

# WILLOW LANE COMMUNITY PRIMARY SCHOOL

## BEHAVIOUR FOR LEARNING POLICY



### **Mission Statement**

The children are at the heart of everything we do at Willow Lane Community Primary School and they are happy, creative and achieving well academically. They are encouraged to learn to the best of their abilities and we also want them to have fun along the way – to understand nature by growing vegetables and exploring the wildlife area, to develop confidence through drama and singing, to nurture independence through problem-solving and to develop positive human values by caring for each other and making links in the local community which we are proud to serve. We know that children learn – academically, socially and morally – when they are emotionally engaged and that is why we ‘teach to the heart’.

Written by:	Duncan Webster- Deputy Headteacher
Date approved by staff:	September 2021
Date Formally Approved by Governors	November 2021
Date Policy became effective	September 2021
Review Date	October 22- No changes Next review date- October 2023
Date added to Website:	September 2022

## 1. Introduction and aims

At Willow Lane, we operate a positive behaviour policy, which is fair, solution-focused and used consistently across the school. Our policy aims to create an inclusive environment and culture in which all our children learn and thrive. It works to ensure our children feel safe, valued and happy. We have high expectations for positive behaviour because we know this is essential for effective teaching and learning to take place. This policy works effectively alongside our creative curriculum and values education and it helps our children to understand their rights and responsibilities, both as members of our school and as part the wider community.

We understand that behaviour is communication. We know children will sometimes make poor choices and exhibit behaviours that affect themselves and others negatively. This behaviour policy helps our children to learn from mistakes and supports them to repair relationships where necessary. It sets out clear rules and expectations for positive behaviour in our school. It describes our system of rewards to promote positive behaviour and our system for consequences, which provide clear boundaries within which our children can flourish.

## 2. Willow Lane Primary School Rules

- We are respectful.
- We are responsible.
- We are kind.
- We are honest.
- We try our best.

## 3. Positive approaches to behaviour

At Willow Lane, we are proactive in our approach to creating a culture of positive behaviour in school.

### **We teach positive behaviours**

At all times, all adults in school model the values and behaviours that we expect of our children. We teach, discuss and show these values explicitly through whole-school assemblies, HRE lessons, shared stories, and one to one conversation.

### **Relationships**

Our staff treat all our children with respect, fairness and kindness at all times. We take pride in knowing our children as individuals and we set clear boundaries, which help our children feel valued and secure.

### **Consistency**

Children have a keen sense of fairness and we understand that consistency in our approaches to managing behaviour is key. We take the time to share and explain our expectations and systems to our children and regularly check their understanding. Our behaviour policy supports all staff in managing and supporting behaviour consistently throughout school. Furthermore, we invest in professional development to ensure consistency and high standards throughout school.

### **Creative curriculum**

Positive behaviour is promoted through well-planned and engaging lessons, in which children feel successful and take ownership of their learning. Teachers create interesting and relevant learning opportunities across the curriculum and we enrich the curriculum with outdoor learning, visitors and visits. Our curriculum is informed by the needs and interests of our children and provides challenge and support for all.

### **Restorative approach**

A 'restorative approach' supports our children in building relationships, making good choices and taking responsibility for their actions. We encourage children to reflect on their behaviour, its impact on others, and how they can begin to make things better if they make a mistake. Where appropriate, we will support children in meeting together and in agreeing solutions when difficulties in relationships arise.

## **4. Rights and responsibilities**

<b>Children have a right to:</b>	<b>Children have a responsibility to:</b>
<ul style="list-style-type: none"><li>• A clean, pleasant and warm school environment.</li><li>• Feel safe and supported around school.</li><li>• Feel safe in the playground environment.</li><li>• Be treated consistently with respect in an environment free of prejudice.</li><li>• Be listened to by adults in school.</li><li>• Receive education (including praise and feedback) of the right pitch.</li><li>• Be supported by staff if they are in physical or emotional need.</li></ul>	<ul style="list-style-type: none"><li>• Follow the school rules.</li><li>• Behave in a way to keep all children and adults safe.</li><li>• Tell the truth and be honest.</li><li>• Show tolerance whatever the race, gender, faith, disability or sexual orientation of others.</li><li>• Recognise and respect the authority of staff and to follow instructions.</li><li>• Work to the best of their ability.</li><li>• Move around the school calmly and sensibly.</li><li>• Value their own work and that of others.</li><li>• Organise themselves and their resources so that they can learn independently.</li><li>• Behave the same way for all adults – in the classroom, outside and dining hall.</li><li>• Take care of the school and equipment in it and at playtimes.</li></ul>

