



WCAT

Willow Academy

**Policy for
Behaviour, Expectations
and Anti-Bullying**

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Willow Academy Expectations and Standards

Willow Academy believe that positive relationships and partnerships based on the highest level of mutual respect and understanding are key to success for all members of our community. Willow Academy is committed to ensuring that pupils are enabled and empowered to acquire and develop the skills, knowledge and understanding that will allow them to become academically and socially successful. We have a duty to equip them with the communication and social skills that will enrich and enhance their opportunities in adult life. Also fundamental to the Academy is that all members have a right to be safe, healthy and feel a sense of wellbeing. To develop and thrive as individuals, pupils should be given the autonomy to make the right choices and should recognise that inappropriate behaviours and actions act as a barrier to learning and negatively impact upon others. We fully believe that praise, recognition and reward are integral constituents in any successful organisation and powerful in developing a thriving school environment.

Willow Academy ASPIRE Values are paramount to our work and underlie our approach to managing behaviour. We expect our pupils to be:

Achievers, Self-Motivated, Positive, Independent, Respectful, Engaged

Aims

- **To have the highest expectations of pupil behaviour in order to maximise their opportunity to succeed.**
- **To promote moral values, independence and self-discipline.**
- **To create an environment which encourages pupils to demonstrate the ASPIRE qualities by being mature, be self-reflective, self-disciplined and accept responsibility for their own actions.**
- **To promote self-esteem through positive achievement.**
- **To establish clear guidelines for colleagues on the consistent use of rewards and sanctions**
- **To develop good relationships in schools between staff and pupils which are based on mutual respect.**

Roles and Responsibilities

Managing behaviour is the responsibility of all academy staff, teachers, TAs, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our understanding and consistent application of the behaviour policy. We need to encourage pupils to make the right choices and take responsibility for their behaviour. Therefore all staff are expected to:

- **Familiarise themselves with and use the academy's behaviour policy to support behaviour for learning, progress and conduct.**
- **Consistently challenge and persistently follow up poor behaviour**
- **Respond in a calm stepped approach to incidents of poor behaviour using de-escalation techniques to improve behaviour.**
- **Reward, recognise and praise pupil effort and achievement**
- **Model positive behaviours and work towards developing strong positive relationships**
- **Use the behaviour model to escalate inappropriate behaviours, including referral to the pastoral care team.**

Teachers are expected to

- **Be at the classroom before pupils and meet and greet them at the door or greet them on the playground, leading them to the classroom in a calm, orderly straight line.**
- **Use seating plans to promote positive behaviour and relationships**
- **Have an entry task ready - Ready Routine.**
- **Plan differentiated lessons that challenge pupils.**
- **Create an environment that is warm, friendly and exciting.**
- **Establish and expect clear routines (e.g. entrance, exit (Round Up Routine), collecting work, entering assembly etc)**

All staff should

- **Refer and model the academy's ASPIRE values**
- **Recognise and praise positive behaviour**
- **Take responsibility for your school environment**
- **In social/dining areas and playgrounds, on corridors ensure that they challenge inappropriate behaviour, particularly if it compromises safety regardless of which class or year the child is in.**
- **Model positive behaviours such as meeting and greeting, eating with the pupils if possible, picking up litter, being attentive during assembly etc.**
- **Make children aware when they fail to meet expectations e.g. inform them when their behaviour has reached Level 1.**

Classroom Expectations

- **Pupils will not talk over the teacher or other pupils when they are speaking**
- **Pupils will not shout out (unless it is part of the lesson plan)**
- **Pupils will not interfere with other pupil's property or physicality**
- **Pupils will be an active learner; being engaged and focused**
- **Pupils will follow reasonable, clear instructions and do not refuse to do as asked**
- **Pupils will not make racist, homophobic or openly discriminatory comments to or about people**
- **Pupils will not bully other pupils**
- **Pupils will not be aggressive and confrontational to others**
- **Pupils will not become involved in physical acts of aggression (provoked or unprovoked)**
- **Pupils will not use foul language or swear at adults or other children.**

Playground Expectations

- **Pupils will follow reasonable, clear instructions and do not refuse to do as asked**
- **Pupils will take part in activities and display safe, considerate behaviour**
- **Pupils will not push/shove other pupils**
- **Pupils will bring in equipment they have used**
- **Pupils will put litter in bins**
- **When the whistle sounds on the playground pupils will line up quietly**
- **Pupils will walk quietly and calmly to their classroom area**
- **Pupils will not use foul language or swear at adults or other children.**

