



THE WILLOWS CATHOLIC PRIMARY SCHOOL

Behaviour for Learning Policy

Date 2nd September 2024

Signed by:

<u>Mrs S.A. Barnett</u>	<u>Headteacher</u>	<u>Date:</u>	<u>19.09.2024</u>
<u>Mrs. C. Johnson</u>	<u>Chair of Governors</u>	<u>Date:</u>	<u>01.10.2024</u>

Catholic schools are special, Christ's teachings and values, through the Gospel, permeates through absolutely everything we do. Whether this is the way in which we interact with each other, forgiving those who have upset or hurt us and how we treat anyone within our family or community.

Our central aim at The Willows is our school motto:
God Loves Me, God Loves Everyone.

With Christ at our heart, we are a loving, caring family where each individual is nurtured in mind and spirit to fully become the person God created.

In learning together, we support each other to reach our full potential in a safe and stimulating environment where all are valued and respected.

Our school motto: 'God loves me, God loves everyone' guides our journey.

BEHAVIOUR FOR LEARNING POLICY

‘God loves me. God loves everyone.’

Our School Mission Statement

With Christ at our heart, we are a loving, caring family where each individual is nurtured in mind and spirit to fully become the person God created.

In learning together, we support each other to reach our full potential in a safe and stimulating environment where all are valued and respected.

At The Willows we continuously strive to live our school mission statement through all actions, thoughts and words. We place Christ firmly at the foundation of the entire learning process, by embedding our values at the heart of the taught and wider curriculum. Underpinning this is the recognition that each person is unique and should be valued and respected. By encouraging, inspiring and challenging each person to fulfil their true potential we seek to guide children to take responsibility for their own actions and respect the uniqueness and dignity of each member of our community. Therefore, we all have high expectations of behaviour rooted in our school mission statement. We recognise the importance of sharing this policy with all members of our community as only then can everybody have ownership of it. Therefore, we aim to make this a living document, which is constantly reviewed and discussed to ensure that we are meeting the needs of our changing community. We recognise that all members of the community have a responsibility to ensure that this policy is followed and therefore it is important that children, staff, parents and governors work together, communicating openly and professionally about decisions which are made.

The aims of The Willows' Behaviour for Learning Policy

1. To ensure that all our pupils live and learn in a happy, secure and loving environment.
2. To ensure that all our pupils have a positive view of the school.
3. To ensure that pupils show respect to any individual with whom they have dealings, including fellow pupils, staff and parents.
4. To develop the children's understanding of the value and the need for a code of conduct within the school.
5. To encourage the children to exercise self-discipline and differentiate between appropriate and inappropriate behaviour.
6. To encourage all children to be honest and take responsibility for words and actions.
7. To develop compassion and forgiveness in all members of our school community.
8. To create a positive attitude to discipline which promotes good behaviour by raising morale and self-esteem and encouraging pupils to exercise self-control and take responsibility for their own actions.

9. To ensure that all members of the community have opportunities to rectify any lapses in responsible behaviour and can see a way forward to and be supported in making a fresh start.
10. To have clear expectations and clear procedures, which are followed to ensure that all incidents are dealt with consistently and fairly.

Legal Framework

This policy has been devised taking account of updated DFE guidance related to behaviour and discipline in schools.

These include:

- Behaviour in schools Advice for Headteachers and Staff July 2022; (no updates for September 2024)
- Ensuring good behaviour in school;
- Guidance for Headteachers and school staff on behaviour and discipline;
- Guidance for Governing Bodies on behaviour and discipline; Use of Reasonable Force (2013); (no updates for September 2024)
- Screening, Searching and Confiscation;(update July 2023)
- Preventing and Tackling Bullying;
- Suspension and Permanent Exclusion from maintained schools, academies, pupil referral units in England including pupil movement (updated version - from September 2023)
- Dealing with Allegations of Abuse against teachers and other staff;
- Positive Environments where children can flourish (Ofsted March 2018 updated 2021)
- Keeping Children Safe in Education (updated September 2024)
- Reducing the Need for Restraint and Restrictive Intervention (2019)

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Learning and Teaching Policy
- Anti Bullying Policy
- Anti Racist Policy
- Child Protection and Safeguarding Policy

Roles and Responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, gender and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents, and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Lead (The School Learning Mentor) will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.

- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENDCO.
 - Headteacher.
 - Key Stage leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Policy into Practice:

At The Willows the following practices support behaviour and discipline:

- Continuous responsible and good behaviour is always celebrated as part of daily school life and identified as expected behaviour for all.
- Staff know their classes well and develop positive relationships with the children.
- Important expectations of behaviour are displayed throughout the school environment and discussed regularly with children to deepen their understanding this includes colourful posters displaying our School Values.
- All children belong to one of our four house teams: St John the Evangelist, St Joseph, St Teresa of Calcutta and St Cecilia. A system of house points operates throughout the school by which children can be rewarded for all aspects of academic and non-academic achievements, for effort, for being considerate, and being responsible. The children have a sense of belonging and work as a team to support each other to behave in a responsible manner. Children work hard not to 'let each other down'. A weekly total of house points is accumulated and displayed on the success board in the school hall. We hope that all children will encourage members of their house to try their best in all aspects of daily school life.
- Daily liturgies are used to provide opportunities for children to reflect on their behaviour and actions and consider how to make changes to move forward.
- To develop leadership skills and act as role models for each other, Year Six children are elected as house captains. They have a responsibility to inspire all members of their house to be the best that they can be.
- All Year 6 children are given an area of responsibility through which they develop their leadership skills. They encourage all other children to live out our school mission statement.
- Children are trained as Buddies and aim to be role models for younger children in both Key Stages at break and lunch times. Trained Peer Mentors support others in trying to solve their own problems.
- Nominated children from each class are given the responsibility of being GIFT (Growing in Faith Together) Group members, leading the school to develop sustainability; this encourages all other children to look after the environment and to make the right choices.
- Class Councillors are elected by peers who then form a School Council to lead through example and work together to drive forward school development.
- Celebration assembly on a Thursday afternoon enables the school community to gather and share weekly successes together. Children and staff are encouraged to share all their

successes both in and out of school, through presentations, displays and the awarding of certificates and trophies.

- On a Friday afternoon each class teacher presents a 'Star Award' certificate to a particular class member which celebrates their learning, attitude and behaviour over the week.
- Teaching Assistants work alongside Key Stages during break times and lunch times, playing games and organising time, to ensure constructive activities are taking place. This develops deeper relationships and mutual respect.
- All classes develop their class rules and vision. These are seen as an essential part of classroom management and a collaborative means of promoting responsible behaviour.
- The children review their understanding of the Good to be Green system and recognise that amber provides a warning and red leads to a consequence.
- Working with changing learning partners is an integral part of lessons which helps the children to work collaboratively. It develops tolerance and understanding of different viewpoints and encourages children to learn from each other.
- Bullying, racial harassment, equal opportunities are subjects covered in PHSE, HRSE, religious education lessons and where appropriate within the curriculum including key stage and whole school assemblies with the intention of deepening every child's understanding of their significance.

Partnership with Parents

Parents support by:

- Supporting the school in sharing its vision, ethos and Mission Statement.
- Supporting the implementation of this policy through working in partnership with children and staff.
- Trusting the school to fulfil its promise to look after, care for and ensure that children are treated with equality through the assessment of need.
- Understanding the school has a responsibility to meet the needs of all children including those who have individual behaviour plans, which are related to their emotional and social needs.
- Reinforcing our school policies and expected behaviour to ensure that we are working together (parents, teachers and pupils) and not confusing children with mixed messages.
- Reinforcing our message that retaliation is unacceptable and that all incidents should be discussed and dealt with fairly.
- Remembering that sometimes mistakes are made by both children and staff, as we are all only human beings striving to be like Christ. However, recognizing that by working together these can be addressed and rectified to ensure that children receive the right messages and learn that mistakes do happen but how they are dealt with is important.
- Encouraging children to be honest and take responsibility, emphasising that all incidents can be dealt with effectively if the truth is told.