Staff have a right to:	Staff have a responsibility to:
<ul style="list-style-type: none"> <li>• Feel safe and supported.</li> <li>• Be treated consistently with respect in an environment free of prejudice.</li> <li>• Be able to teach – to deliver the curriculum in a comfortable, safe, disciplined environment.</li> <li>• Be informed about matters that will affect them and children in their class.</li> <li>• Receive support and understanding from parents and colleagues.</li> <li>• Have their possessions, breaks and PPA times respected.</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a way to keep all children and adults safe.</li> <li>• Treat everybody fairly and with respect.</li> <li>• Show tolerance whatever the race, gender, faith, disability or sexual orientation of others.</li> <li>• Ensure that children are emotionally and physically safe.</li> <li>• Follow and apply the behaviour policy and its systems consistently.</li> <li>• Praise good behaviour and learning.</li> <li>• Ensure that all children receive a balanced and creative curriculum.</li> <li>• Listen to parents' concerns and take them seriously.</li> <li>• Work to the best of their ability.</li> <li>• Organise themselves and their resources so that they can teach well.</li> <li>• Provide children with a good role model.</li> </ul>

Parents have a right to:	Parents have a responsibility to:
<ul style="list-style-type: none"> <li>• Know their child is safe and supported at school.</li> <li>• Be treated consistently with respect in an environment free of prejudice.</li> <li>• Expect their child participates in a range of learning opportunities to meet the requirements of the National Curriculum.</li> <li>• Be informed regularly (at least termly through Parents' Evenings and Reports) about their child's progress and behaviour.</li> <li>• Be listened to by members of staff.</li> <li>• Be offered mutually agreed times for informal discussions.</li> <li>• Assist with their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a way to keep all children and adults safe.</li> <li>• Show tolerance whatever the race, gender, faith, disability or sexual orientation of others.</li> <li>• Ensure children arrive at school on time (9:00) and to collect them on time (EYFS/KS1 3.10) (KS2 3:15).</li> <li>• Inform the school on the day of a child's absence.</li> <li>• Ensure their child has adequate food and sleep, as the school day can be tiring.</li> <li>• Ensure the behaviour of other children they bring to school.</li> <li>• Read all letters and messages sent home.</li> <li>• Listen to (for KS1 and Reception) and encourage (for all year groups) their child to read regularly and to complete their reading record.</li> <li>• Support children to complete home learning activities (e.g. Times Table Rock Stars).</li> <li>• Be aware of the school policies (on the website) and support the school with them.</li> <li>• Be prepared to discuss issues politely and calmly with staff.</li> </ul>

<b>Governors have a right to:</b>	<b>Governors have a responsibility to:</b>
<ul style="list-style-type: none"> <li>• A clean, pleasant and warm school environment.</li> <li>• Feel welcome in the school environment.</li> <li>• Be treated consistently with respect in an environment free of prejudice.</li> <li>• Access appropriate information from parents, staff and children.</li> <li>• Be kept up to date (termly) on headline figures regarding behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a way to keep all children and adults safe.</li> <li>• Show tolerance whatever the race, gender, faith, disability or sexual orientation of others.</li> <li>• Work to the best of their ability.</li> <li>• Deal with complaints.</li> <li>• Monitor the behaviour policy.</li> <li>• Support and attend school functions.</li> <li>• Ensure the school is operating within the law and the policies of LCC.</li> </ul>

## 5. Recognition

At Willow Lane, all staff recognise and reward good behaviour; this contributes to the positive, kind and caring school ethos. We praise and reward children in a variety of ways.

### Early Years and Key Stage 1 Rewards

#### Headteacher's Award

Children exhibiting outstanding achievement or demonstration of school values should be sent to the Headteacher for recognition of their effort.

- Headteacher's Award sticker

#### Star of the Day

Only children who are Over the Rainbow are considered for class Star of the Day. One or two children are chosen by class teachers at the end of each day for their outstanding behaviour.

