



Willow Park
C of E Primary School

Positive Behaviour Policy

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Version Control

Version	Date	Summary of changes (Inc. reason for review if not scheduled review date)
1.0	26/03/2021	All Federation policies approved as carried over.
1.1	26/08/2021	Reviewed by Head teacher for new school year
1.2	14/11/2023	Reviewed by Headteacher for new school year. Spelling and grammatical errors have been amended.
1.3	28/11/2023	Reviewed by Nicola van der Laan. Zones of regulation added.

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The Willow Park Vision

'Be the Light'

Matthew 5:14 You are the light of the world—like a city on a hilltop that cannot be hidden.

The ultimate worth of each person in our school is at the centre of all we do. We value the, 'light' of every individual and we seek to nurture that light and encourage each of us to be the light to others. We seek to do this by:

Showing dignity and respect.

We ... take the time to listen, understand and be fair.
Cherish the things that make each of us unique.
See the good in each other.

Growing in wisdom, knowledge and skills

We ... provide an engaging curriculum which enables all to flourish.
Collaborate and so learn from each other.
Promote curiosity.

Prioritising character development

We... make the most of opportunities to develop resilience, confidence and independence.
Create a culture of high aspirations.
Work towards global, social and environmental justice.

Being Community and living well together

We... spread joy by serving local people and nature through song and action
Provide opportunities to seek forgiveness and reconciliation
Seek to develop strong relationships built on mutual trust and respect for all

Introduction

Willow Park C of E Primary School is committed to creating an atmosphere where exceptional behaviour is at the heart of productive learning. Everyone (including adults) will show and model high expectations in behaviour and conduct and will accept responsibility for their own behaviours.

This policy will reflect and echo our School vision – “Be the Light.” All children and adults are expected to be the best they can be in all aspects of their being (refer back to our full vision statement).

This policy will also reflect the Church of England vision statement – living “life in all its fullness.” Children and adults alike cannot do this without exemplary behaviour.

What are the aims of the Positive Behaviour Policy?

- To create a culture of outstanding behaviour.
- To ensure children are treated fairly and show respect from each other and from the adults.
- To refuse to give children attention for poor behaviour.
- To help children take control and take ownership over their own behaviours.
- To ensure excellent behaviour is a minimum expectation for all.

Strategies will be used to promote behaviour and to teach children self-control and self-regulation.

At Willow Park, we know that excellent behaviour is developed by highly skilled and trained adults who skilfully manage the behaviour in the context of compassionate and committed relationships.

We fully expect that all children must behave as best as they can. All staff at Willow Park will have high expectations for behaviour of all children. This will then be reflected in their learning outcomes.

The key to this is the use of consistent school wide language of behaviour management.

We expect all children to:

- Be the light throughout the day in their learning and their behaviour.
- To always be the best that they can be – children need to show at times that they can go above and beyond **for them.**
- Follow instructions of the adults in the classroom so that they can begin to show their best.
- Give all learning a go and to always challenge themselves as best as they can.
- Children in class will speak when it is appropriate to do so – to follow the class rules of noise levels.
- To not shout at others.
- Listen to each other. To value and respect one another in the classroom.
- Follow the behaviour policy.

We expect all staff to:

- Always wait for silence when talking to the whole class (no matter how long it takes) - develop strategies for getting silence.
- Quiet does not mean silence! We expect silence at certain aspects of the day e.g. when the teacher is delivering or during whole class worship.
- Always be relentlessly polite and calm—it's hard to be angry with someone who is smiling and calm.
- Always separate the behaviour from the person.
- Focus on primary and not secondary behaviours like muttering, tutting and over exaggerated movements.
- Avoid any kind of confrontation if possible—de-escalate situations.
- React from the head and not the heart—emotions cloud rational thoughts and decision-making.
- Shouting at children is always a dead end.
- Use Non-Verbal signals as much as possible.
- Control their voice (tone and volume)
- Be consistent but not rigid—apply rules fairly!
- Know when to be flexible and when to walk away.

