

# Behaviour Policy

(Covid Version)

At The Willows **EVERYBODY** has:

**RIGHTS**

**PUPILS**

We all have a right to work, play and learn in a friendly, safe and helpful school.

**STAFF**

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

**PARENTS**

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

At The Willows **EVERYBODY** has:

### **RESPONSIBILITIES**

We all need to care about ourselves, other students, parents, teachers, belongings, our school and equipment. Here are some examples:

To listen	To be honest
To help	To look after each other
To try our best	To try and understand each other
To discuss	To respect others
To encourage	To work and play safely
To be polite	To share attention
To make time for others	To share equipment
To be on time	To share time
To help others understand	To co-operate
To help others to belong	To ask for help
To try and work out problems in a fair manner	To ask for opinions and ideas
To have a go	

**Praise** has a reinforcing and motivational role.

### **Rewards for positive behaviour**

This school believes that good behaviour should be rewarded.

This school believes that improved behaviour should be rewarded whether of a temporary or a permanent nature.

Rewards include:-

- Individual – verbal praise, display of work, presentation of achievement certificates, stickers, sent to head/other staff for praise, job responsibilities and attendance prizes. Golden time will take place weekly.
- Group team – table rewards, well-being and enrichment mornings.

### **Whole School Reward System: Dojo Points**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Dojo points. A Dojo may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

#### **Specific rewards system**

One Dojo may be given for-

#### **Behaviour examples-**

- Persistence
- Doing the right thing
- Teamwork
- Working hard

#### **Work examples- At The Willows we use process praise**

- The class teacher will reward children in their own class with a Dojo for any of the reasons stated above.
- The child may then be sent to another adult (TSA, teacher, HLTA, SLT, Pastoral Team) to receive a further Dojo and praise for the work.
- The child may also be sent to the Headteacher, Deputy Head or Assistant Headteacher to receive a special sticker or a further Dojo (adult to ask child if they have already received a Dojo).
- This is the same for brain-builder homework.

A 'Dojo' can be awarded by any staff member to any child at any time (including in corridors and assemblies). This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

## **Grading of reward system-**

### **Foundation-**

Dojo points to be given to reward behaviour such as tidying, good manners and kindness. A special helper is chosen everyday by the class teacher.

Lunchtime supervisors can give out Dojo points to each class for good lunchtime behaviour.

Once a child in Nursery or Reception achieves 20 Dojo points, they are rewarded with a prize from the class prize box.

If a class receives no warnings in a week, they get a special golden time.

If a child receives no warnings in a year, he/she gets a special certificate.

### **KS1-**

In Key Stage 1 children earn Dojo points for the previously mentioned behaviour examples. Once a child achieves 20 Dojo points they can have a dip in the class prize box.

### **KS2-**

Dojo points will be issued for the behaviours listed. Hard work/improvement receives one Dojo. Exceptional hard work or improvement receives two Dojo points with the additional Dojo being rewarded by another adult (see above).

Any noteworthy behaviour receives 1 Dojo (recorded on the online class chart so that both parents and children can track progress).

50 Dojo points	Bronze Award (presented in end of term class assembly)
100 Dojo points	Silver Award (presented in end of term class assembly)
150 Dojo points	Gold Award (presented in end of term class assembly)
200+ Dojo points	Platinum Award (presented in end of year assembly)
250+ Dojo points	Diamond Award (presented in End of Year Assembly)

Awards will build up over time and are not based on terms. For example, a child may receive their bronze award half way through the spring term or receive both bronze and silver awards in the autumn term.

At the end of the term, all children will take part in a 'Willows Well-being and Enrichment Morning'. During this time children will take part in a variety of activities which focus on widening experiences, building life skills and memories. For example, den building, teamwork games, cooking/baking, crafts, picnics on the field, treasure hunts etc.