- Star of the Day sticker
- Class reward (chosen by class and/or class teacher)

#### Over the Rainbow

Children continue to exceed expectations or demonstrate school values consistently or to a high degree.

- Verbal praise (aim to be specific where possible)
- Willow Points (see below)
- Stickers
- Move on to Over the Rainbow on class behaviour chart

#### Sunny Super Star

Children are exceeding expectations or demonstrating school values consistently or to a high degree.

- Verbal praise (aim to be specific where possible)
- Willow Points (see below)
- Stickers
- Move on to Super Sunny Star on the class behaviour chart

#### Ready to Learn

Children are meeting the high expectations set by school. They are following all school rules.

- Verbal/non-verbal acknowledgement
- Narrate positive behaviours

## Key Stage 2 Rewards

### Headteacher's Award

Children exhibiting outstanding achievement or demonstration of school values should be sent to the Headteacher for recognition of their effort.

- Headteacher's Award sticker

### Class Super Star

One or two children are chosen for their outstanding behaviour to be Star of the Day by class teachers at the end of each day.

- Star of the Day sticker
- Class reward (chosen by class and/or class teacher)
- Verbal praise (aim to be specific where possible)
- Willow Points (see below)
- Move on to Star of the Day on class behaviour chart

### Excellent Effort

Children are exceeding expectations or demonstrating school values consistently or to a high degree.

- Verbal praise (aim to be specific where possible)
- Willow Points (see below)
- Stickers
- Move on to Excellent Effort on the class behaviour chart

### Ready to Learn

Children are meeting the high expectations set by school. They are following all school rules.

- Verbal/non-verbal acknowledgement
- Narrate positive behaviours

## Whole School Rewards

- Special Mention Certificates: two children from each class are chosen each week by their teacher. Certificates are presented in a Friday Celebration Assembly. Certificates share and celebrate outstanding work or effort, or are linked to our school values.
- Willow Points: Willow Points can be awarded by any member of staff to any child exceeding expectations or demonstrating school values to a high degree. In most circumstances, one Willow Point will be awarded at a time. Children add the Willow Points to their Team Chart in class. Welfare staff or other adults issuing Willow Points outside of class should give the child a sticker so class teachers are aware of who has received a Willow Point.

## 6. Consequences

The school has an agreed chart of consequences in response to a child not following the school rules. For serious breaches of the school rules, some steps may be missed or children may move through the steps more quickly.

## Early Years and Key Stage 1 Consequence Steps

### Step 5: Senior Leadership Involvement

For children who have not changed their behaviour following previous steps or for the most serious breaches of school rules (e.g. hitting another child).

- An adult is sent to request the Headteacher (or Senior Leadership Team if unavailable). If no adult is available, two children should be sent to the office to ask for HT.
- HT will collect child. Child will have time-out from class.
- Further steps/consequences may be necessary following SLT involvement.
- Parents/carers will be informed of the child's behaviour and steps taken by HT (or SLT). The incident will be recorded on CPOMS.

### Step 4: Thinking Spot

For children who have not changed their behaviour in response to a warning.

- Tell the child to sit on the Thinking Spot and briefly describe the behaviour that has led to the consequence. Move his/her name down the behaviour chart in class.
- When possible, children should be supported and encouraged to reflect on their behaviour with verbal prompts (see Appendix: KS1 Reflection Sheet).
- Remind child of desired behaviour ('When you come back I need you to sit smartly, look and listen.')
- Give a warning before the next step if behaviour does not improve. ('If your behaviour does not improve, you will need to sit outside of class and see Ms Naylor/Mr Webster').
- If needed the Thinking Spot may take place outside of the classroom for a short time. An adult from class must be able to supervise the child during this time.
- If the Thinking Spot is needed frequently for a child, the teacher should involve SLT and contact parents. In most cases, the use of a Thinking Spot consequence will be recorded on CPOMS.

### Step 3: Warning

For children who have not changed their behaviour in response to earlier steps or for more serious cases of negative behaviour (e.g. pushing in line, rudeness, name calling).

