



# Willow Bank Junior School

## Behaviour Policy

### *Statutory Policy*

Version	Last Review	Next Review	Committee	Comments
1.0	February 2023	<b>February 2025</b>	FGB	Policy re-written to reflect Therapeutic Thinking approaches adopted by school.

## **Behaviour Policy Contents:**

1. Values and Vision Statement
2. What is Therapeutic Thinking?
3. What is Restorative Practice?
4. Responsibilities
5. Supporting All Learners
6. Pro-social Behaviour
7. Supporting All Learners
8. Unsocial Behaviour
9. Antisocial Behaviour
10. Dangerous Behaviour
11. Unforeseeable Behaviour
12. Debrief and Incident Recovery
13. Recording, Reporting and Communication
14. Use of Physical Intervention
15. Exclusion
16. Policy Definitions
17. Linked Policies

## **Values and Vision Statement**

Willow Bank Junior School is a positive and supportive school. Our behaviour policy is inspired by the principles of Therapeutic Thinking and Restorative Practice; this is reflected in our positive approaches to behaviour.

Our strong school ethos and value system underpins everything we do at Willow Bank where we encourage our pupils to be caring, supportive and demonstrate our values - kindness, respect, teamwork, honesty, positivity and pride - at all times. All staff support pupils through positive learning experiences: promoting self-esteem and self-worth through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies. All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment through self-regulated behaviour.

At Willow Bank, we encourage all children to be the best they can be. Our vision is to provide all pupils with the skills and learning that they need to reach their full potential. We aim to create a love of learning through emotional and social intelligence, and a responsibility of self-regulation and respect for all.

We firmly believe: "You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Leo)

## **What is Therapeutic Thinking?**

Therapeutic Thinking is an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health; it also helps to develop an understanding of how to respond to those who may be communicating their emotions through difficult or dangerous behaviours. The Therapeutic Thinking approach is characterised by an inclusive culture, based on training and information that is underpinned by best practice, policy and plans.

## **What is Restorative Practice?**

Restorative Practice is a strategy that encourages pupils to take responsibility for their actions, and repair any harm that they have caused. Rather than simply punishing an 'offender', it aims to make them take responsibility for their actions, be aware of the consequences they have caused, and feel remorseful. This strategy encourages positive relationships within the school community, empowering pupils and building their emotional literacy.

## **Responsibilities**

### **Pupils are responsible for:**

- following our school values and expectations
- respecting one another, themselves and adults
- taking pride in their learning and appearance
- caring for the school environment and the property of others
- responding to conflict in calm manner, rather than retaliating
- keeping themselves and others safe

### **Parents are responsible for:**

- supporting the school's Behaviour Policy and working in partnership with staff should any challenges arise
- modelling respectful behaviour in front of children and staff at all times
- praising and celebrating pro-social behaviours to encourage children's positive feelings

**All Willow Bank staff are responsible for:**

- recognising, promoting and celebrating pro-social behaviours to encourage positive feelings and experiences for all pupils
- helping children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours
- modelling respectful behaviour in front of children, between colleagues and parents
- having high expectations of all pupils
- ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all
- effectively supervising pupils at all times
- implementing all advised provision consistently
- consistently putting the Behaviour Policy into practice and not adding in own adaptations
- ensuring consequences are educational
- using non-judgemental, accurate language to describe, not moralise behaviour
- sharing responsibility for behaviour management for all pupils across the school
- recognising and valuing the needs of individual pupils according to social and academic ability, enabling them to achieve their full potential
- pro-actively seek ways to avoid difficult and dangerous behaviours by pre-empting accidents and dangerous behaviour before they occur – both in the classroom and playground
- recording all dangerous behaviour incidents on CPOMs on a daily basis
- working in partnership with parents and carers to promote positive behaviour and communicating any difficult or dangerous behaviours
- following and implementing Behaviour Support Plans