Corridor Expectations

- Pupils will walk – no running
- Pupils will stay to the left side of the corridor
- Pupils will not push/shove/barge others
- Pupils will walk in the dinner hall at Lunchtime

Assembly Expectations

- Pupils will walk quietly in single file in to the hall
- Pupils will sit facing the front listening or watching the assembly starter
- Pupils will not talk or distract others during the assembly

Lunchtime Expectations

- Pupils must walk to and from the hall
- Pupils must use their indoor quiet voices when in the hall
- Pupils are not permitted use stay in the school building (corridors or classrooms) unless they have been issued with an Indoor Pass or it is 'Wet Play'.

Level 1 Behaviour	Action/Consequence
Talking over teacher or other pupils Shouting out Interfering with others property or physically Losing focus and not working Not following a clear instruction	Remind pupil of the expectation Use de-escalation strategies. If behaviour continues: Give pupil a 'flagged' warning and remind pupil of expectation and consequence If pupil does not correct behaviour: Pupil is given a same day playtime detention and restorative practice completed If the behaviour is becoming part of a pattern, parents must be informed and concern logged on CPOMS.
Level 2 Behaviour	Action/Consequence
Defiant, refusing to follow instructions Persistent disruption; not correcting Level 1 behaviour Unkind or physical behaviour towards another pupil	Remove from classroom with appropriate staff e.g TA or Pastoral Care Leader for reflection Pupil is sent to Buddy classroom for removal with work Pupil is given a same day playtime detention and loses their Golden Time Restorative Practice completed Parents are informed of behaviour
Level 3 Behaviour	Action/Consequence
Making racist, homophobic or other discriminatory comments Repeated aggressive or bullying incident Verbally/physically confrontational Wilful damage to academy or others property Wilfully taking the property of others	Pupil is given a same day playtime detention and loses all Golden Time Restorative Practice completed Parents are informed of behaviour and are invited to attend a support meeting Pupil is placed on a behaviour monitoring report

Making racist, homophobic or other discriminatory comments Repeated aggressive or bullying incident Verbally/physically confrontational Wilful damage to academy or others property Wilfully taking the property of others	Pupil is given a same day playtime detention and loses all Golden Time Restorative Practice completed Parents are informed of behaviour and are invited to attend a support meeting Pupil is placed on a behaviour monitoring report and agrees a behaviour target between home and school Positive reinforcement jigsaw/ visual reminder used to earn reward or social time. Red triangle can be used to alert other staff
Level 4 Behaviour	Action/Consequence
Persistent bullying incidents Swearing directly at a member of staff Repeated incidents of discrimination	Pupil has no social time for at least 1 day and loses Golden Time Possible period of Fixed Term Exclusion

Further Consequences

3 Playtime incidents in a half term period – loss of social time until it is earned. Social time can only be earned on a session by session basis. Pupils will be required to remain outside the Headteacher’s office or an agreed alternative location.

Stepped Response / Consequences to Behaviours

Willow Academy has a stepped behaviour policy that clearly outlines what behaviours will result in progression onto that ladder of consequence, and what the sanction for progression will be.

We will always remind the pupil of our expectations and values and explain why their behaviour does not meet our expectations.

De-escalation strategies will be used in an attempt to successfully re-engage and re-focus the pupil and create an opportunity for them to make the right choice about their behaviour.

Verbal warning – we will have a clear, appropriate method of ensuring pupils who have received a verbal warning know that they have and why they have received a verbal warning e.g. name on board, a card or object on their desk. Pupils should be clear that they have started the consequences ladder and must fully understand what behaviour this is for and what the consequences will be if they do not make the right choice and correct their behaviour.

Detentions – Willow Academy has a progressive consequences approach which starts with missing some social time during the academy day to losing Golden time and attending or being withdrawn from social time. Parents will be informed of significant issues and will at Level 3 and 4 be invited to attend a support meeting about their child’s behaviour.

Withdrawal – where should a pupil’s behaviour is seriously hindering the learning of others they are withdrawn for a period of time to be given the opportunity to reflect on their behaviour and make the choice to return to their learning environment. This withdrawal will take place initially to a ‘Buddy’ Classroom, then to the Phase leader if the pupil fails to adjust their behaviour.