Staff Members

In order to ensure continuity all members of staff have the following responsibilities:

- Always put the child first.
- Deal with all situations with love and empathy, valuing the dignity of all.
- Encourage all children to take responsibility for their own actions.
- Act as a role model for all children through what they say and do.
- Consistently use the behaviour and recognition systems e.g. positive people, reflective conversations in reward times consistently to promote good behaviour.
- Develop effective staff/ pupil relationships. All children are met and greeted on arrival to school each morning.
- Praise, support and encourage pupils.

- Engage in a careful balance of both nurture and challenge to support the children in developing positive relationships and to feel secure.
- Provide highly structured lessons, which motivate and engage pupils in learning.
- Teach, reinforce and promote values-based education based on Gospel principles.
- Ensure learning is adapted – teachers ensure they are providing opportunities for all pupils to experience success; high expectations are maintained, so that all pupils can meet those expectations.
- Plan and teach social skills directly and indirectly throughout the school day; planned social tasks and activities with adults where responses can be role-modelled through use of role play with the children.
- Create a safe environment where pupils feel respected and accepted by all, whether they make a mistake or not to encourage openness and trust
- Ensure pupils' social and emotional needs are effectively met through implementing strategies suggested by other professionals (Educational Psychologists, SALT, etc) and the use of social stories, visual timetables, intervention programmes etc.
- Consistently ensure routines and structures are fully in place; are being proactive, calm; and are organised in order to ensure pupils' days run smoothly.
- Work in partnership with each other and with parents to ensure that unacceptable behaviour is dealt with effectively.

Playground Procedures

At breaktimes and lunchtime, the staff on duty should be treated with the same respect accorded to class teachers. Any serious incidents occurring at dinnertime will be reported to either the teacher of the pupil/s involved, the Key Stage Leader or the Headteacher or Deputy.

At the end of break or lunch time the member of staff on duty will blow the whistle twice. The first whistle is the signal for all pupils to stop what they are doing and listen to any instructions that may need to be given out. The second whistle is the signal for pupils to walk quietly and sensibly to their lines where their teacher will be waiting to lead them into class. The equipment will also be collected up.

The football is allocated to each year group according to a rota that each teacher has in class. The area for playing football is one third of the netball pitch, another third is for other ball games and the final third is for XXXX. When the ball goes out of the designated area, one of the players should collect the ball and take it back to the playing area. Play should then be resumed. It is important that children playing netball, basketball and football do not impinge on other areas of the playground, but contain their game in the permitted area. When the ball goes on the field one of the players should retrieve it by using the proper entrances.

Rewards and Sanctions

We aim to develop patterns of behaviour in the children which will contribute to their learning. Good behaviour is always praised to emphasise the positive and minimise the negative.

Behaviour curriculum

Positive behaviour is taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement is used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum focuses on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g., lining up quietly on the playground.

Routine are used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g., SEND, are made.

Consistent and clear language is used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focuses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Children displaying positive patterns of behaviour are rewarded with praise and when appropriate, house points, Golden Time and certificates. Praise is given in many ways, including written comments on children's work, a public word of praise in front of a group, class, key stage or whole school, or a visit to the head for commendation. Comments on school reports highlight not only good work and academic achievement, but also good behaviour, community support and a general positive approach. In exceptional circumstances a message is sent home to parents to inform them specifically of some action or achievement deserving praise.

It is important that all behaviour is treated consistently throughout the school.

All staff endeavour at all times to keep a positive relationship with pupils, however it is important to have in place a firm line of action in case this relationship breaks down. On occasion it may be necessary to put a child on a behaviour plan. This will be developed alongside parents.

- House points can be given for a variety of reasons but these usually fall into two categories – work and behaviour, and care of others. The children's individual totals of house points are recorded by the class teacher and the house group with the most points is celebrated in assembly on Fridays.
- Running totals are kept for each house, class totals are collected in every Thursday lunch time. The house group with the most points in their class is awarded 20 points, second place receive 15 points, third place 10 and fourth place 5, in this way teachers are free to give out as many points as they like as they are levelled when collected in.