**The Senior Leadership Team are responsible for:**

- providing appropriate training and support and develop the culture of the school
- establishing a happy, safe and secure school environment for all pupils
- monitoring and evaluating therapeutic practice and policy throughout the school
- providing regular training, on a whole school basis and for individuals, as part of the school's induction process and as part of an individual's training needs
- ensuring that the school's Behaviour Policy is implemented fairly and consistently by all staff throughout the school
- guiding and supporting staff in behaviour management
- supporting teachers to work alongside parents to secure and promote positive behaviour
- acting as a point of escalation where the Behaviour Policy deems necessary
- providing additional targeted support for children with social, emotional, behavioural and mental health concerns
- communicating clearly with parents about the role they are expected to play in the development of their child's behaviour at school
- recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur

**The Governors are responsible for:**

- monitoring and evaluating Willow Bank Junior School's Behaviour Policy and its impact, ensuring it is regularly reviewed

## **Educational Consequences:**

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions and the effect of anti-social behaviour, and to aid internalisation of pro-social actions to avoid repetition. Children are supported through the 3R's (Revisit, Reflect, Repair) which provide an opportunity for the pupils to learn from the experience.

These may include:

- third person role play to understand peer/adult feelings
- social stories
- completing or redoing tasks to the expected standard for the child, to be completed at break times or sent home
- modelling pro-social behaviours to younger peers
- behaviour related research to understand how and why actions have impacted others.
- restorative meetings with child and parent/carers

*For more information, please see 'Consequences Document' in Appendix 2.*

## **Protective Consequences:**

These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include:

- an increased staff ratio and specific staff support given at break and lunchtimes (**see Lunchtime Reflection**)
- work requiring completion to be completed at break times or sent home, and supported by parents/carers
- adaptation of access to outside space, day or residential trips, or extra-curricular activity
- access to a calm room/space

whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary. *Please see the exclusion policy for more details which based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England.](#)*

Protective consequences are further supported through the 3R's (Revisit, Reflect, Repair) which provide an opportunity for the pupils to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices.

## **Reflection**

Where pupils choose not to make pro-social choices despite adult guidance, pupils will need to attend 'Reflection.' This will enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to learn from their mistakes. This process will be supported by all staff to ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future.

Reflection is designed to be restorative and educational. Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response.

## **Differentiated Response**

We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly

because the child is not succeeding socially or academically. This may include the involvement of outside agencies – *for more information please see 'Differentiated Response' in Appendix 1.*

### **Use of Educational Consequences**

The use of educational consequences is outlined in the 'Steps' procedure *Appendix 3*. This shows a list of behaviours and consequences aligned to the severity of the incident. The list is not exhaustive and professional judgement should always be used. Parents are to be informed and letters sent in accordance with the Step the child has received. When supporting children with SEND reasonable adjustment may be needed to ensure the consequence is developmentally appropriate and is in line with other Social, Emotional, Mental, Health, and Educational targets they may have.

Educational Consequences are in line with the Therapeutic Approach and children must receive consequences for their acts on the same day or the day following the incident. This is to ensure that they understand the consequences for their actions and any reparation is completed quickly. All staff and leaders need to take responsibility for the actions of the children and carrying out the educational consequences. The School Leadership Team should ensure that the process is followed. Steps are not missed so that parents are informed in the correct manner.

### **School Exclusions**

Exclusions may be required for the safety of child and adults, and to allow time for school staff to create a new plan to support the child. Behaviour outside of school time, including online, may result in an exclusion or suspension due to the impact on others within the school. See the school exclusion policy for more details.

### **Definition of Bullying**

We define bullying as “deliberately hurtful behaviour by an individual or group, repeated over a period of time, and directed against an individual or group.”

### **Preventing bullying**

Pupils are encouraged to seek help and advice of adults to support them with any concerns around bullying. Pupils are encouraged to care for the well-being of themselves and their peers. Pupils are encouraged to report any concerns as soon as they happen, to allow situations to be addressed; allowing the revisit, reflect and repair process to occur through positive discussion before the situation escalates.