- Set clear boundaries and warn the children before they reach them.
- Always give them 'the choice' to behave correctly.
- Intervene early—be vigilant!
- Know the behaviour policy well.
- Know what support is available and use it when behaviour has escalated.
- Smile as much as is humanly possible.
- Be the 'firm but fair' type of teacher - be assertive!

We expect all staff to deploy the following strategies:

- Directions are given in a calm, firm, quiet voice - Name ... direction Thanks - *'Kyle...baseball cap off...thanks.'*
- Give instructions and walk away to show expectation of compliance - *'I need you to move to the chair over there. Thank you'*
- End instructions with 'thank you' or 'thanks' not please - *"Sarah, (two second pause) if you have an answer to a question then put up your hand, thanks!"*
- Expect children to comply with the first instruction and give them time to do so.
- Stay focussed on the primary (not secondary) behaviours - *'Sarah lets out a 'huff' but Mr. Gohil ignores this secondary behaviour.'*
- Use, 'Yes' and, 'And' to divert from the secondary behaviour. Focus on the primary behaviour and avoid conflict - *'Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.'*
- Give non-confrontational advice - *"Sam (two second pause), it's important to sit with all four chair legs on the floor in case you fall backwards - thanks!"*
- Give short and simple directions - *"Emma, (two second pause) you can choose to arrive for the next lesson on time or you can choose to do a lunchtime detention, thanks!"*
- Use positive do's rather than don't *"Alex, I'd like you to choose to sit back in your seat. Thank you."* Rather than *"Alex don't get out of your seat!"*

- Use the language of choice - *“Andy, you have two choices. Either you choose to come outside with me now to discuss your behaviour or you choose for me to get a senior teacher to remove you from the room. What’s your choice?”*
- Use ‘when’ and ‘then’ - *“Trevor, when you’ve put up your hand, then I will answer your question.”*
- Use double what questions - *‘Joe – What are you doing?’ ‘What should you be doing?’*

What are the roles and responsibilities of the adults in school?

- To promote the school rules and values – including the vision, “Be the light”
- To model positive behaviours.
- To plan lessons that are engaging, challenging and that meets the needs of all children.
- Ensure praise outweighs negative consequences.
- All staff will meet and greet at the door – staff will say good morning / good afternoon to each individual child, with a smile or even a handshake!
- Be calm.
- All negative behaviour needs to be followed up at the end of the session – do not publicly engage with this in front of the rest of the class.
- Never ignore or walk past children behaving inappropriately.
- Support staff in returning pupils to learning by sitting with the class teacher on reparation meetings at the end of the lesson – support with conversations.

What are the roles and responsibilities of the leadership team in school?

- Leaders will need to be **visible at the beginning and the end of the day**. At least one member of the leadership team will be on the playground every day.

- Leaders will need to be a **visible presence in and around school** to encourage and model appropriate conduct.
- **Regularly share good practice in school.** The first 5 minutes of some staff meetings could be to share exceptional behaviour of pupils and good practice demonstrated by staff.
- **Encourage the use of positive notes and positive phone calls / texts home.**
- Ensure **staff training needs are identified and targeted.**
- Use behaviour data to target and assess interventions. Regularly review provision for the children that demonstrate more challenging behaviours.

Moving calmly around the school building

At Willow Park CE Primary School, we believe that the orderly, calm movement around school and transitions from one activity or area to another are key in maintaining a safe and happy school and provide regular opportunities for children to exercise their self-control and self-regulation. As a result, we are very clear about how children should behave during these transitions. Our aim is to have calm, quiet corridors throughout the school day.

