

POSITIVE BEHAVIOUR AND SELF-ESTEEM POLICY



VANTAGE ACADEMY TRUST

Date approved: September 2022

*Date for revision: September 2023

Responsibility: Local Advisory Board

Approved by the Directors

Signature of Chair _____

*subject to any relevant changes in legislation or other appropriate guidelines

VISION

We believe that all children at Willow Tree Primary School have a right to education, care, safety and an opportunity to develop and enjoy good relationships. We also believe that all staff should have a right to teach and support children's education in a calm and purposeful atmosphere. We recognise that a clearly defined policy will assist in developing a positive, supportive atmosphere, conducive to successful learning.

It will encourage independence, self reliance and ultimately self-discipline and a sense of responsibility.

AIMS

- ❖ To foster high standards of behaviour through high expectations and positive role-models from Reception to Year 6.
- ❖ To encourage good behaviour through the provision of a stimulating curriculum and well organised classroom management.
- ❖ To actively promote good behaviour through positive encouragement and rewards rather than negativity and punishment.
- ❖ To provide a simple and fair framework of expectations, which is understood by all and applied consistently by **every** member of staff.
- ❖ To promote self-respect and develop self-esteem through high expectation of standards of dress and cleanliness.
- ❖ To encourage pride in the school through respect for each other, respect for belongings and respect for the building and environment.
- ❖ To promote a partnership between teachers, parents and children to develop mutual respect and understanding.
- ❖ To promote a positive image of the school and develop a reputation for high standards of behaviour within the wider community.

OBJECTIVES

- ❖ To expect and demand high standards of behaviour at all times.
- ❖ To expect and demand politeness and good manners at all times.
- ❖ To teach children to listen when appropriate, not to interrupt others and to learn to take turns.
- ❖ To celebrate success, both social and academic.
- ❖ To encourage the acceptance of an increasing level of responsibility.
- ❖ To build and consolidate feelings of self-respect and self-esteem.
- ❖ To provide opportunities for children to work towards the goal of self-discipline.

TEACHING AND LEARNING

- ❖ All classrooms will be well managed and organised reflecting the high standards expected.
- ❖ All work provided will be relevant, appropriate and stimulating.
- ❖ All areas of school will be kept appropriately tidy, both by staff and children.
- ❖ All members of staff will expect high standards of behaviour from all children at all times.
- ❖ In conversation, children will be expected to maintain eye contact with staff and to listen attentively, unless specific educational needs make this impossible.
- ❖ All members of the school community will be expected to observe common courtesies such as 'please', 'thank you', 'excuse me' etc.
- ❖ In teaching situations children will be expected to raise their hand before addressing a member of staff, where appropriate.
- ❖ Children will be given frequent opportunities to work co-operatively and collaboratively, learning to share and take turns.
- ❖ Class teachers have responsibility for individual children's behaviour within their classroom but must communicate any concerns to the Leader of that Key Stage so that strategies can be discussed and agreed before more formal steps are required. The SENCO will then be informed to discuss further needs of individual children.

THE USE OF REWARDS WILL HEAVILY OUTWEIGH THE USE OF PUNISHMENTS

- ❖ Punishment will involve the expression of disappointment, displeasure or surprise. Internal incentives/programmes may be used in classrooms and whole school to promote behaviour and/or remind pupils of expectations.
- ❖ Private rather than public reprimands will be made whenever possible.
- ❖ Humiliation **will not** be used.
- ❖ Criticism will focus on the behaviour NOT the child.
- ❖ Children **MUST NOT** be excluded from lessons as a punishment, unless the other learners' are distracted.
- ❖ Children **MUST NOT** be left unsupervised.
- ❖ Staff will not negotiate with children in matters of discipline. (Individual views should be listened to but staff must not be drawn into arguments when investigating incidents)
- ❖ All children must be treated equally in matters of discipline.
- ❖ Structured teaching of behaviour and self-esteem comes through our PSHE scheme (Jigsaw). Each unit must be taught in full to ensure coverage of every aspect of behaviour throughout school.
- ❖ Every September, the class teacher must discuss the class rules with their children. They must be displayed in the classroom all year and be linked to the Personal Learning Goals.

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|---------------------------|--|
| 1. Do be gentle | Do not hurt anyone |
| 2. Do be kind and helpful | Do not hurt people's feelings |
| 3. Do work hard | Do not waste your or other people's time |
| 4. Do look after property | Do not waste or damage things |
| 5. Do listen to people | Do not interrupt |
| 6. Do be honest | Do not cover up the truth |

OUR SCHOOL REWARD SYSTEM

Our whole school reward system is based on the principles from Class Dojo and celebrated through 'Dojo Time'. (See appendix 1 for further information)

The use of a range of frequent rewards for children is an effective way to praise them for their hard work, effort, kindness, helpfulness and good behaviour and promotes a positive atmosphere and fosters the notion of high expectation. As a school, we use Class Dojo – teachers may use other rewards, incentives, initiatives in their classrooms.