We deliver anti-bullying learning through internalisation of the school's aims and objectives, values and ethos via:

- Modelling prosocial behaviour
- Supporting and promoting our school values of kindness, respect, teamwork, honesty, positivity and pride.
- PHSE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others (*this is not an exhaustive list*)
- Protective behaviours where deemed necessary
- The broader taught curriculum

Any case of bullying will be addressed on an individual basis and support will be given to all involved as deemed necessary. It may be deemed necessary for the school to liaise closely with parents/carers to help support the pupil.

*For additional information please see the school's Bullying Policy.*

### **Positive Physical Intervention**

Staff will use positive physical intervention to support pupils in the following ways:

- To give recognition, praise and re-focus to pupil's such as: a high five, a tap on the shoulder.
- To reassure a child if they are upset e.g. sitting close next to the child, a supportive hug (see *the school Touch Policy for further details*).
- Hand over hand activities, which allows staff to model and support a pupil using a range of resources and equipment e.g.... scissors, PE equipment

**This list is not exhaustive and will depend on what is appropriate for the child**

### **Restrictive Physical Intervention**

Members of staff take steps in advance to avoid the need for restrictive physical intervention. De-escalation strategies are used by all staff where appropriate. The use of restrictive physical interventions is only appropriate in the following circumstances, in order to keep pupils safe:

- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.
- to prevent a child from committing a criminal offence

Team Teach strategies will only be employed by those members of staff who have up to date training.

# **APPENDIX 1: GLOSSARY**

## **PRO-SOCIAL BEHAVIOUR**

Pro-social behaviours are any actions that benefit the individual and others around them.

For example:

- positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')
- identify, understand and accept mistakes as learning opportunities, and using a positive mindset to persevere and challenge themselves to complete the task
- identify, reflect and repair anti-social behaviour choices
- respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this

We aim to promote pro-social behaviour through recognition including:

- giving personalised and specific verbal praise and positive feedback
- communication with parents/carers to highlight pro-social behaviours
- role modelling the school values with peers and pupils throughout the school
- encourage pupils to take on responsibilities and duties
- acknowledgement for demonstrating school values
- celebration and sharing of learning in whole school assembly
- incidental rewards and praise, which might include stickers and certificates, phone calls or emails home, recognition in line with the class/whole-school reward systems.

## **DIFFERENTIATED RESPONSE**

To predict and prevent escalation of difficult or dangerous behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, these may include a RRP (Risk Reduction Plan) or a reduced timetable. External agencies might include:

- Wokingham SEN Department or Wellbeing Hub
- an Educational Psychologist
- a member of the Child and Adult Mental Health Team (CAMHS)
- Foundry College (Pupil Referral Unit) – outreach programme
- Counselling

Where a child is at risk of exclusion, a Risk Reduction Plan outlining behaviours (prosocial, difficult and dangerous) and specific responses will be put in place. This may include responses in addition to or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the risk reduction plan (e.g. Conscious and subconscious behaviours checklist, roots & fruits, anxiety mapping – see appendices).

## **APPENDIX 2: CONSEQUENCES DOCUMENT**

### **LOW LEVEL BEHAVIOUR**

Including\*:

- Interrupting learning (e.g. calling out; not listening; not following instructions; being disrespectful towards peers or staff; refusal to complete work; not getting on with/completing learning to the expected standard; lying to a member of staff; provoking peers to get a reaction; swearing; misuse of technology; vandalising property)