- **Lining up** - Children will be allocated lining up spaces and required to stand in these places whenever the class moves as a group. The children should be in single file moving calmly, respectfully and quietly.
- **End of playtimes** - At the end of playtimes, the bell is rung. On the second bell ring, children should walk quietly to their lining up places. It is the responsibility of Owl class to put away all the lunchtime play equipment.
- **Carpet to tables** - Transition from carpet to table is very important. Class teachers can decide what transition strategies to use. *Example of a key stage 1 strategy: In class when children move from carpet to tables and visa-versa, the teacher should count 1, 2, 3. On 1 the children stand, on 2 they walk to their new place and on 3 they sit.*
- **Assembly** - Children should walk to the assembly hall in silence and single file as described above. The children should be directed to a space to sit in. The aisle down the centre of the hall should be kept clear. **Children should not talk during the assembly unless**

invited to do so. At the end of assembly, the class sign will be given. The children should stand and walk out of the hall in single file and silent as described above.

- **Small group movement** - When children are collected from class and walked in small groups to a small group room they should walk in single file and quietly as described above.
- **Walking without adult accompaniment** - When children are walking in corridors without an adult (on an errand, showing good work, first aid, etc.) they should walk in silence unless spoken to by an adult.
- **Walking out of lunch halls** - Children should walk out of the lunch hall respectfully, responsibly, calmly and quietly.
- **Staff movement** Staff should model the desired behaviour when walking around the school. They should speak in a quiet voice. Staff should acknowledge and reinforce children's calm movement around school with smiles, calm school code gestures and praise.

Classroom contracts

- At the beginning of the school year each class should create a class contract, in conjunction with the Jigsaw PSHE scheme of work to set the tone for the rest of the year.
- The class rules are written in a positive manner using positive language e.g. Not using language such as "Do not call out in class." But use "Raise your hand and wait patiently for your turn to speak."
- The rules are to be signed by all members of the class – adults and children – and a copy of the agreement will be sent home during the first few weeks of term 1. This is so that the parents can work in conjunction with us to ensure positive behaviour at all times.

Recognition for rewards and effort

At Willow Park, we will recognise all children that go above and beyond when demonstrating behaviour and learning. This means pupils exhibiting behaviour beyond THEIR norm.

The use of praise in developing a positive environment in the classroom cannot be underestimated. This is one of the key ways in building up relationships – especially those children that are harder to crack!

Our positive recognition includes;

- Positive conversations with parents/carers or notes home from the teacher and members of the SLT.
- Two 'Be the Light' certificates are distributed in each class every week and awarded to those children who have demonstrated that they have been the light' through their attitude, behaviour or learning.
- Head teachers award – if a child has excelled in a piece of work, they will be encouraged to show a member of the leadership team. They will be issued with a sticker and/or certificate to show recognition of excellent learning and to indicate to parents that this has been acknowledged by SLT.
- Use of house points to reinforce positive learning and behaviour

Hot chocolate Friday (ice cream in the summer)

If a child is named star of the week, that child will be invited for a Hot chocolate with the Head teacher (or another member of the leadership team in his absence). This will be to celebrate achievements personally with the head teacher and for the head teacher to spend some quality time with these children.

House Points system

All children will be placed in a house to earn points for their team. Each child will be in 1 of 4 houses – red, blue, green and yellow. Where possible and numbers allow, siblings will be placed in the same house to avoid conflict.

Children can earn points for anything that the adult sees fit (within reason). The winning team at the end of each term will earn a reward – this could be anything from a trip to the local park to a bouncy castle in the hall.

2 Year 6 children will be elected as house captains for each house and will be the champion for that team. House captains in particular will need to demonstrate positive role model behaviour as per the behaviour policy. Adults in school will also be placed into a house (see staff handbook).

Consequences for behaviour

Whilst we know rewarding children is positive, there will be the small minority that will continue to push the boundaries.

Some children may need individual strategies that will fall outside of the main school / class policy. Teachers are to use their professional judgement as to what those children need e.g.: an individualised, visual chart for their table (a ship). This may also be in conjunction with the leadership team / SENDco / ELSA.