- ❖ Verbal and tangible rewards e.g. praise, written comments, stickers for children to put on sweatshirts.
- ❖ Special mentions in class – public praise in front of peers.
- ❖ Displaying children's work.
- ❖ Showing children's work to parents, other teachers and the Principal.
- ❖ Giving children classroom responsibilities.
- ❖ Valuing children's opinions through circle time and allowing children the opportunity to praise each other.

LUNCHTIMES

- ❖ Good behaviour at lunchtimes must be rewarded frequently by the lunchtime supervisors – linked to Class Dojo.
- ❖ All children must treat lunchtime supervisors with exactly the same respect they would afford any member of the teaching staff.
- ❖ They should observe the same playground rules they do at any other time of day.
- ❖ On completing their meal, children will leave the hall in an orderly fashion.
- ❖ Any child demonstrating anti-social behaviour will dine with one of the Senior Leadership Team.
- ❖ Misbehaviour may result in a warning/negative dojo.
- ❖ Repeated misbehaviour will result in removal from the school during lunchtimes for a week or on a permanent basis if necessary.
- ❖ At lunchtime, children will have a selection of active and quiet activities to choose from. They need to be able to 'let off steam' if needed after sitting and working all morning and consideration must be made for this. Lunchtime supervisors will organise physical activities such as skipping and football to ensure good behaviour with no aggression.

KS1

- ❖ Positive reinforcement - Daily stickers for good behaviour throughout the dinnertime, both inside and out.
- ❖ Children who are not able to share, take turns or who are being aggressive with other children will have 5 minutes time out standing on the wall.

KS2

- ❖ Lunchtime supervisors use Dojo to promote positive behaviour. A three strike system is used if a child misbehaves. After the third strike, the child is removed from the situation to have their lunch or visit a member of the Senior Leadership Team.
- ❖ This strike system is used at different points in the year linked to class/school events.
- ❖ Any child who cannot follow these rules will be sent to the senior leader for their Key Stage.

WET LUNCHTIMES

During wet lunchtimes, children must go to the toilet before returning to their classroom after eating their dinner. The children will return to their own classroom, supervised by the welfare staff. Year 6 Prefects will assist in their hall monitor role.

PARTNERSHIP WITH PARENTS:

We give high priority to clear communication within the school 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 school 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. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. 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 Tree, we value the voice of our pupils and their parents/carers. If a parent feels like a behavioural issue has not been managed by the class teacher in the first instance then the following procedure should be adhered to:

1. Request an appointment with the Key Stage Lead to discuss concerns.
2. If a parent seeks further support from school, request an appointment with the Principal.
3. If a parent is not satisfied with the internal procedures following intervention from the Key Stage Lead and Principal, a written letter should be addressed to the Chair of the Local Advisory Board (details below).

Ned Solanki

Chair of Willow Tree Primary's Local Advisory Board

INCLUSION FOR ALL

We aim to ensure that all pupils are treated equally and behave in the same way, irrespective of gender, race, class or ability. To do this, PSHE should reflect the diverse needs of all pupils in order to incorporate the principle of equality of opportunity and promote positive attitudes to diversity. PSHE is taught within the guidelines of the school's equal-opportunities policy.

OTHER RELATED POLICIES

- ❖ Safeguarding & Child Protection
- ❖ PSHE
- ❖ Health and Safety
- ❖ Equal Opportunities
- ❖ Inclusion
- ❖ Anti-Bullying

CHILD ON CHILD ABUSE – KCSIE 2022

All staff should be clear as to the school policy and procedures with regards to child-on-child abuse.

Para. 48 – KCSIE 2022

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include but is not limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals

Keeping Children Safe in Education, September 2022.

Child-on-child abuse is abuse and will never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. All allegations of child-on-child abuse will be recorded as a child welfare concern and will be dealt with in line with the school behaviour policy, anti-bullying policy and child-on-child flow chart.

APPENDIX 1

DOJO TIME

Internal incentives/programmes may be used in classrooms and whole school to promote behaviour and/or remind pupils of expectations.

These are the Dojo Time guidelines.