- Describe the behaviour ('Name, you are still tapping your pen.')
- Give a rule or task reminder ('Put your pen down and look this way.')
- Give a Thinking Spot warning ('If you choose to continue, you will be moved to the thinking spot. You are now on a warning').
- Child or teacher moves child's name down on the behaviour chart in class.

### Step 2: Positive Redirection

For children who have not responded to non-verbal cues, are repeating a negative behaviour, or are not following school rules. This may be continued low-level disruption, not following instructions, off-task behaviour.

- Redirect the child to the task or appropriate behaviour.
- Use positive language ('Name, put your pen down and look this way. Thanks.' rather than 'Stop messing with that pen.')
- Check child's understanding of the instruction or task.
- Keep language and reminders brief and to the point.
- Narrate children showing desired behaviour ('I've got name ready and listening').

### Step 1: Non-verbal cues

For low-level disruption, off-task or to prevent children at risk of failing to meet expectations. This step may not always be appropriate, in which case move to Step 2.

- Move closer to the child.
- Use facial expressions.
- Use a gesture to indicate the desired behaviour.



## Key Stage 2 Consequence Steps

### Step 5: Red Card

For children who have not changed their behaviour following previous steps or for the most serious breaches of school rules (e.g. hitting another child). Only the Headteacher (or Senior Leadership Team if unavailable) will issue a Red Card.

- An adult is sent to request the HT (or SLT if unavailable). If no adult is available, two children can be sent to the office to ask for HT. HT will collect child. Child may have time-out from class.
- Child will miss their next three morning break times and will discuss their behaviour with a member of SLT (see appendices).
- Further steps/consequences may be necessary following SLT involvement.
- Parents/carers will be informed of the child's behaviour and steps taken by HT (or SLT). The incident will be recorded on CPOMS.

### Step 4: Yellow Card

For children who have not changed their behaviour in response to a warning.

- Tell the child that they now have a Yellow Card and move his/her name down the behaviour chart in class. The Yellow Card must be recorded on CPOMS. Tell the child will miss part of their next morning break. During this time, the child will discuss their behaviour with a member of SLT.
- Remind child of desired behaviour ('When you come back I need you to sit smartly, look and listen.')
- Give a warning that they will have time-out from class. This may be done between issuing a Yellow Card and requesting SLT involvement ('If your behaviour does not improve, you will need to see Ms Naylor/Mr Webster and may receive a Red Card').
- If a Yellow Card is needed frequently for a child, the teacher should involve SLT and contact parents.

### Step 3: Warning

For children who have not changed their behaviour in response to earlier steps or for more serious cases of negative behaviour (e.g. pushing in line, rudeness, name calling).

- Describe the behaviour ('Name, you are still tapping your pen.')
- Give a rule or task reminder ('Put your pen down and look this way.')
- Give a Yellow Card warning ('If you choose to continue, you will be moved to the thinking spot. You are now on a warning').
- Child or teacher moves child's name down on the behaviour chart in class.

### Step 2: Positive Redirection

For children who have not responded to non-verbal cues, are repeating a negative behaviour, or are not following school rules. This may be continued low-level disruption, not following instructions, off-task behaviour.

- Redirect the child to the task or appropriate behaviour.
- Use positive language ('Name, put your pen down and look this way. Thanks.' rather than 'Stop messing with that pen.')
- Check child's understanding of the instruction or task.
- Keep language and reminders brief and to the point.
- Narrate children showing desired behaviour ('I've got name ready and listening').

### Step 1: Non-verbal cues

For low-level disruption, off-task or to prevent children at risk of failing to meet expectations. This step may not always be appropriate, in which case move to Step 2.

- Move closer to the child.
- Use facial expressions.
- Use a gesture to indicate the desired behaviour.

**NB:** In cases where a child is repeatedly failing to meet school expectations and follow our school rules, teaching staff will work with SLT and SEND Coordinator to develop appropriate strategies to support behaviour. An ABC chart may be used to better understand any barriers a child may have in meeting school expectations. Strategies to support a child may include use of a 'concentration' table, work with our pastoral lead, movement breaks and use of a home/school communication book.

***Please see appendices for further guidance and support in applying the rewards and consequences charts.***

## **7. Behaviour at break and lunch time**

During break times, the staff member on duty will follow the reward and consequence steps as outlined above.