Zones of Regulations – See Appendix 1

We use the zones of Regulation across the school. It is designed to foster self-regulation and emotional control. It aims to teach pupils how to identify and manage their own emotions. It groups the emotions into four zones. It is important to use the vocabulary and visuals to help support children who are finding it difficult to manage their behaviour

Use these five steps that are focussed on small but certain consequences with a restorative ending:

<p>Step 1</p> <p>REMINDER</p>	<p>A reminder of the class rules and expectations delivered privately to the child if possible.</p> <p>Repeat the reminders should reasonable adjustments be necessary. Take the initiative to keep things at this stage if necessary. Talk to the child about which zone they are in and why. Encourage them to stay in the green zone and that this is what you expect them to be doing.</p>
<p>Step 2</p> <p>CAUTION</p>	<p>A clear verbal warning delivered privately, making the child aware of their behaviour and clearly outline the consequences should the behaviour continue.</p> <p>Use phrases such as “Think carefully about your next step.” Encourage the child to calm, refocus and return to the green zone and that this is what you expect them to be doing.</p>
<p>Step 3</p> <p>LAST CHANCE</p>	<p>Speak to the child and give them the final opportunity to engage. Offer a positive choice to do so and refer to previous examples of great behaviour. Support the child to identify that they may be in the yellow/red zone. Offer them the opportunity to go to the calm corner and use mindfulness colouring in from the calm down pack. Encourage the child to calm, refocus and return to the green zone. Allow them time to adjust and that this is what you expect them to be doing.</p>

<p>Step 4</p> <p>TIME OUT</p>	<p>Time out may be for a small time outside of the classroom or a separate part of the playground or in a separate classroom. Partner classes Goldfinch to Starling, Robin to Goldfinch, Starling to Robin. KS2 Sparrow to Owl, Owl to Kingfisher, Kingfisher to Sparrow.</p> <p>10 minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Help the child to identify that they are in the yellow/red zone and need to go to another space/classroom to return to the green zone and be ready to learn again.</p>
<p>Step 5</p> <p>REPAIR</p>	<p>This may be a quick chat at the end of the lesson or at break time or lunch time.</p> <p>It may require a more formal meeting. It would be useful to look back at the journey through the zones and frame it as it being perfectly normal to move between the zones.</p>

Some behaviours may warrant a sanction that falls out of the restorative system.

Behaviours that will warrant SLT intervention:

- Verbal abuse to another child or member of staff.
- Refusal to follow instruction from a member of staff.
- Rudeness.

Behaviours that will warrant a time in (new name for detention at lunch):

- Continuous disrupting of the learning.
- Leaving the class without permission.
- Reaching step 5 of the plan listed.
- Swearing in any language

Time in for Key stage 2 should last no more than 20-25 minutes. Time in for EYFS and Key stage 1 to last approximately 10 minutes.

Behaviours that will warrant an in-school exclusion (length of exclusion to be determined by the leadership team on site at the time):

- Persistence of low-level behaviour that hasn't been resolved through the 5 steps.
- Fighting.
- Stealing.
- Bullying.
- Refusal to leave the class when instructed to do so.
- Racist, homophobic, Xenophobic, transphobic remarks

Behaviours that will warrant a fixed term exclusion (length of exclusion to be determined by the leadership team on site at the time):

- Fighting – if there is significant injury with intent – persistently hitting another child even after intervention.
- Bullying – if not resolved through in school exclusion.
- Hitting an adult.
- Causing intentional and serious damage to school property.
- Swearing at a member of staff.
- Leaving the school premises.
- Racist, homophobic, Xenophobic, transphobic remarks to a member of staff

Any behaviour that has warranted:





- Time in (step 5)
- In school exclusion
- Fixed term exclusion

must be passed on to the parents via text so that they are aware of the behaviours in school. They must also be recorded on CPOMS. It is the teacher's responsibility to add any names to the time in sheet on the shared drive.

Appendix 1

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The ZONES of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

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