\*this not an exhaustive list

### **ACTIONS TAKEN**

1. Reminder given of values, with an explanation of how behaviour is negatively impacting on themselves or others
2. If continues, a second reminder is given as above. This will include the limited choice consequence which will be put in place (i.e. Are you are going to complete the task in a different area of the classroom or in [another agreed] classroom?)
3. If behaviour continues, another reminder will be given as above. The child will then be given a limited choice consequence (i.e. Are you going to complete the task in [another agreed] classroom or in lunchtime reflection?)
4. Where this process has been followed and a child continues with low-level anti-social choices, the child will attend Lunchtime Reflection to reflect on their choices ensuring completion of any incomplete task *If positive changes are seen after any reminder, this positive choice will be acknowledged with praise and no further consequence is required. (i.e. Thank you for listening, it's great to see you're ready to learn).*

### **DISRUPTIVE, DIFFICULT OR DANGEROUS BEHAVIOUR**

Including\*:

- Using violence includes using hands, feet or teeth to deliberately harm others, throwing items at others
- Repeatedly making anti-social choices (ignoring adult instruction; swearing; prejudicial language; deliberately provoking other children to create a response, spitting)

*\* Note: other behaviour may result in the necessity to contact parents or carers, particularly where the pattern of behaviour continues. For example, where provocation or swearing is persistent.*

### **ACTIONS TAKEN**

1. De-escalation script followed by any adults involved
2. Child to be encouraged to a safe and calm space when ready to.
3. Incident to be investigated and all involved to be listened to by an identified member of staff
4. Discussion about the anti-social behaviour with the child and the subsequent protective and/or educational consequences.
5. Discussion with any child affected by the behaviour about their own behaviour and how the situation could be avoided, if appropriate.
6. Contact made with parents/carers (face-to-face, phone call), if deemed appropriate.
7. Discussion/follow up with child before returning to normal routine to remind them about appropriate behaviour (protective educational consequences).

## **APPENDIX 3: De-escalation Script**

Adults need to be aware that when children display disruptive, difficult or dangerous behaviour they may initially be upset or emotionally distressed. Action needs to be taken to calm the situation.

The principles of de-escalation are:

- the child's name
- acknowledge their right to their feelings
- tell them why you are there.

Using a de-escalation script gives a focussed, calm and consistent approach.

### **De-escalation Script**

- Child's name, I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and .....

All staff must have a sticker with the de-escalation script on the back of their lanyards for easy reference.

## APPENDIX 3: Strategies for responding to a child who, on occasions, WON'T

A child who, on occasions, WON'T:

**Redirecting:** when a child refuses to follow an adult's request there is a clear danger that the interaction will escalate to a major confrontation. This in itself could result in the stimulation that the child is seeking. Redirecting is about trying to avoid being drawn into a power struggle. Instead the adult has a number of activities that he/she can use to redirect the child towards some behaviours that are positive. E.g. if a child has refused to go back to their seat... 'Well, while you are out of your seat could you go to the book cupboard and bring me another 3 exercise books' or have some activities that are ready e.g. a collage that needs attention, a specific errand such as a message to the office, areas that need reorganising, ripping up paper to make something....

**Accepting:** when a child refuses for whatever reason, give immediate partial agreement to his comment, that is begin your sentence partially agreeing with him. By partially accepting a child's negative comment the adult sidesteps confrontation and can then redirect the child's behaviour.

E.g. Pupil: I hate school

Adult: Yes, there are times when you might hate school but I can help you with your learning so that you can enjoy it more. I wonder if you can tell me about some things that you would like to do at school.

Pupil: I don't like doing P.E.

Adult: Yes, I can tell that you don't like P.E. I wonder if it is getting changed that you don't like, or maybe it is the exercise that you find tricky?

Pupil: There is too much work to do

Teacher: Yes, it can seem like that there is too much work to do, but let's get this part done and then we might be able to find time for some other things you enjoy – perhaps you could tell me what they are.

### Solution-focused

Focusing on getting the behaviour right:

Example – Working with talking partner.

1. When working with your partner, we need to remember to listen to each other, take turns and think carefully about what has been said before responding
2. It is OK to building or challenging someone's ideas, provided we are polite.
3. For the rest of the day, I will be looking especially hard for great examples of children working with their talking partner to share with the class.