Fixed Term Exclusions – If a pupil's behaviour reaches, either through cumulative actions or through a single event, the point where it is no longer appropriate for them to be on school premises then a FTE may be considered as a last resort

A FTE should always be considered for

- An assault on another pupil or a member of staff
- Threatening or intimidating behaviour towards a pupil or a member of staff
- Foul and abusive or discriminatory language directed at another pupil or a member of staff
- Wilful damage to property
- Persistent and serious cases of bullying
- Serious breach of health and safety rules
- Persistent defiance or disruption

Permanent Exclusions - the decision to permanently exclude a pupil can only be made by the Headteacher in consultation with their SLT and the WCAT Education Executive team. A permanent exclusion should only be considered if

- It is in response to a serious breach of the academy's behaviour policy and
- Allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in school

A permanent exclusion should be considered for the following offences

- Serious, violent assault
- Carrying/Supplying an offensive weapon.(Not just restricted to knives but any instrument brought into school with the intention to inflict injury on another person)

Reasonable adjustments

Consistency lies at the heart of all successful behaviour for learning practices. However there are circumstances when reasonable adjustments should and must be made. Reasonable adjustments may be applied if there are pupils with special educational needs or for pupils who are on a child protection pathway and normal application may compromise their safety or wellbeing. Alternatively extenuating circumstances may indicate that there are other factors to consider before a final decision is made in terms of sanction.

Restorative Practice

RP must be used in conjunction with the academy's behaviour policy. RP promotes positive relationships between staff and pupils as well as allowing pupils to start afresh having learnt from their previous experiences. Schools that operate Restorative Practice find that relationships are stronger and learning is more effective so that there is less need to use sanctions to control behaviour.

Teaching and Learning

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well designed, differentiated and relevant curriculum, which meets the needs of the pupils helps to develop and maintain positive behaviour. Engaging teaching

plays a significant role in pupil's attitudes towards learning. Pupils should be received into a classroom where routines are well established and high standards are expected. Well prepared and stimulating lessons, in which pupils are well aware of the lesson purpose, help secure good standards of behaviour. To this end lessons should be planned with behaviour in mind and we expect the following from all our teaching staff.

- Lessons are planned so that all pupils can participate.
- Praise and rewards are used fairly to motivate, encourage and engage the pupils.
- Model and teach positive behaviour, including respect and empathy whilst avoiding sarcasm, shouting or threats.
- Classes are not punished for the behaviour of individual pupils.
- Pupils are never humiliated.

Rewards

At Willow Academy we want our pupils to be motivated by the intrinsic value of learning and the achievements it brings; we are committed to rewarding pupils for developing good learning habits.

Rewards include:

- Verbal praise and rewards through marking – stickers, stamps, comments in particular the **ASPIRE** reward cards (Aluminium to Platinum levels)
- Communication with home e.g. postcards, certificates, phone calls etc...
- Celebration events – regular **ASPIRE** celebration assemblies and 'Superhero of the week' to recognise the Learning Superpowers
- **Active Credits** through **Active Leaders** programme
- Attendance rewards

Golden Time

Willow Academy uses the model of Golden Time as a whole-school approach to enhancing self-esteem, positive behaviour and relationships within school. Our pupils earn their Golden Time by positively demonstrating the **ASPIRE** behaviours.

- **Achieve**
- **Self-motivated**
- **Positive**
- **Independent**
- **Respectful**
- **Engaged**

Each week every pupil is entitled to a reward for good behaviour of 30 minutes of Golden Time on a Friday afternoon. During Golden Time the children can choose from a selection of fun activities.

Children who have not earned their Golden time participate in 30 minutes quiet reflection time away from the rest of the pupils.

Classroom Rewards

Willow Academy reward pupils for meeting our expectations and values. We reward for good manners, being kind, caring and helpful, for good and excellent work and positive effort. We reward pupils who support the academy community by

participating in academy activities, including fundraising, productions, parents' evenings and sporting events. We also recognise where a pupil has made a significant improvement and shown great progress and demonstrated the Willow Learning Superpowers – they will receive recognition through receiving a certificate, mentions in assembly and on newsletters.

It is important that there are visual reminders of expectations and rewards in classrooms and around the academy site.

We use the language of Willow ASPIRE to reinforce the values of our academy.