### Sanctions' Procedure

	<b>Foundation Stage</b>	<b>KS1</b>	<b>Key Stage 2</b>
<b>1<sup>st</sup> Warning</b>	Thinking chair.	Reduction of next break time (morning break or lunchtime by 5 mins). Child to be kept in at playtime by the KS1 entrance. If a warning is issued in the afternoon, the child misses 5 minutes of their break the following day. When the child receives a warning they move the photograph of their face to the white cloud. This is returned to the sunshine at the end of the day.	Reduction of next break time (morning break or lunchtime by 5 mins). Staff to organize where this takes place.
<b>2<sup>nd</sup> Warning</b>	Nursery - Thinking chair and sent to A.F.  Reception – <b><u>Autumn/spring term thinking chair</u></b> <b><u>Summer term-</u></b> Send to adjacent Reception classroom (sit outside classroom under supervision).	If a child receives a second warning they move the photograph of their face to the grey cloud. If the warning occurs before break time they miss 15 minutes of their break. If the warning occurs after break or lunchtime they miss 15 minutes of their break the following day.  If the child has to miss a break time, they will sit in the KS1 entrance where they will be supervised by staff The child should move their face back to the sunshine at the end of the day.	If a pupil receives a second warning before the end of the session before break or the end of the full morning session the pupil will miss the first 15 minutes of their lunchtime outside SLT offices. If a pupil receives their second warning in the afternoon, therefore receiving two warnings in one day, they will miss the whole of the break-time the following day. If a pupil receives a warning in the afternoon and then receives a warning before break the following day they will miss ten minutes from their break-time (5 minutes for each warning as they were given on different days). Loss of 10 and whole break-times will take place in the appropriate corridor/classroom.
<b>3<sup>rd</sup> Warning</b>	Nursery – Thinking Chair + visit to <b>AF</b> or other member of the SLT. Letter sent home to parents.  Reception - <b><u>See AF</u></b> Child is removed from the classroom and asked to go to an adjacent FS classroom during the	Child is removed from the classroom. Letter sent home to parents. Child moves face to rain cloud.	Child misses whole playtime. Letter sent home to parents.

	<p>autumn/spring term and KS1 classroom during summer. They will remain there until a time stated by the teacher issuing the 3<sup>rd</sup> warning. Letter sent home to parents.</p> <p>** If 3 letters are sent home within a half term then a meeting is to be arranged between the pupil, parent, teacher and Head teacher to discuss the child's behaviour and strategies for improvement.</p>	<p>** If 3 letters are sent home within a half term then a meeting is to be arranged between the pupil, parent, teacher and Head teacher to discuss the child's behaviour and strategies for improvement.</p>	<p>** If 3 letters are sent home within a half term then a meeting is to be arranged between the pupil, parent, teacher and Head teacher to discuss the child's behavior and strategies for improvement.</p>
<b>4<sup>th</sup> Warning</b>	<p>The child is excluded for the remainder of the school day. This exclusion will either be served in school, where the pupil will be situated in a classroom alone with the supervision of an adult, or at home. Decisions regarding where the exclusion will be served will be made at the Head teacher's discretion.</p>	<p>The child is excluded for the remainder of the school day. This exclusion will either be served in school, where the pupil will be situated in a classroom alone with the supervision of an adult, or at home. Decisions regarding where the exclusion will be served will be made at the Head teacher's discretion.</p>	<p>The child is excluded for the remainder of the school day. This exclusion will either be served in school, where the pupil will be situated in a classroom alone with the supervision of an adult, or at home. Decisions regarding where the exclusion will be served will be made at the Head teacher's discretion.</p>

\* For particular children, being sent home after 4 warnings may not be the most effective sanction. Therefore, this sanction reviewed at the discretion of the Head teacher where appropriate.

### Playtime and Lunchtime Behaviour

- At our school we aim to ensure that playtimes and lunchtimes are a constructive time for recreation, exercise and social interaction.
- We expect the same school rules and standards of behaviour to apply as during the rest of the school day.
- We expect children to respond to the authority of lunchtime supervisors and treat them with the same respect as other adults in the school.

