



The Willows School
Academy Trust
Learning - Achieving - Succeeding

Behaviour Policy

Statement of Intent

The pupils attending The Willows School Academy Trust have demonstrated significant cause for concern in a mainstream setting and have been identified as requiring specialist provision for support with behavioural, emotional and social needs. We aim to help all pupils come to terms with their presenting difficulties and encourage them to acquire coping strategies and skills which will enable them to become self-disciplined and demonstrate acceptable standards of behaviour and where possible return to mainstream schools. This policy is designed to help and guide staff to work professionally and effectively in support of the pupils' needs and to inform parents of the school's standards regarding behaviour.

Aims

- To create the conditions for an orderly community in which effective teaching and learning can take place.
- To encourage pupils to develop self-respect and self-discipline and take responsibility for their actions.
- To create an atmosphere of mutual respect and collective responsibility, between all members, and so promote good relationships between pupils, parents/carers, staff and the community in general.
- To provide a firm and constructive framework for dealing with pupils whose behaviour is disruptive, unpleasant or anti-social.

Objectives

- All staff in the school will act as positive role models for the pupils.
- All pupils will follow individual behaviour programmes which will be reviewed regularly.
- The pupils will be encouraged, alongside the adults, to have proper concern for the environment and to respect and take pride in the appearance of their school.
- Pupils will be encouraged to form positive relationships with peers and adults and relate to them in a socially acceptable manner.
- Pupils will learn to behave in a range of contexts, with the possibility that they return to mainstream if they are considered to be ready.

The systems and procedures of the school are intended to bring about a positive change in pupils' behaviour while enabling staff to manage situations, constructively and confidently when behaviour is unacceptable or inappropriate. Consistency in application of these systems is essential to the growth and development of the pupils.

This policy should be read in conjunction with the following documents:

The Willows School Academy Trust:

- Procedures for Behaviour Management.
- Policy for the Control and Physical Restraint of Pupils
- Anti Bullying Policy
- Guidance for Dealing with Racist Incidents
- Equal Opportunities Policy
- Governors Statement of General Principles for an Overall Behaviour and Discipline Policy
- Home/School Agreement

and with due regard to the following documents:

The Local Education Authority:

- Behaviour Support Plan
- Behaviour Support Guidelines
- Guidelines for schools on Managing Conflict: Care and Control of Pupils
- Guidance for dealing with Racial Incidents in Schools
- Violence to Staff Employed in Schools

The Department for Education and Employment (DfEE)

- Social Inclusion: Pupil Support (Circular No. 10/99)

Copies of these documents can be accessed via the School Office.

General Principles

- The school will determine measures designed to promote among pupils self-discipline and proper regard for authority; encourage good behaviour and respect for others; prevent all bullying among pupils; secure an acceptable standard of pupil behaviour and otherwise regulate the conduct of pupils.
- All staff will be aware, at all times, of the need to promote the positive ethos of the school and the shared responsibility for the welfare of the pupils.
- The school's code of behaviour and procedures for behaviour management and the care and control of pupils will be consistently and fairly applied by all staff.
- Staff will not ignore disruptive or poor behaviour and will display sensitivity and tact when dealing with these situations.
- Pupils will be under supervision at all times when they are on the school premises and/or on authorised school activities.

- Staff will set a positive example to pupils in matters of dress, punctuality, commitment and demeanour.
- The Behaviour Policy will be brought to the attention of pupils, parents/carers, staff and governors at least once in every school year.

School Organisation

We have a child centred approach to management and organisation which is designed to meet the special educational needs of our pupils. Daily routines, both in and out the classroom, have a clear structure so as to create order and calm for the pupils.

Ethos

Our priority is to create a supportive environment in which pupils feel safe, secure and happy. The emphasis is on a positive approach of encouragement and praise. We consider it is essential to maintain firm, consistent discipline free from unnecessary restrictions yet with clear boundaries concerning unacceptable behaviour.

School Rules

School Rules are kept simple and to a minimum. They are:

1. We follow instructions
2. We keep hands and feet and objects to ourselves
3. We are kind, polite and respectful to everyone

Rewards and sanctions

Whilst we acknowledge that pupils at The Willows School Academy Trust can present inappropriate and challenging behaviours, underpinning all our work is the understanding that we will treat all pupils in a positive, supportive way. We use every opportunity to acknowledge and praise each pupil's achievements and successes.

We believe that praise is better than negative criticism.

Consequences

<u>Positive</u>	<u>Negative</u>
Specific praise and stickers	Rule reminder
Class based reward, including praise notes home	1,3,5 minutes of quiet time in class
Show work to your special person	Minutes off break
Show work to the Deputy	Session out of class
Show work to the Head Teacher	Parents contacted
Good news phone call home	Temporary Exclusion
Good news letter home	Permanent Exclusion

Physical Intervention (See also - Policy for the Control and Physical Restraint of Pupils)

Physical intervention is used in response to serious and dangerous behaviours and only used in those situations where any other course of action would be likely to fail. Physical intervention is an act of care and control, not a punishment. It may be used to prevent a pupil:

- Harming him/herself or placing him/herself in danger;
- Causing harm to another child or member of staff;
- Seriously disrupting a lesson or activity;
- Inflicting unnecessary or unreasonable damage to the fabric of the building or other property.

All staff receive training in the prevention and management of aggressive behaviour and non-violent physical restraint. All incidents of physical intervention are entered in the "Physical Intervention File", according to school procedures. The Head Teacher is informed of all incidents requiring physical intervention. If a situation arises where a pupil needs to be physically restrained frequently, a Behaviour Management Plan (see below) is completed and shared with parents/carers.

Behaviour Management Plan

If physical restraint is being used as a frequent intervention to help a pupil to control his/her behaviour, a Behaviour Management Plan (BMP) is completed.

The BMP:

- Analyses the triggers for the unacceptable behaviour.
 - Identifies strategies for supporting the pupil in defusing difficult situations.
 - Specifies the most appropriate and safest way to hold the individual pupil when physical restraint is necessary.
 - Outlines strategies to support an improvement in the pupils' behaviour
- Parents/carers are consulted about the BMP. They are asked to contribute and give their written consent to the final plan. There is regular review of the BMP with the pupil and parents/carers.

Bullying and Racial Incidents (See also: Anti Bullying Policy Guidance for Dealing with Racist Incidents)

We do not tolerate incidents of abuse, discrimination or harassment in any form. Pupils are encouraged to report all incidents to a member of staff immediately.

Our aim is:

- To prevent incidents occurring in school.
- To have clear strategies for dealing with incidents and supporting the victim.
- For pupils to have confidence that incidents will be dealt with effectively.

We seek to:

- Encourage the children to feel secure enough to talk to the adults.
- Help the abuser to understand that what they have done is wrong.
- Teach the victims ways of avoiding and dealing with being abused. Action will be taken whether the incident happens on school transport, in the classroom or in the playground.

If abuse persists parents will be called to school to discuss means of effecting a change of attitude.

Parents

We place great importance on sharing equal and joint responsibility with parents/carers for their child's education and behaviour. We believe that it is essential that parents/carers are involved in helping their child. We are committed to working in partnership with parents/carers and acknowledge the valuable contribution they can make in support of their child. We welcome the support and involvement we get from our parents/carers and seek to build on this to best meet the needs of the children.

Communication

To be most effective in dealing with pupils' behaviour we have to have strategies for communicating with everybody concerned with the child. Only then can we provide a consistent approach that meets the individual's needs.

Our communication network encompasses:

- within school;
- parents/carers;
- Governors;
- outside agencies e.g. Educational Psychologist, Educational Welfare Officer, other professionals;
- the Local Education Authority;
- The community.

Appendix: Guidelines for Time out**Guidelines for Time Out**

- Time Out is for calming down, NOT doing consequences.
- Say: "When you're calm and sitting on the floor with legs crossed and arms folded, I'll start the timer. I'll stay here until the time is up. If child is not calm, say "When I can see you are calm, I'll start the timer."
- No chat or attention just clear, firm words and actions during the calm down time.
- When the time is up, review the situation and make a decision either back to class or elsewhere.
- Consider using the ante room as a possible transition, i.e. "I think you could do some calm down time here" (without using the smaller time out room).

- Ensure that children are given some thinking time as a consequence for the time out episode.

To be reviewed at Full Governing Body Meeting on 24th June

Signed: 
Headteacher

Signed: 
Headteacher

Signed: 
Headteacher

Signed: 
Chair of Governors


Mr Robert Barr
Chair of Governors

Signed:
Chair of Governors

Date: 24th June 2015

Date: 21st June 2016

Date: June 2017