- ❖ Dojo Time will be 30 minutes of set activities, within each classroom.
- ❖ Activities can be set by the class teacher, but must link to mindfulness (relaxing music, arts/crafts, jigsaws etc.). No films should be played during this time.
- ❖ In order to gain all 30 minutes of Dojo Time, pupils must have 100% positive points from Monday to Friday.
- ❖ 5 minutes will be deducted from Dojo Time for every negative dojo received.
- ❖ Positive and negative dojos can be given by any member of staff linked to our Personal Learning Goals and our Golden Rules.
- ❖ Negative dojos will automatically be given for any unauthorised absences, lates after the register closes and/or being unprepared for any lessons (PE kit, musical instruments etc.)
- ❖ Children's work and extra-curricular activities can be celebrated with the whole school and parents, via the Class Dojo app/website.
- ❖ All positive/negative points will be reset to zero on Friday, after school, ready for a fresh start at the beginning of the following week.
- ❖ Children will receive a verbal warning for inappropriate behaviour.
- ❖ If they persist with inappropriate behaviour they then will receive a negative dojo.
- ❖ If this carries on, the pupil must be sent to a Senior Leader **at the end of the lesson**. A member of staff needs to bring them to ensure the correct explanation is given!
- ❖ A child will go straight to the Principal for intentional physical violence or inappropriate verbal abuse. In this case, professional judgement by SLT will be used with regards to the consequence.

Behaviour Policy Annex: Coronavirus (COVID-19)

Should covid restriction be put into place by the government and DFE the below guidance will be followed. This will be reviews if new guidance is published.

Policy Content

All of the following expectations have been put in place to ensure the safety of our whole school community. Please note: Unless covered in this section, our normal behaviour policy continues to apply.

1. Context

At Willow Tree, we expect high standards of behaviour and for our children to follow the rules at all times, however we do acknowledge that some children may have been exposed to a range of adversity and trauma; including bereavement, anxiety, lack of routine, safeguarding or welfare risks. We know that these things could lead to poor behaviour and mental health concerns so we will start the year with a recovery curriculum to focus on children's wellbeing. Our learning mentor will also be available to work with any specific children who require extra support. We will communicate our new procedures surrounding behaviour clearly to staff, pupils and parents at the earliest opportunity. The adapted procedures are outlined in this document.

Children will be given reminders of the expectations outlined in this document throughout the day as we understand that these expectations are new and may not come naturally at first, especially to the younger children. However, we must ensure that these expectations are adhered to as much as is **reasonably** possible in order to keep our children and staff safe.

2. Measures for arriving at and leaving school

There will be two staggered pick up and drop off times:

- Pupils with siblings drop off at 8.45am and pick up at 3.25pm
- Pupils without siblings drop off at 8.35am and pick up at 3.15pm

Children from different bubbles will enter school through different entrances and will be reminded to keep 2m distance from other families and adhere to the one way system as they enter/exit the school premises. Adults will be asked to wear masks on school grounds; however, children will not be required to wear masks. A member of SLT and/or the school's learning mentor will be outside during drop off/pick up to ensure procedures are being followed.

3. Bubbles

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.

In Willow Tree Primary School, our bubbles will be as follows:

- Bubble 1 – Reception
- Bubble 2 – Year 1 and 2
- Bubble 3 – Year 3 and 4

- Bubble 4 – Year 5 and 6

Bubbles will be kept apart from each other at all times and children will be reminded of this as a behaviour rule. Children will stay in their classrooms during lesson times and must not walk around school for any reason. Each child will be allocated their own forward facing desk (with the exception of Reception) and will not swap seats with other children. They will be encouraged to limit movement around the classroom where possible and put their hand up if they need any support within their learning. During break time, bubbles will use their own designated space that ensures no contact with children from other bubbles. At lunch time, children will be allocated their own clean tables where they will sit facing forward away from children in any other bubble. Physical contact of any kind will be discouraged between pupils and they will also be asked to keep their distance from staff members. Children (particularly the youngest children) will receive constant reminders regarding staying apart from pupils in other bubbles and will be expected to fully comply with these rules.

4. Infection control

Pupils will be informed of the following behaviour rules with regard to infection control:

- You must not cough or spit towards any other person.
- Do not share equipment- You will have your own set of resources on your desk to use.
- Do not share water bottles.
- If you sneeze or cough you must cover your mouth with your elbow or preferably use a tissue using the 'catch it, bin it, kill it approach'.
- Wash your hands using the sanitizer provided or with soap and water for 20 seconds when you have been asked to do so.

These rules will be reinforced regularly by staff members to ensure high standards of hygiene within bubbles

5. Illness

The following procedures regarding illness will be shared with children and parents regularly:

- If you feel ill at home you **must** tell your parents immediately and you **must** not come to school.
- If you feel ill at school you **must** tell a teacher immediately so your parents can be contacted.
- If you feel ill, you will be taken to a medical room to be assessed by a first aider.

6. Remote learning

Children who are at home self-isolating for any reason should complete the home learning that will be provided by school (providing they are not ill). This expectation and its benefits will be shared with children and parents. School will expect feedback from children who have been learning at home.

7. Rewards and sanctions

Rewards and sanctions are outlined in our normal behaviour policy which still applies during this time.

Deliberate non-compliance of the expectations outlined in this amendment will however be taken very seriously and parents will be contacted immediately if we feel that any child is deliberately placing children or staff at increased risk.

The disciplinary powers that school currently has, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. As ever, where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations.