



THE WILLOW TREE FEDERATION COMMUNITY PRIMARY SCHOOL

Relationship Approach to Positive Behaviour Policy



Mission Statement

The children are at the heart of everything we do at Willow Tree Federation. We take a holistic approach to child development and we are privileged to support our children, families and the wider community to change and enhance lives. We celebrate the wide diversity of the backgrounds, beliefs, talents and interests of our children and we recognise learning happens in communities and empowers them. As a federation at the heart of its community, we understand and respect the positive impact we can have. We plant the seed that grows the future!

Written by:	Senior Leadership Team in consultation with staff
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1. Introduction and Aims

At the Willow Tree Federation we recognise behaviour as a way of communicating needs. We understand that children are still growing and developing, and we support them in a positive manner to be able to leave our school with key skills and values that will support them long into their futures. We also know that our children are capable of great behaviour and hold the highest expectations for their conduct in school.

We have three key values across the Federation that we teach children to live by and we call this our Willow Tree Way. These values are to be respectful, be responsible and be ready. In the Early Years, this is simplified to kind hands, kind voices, listening ears and we look after toys. These values are integrated with the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. At the Willow Tree Federation, we expect all members of our community to follow and support our approach.

Our staff provide a happy, safe and enabling environment that focuses on positive and proactive approaches to enable great behaviour. As adults, we understand that we can be the change in a child's life and we are here to educate children about healthy relationships and behaviour.

This policy should be read in conjunction with our Staff Code of Conduct; ICT and Acceptable Use Policy; Anti-Bullying Policy; and our Safeguarding Policy.

2. Positive Approaches to Behaviour

We teach positive behaviours

All adults in the federation model our behaviours. We use examples to positively reinforce the three key expectations of the Willow Tree Way. We explicitly teach children our key routines throughout behaviour curriculum so they know the expected behaviour in all areas of school. We use positive direction and praise to focus on the majority of children and how they are being models of our three expectations. We explicitly teach positive behaviours through our **behaviour curriculum** (detailed in the appendices), assemblies, PSHE lessons and class circle time. We encourage children to take a stand against behaviour not in line with the Willow Tree Way and support children in making amends when they make mistakes.

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. We talk to our children and make connections with them. We are interested in their lives, hobbies and aspirations and we are proactive in our approach of knowing children's names and personality.

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 Willow Tree Way supports all staff in managing and supporting behaviour consistently throughout the federation. 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 and provision, 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. We believe that no moment should be lost and children should be so busy with learning that there is no time to mess about. Our curriculum and pedagogy also considers the age and stage of development of our children to best support learning and behaviour across the Federation.

Restorative conversations

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. This is a 'same day' and private intervention where children are spoken to and redirected in how to follow our Willow Tree Way. As with all behaviours there are logical consequences to actions (see below). The children are made aware of these and any lost learning may be caught up during their free time.

3. Recognition

At Willow Tree, all staff recognise and praise good behaviour; this contributes to the positive, kind and caring school ethos.

- All members of staff will always offer verbal recognition through specific, positive reinforcement and **praise**.
- All teachers and SLT will contact home each week for at least two children in school.
- A **recognition board** in each class focusing on an area linked to the three values of the Willow Tree Way. The aim is to help each class work as a team to help each other on to the recognition board every day. The board is re-set each day.
- One or two children are chosen to be **Star of the Day**. They are recognised and celebrated by the class for exceeding our expectations for the Willow Tree Way.
- In EYFS and Year 1, children take home a **class bear** for Star of the Day. Children are encouraged to share and celebrate their achievement at home
- Children **share their work** with members of the SLT.
- We give **Willow Points (ClassDojo)** to children who meet and exceed our expectations for the Willow Tree Way. Each class chooses a target (e.g. 50 Willow Points) and a shared reward to work towards. The aim is that all children support each other to achieve the reward.

- Exceptional work, effort or behaviour is recognised each week in our celebration assemblies. Two children from each class are chosen by staff for a **Special Mention Certificate**.

The Early Years

- In the Early Years (Birth to Five), we recognise that children need a great deal of encouragement as they progress through their social and emotional development. In our EYFS, we concentrate on recognising positive behaviour verbally and celebrating this. In younger children this may be through positive gestures such as clapping and happy faces. In the classrooms, every child has a star that staff add stickers to reinforce positive behaviours. Once the child has ten stickers, they take the star home to celebrate their achievement with their family.
- In Appletree Little Pips (0-2yrs) instant feedback is given and positive feedback is passed on to parents daily. Stickers are given directly to the children.
- A Star of the Week is also chosen by nursery staff and shared in the Appletree Newsletter each week.
- In the Early Years and Year 1, a school bear is taken home by children as a reward. Children are encouraged to share their achievements at home and talk about their time with the bear when back in class.

4. Challenging Behaviours

We are a positive and friendly federation, and we recognise all behaviour is a form of communication. We prioritise promoting, teaching and supporting positive behaviour. However, we know all children will need additional support and reminders for their behaviour as they grow, learn and develop. We do not accept poor behaviour, but challenge it and work with individuals so that all children can thrive. We expect the highest standards of behaviour from all members of our community.

The purpose of a logical consequence is to raise the child's awareness of their behaviour and its impact on others and to provide clarity on expected standards of behaviour. It supports them in making amends, resetting expectations and restoring relationships so all children can be happy and safe in setting. It also protects the rights of other children in the federation. All staff challenge less than good behaviour. All staff retain ownership for dealing with behaviour. All staff deal with behaviour fairly and calmly. Where possible, any reminders, logical consequences or discussions are held or given in the least intrusive manner possible. This is to maintain respect for children and support restorative conversations. It also enables the focus of the classroom to stay on the positive behaviour of the majority of children.

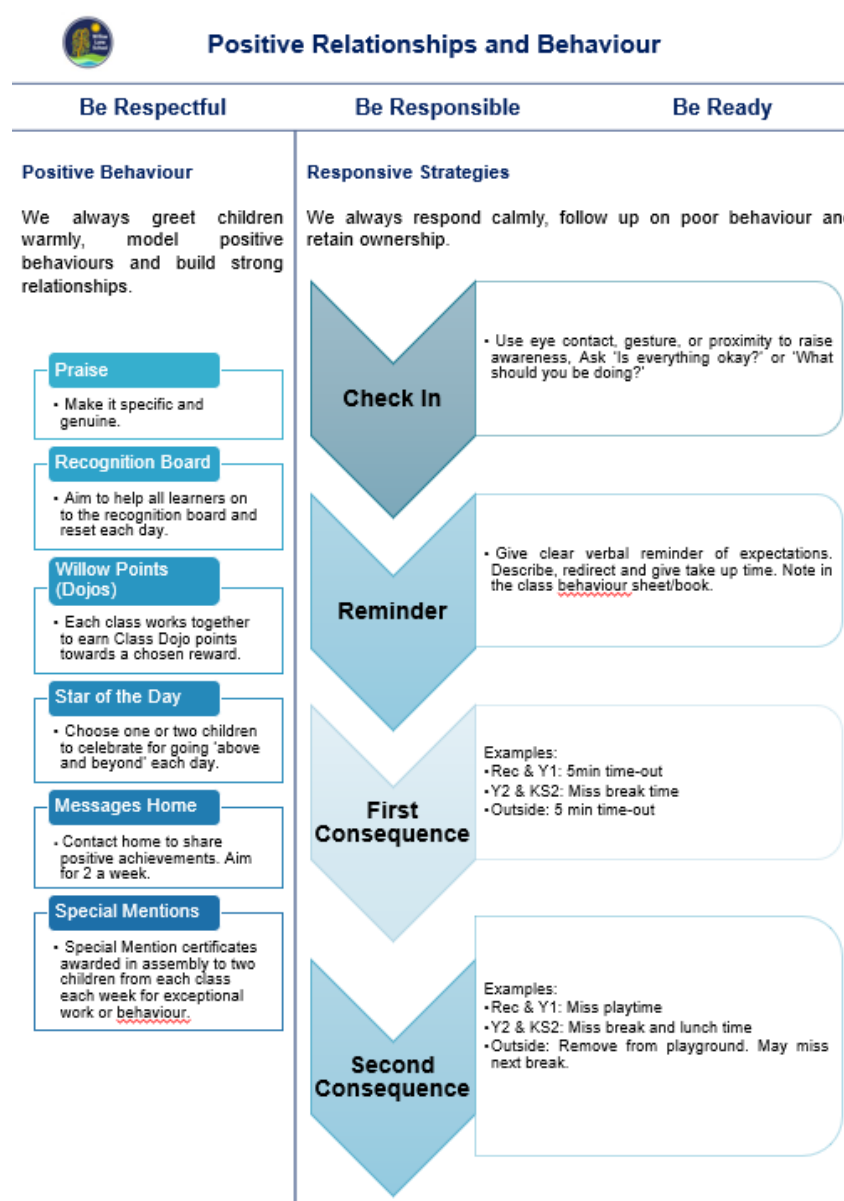
We recognise that children are still developing their ability to interact with others and manage their emotions. Children are supported to solve problems and make amends as needed. Staff will work and play alongside children to help them learn how to interact with others, manage their emotions and communicate their needs. When required, staff follow the steps below to help the child regulate their emotions and redirect them with a clear

reminder of the expectations. Other physiological aspects will also be explored. Such as: Are they tired? Are they hungry? Are they out of their routine?

We follow a restorative approach and both the perpetrator and victim of a behaviour have time spent with them to talk through what has happened and ensure that they are okay. Both the victim and perpetrators parents are informed when there has been a physical incident. For more significant incidences a member of Senior Leadership will contact the parents.

5. Responsive Strategies

We follow the responsive strategies outlined below when dealing with challenging behaviour.



6. Persistent and Challenging Behaviour

We have a graduated approach to persistent and challenging behaviour across the Federation. We will work with children and families to identify behaviour needs and support to improve behaviour through the five stages set out below.

Example Consequences	
Low-level disruption, calling out, not completing learning	• Reminder, then consequence if needed. Miss next break time.
Low-level disruption continues after a reminder and consequence.	• Moved to another class and finish all set work. Second consequence.
Refusing to follow instructions after second consequence.	• Removal from class by SLT. Complete work away from peers. Miss whole day of break and lunch time play.
Rudeness to staff, serious disruption, deliberate hurtful physical or swearing.	• Immediate removal from class by SLT (warning and first consequence not needed). Complete work away from peers. Miss whole day of break and lunch time.
Rudeness to staff, serious disruption, deliberate hurtful physical or verbal actions outside of class.	• Immediate removal from playground/hall and ask for SLT. Miss whole day of break and lunch time.
Persistent and Challenging Behaviour	
Stage 1	Follow Positive Behaviour and Responsive Strategies steps. If persistent, class teacher meets with parents/carers to raise concerns. Class Teacher to monitor.
Stage 2	Challenging behaviour continues; bullying or serious breaches of school rules; teacher raises concerns. Meeting held with teacher, SLT, child and parents. STAR chart put in place. After two weeks, STAR chart is reviewed. If behaviour improved, no further action.
Stage 3	If challenging behaviour continues, the STAR chart is used to create an Individual Behaviour Plan alongside SLT, the child and their family. Review Behaviour Plan every 4 weeks. Decision made: IBP is no longer necessary/ to maintain IBP / escalate to Behaviour Report. Child is placed on a Behaviour Report. This provides daily feedback to families. Behaviour Report reviewed every two weeks.
Stage 4	If at any point in these stages, the child's behaviour results in a serious breach of the school rules, the headteacher may issue an internal exclusion. Further incidents will result in a fixed-term exclusion.
Stage 5	Further incidents would mean the child is at risk of permanent exclusion. At this point a behaviour contract is created and signed by the headteacher, parents and the child. <i>In exceptional circumstances involving serious harm to individuals or the school community, one or more of the above steps may be omitted.</i>

7. Exclusion

This is the final stage in our graduated response to behaviour. It may be necessary to exclude a child from our federation, 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 federation will have identified any children at risk of exclusion through the stages of response and will have arranged appropriate meetings and support prior to the decision to exclude. However, in extreme cases such as significant risk of harm to others, a decision to exclude may be taken without the stages in place.

The decision to exclude is made by the Headteacher. 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 federation community. The following are examples of behaviour that will not be tolerated and would most likely warrant exclusion:

- extreme or violent 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 federation's 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.

8. School Support Systems

As an inclusive school, we recognise that for some children tailored approaches may be necessary because of additional needs. 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 additional or adapted resources and provision such as additional resets, visual prompts, individual timetables. However, we have high expectations of all children and we follow the graded approach to behaviour in line with our 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 can 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).

9. Conduct Outside the School Gates

The same principles and protocols for managing and supporting behaviour will apply outside of Willow Tree Federation 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, such as social media chat groups.

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

- Could have repercussions for the orderly running of the schools;
- Poses a threat, including bullying behaviour, towards another pupil or member of the public;
- Could adversely affect the reputation of the federation.

This may include behaviour that occurs online and meets any of the criteria above. The federation works in partnership with local and community agencies in order to address issues relating to behaviour outside school hours. When behaviour incidents occur in the community, it remains the parents'/carers' responsibility to inform appropriate agencies, such as the police or Children's Social Care.

10. Parent and Carer Conduct

We expect all parents/carers to support the school in its teaching of our values of respect, responsibility and readiness. We also expect parents to conduct themselves respectfully and responsibly whilst on school grounds or attending school events.

When there is a behaviour issue with a child or another parent we ask that parents speak to a member of SLT about their concerns.

No parent should approach another parent or a child on school property if they are unhappy with a behaviour.

The federation has the power to remove or ban parents from our grounds if they are deemed a risk or behave inappropriately towards staff, other parents or children. This includes communication via telephone, email, text message or social media. Our staff are instructed to end any communication if they feel that the behaviour of the parent/carers is rude, abusive, or threatening. We ask for your understanding and cooperation in ensuring that all communications are conducted in a respectful manner.

11. Criminal Law

As a federation, 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.

12. Preventing Child on Child Abuse (including bullying)

Child-on-Child abuse is defined as abuse between children under 18 years of age. Willow Tree Federation has a zero-tolerance approach to abuse, including child-on-child abuse. Also, see related school policies: Safeguarding and CP Policy, Anti-Bullying Policy, ICT and AUP Policy.

All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

We aim to prevent child-on-child abuse through our teaching and modelling of values and positive behaviours as outlined at the start of this document. We teach children how they can develop healthy relationships and keep themselves and others safe. We teach them how to recognise when they might need help and where they can go for help when they need it.

Child-on-child abuse is unacceptable at the Willow Tree Federation, and it is treated very seriously by all members of staff. Staff are trained to recognise signs of child-on-child abuse and know how to respond to cases of child-on-child abuse. Staff will act immediately to support victims of child-on-child abuse and prevent further harm. Staff will report any suspected cases of child-on-child abuse to the Designated Safeguarding Lead (Lucy Naylor) or Deputy DSLs (Duncan Webster and Kirsty Banks) as soon as possible. The DSL will then conduct a risk and needs analysis before deciding how to manage or escalate a report. In most cases (unless there is a risk of harm in doing so) parents and carers of all children will be informed and the steps taken to safeguard all children will be shared as appropriate. Staff will also refer to the Safeguarding and CP Policy.

13. Confiscation of Inappropriate Items

Federation 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 Tree Federation, either the confiscated item will be returned to the pupil at the end of the academic 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 federation rules and that has been identified as an item for which a search can be conducted. These include:

- Mobile phones
- Vapes
- Chewing Gum
- Smart watches
- Digital devices
- Banned items as identified in school assemblies
- Unhealthy food and drink
- Inappropriate material (e.g. games, books aimed at older audiences)

Federation 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.

14. 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 an event or a 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.

15. 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.