In Key Stage 2, if a child is issued with a Yellow Card, their class teacher must be informed and the child must move their name down the behaviour chart. They will then spend time during their next break time speaking with a member of SLT about the behaviour and expectations. If the behaviour continues, the staff member on duty will ask for the member of SLT on duty (after ensuring other members of staff on duty know they are leaving the playground). SLT may remove the child from break time immediately and/or issue a Red Card.

In Key Stage 1, in place of a Yellow Card, the child will be told they need to be on the Thinking Spot. This will be an easily supervised space on the playground, where the child must wait for a short time before the adult on duty gives them permission to rejoin break time.

At lunch times, welfare staff will follow the reward steps as outlined above, including issuing stickers for Willow Points. They will follow the consequence steps from 1 – 3. If the child ignores the warning, they will ensure another member of welfare staff knows they are leaving the playground/hall to ask for a member of SLT on duty. SLT will then issue the next consequence step as appropriate.

## **8. Missing break times**

In the event a child needs to miss break times as a consequence of their behaviour, they will go to the Library in Key Stage 2 at the start of morning break. The member of SLT on duty that day will speak to any children missing their break time and discuss the child's behaviour as required.

## **9. Use of isolation within school**

When a red card is issued and if the behaviour continues, the headteacher (or SLT) may put a child into isolation. Isolation may also be used by the headteacher if a child is at risk of harming themselves or others. In all cases of isolation being used, parents/carers of the child will be informed by school and it will be recorded on CPOMS. Isolation would typically involve the child being set appropriate work and working in the school meeting room.

## 10. Conduct Outside the School Gates

The same principles towards managing and supporting behaviour will apply outside of school when:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

Or where the above does not apply but the inappropriate behaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

The school works in partnership with local and community agencies in order to address issues relating to behaviour outside school hours.

## 11. Exclusion

It may be necessary to exclude a child from our school, although we firmly believe that this should only be carried out in most extreme circumstances and/or if all other support and consequences have failed. In most circumstances, the school will have identified any children at risk of exclusion and arranged appropriate meetings and support prior to the decision to exclude.

The decision to exclude is made by the Headteacher and this may be for a fixed term or a permanent exclusion. The Headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community. The following are examples of behaviour that will not be tolerated and would most likely warrant exclusion:

- extreme or violent physical abuse to another child or member of staff;
- persistent disruptive behaviour that does not allow children to learn or teachers to teach;
- frequent and persistent breaches of the school rules.

Parents/carers will always be informed of the decision to exclude a child. Parents/carers have the right to make representations to the Governing Body (or Discipline Committee) about an exclusion and the Governing Body must review the exclusion decision. Where the Governing Body upholds the right to a permanent exclusion, parents/carers have the right to appeal the decision at an independent review panel.

## 12. Criminal Law

As a school, we are asked to be aware that some types of harassing or threatening behaviour – or communication – can be a criminal offence, for example under the protection from Harassment Act 1997, the Malicious Communications Act 1988, The Communications Act

2003, and the Public Order Act 1986. We are advised that if school staff feel that an offence may have been committed they may elect to seek assistance from the police, but any reference to the police should only be taken with the agreement of the Headteacher.

### **13. Preventing Bullying**

Bullying is unacceptable at Willow Lane and it is treated very seriously by all members of staff. We investigate all allegations of bullying. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. Parents/carers are contacted in such situations and, with consent, a restorative approach with the Headteacher (or SLT) is usually taken and appropriate sanctions put in place. If bullying continues, there will be an escalation in the consequences and parents will be further involved. We will be persistent and actively monitor the situation to ensure the victim feels safe and to ensure the bully changes his/her behaviours.

### **14. Confiscation of inappropriate items**

School staff can search a pupil for any item if the pupil agrees. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item. At Willow Lane Primary School, either the confiscated item will be returned to the pupil at the end of the school day, or parents / carers will be asked to collect the item, or it will be handed to the police.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images,
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules and that has been identified in the rules as an item for which a search can be conducted. School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Parents will be informed by school if such event takes place and it will be recorded on CPOMS.

## 15. Power to use reasonable force

### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Schools generally use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Power to use reasonable force 'restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to intervene physically is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

In all cases of reasonable force being used with a child in school, the Headteacher (or member of the Senior Leadership Team) will inform the parent/carer of the child concerned and the incident will be recorded on CPOMS.