#### **Behaviour Codes**

The same codes apply during playtime and lunchtime as with the rest of the school day in order to ensure consistency and high expectations.

#### **Rewards and Sanctions**

##### **Rewards**

Lunchtime supervisors are encouraged to give out Dojo points for exceptionally good behaviour.

##### **KS1**

2 Dojo points per class. Given to whoever deserves them.

##### **KS2**

Equivalent of 2 Dojo points per class. Given to whoever deserves them.

##### **Sanctions**

Sanctions must be fairly and consistently applied and be seen to match the offence in order to be most effective. Responses range from polite reminders to permanent exclusion. Incidents should be fully investigated prior to issuing a sanction.

All possible red card situations are thoroughly investigated and dealt with by our Pastoral Team and/or a member of the Senior Leadership Team.

No warnings can be given out at lunchtimes.

### Playtime and Lunchtime Behaviour

Behaviour	Sanction
<ul style="list-style-type: none"> <li>Being <b>unkind</b> to another child or adult.</li> </ul>	<ul style="list-style-type: none"> <li>Child will be asked to make a <b>verbal apology</b> – spoken sincerely in a complete sentence. Child must receive acceptance of the apology.</li> </ul>
<ul style="list-style-type: none"> <li><b>Racist comment</b> made to another child or adult.</li> </ul>	<ul style="list-style-type: none"> <li>Racist behaviour <b>form completed</b> and returned to LA.</li> <li><b>Parents</b> of the perpetrator and victim <b>informed</b> by the class teacher.</li> <li><b>If comment was deliberately meant to cause offence then a red card can be issued.</b></li> </ul>
<ul style="list-style-type: none"> <li>Use of <b>inappropriate language</b> to another child or adult.</li> </ul>	See appendix – (separate attachment held by the school)
<ul style="list-style-type: none"> <li><b>Failure to follow an instruction</b> set by an adult (e.g. child refuses to pick up a skipping rope).</li> <li>Low level <b>unwanted physical contact</b> e.g. push, kick etc.</li> <li>Walking away from an adult when being spoken to.</li> </ul>	<p><b>5 minutes 'time out'</b> from playtime. Child will be asked to stand alone in a safe place on the yard e.g. alongside the fence.</p> <p><b>If</b> children are participating in a team game/sporting activity, then time outs can be repeated and children can be asked to leave the game if their behaviour doesn't improve.</p> <p><b>If</b> this continues <b>warn</b> child this will result in a red card, (give the child an opportunity to redeem themselves).</p> <p><b>If</b> the child demonstrates <b>secondary behaviour</b> (e.g. chuntering under their breath) whilst following your instruction <b>ignore</b> this secondary behaviour.</p>
<ul style="list-style-type: none"> <li><b>Damage</b> to property, <b>vandalism</b> or <b>theft</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Conversation with parents</b> at the end of the school</li> <li>Child to have 'time out' during the lunch break (stand by wall).</li> </ul>
<ul style="list-style-type: none"> <li>Use of <b>extremely bad language</b> directed at another child or adult.</li> <li><b>Fighting (or unreciprocated play-fighting)</b></li> <li>Deliberate <b>spitting</b> towards another child.</li> <li><b>Threats or bullying.</b></li> <li><b>Rude to an adult</b> (telling an adult to 'shut up' or 'go away').</li> <li><b>Racist incident</b> (see above)</li> </ul>	<p><b>RED CARD</b></p> <ul style="list-style-type: none"> <li><b>Communication with parents.</b></li> <li>KS2 child to go to a member of the pastoral team in Cloud 9 to discuss red card.</li> <li>KS1 child to go to Miss Smalley to discuss red card.</li> <li>Child to spend their lunch time (or the following day if red card given at the end of lunch time) with a member of the SLT.</li> <li><b>If a child receives this sanction twice within half a term they will be excluded for 3 consecutive lunchtimes.</b></li> <li>This exclusion will either be served in school, where the pupil will be situated in a classroom alone with the supervision of an adult, or at home.</li> </ul>

