



Willowcroft Community School

**Behaviour and Relationships Policy**  
(Statutory)

## **Statement of Intent**

**Our behaviour and relationships policy is based upon building strong, positive relationships within the school community so everyone feels safe and respected. Our aim is to provide high quality education that allows all children to prosper and flourish, focusing on developing our school values: resilience, reciprocity, resourcefulness and reflectiveness. At Willowcroft, we use a restorative approach underpinned by our knowledge of each individual child developing an intrinsic motivation for children to learn appropriate behaviours.**

## **Behaviour Principles**

This document is a statement of the aims and strategies for ensuring positive behaviour within the school.

An effective Behaviour Policy is one that seeks to lead children towards:

- Self-regulation – managing own emotions
- Self-awareness – recognising own emotions
- Social-awareness – having understanding and empathy for others
- Relationship skills – managing conflict and forming positive relationships
- Decision making skills – making good decisions and choices

## **Core Principles**

The core principles of behaviour at Willowcroft School are that:

- All behaviour is communication and when behaviour is challenging, children are showing us that they have an unmet need. It is our responsibility to try to meet that need.
- Children will respond better to adults they have formed positive relationships with.
- Behaviours are not permanent and every child can have successes throughout the day.
- A system of recognition is more likely to change behaviour than a punitive system of blame and punishment. Using a positive system of praise and rewards will increase children's self-esteem and confidence to enable them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest and most appropriate way.
- We always consider the safety of other children, and impact upon learning.
- Consistency – in order for a Behaviour Policy to be successful, everyone in the school community, including but not limited to children, staff, governors and parents, must be consistent with the school's approaches set out in behaviour and relationship policy.
- The policy reflects current practice within the school.
- Its fair and consistent implementation is the responsibility of all staff.

## **Aims**

We are a caring community whose values are built on mutual trust and respect. The school Behaviour and Relationship Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where we all feel happy, safe and secure.

We aim to:

- ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly
- develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone

- have a clearly structured policy that is applied throughout the school in a consistent manner
- deal with inappropriate behaviour quickly and efficiently
- work in partnership with parent and carers to support the positive behaviour of pupils

### **Expectations of staff, pupils, parents and governors**

At Willowcroft School we:

- as adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other
- strive to make positive relationships with each other
- support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place
- recognise good behaviour
- provide encouragement and stimulation to all pupils
- treat all children fairly and apply this policy in a consistent way
- ensure that children are aware of school policy and systems
- teach values and attitudes as well as knowledge and skills, in order to promote responsibility, safety and respect for self, others and the world around us

### **‘Give me Five’ Rules:**

In order to maintain high standards across our school we have the same set of rules for all classes. All behaviour in school is underpinned by the ‘Give me Five’ rules:

Follow instructions the first time

Be kind to everyone

Always listen to others

Always try your best

Look after our school and everything in it

### **Zones of Regulation**

In today’s ever-changing world, children have had to adapt constantly and quickly to their environments. The Zones of Regulation is a conceptual framework geared towards helping children to gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. Using a cognitive behaviour approach, the framework’s learning activities are designed to help children recognise when they are in different emotional states (zones), with each of the four zones represented by a different colour: red, blue, green and yellow. Children also learn how to use strategies or tools to stay in a zone or to regulate their emotions.

- The **Blue Zone**: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- The **Green Zone**: calm state of alertness; optimal level to learn; feels happy, calm, feeling ok, focused.
- The **Yellow Zone**: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- The **Red Zone**: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

## Praise

Actively looking for positive behaviour – praising those pupils who are showing good conduct, rather than focusing on the negative.

- Specific verbal praise – clearly identifying the specific reason for the praise.
- Children may go to other members of staff for praise.
- Dojo points are given to promote our school values (reciprocity, resourcefulness, reflectiveness and resilience). Dojo points are used as a currency to be spent in our school shop.
- Communicating praise to parents verbally or with a post card home.
- Gold Book assembly.
- Time in the Willows.
- Going to see a member of Senior Leadership Team.
- Positions of responsibility, e.g. being entrusted with a particular project.
- Class incentives which lead to a chosen trip or activities for a whole-class or year group.
- Reward at the end of the year for children who always follow our school rules.