## 16. School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND Code of Practice. We recognise that a child with social, emotional and behavioural difficulties, or a child on the autistic spectrum, may require something additional or different in the same way that we would make curriculum adaptations for a child with additional learning needs.

Where this is the case, a child will be identified on our school's SEN List. An Individual Behaviour Plan may be established in consultation with the child and his/her parent/carer. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our Learning Mentors and/or referral to an appropriate outside agency. It may also be appropriate to help other children in the school understand what they can do in order to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy. We support staff in accessing appropriate training and pastoral support to help them manage pupils who present with challenging behaviour.

Where parents are finding a child's behaviour challenging in the home environment, we are able to support parents' access to Early Help. This may involve starting a 'Your Family's Early Help Assessment', which identifies the support necessary (e.g. setting of boundaries and routines in the home environment).

## 17. Complaints Procedure

This section should be read in conjunction with our school's complaint procedure. In respect of this particular policy, we note that:

- All complaints about the use of force will be investigated thoroughly, promptly and appropriately.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage or property disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- Where a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for a member of staff to show that he/she has acted reasonably.
- The guidance 'Dealing with Allegations of Abuse against Teachers and Other Staff' will be referred to where a complaint or allegation is made against a member of staff.

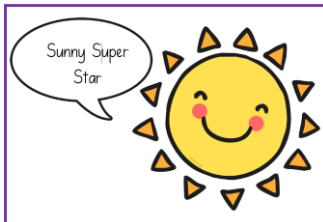
A full copy of the school's complaints procedures is available on the website and a copy can be requested from the school office.

**Appendices:**

*Original copies of these documents for staff use can be found on Staff Share: Behaviour.*

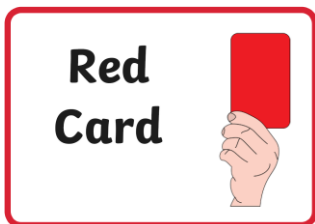
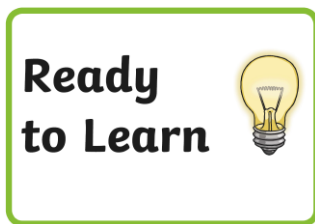
**Appendix 1: Key Stage 1 Classroom Behaviour Chart**

This is on display in all EYFS and KS1 classrooms. Children's names start each day on Ready to Learn and move up or down the chart as needed. The chart serves as a visual reminder to children of the reward and consequence steps.



## Appendix 2: Key Stage 2 Classroom Behaviour Chart

This is on display in all KS2 classrooms. Children's names start each day on Ready to Learn and move up or down the chart as needed. The chart serves as a visual reminder to children of the reward and consequence steps.