'It's Good to be Green!'

The 'It's Good to be Green' behaviour system is used in every classroom and in Breakfast and After-School Club.

The children always start each new session on Green.

	All children begin each day on green. If children's behaviour falls short of expectation, a prompt is given, and they are always encouraged to improve this. A final warning will then mean that if behaviour is not improved their name will be moved to amber.
	If a child's name is moved to amber. This is an opportunity to reflect on their behaviour. Improvement in behaviour will result in the child's name moving back to green. If the child continues to make an unacceptable choice then they will move their name to red.
	If a child's name is moved to red, the child will be issued with a consequence for their actions e.g. missed play to complete the work, tidy up the mess created etc.

Parents will be informed each time their child is placed on red.

Incidents that are more serious would always be escalated to a consequence. (Please see Procedures for Dealing with Unacceptable Behaviour section of this policy).

Certificates

Certificates for outstanding learning and conduct ('Star Awards') are given out each Friday during the whole school assembly. Staff keep their own records for this. The reason for the award is written on the certificate.

Children respond to praise and will tend to emulate behaviour they see rewarded; it is therefore important that all staff highlight good behaviour.

The certificate awarded for work will recognise a pupil's special effort in one area or will highlight a general raising of standards. Certificates are given out at other times by other members of staff.

Other Initiatives:

In addition to the rewards and sanctions outlined in this policy there are other areas of school life that have a positive effect on a day-to-day level. Listed below are some other initiatives that we use at The Willows to assist in the smooth running of the school.

School Council

The school council consists of two pupils from Reception – Year 6. Two children are chosen by members of their class to represent them in meetings held every month with a staff member. The elected pupils will raise issues at the meetings on behalf of their peers and will feed back minutes of the meetings to their class. Each council member has a note book in which to record other pupil's concerns and these concerns are then discussed with the council. The council gives the children an opportunity to air their hopes, fears, uncertainties etc.... through fitting channels and where necessary / appropriate it can instigate change. Elections take place at the beginning of the new academic year.

Circle Time

Circle time is used by staff as and when they feel it is needed. It is used to allow the children a platform on which to talk about problems they may be encountering or worries they may have. Sometimes circle time will involve the whole class and other times it will involve only a small group with either their class teacher or the Learning Mentor (Mrs Plant).

Home School Agreement

To promote a positive relationship between parents, teachers and pupils, the school operates a home school agreement, which is signed by parents and teachers and forms a contract between the two parties outlining their role in the pupil's whole education.

Special Needs

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. The class teacher, supported by the Special Needs Co-ordinator (Mrs Roddy) will monitor progress within the Code of Practice and

arrange appropriate support. The SENCO will contact outside agencies if they are required. Support may include the involvement of the Stepping Stones Outreach Service, the local Inclusion Hub and/or the educational/psychological/ Welfare Service. For further information refer to the Special Needs Policy.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long periods of time
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Procedures for dealing with unacceptable behaviour

At The Willows we recognise that children do sometimes make mistakes, which can lead to unacceptable behaviour. In all cases it is the behaviour which is unacceptable and not the child. Therefore, all our strategies are used to enable children to reflect upon their behaviour, take responsibility for their actions and decide how they can best rectify any situation, which may have occurred.

Procedures:

- All unacceptable behaviour is treated on an individual basis.
- Incidents occurring within class will always be dealt with by the class teacher, during break time by the teacher on duty and at lunchtime by Teaching Assistants. The appropriate action to take will be decided by the person dealing with the incident. However, if support is required it will be sought and advice asked for.