## The Restorative Approach

At Willowcroft School, staff are trained using the Oxfordshire Relational School Programme led by the Restorative Lab. We also use the PACE approach when having conversations with children. (See appendix for more information). We know that when dealing with conflict, it is important to remember that we are tackling the primitive brain and the fight, flight or freeze response. It is crucial to understand how feelings and emotions may be driving behaviours and by reacting only to the behaviour, may increase conflict.

Our responsibility is to help children deal with conflict by understanding the experiences that may be causing their emotions and feelings. Once we understand the cause of the behaviour, it becomes easier to change but before we can change behaviour, we may have to deescalate and manage short-term conflict.

By using this approach, we develop restorative language and willingness to empathise which will have a far longer lasting impact on everyone involved. If we resolve a problem together, we are more likely to move on and create the opportunity for trust and safety to remain intact.

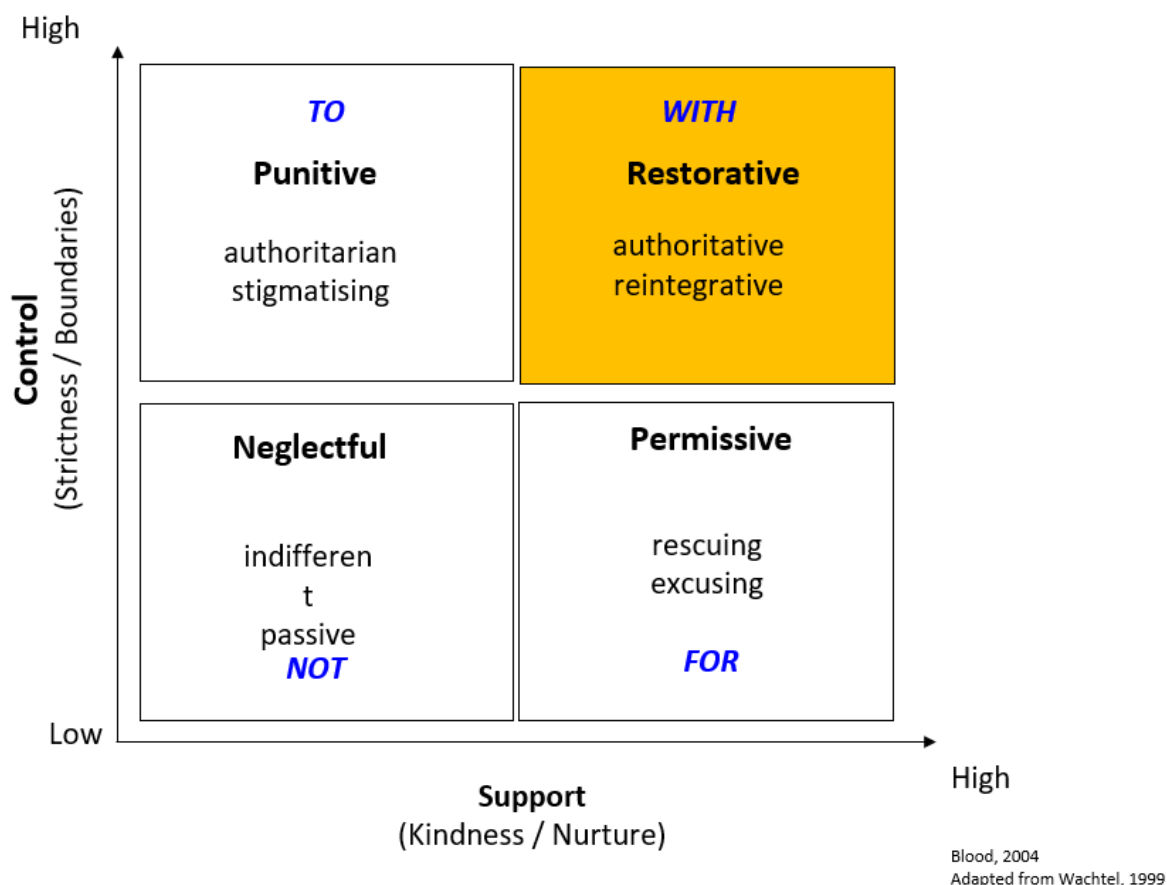
Our restorative collaborative approach involves having the following conversation:

1. What happened? – *What's been happening? What's up?*
2. Thoughts and feelings? – *What were you thinking at the time? What are you thinking about now? How did it make you feel then? How do you feel now?*
3. Impact? – *What's been the impact? On you? On your friends/the class? Who else has been affected?*
4. Needs? – *What do they need? What do you need?*
5. Options? – *What needs to happen to put things right / move forward?*

The child will feel empowered and their relationship will remain intact if this approach is used. If the child refuses to take part, give them the chance to cool off e.g. Lego wall, or another room; then address the issue when the child is calmer.

