

Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning. The expectations are designed to focus on positive actions, that demonstrate respect, rather than what children should not do. All children have the opportunity to make positive choices about their behaviour and influence outcomes and those children who regularly meet the school's expectations are recognised and celebrated.

Everyone is responsible for the behaviour of all children and adults should reinforce agreed expectations of behaviour in a calm and dispassionate way. However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach there is an element of flexibility to address the needs of specific children.

Teachers use a consistent system within daily teaching in order to promote positive behaviour and develop effective behaviour management skills. Our positive system in the classes helps to promote this consistency. Our whole school values ensure that pupils understand what and why positive behaviour is expected in school.

Our Values:

- We are dedicated to learning and achieving
- We are brave and resilient
- We are open and honest
- We are committed to our communities
- We respect everyone
- We lead by example

We believe children have the right to:

- Feel safe in school, emotionally and physically
- Be treated with respect
- Be treated fairly
- Choose whether to lend their things to other people
- Have their opinions heard
- Learn without interference from others
- Expect an apology if they are treated unfairly.

We also believe that with rights come responsibilities. Children have a responsibility to:

- Make others feel safe in school, emotionally and physically
- Treat other people with respect
- Be fair in how they do things
- Look after borrowed equipment
- Ask when they need to borrow something to do their work
- Listen to others when they express their opinion and consider their point of view
- Express their opinions calmly and politely
- Abide by the decisions made by adults in charge
- Let everyone learn without interference or disruption

- Understand and accept that people make mistakes
- Apologise when they treat others unfairly
- Give their best effort and be ready to learn at all times
- Be the best that they can be.

We recognise and celebrate positive behaviour by:

- Willow Brook Values Postcards
- Verbal praise which is specifically linked to what has been done well
- Award assemblies – children are awarded certificates by their class teacher to celebrate individual achievements throughout the week. These certificates are presented in assemblies where the child's peers celebrate their successes
- Special assemblies celebrating success
- Stickers
- Sending to a senior member of staff for commendation
- Reward times/ activities - children can earn opportunities, such as responsibilities, fun activities, trips etc
- Letters home.

Rewarding good behaviour

Postcards

We have specially designed Willow Brook postcards that are awarded to pupils to celebrate exceptional achievements in demonstrating and promoting our school values. When children have received 10 postcards, they receive an additional prize, for example a book with a personalised book plate. This is presented to them by the Head, or a member of the Senior Leadership Team.

Ambassadors and School Council

Every term, teachers nominate pupils to become ambassadors and school council members for the school. These pupils represent all the values of a Willow Brook child. They are introduced in a celebration assembly. Pupils take on responsibilities in the school, from supporting in the office to peer mediation, lunch time duties to taking part in the interviewing process for members of staff. School Council members are actively involved in making decisions about the life of the school, including suggestions to support our positive behaviour policy. Class teachers also reward pupils by giving responsibilities, such as table monitors.

Redirecting Behaviour

Where possible staff will redirect pupils back on task without using a consequence or warning. Examples of ways in which staff may do this are:

- Tactical ignoring
- Reminders of expectations of behaviour
- Praising children who are behaving and working well
- Talk groups
- Move pupil to a less distracting position

Consequences of Misbehaviour

The school operates a Consequences Policy where behaviours are monitored and assessed using C1, C2, C3 and C4. C4s represent serious behavioural risks, are logged on SIMs and require further action.

All children who reach this point will be monitored regularly by members of the Senior Leadership Team (SLT) and Inclusion Team.

Our Learning Mentor and Pastoral Support Lead support pupils by:

- Creating and promoting positive behaviour patterns and programmes
- 1:1 or group sessions – pupils can be referred to the learning mentor who will support them in and out of the classroom
- Supporting parents – meet with parents on a regular basis to support the pupil's behaviour and help refer parents to appropriate agencies
- PSP (pastoral support plan) – designed to provide support for pupils who are at risk of exclusion or have been excluded in the past. The LA may support the work of the mentor and can advise and support the school and parents.
- FAP (Fair access panel) – is a panel of head teachers and Local Authority representatives who meet to make decisions regarding the future of pupils who are unable to adhere to the values of the school. A pupil reaching this stage could be recommended for a managed move or further interventions.

Serious Behaviour Issues

When a pupil displays serious behavioural issues, a C4 is completed by the adult who witnesses the behaviour. This is designed to separate serious behaviour from the minor ones and ensure accurate monitoring of the types of behaviour.

In cases of serious behaviour, such as fighting, racist language, homophobic language, sexist language, wilful damage of property, a child will be sent straight to a member of SLT without being given a warning, this may also result in the child being sent home immediately.

The SLT member discusses the behaviour of the pupil with a view to two outcomes:

1. Reflection time with SLT using restorative conversation

Pupil thinks of strategies to repair the situation and reports back to the SLT member at the end of the day. Pupil returns to class with the aim to stay on track, followed up by a phone call or letter home.

Parents/carers are informed of situation and next steps for improvement and next steps if no improvement made.

Parent/carer meeting.

This can take the form of a restorative conference or a planning meeting for an individual behaviour plan with a target sheet to complete and may require prioritising support and intervention.

2. Immediate Parent Conference

At this meeting an internal or external exclusion can be adopted and will then be explained to the parent. Internal school exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. We follow the statutory guidance from the Department for Education in relation to exclusion.

We believe that strong home-school partnerships, with parents and school working together, are vital if we are to support children who find good behaviour challenging. Parents are informed of any concerns or positive behaviour achievements.

Low Level Disruption

This can take up a great deal of time and detract from learning as well as cause a great deal of stress for pupils and teachers and therefore needs to be addressed. Inclusion Team Professionals, senior leaders and external agencies may need to be involved and a PSP put in place to support the pupil.

Restraint of pupils

Adults in school have had specific training in positive handling of pupils. All staff are aware of the need to keep pupils safe and also how to keep themselves safe in a situation where a pupil requires 1-1 support or positive handling.