Generally, the following strategies are used:

1. Any incident will be investigated fully to establish all facts, considering reasons for behaviour, parties involved and share of responsibility.
2. All parties involved will be asked to reflect on the incident and consider the part they have played. Once children have accepted responsibility, they will be then guided to decide what they would consider to be a suitable consequence. This enables them to own the consequence and accept further their part in the incident. Possible punishments include missing a section of free time, loss of responsibility, removing objects thrown or mess created etc.
3. At this point it is hoped that apologies can be given and accepted.
4. In cases where children are unable to accept responsibility and the collation of information doesn't clear up confusion or the incident is of a more serious nature, the incident will be recorded and discussed with senior member of staff.
5. Occasionally when responsibility is still not accepted or when the incident is viewed as being very serious the child/ren will be sent to the Deputy Head or Headteacher who will decide what action to take.
6. In all cases the teacher dealing with the incident will decide whether or not to inform parents. Our policy is to provide all children with opportunities to take responsibility for their own actions and therefore not all incidents will be reported back to parents. However, this will depend upon the seriousness of the incident, the previous behaviour of the child and the outcome of the incident. There may be times when the teacher feels that although the incident has been dealt with and all parties have apologised that parents should be informed to ensure that similar incidents do not happen again.

Persistent or more serious incidents

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g., not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g., that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g., "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, **trained members of** will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

On rare occasions the school may decide to remove a pupil from the classroom for a limited period, at the instruction of a member of the Senior Leadership Team.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teacher sets them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Persistent unacceptable behaviour includes bullying, disruption of lessons, racist taunts, physical aggression, continual bad language etc. This will be recorded in a behaviour log and parents will be involved at a very early stage so that school and home can work in partnership to try and prevent such behaviour becoming more serious. In these circumstances a child may be placed on an Individual Behaviour Plan, which is regularly reviewed.

Serious incidents include: physical assault, deliberate damage to property, stealing, leaving school without permission, verbal abuse, refusal to work, disruptive behaviour in class, racist taunts and bullying in any form. This type of behaviour is the responsibility of the Head teacher or the Deputy Headteacher in her absence, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern.

Failure to improve leads automatically to the next stage, each stage is recorded.

1. A verbal warning by the Headteacher and possible withdrawal from the classroom or playground for the rest of the day, with a request that parents come into school to discuss the incident.
2. A child may be placed on a weekly/daily report ensuring a dialogue between school and home. This is reinforced with weekly meetings with parents.
3. At the meeting with parents to discuss the incident a warning is given about the next stage unless there is an improvement in the child's behaviour.
4. At times a child may persistently behave in an unsafe manner which is disrupting the other children from their learning. At The Willows exclusion is extremely rare as all other strategies are put into place and therefore to prevent exclusion one of these strategies is a 1 to 1 provision in school. This is where the child spends some time away from their peers with an adult completing work set by the class teacher. Interaction is limited and the child is expected to work through the tasks set, discuss why they are having 1 to 1 time and earn their way back to class to be with their peers. Any additional provision is time limited and if a child needs to be working away from their peers it is temporary with a view for them to integrate back to the class.
5. If the problem continues, then – a fixed term exclusion will be enforced. This could be a 1-day, 3-day or 5-day exclusion dependent upon the severity and number of previous exclusions.

6. On any other re-occurrences further exclusions will operate. At this point a case conference involving parents and support agencies may then follow to plan preventative strategies, which may provide extra support for the child.
7. If several fixed term exclusions have been given or a maximum of 45 days exclusion has been reached a meeting between the parents and the Governing Body will take place.
8. If no marked improvement is evident then Permanent exclusion will be considered after consultation with the Governing Body and the LA.

Throughout the exclusion process reintegration procedures will be discussed and implemented to provide children with every possible chance for success. The Headteacher will inform the Governors when serious incidents occur, and appropriate action will be taken. This may include part or full-time exclusion. Parents have the right of appeal to the Governing Body against any decision to exclude. However, at The Willows exclusions are very rare and we view exclusion as a final resort after all other strategies have been used. We want to see children succeed and therefore hope not to have to implement such procedures.

In cases involving children with statements or behaviour plans the procedures to follow will be clearly recorded and may differ from this depending on the individual child and the current situation. All members of staff are made aware of any children who follow such plans to ensure that there is continuity in their implementation. Strategies to use are clearly communicated to all staff and the class teacher is informed of any incidents which occur outside the classroom to ensure that behaviour logs are updated. As a school we recognise that behaviour difficulties need a team approach.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour regarding smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff, and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs, and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

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.

Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- Chewing gum.
- Mobile devices.
- Make up and cosmetics.
- E-cigarettes and vape pens.
- Lighters.
- Aerosols.
- Legal highs/psychoactive substances.
- Energy drinks.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Beyond the School Gates

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school, online, and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could negatively affect another pupil.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Summary

Through the implementation of this Behaviour Policy we aim to help all members of our school community to experience God's loving care for each individual. It is the responsibility of every member to contribute to the creation of this ethos, which should be reflected in all areas of school life. Sanctions are only used when all else fails.

The great majority of our children take responsibility for their own actions. They acknowledge their mistakes and take steps to put things right.

The whole staff on an annual basis will monitor this policy and practice and the outcomes will be reported to the Governing body.

This policy was reviewed in Autumn Term 2024 and was accepted by staff and governors.

It will be reviewed again in Autumn Term 2025

Appendix 1

Behaviour

Unacceptable behaviour in school – levels of seriousness

The following list was compiled by the staff of The Willows.

Day to day problems (level 1) in the classroom	
Problem	Preventative Measure
Calling Out	Class Rules
Unacceptable levels of noise	Class Rules
Respect for self and others (manners, politeness courtesy, forms of address)	Class Rules, establishing good classroom organisation
Wandering around class without purpose	Class rules
Leaving the class unnecessarily (toilet trips etc)	Class Rules
Poor response to instructions	Class Rules
Toys and other inappropriate equipment in class	Class Rules, letter to parents (if necessary)
Day to day problems around the school	
Lining up (breaktime and lunch)	Teachers out before whistle
In school without permission (Class and cloakrooms)	Use of correct door, class doors closed, pupils only in class when teacher is present
Leaving Assembly	Pupils leave in silence in year groups
Cloakrooms, general tidiness	Respect for others belongings (picking up other bags, coats, etc)
Break & Lunchtime	
Ignoring first whistle	Warning then on report to class teacher. 1/2 termly rules reminders
Ignoring adult on duty when asked to do something or questioned.	Adults have a clear vision of the playground and investigate: Running across football pitch/other game areas. Child(ren) lying on the ground. Inappropriate use of the equipment. Groups of children in a huddle.
Rough Play	Retrieving equipment from the field without permission Nominating one adult to whom pupils refer to for permission for the toilet. Doors to classrooms open after first whistle. Persistent offenders to Key Stage Leader - referred by the class teacher.

More serious problems (level 2)	
Problem	Preventative measure
Swearing	Warning – discuss inappropriate behaviour in child's time, loss of Golden Time/Rewards.
Answering back	Warning – discuss inappropriate behaviour in child's time, loss of Golden Time/Rewards
Provocative behaviour towards others	Warning – discuss inappropriate behaviour in child's time, loss of Golden Time/Rewards
Kicking, punching, nipping, biting	Referral to Headteacher/Deputy as below
Disobedience that endangers self and others	Referral to Headteacher/Deputy as below

Serious Problems (level 3)	
Problem	Preventative measure
Racial abuse Stealing Swearing (at adults) Kicking, punching staff Repeated disobedience Running out of school	<p>Referral to Headteacher/Deputy where the incident will be discussed recorded and action taken including parental involvement. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.</p> <ol style="list-style-type: none"> 1. A verbal warning by the Headteacher and withdrawal from classroom for the rest of the day, with a request that parents come into school to discuss the incident. 2. A child may be placed on a weekly report ensuring a dialogue between school and home. Reinforced with weekly meetings with parents. 3. At a meeting with parents to discuss the incident, a warning is given about the next stage unless there is an improvement in the child's behaviour. If the problem continues then a fixed term exclusion will be enforced. 4. On any other re-occurrences, then further exclusions will operate. At this point a case conference involving parents and support agencies may then follow to plan preventative strategies which may provide extra support for the child. 5. Once 45 days exclusion has been exceeded, a meeting between the parents and the Governing Body will take place 6. If no marked improvement is evident, then Permanent Exclusion will be considered after consultation with the Governing Body and the LEA 7. Throughout the exclusion process, reintegration procedures will be discussed and implemented to provide children with every possible chance for success