### The Social Discipline Window

Restorative Practice is NOT about lowering our expectations / lowering our threshold of what is unacceptable behaviour. We maintain our high expectations of how pupils should behave, so our boundaries are high; what is also high is the support we bring to the pupil in the situation.



### **Low Level Disruption**

When managing low-level disruption in class, adults will have a discrete conversation with the child to ascertain what may be triggering the disruption.

If a child continues to disrupt, they may benefit from (to be used at the adult's discretion, depending on their knowledge of the child and what works for them):

- reminder of the Give me Five rules, followed by a warning of the consequences.
- classroom exchange... Pupils spend some time in another space in school. They have work to complete that they can do independently.
- time to Self-regulate in own class room or outside spaces supervised by class-based staff. All classes have a Zones of Regulation display/area.
- quiet space to study – e.g shared area.
- movement break – outside of the classroom and then back to class.

## **Time for Repair**

This is a big part of our restorative process. Repairing a relationship must be done at an appropriate time and must be done with sincerity. More important is the child or children understanding what triggered this behaviour and what can be done to prevent it in the future. It is also a time to re-connect and repair relationships. The child may need support from the adults to do this and this may need to be modelled to them by the adult.

## **Implementation of the policy and additional information**

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

### **Senior Leaders and Pastoral Support**

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

We have a school Willows Team (pastoral team) who support children with regulation, support staff to support children, offer supervision and support parents.

Senior leaders and our pastoral team will:

- Meet and greet learners at the beginning of the day.
- Celebrate and show appreciation for efforts made academically, socially and emotionally.
- Regularly share good practice.
- Support others in managing learners with more complex or entrenched unregulated behaviours, this would include the use of reflective space for individual children and staff.
- Use behaviour data to target and assess behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around the site, particularly at transition times.

### **Individual Needs**

We understand that on occasion our children can experience a real breakdown in behaviour and become unable to access learning. In these circumstances we adopt an approach known as flexible consistency. This allows for personalisation and reasonable adjustments which enables us to still have high expectations for all children. It is an enquiry based focus looking closely at individual needs. Our aim is to enable all children to be able to self-regulate and this sometimes has to be done through co-regulation initially with a trusted adult. If necessary, we will make alternative arrangements such as an altered or reduced timetable where intervention and therapeutic work can be achieved. The flexible consistency element of our policy is that we may need to be flexible with our approach, but the relationship must remain consistent.

Some children benefit from having a range of trusted adults. For these children we identify 5 trusted adults who can build close relationships with the child and can support them to regulate and remain/return to class. These adults can be anyone the child responds well to and can be any member of the Willowcroft family.

For some children having a consistent routine is very important and they will benefit from a now and next board, visual timetable and a clear idea of the day, including staffing, activities and changes to the usual routine. Staff should be mindful that during unstructured times, such as Christmas, some children will be more dysregulated and may need more support and adjustments put in place.

A team-around-the-child meeting may be held to help with this and other agencies may be involved. We do everything we can to prevent exclusion. Staff should be sensitive to any changes in the child's circumstances which may have resulted in unacceptable behaviour patterns. Safeguarding procedures will be put into effect immediately, if it is felt that there are any serious concerns relating to the child's life outside of school which may be communicated by behaviour.

We use a range of agencies to support with behaviour and relationship building, these include Point 5 and Discovery College.

### **Children's Views**

The children's views are central to the success of this policy and will continue to be taken into account through regular meetings of the School Council. Every child, in each class is a member of the School Council.

### **Parent's Views**

The Parent's views are central to the success of this policy and will continue to be taken into account through consultation and parent surveys.

If a parent has any concerns, they are advised to email the most appropriate contact in school with their concerns as soon as possible. In the first instance this should be the class teacher or the Willows Team followed by a member of SLT and then the Headteacher. This enables the school to respond quickly and appropriately.

### **Inclusion**

At Willowcroft School we would expect that all children, regardless of age, gender, background, ethnicity or ability, would participate and be made fully aware of the aims of this policy and its outcomes.

### **Sexual Abuse and Discrimination**

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

### **We work hard to Stop Bullying:**

We tell our pupils that if they are bullied, or see someone else being bullied, if appropriate they should tell the bully to stop.

We also tell our pupils that if they are bullied, or see someone else being bullied, they must always tell an adult immediately. This is NOT telling tales.

We always take complaints of bullying seriously and act promptly. ●

We always aim to protect the victim and support the child who has been bullied and explore the reasons behind it. For this we would use the restorative approaches described above. Bullying is

defined as hurtful acts which are Consistent, Targeted and Not Returned. Also refer to our Anti Bullying/Peer-on-Peer Abuse Policy.

### **Racism**

“A racist incident is any incident which is perceived to be racist by the victim or any other person”.  
(Stephen Lawrence Inquiry – The McPherson Report 1999)

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities. Racist behaviour includes: isolation because of someone’s race, name calling, teasing, comments about family members, offensive humour, inciting others, graffiti, handling racist material. All staff at the school must challenge racist behaviour. Incidents of racist behaviour are dealt with by the headteacher or deputy headteachers, and parents of both the victim and offender are informed. A record is made of all incidents and they are reported to the governing body. The seriousness and unacceptability of racist behaviour should be explained to all those involved including bystanders and witnesses.

### **Time out of Class**

The school may decide to remove pupils from the classroom for a limited period.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment.
- To allow the pupil to regain calm in a safe space.

The school will ensure that pupils’ health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil’s class teachers set them appropriate work to complete.

We also can choose to send a child with an adult, to another school within our academy. The child will be sent with work and this will be done in collaboration with parents.

### **Exclusion**

Exclusion is used as a last resort by Willowcroft School. We will consider exclusion when:

- No member of staff is able to regulate a child and the child is showing distress.
- The child is exhibiting behaviour that is deemed to be unsafe to themselves or others.



In all exclusions, the pupil is not allowed onto the school site for the period of the exclusion unless specific permission has been given by the school. There are two types of exclusion:

1. Suspension (Previously called Fixed Term Exclusion): specified number of days or lunchtimes when a pupil is not allowed into school.
2. Permanent exclusion: when the Headteacher has decided that a pupil should not continue at the school and that allowing the pupil to remain would harm the education or welfare of the pupil or others in the school.

Reintegration meetings will be held between the school pupil and their parents upon their return.

### **Behaviour Outside of School Premises**

Pupils at the school agree to represent the school in a positive manner. This will include both inside school and outside in the wider community, particularly if the pupil is dressed in school uniform.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Bullying Policy.

Complaints from members of the public about the behaviour of pupils from the school are taken seriously.

### **Prohibited Items**

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

Headteachers and staff they authorise have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- knives or weapons
- alcohol
- vapes
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

The staff member conducting the search must be the same sex as the pupil being searched; and there must be another staff member present as a witness. The following guidance will be followed: Searching, Screening and Confiscation ([publishing.service.gov.uk](https://publishing.service.gov.uk))

## **Physical Intervention**

At Willowcroft School we would only use physical intervention as a last resort and the school works in line with the DfE guidance published in 2013, Use of Reasonable Force in Schools.

Key elements are stated here and are agreed school policy:

### Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force.
2. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

### What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

All schools have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

**Staff training**

If a particular child is identified as requiring reasonable force on a regular basis, the staff involved will undertake specialist Team Teach training and a Positive Handling Plan will be produced and agreed alongside parents as per the Positive Handling Policy.

**Linked Policies:**

- SEND Policy
- Positive Handling Policy
- E-Safety Policy
- Home/School Agreement
- Child Protection Policy

Appendix:

## Relationships

Making	Maintaining	Mending
Intentional practices to cultivate a positive relationship (i.e. build trust, connection & understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with the person)

Adapted from EEF, Improving Behaviour in Schools Report

The PACE approach:



Keeping a light-hearted, relaxed and playful attitude about inner experience



Acceptance of thoughts, feelings, wishes, beliefs, desires & hopes – not judging



Non-judgmental wondering about the meaning behind feelings



Outcome of curiosity & acceptance, leading to more compassion