Active Leaders Rewards for the Active Leaders Programme

Every 5 sessions the leaders will receive a certificate and active credits

The credits increase as the active minutes increase. (5 sessions=5 active credits completion of 10 sessions=10 active credits and so on)

Active Credits for Participation

Active credits can be given by the leaders to the participating pupils to encourage good behaviour, fair play, sportsmanship and any other area they feel deserving. The active credits will then be kept on record and used as currency to use against items found in the Active Leader shop.

Attendance Rewards

Rewards will be given for excellent attendance. At Willow Academy we challenge every pupil to have at least 97% Plus (cumulative) at any point in the year. Rewards are awarded on a weekly, half termly, termly and termly basis.

Attendance	Reward
Class rewards	
100% for a week	Certificate & Praise in assembly
Class with highest attendance for a half term	None uniform day
97% Plus for a term	Box of treats
97% Plus for a year	Special Prize in summer term
Individual rewards	
100% in a week	Verbal recognition and praise from teacher
Half termly draw for all 100% (cumulative)	Certificate. Prize draw entry.
Termly draw for all 100% (cumulative)	Certificate in assembly. Attendance party/disco/ experience.
Termly draw for all 97% (cumulative)	Prize draw for voucher. Certificate. Attendance party/disco. Newsletter/website mention
Annual prize for all 100% pupils	Special experience ie 'Movie Night ticket' Certificate.
Annual prize for all 97% pupils	Certificate. Newsletter/website mention
Most Improved Attendance	
Class over a term	Assembly mention & certificate
Individuals over a half term and term	Special Prize in summer term

Individual Behaviour Plans (IBP)

At Willow we recognise that some pupils may need additional support with their behaviour in the form of an individual behaviour plan. This is created in consultation with the SENCO and parents/carers.

All IBP's will be shared with all staff in school by displaying in the staff room: this ensures consistency of approach and a whole school understanding of individual needs.

Communication and Parental Partnership

We give high priority to clear communication within Willow Academy and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in the Academy are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Deputy or Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with issues (challenges). Parental participation in many aspects of Academy life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the Academy requires their support in dealing with difficult issues of unacceptable behaviour.

The Academy will communicate policy and expectations to parents through a letter outlining these at the beginning of each new school year and parents will be informed that the full policy can be provided by the school office on request or accessed from the school website. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

At Willow Academy, we use a secure system called CPOMS to record information about our pupils.

Bullying

Any form of Bullying is unacceptable at Willow Academy and we take matters relating to bullying very seriously. We have adopted a positive proactive approach to addressing Bullying and are working towards the Doncaster Charter Mark for Anti- Bullying.

Definition

Bullying is a wilful desire to hurt, threaten or frighten someone by an individual or group. This could be:

- physical violence to person or belongings

- verbal insults or threats (homophobic or racist)
- indirect-spreading stories or excluding someone

Organisation

- PSHCE lessons will encourage children to discuss relationships with others
- Staff are reminded to be vigilant during break times and to follow up lunchtime incidents
- Staff regularly check what it feels like to be a child at Willow. We hold assemblies on bullying and ask parents and the Academy Student Council for their viewpoints

Procedure

When an incident is reported:

- Actions are taken immediately
- The Headteacher or SLT will record the incident and in most circumstances the initial investigation will be delegated to a member of the academy welfare team.
- Both the victim and the bully will give an account of the incident and the teacher will record these.
- Details of incident will be recorded using CPOMS.
- Parents will be notified where it is deemed appropriate.
- Follow up support for the victim and the bully must be provided and may involve external agencies.

If a pupil is distressed but no incident is reported, they will be given the opportunity to talk to an adult of their choice. Where bullying is identified, normal procedure is followed; where the source of distress is unclear, adults will monitor the situation and inform parents.

Serious or Repeated Bullying Incident

As above, but in addition the Academy should record:

- The date, time and place of the incident
- The victim's account
- The bully's account
- The teacher's or adult's discussion with both
- A description of any injuries or damage to property
- Sanctions taken
- Follow up support given to victim and bully

Parents may be notified of the contents of this report.

The following sanctions may be used:

- Apology to victim
- Loss of privileges
- Loss of playtime (stay with class teacher)
- Spending of break times with an adult

- **Parents asked to come to Academy**
- **Put on report**
- **Be asked to work in isolation**
- **Report to Headteacher or a member of the SLT**
- **Withdrawal of participation in a Academy visit, club or event not essential to the curriculum**
- **Fixed term exclusion**
- **Permanent exclusion**