour rests with the children themselves who know the expectations that we have of them. As a minimum, we expect that the children will:

- Always follow the requests or instructions of the supervisory staff
- Line up without interfering with other children

- Treat their own possessions and those of others with respect (e.g. sandwich boxes and coats)
- Keep to the paths and playground unless taking part in supervised sporting activities on the field
- Talk quietly to others who are on the same table

Children who find these simple rules difficult are firstly reminded of our expectations. Children may then be withdrawn from the playground games and supervised in school. More serious or prolonged problems will result in the head or deputy warning about the likely consequences of the action continuing and the likelihood of a further sanction that may include missing lunch breaks, a phone call home, a letter home or ultimately exclusion at lunchtimes.

A final sanction that will be used is for parents to be informed that their children are not to be allowed to stay at school over the lunch time period and that the parent must make arrangements for their child to be met and supervised off the school premises. This sanction is likely to be for a short duration initially (probably a week) in order for the parent to convince the child of the importance of appropriate behaviour. However, should the problems recur it is likely that future periods of lunchtime exclusion will be extended.

Peer Mediation/ Playground leaders

Children from all year groups are trained to act as Peer Mediators/Playground leaders. This develops the social skills of those involved and also puts into place a support for children who may be struggling with peer problems.

The role of teachers

Class teachers, supported by a number of support staff are primarily responsible for ensuring that the school experience feels both happy and secure for all of our children. Our children usually understand the expectations of the classroom very well with behaviour difficulties largely confined to the “social” times when the children are expected to demonstrate their growing independence and behave responsibly within the Code of Conduct.

We expect that teachers and their Teaching Assistants will be vigilant at all times, particularly at “social” times and when children are moving around the school. Essential parts of this supervision include:

- Ensuring that children are met and escorted from the playground/ hall etc without having to wait for prolonged periods in lines.
- Ensuring that break times are “patrolled”. Ensuring that incidents that may become inflamed are defused before there is a problem using the lowest level of intervention that is appropriate – this is preferable to having to invoke serious sanctions later
- Recording and reporting any incidents of a serious nature to the Senior Leadership Team.

Teachers have the responsibility for ensuring that “Circle Time” and the Personal Social and Health Education programme are taught regularly and followed up to ensure that they are having a positive impact on the way that the children behave.

Staff with responsibility at the scene of an incident, are the first investigators of any incident although the response has to be proportionate to the problem. Staff will respond primarily to any aggression or threat of aggression before the sympathetic understanding of any provocation that may have preceded it. Class teachers are informed of incidents involving their pupils and respond appropriately.

The role of parents

It is hoped that all parents will accept that in a large community like our school there has to be a common Code of Conduct. This is likely to work best when there is consistency in the expectations of both home and school. The school would wish to work closely with all parents;

- In understanding the reasons why children may misbehave
- In consulting with parents in cases of either serious or continuous misbehaviour
- In supporting parents/carers who may be having behaviour management problems at home
- In maintaining home/school behaviour records e.g. home school diary or dialogue may be shared in the child's PSHE diary
- In enlisting the advice and support of external agencies if appropriate
- By offering parents evenings three times a year and an interim behaviour profile every half term.

In return, Willow Tree Academy expects that parents/carers will support the school in trying to ensure that its behaviour code is followed. The Academy expects that parents will check the circumstances of any incident with the school before drawing conclusions. The Learning Mentor is usually available to spend time with any parent who wishes to discuss issues at length. For the most serious issues, the head or deputy are generally available by appointment.

The Academy staff do recognise that many parents live very busy and demanding lives and sometimes the consistency that we wish for is not easily achieved. At times like this the expectations of the school can sometimes be at variance with those from home. Children may be quick to rise to silly provocation resulting in a disproportionate over-reaction, then say that they have been told, by parents, to stand up for themselves by responding physically or with a serious threat. For example; the "winding –up" comment or the nudge in the corridor or cloakroom can result in a serious overreaction, with children confused when their overreaction is regarded as more serious than the winding up or the initial nudge.

As a whole school community with staff and parents working together we have to make clear that both verbal and physical aggression will not be tolerated. It is the physical outbursts that are most likely to have been seen and therefore dealt with, and these must be seen as the more serious. The children often tell us that name calling or insulting comments have been made to them, this may only have been heard by the aggressor or their close friend(s) who make unreliable witnesses at such a time. In this situation it is often difficult to get to the root of the problem.

The academy therefore hopes that parents will not accept verbal provocation as a justification for any physical action or threat of physical action at a future time. If there is an allegation of verbal provocation this should preferably be ignored as the provoker will not then have succeeded in getting a reaction, or told to the teacher so that it can be sorted out. We expect that it is the child who is concerned about the comment that reports this to the teacher -- we have had occasion where other children come to "tell the tale" about something allegedly said by one child to another who are by this time happily playing, often together!

The academy will try to help parents with the often difficult and challenging task of managing behaviour in and out of school by providing advice and support, and if necessary helping parents to gain the support of other agencies.

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