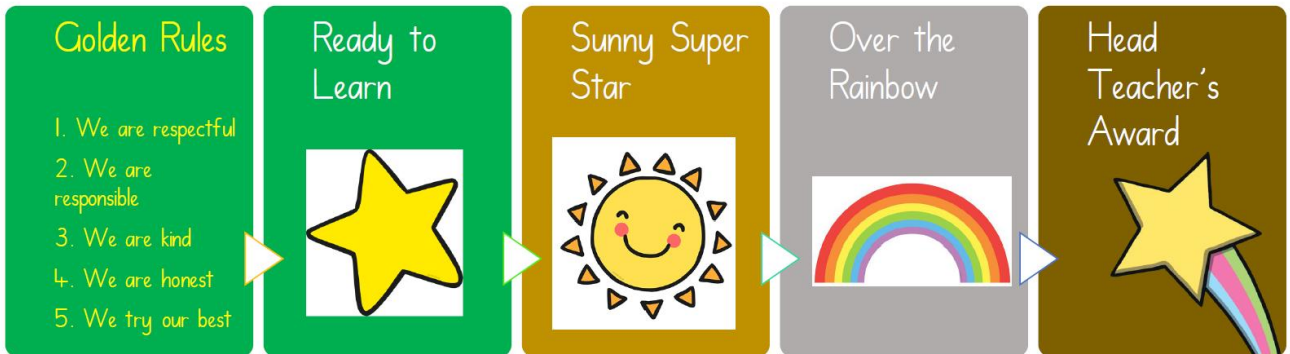




**Appendix 3: Key Stage 1 Reward Steps**



*Willow Lane*  
Community Primary School

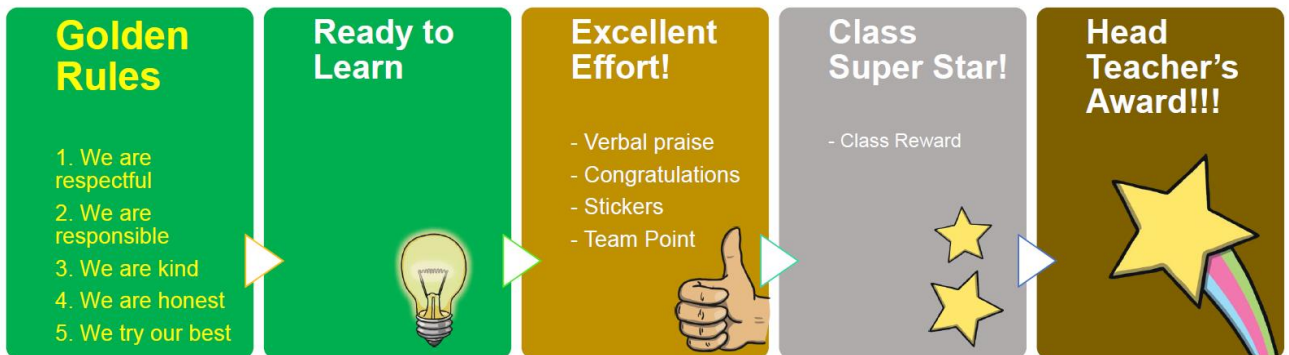


**Willow Lane Wonders**

**Appendix 4: Key Stage 2 Reward Steps**



*Willow Lane*  
Community Primary School

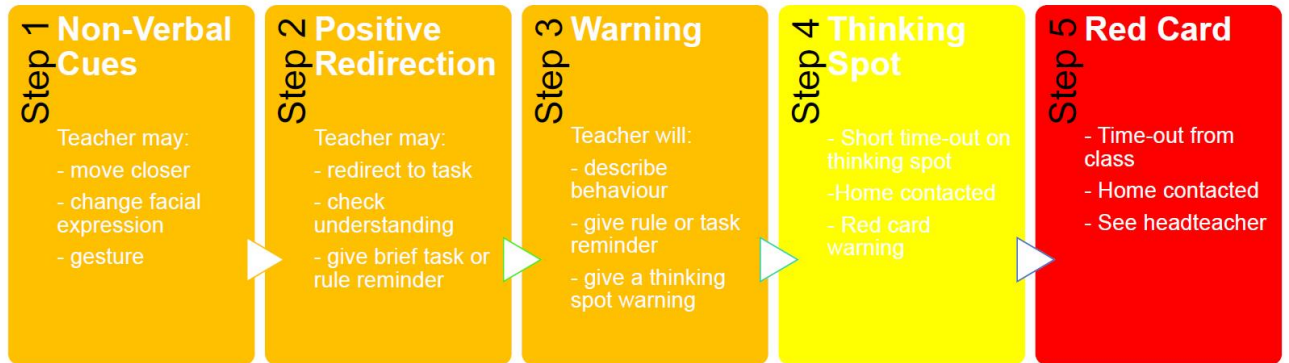


**Willow Lane Wonders**

Appendix 5: Key Stage 1 Consequence Steps



*Willow Lane*  
Community Primary School

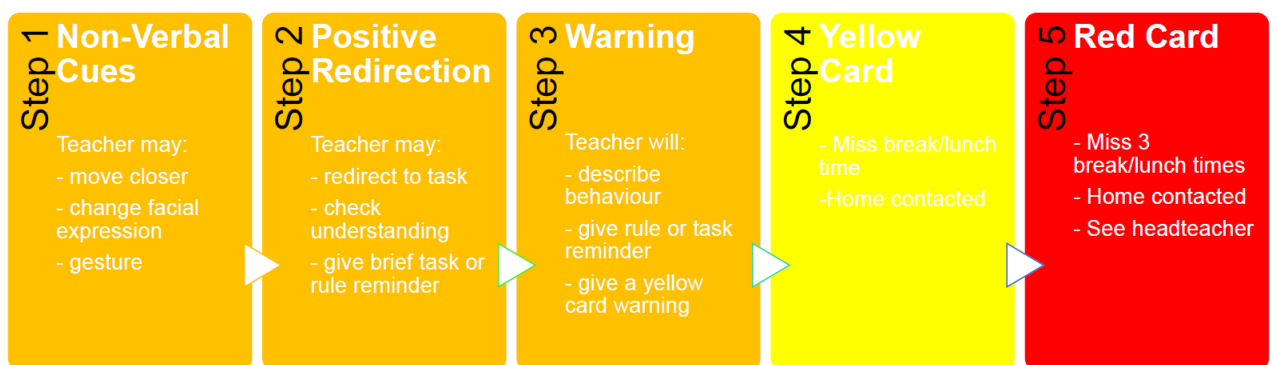


## Behaviour Chart : Consequences

Appendix 6: Key Stage 2 Consequence Steps



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## Behaviour Chart : Consequences

## Appendix 7: Key Stage 1 Reflection Sheet

This sheet should only be used when appropriate to the age and development of the child. Most children in KS1 will be supported to reflect on their behaviour with verbal prompts and questions from an adult. The questions at the bottom of the reflection page may be a useful resource.



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### KS1 Behaviour Reflection Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

How are you feeling?



Sad



Confused



Worried



Angry



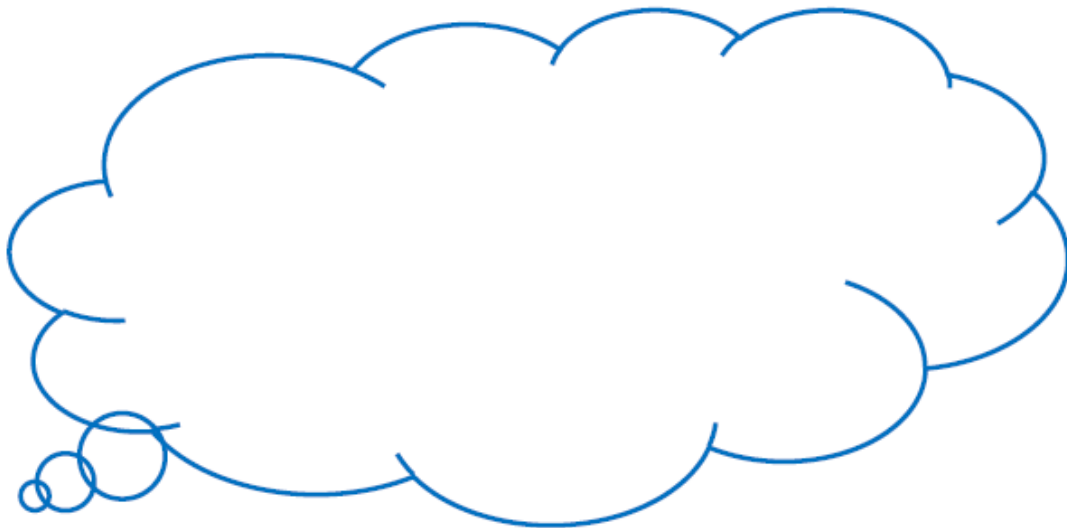
Frustrated



Bored

What happened?

Draw a picture or write a sentence.



#### Reflection Questions:

- What happened?
- How did you feel?
- How can you help make it better?
- What did you do?
- How do you think they felt?
- What happened next?
- What could you do next time?

## Appendix 8: Key Stage 2 Reflection Sheet

This sheet should only be used when appropriate to the age and development of the child. Most children in KS2 will be supported to reflect on their behaviour using the reflection sheet. The reflection sheet should be added to the CPOMs report linked to the behaviour incident.



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### Behaviour Reflection Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

What happened?

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How were you feeling at the time?



Sad



Confused



worried



angry



frustrated



bored

How were other people affected by your actions?

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What do you need to do to improve the situation?

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---

What will you do differently next time?

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Signature (pupil): \_\_\_\_\_

Date: \_\_\_\_\_