



The Willows Catholic Primary School

Headteacher: Mrs. S. Barnett
Victoria Road, Kirkham, PR4 2BT
Telephone & Fax: 01772 684371
www.willows.lancs.sch.uk

Mission Statement



Our central aim at The Willows is our school motto:

God Loves Me, God Loves Everyone.

With Christ at our heart, we are a loving, caring family where each individual is nurtured in mind and spirit to fully become the person God created.

In learning together, we support each other to reach our full potential in a safe and stimulating environment where all are valued and respected.

Our school motto: 'God loves me, God loves everyone' guides our journey.

Positive Behaviour Policy

At the Willows, we are very fortunate in having predominantly sensible and well-behaved children whose parents are supportive when matters of discipline arise. The atmosphere in our school is welcoming, purposeful and positive. However all children, from time to time, need help in managing their behaviour and adults also need support when difficult situations develop. We support the notion of having high expectations of the children and we believe in praise when it is earned. We encourage the children to treat others as they would like to be treated both within the classroom, where every child has a right to learn and teachers have a right to teach without disruption, and within the wider community. We acknowledge that parents have a central role to play and strive to maintain collaborative working relationships with them to support the development of children's behaviour.





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Mission and Policy Statement:

Jesus taught us to love our neighbour as ourselves so we will treat everyone in the school with courtesy and respect and develop our awareness of others' needs.

Aims:

1. To ensure that all our pupils live and learn in a happy, secure and loving environment
2. To ensure that all our pupils have a positive view of the school
3. To ensure that pupils show respect to any individual with whom they have dealings, including fellow pupils, staff and parents.
4. To develop the children's understanding of the value and the need for a code of conduct within the school.
5. To encourage the children to exercise self discipline and differentiate between appropriate and inappropriate behaviour.

Objectives:

1. To enable children to develop social skills and emotional awareness as confident individuals.
2. To celebrate positive achievements in relation to individuals as well groups.
3. To ensure that everyone has the best opportunity to achieve their potential.
4. To work in partnership with parents to ensure high standards of behaviour are maintained.
5. To have a clear understanding of the difference between bullying and other behavioural issues, and identify clear procedure in the event of bullying taking place.

Each class has a code of conduct that is closely based on the following





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The Willows Code of Behaviour



Jesus taught us to love our neighbour as ourselves for God's sake.

So, as a Catholic School, we need to remember one thing:

'Love one another'

- We will listen to each other and respect each other's point of view.
- We will speak positively to each other.
- We will behave well in lesson time so that everyone can learn.
- We will walk around school and hold doors to be polite to others.
- We will treat school property with respect.
- We will behave well in and out of school so that everyone will know how marvellous our school is.

Rewards

We aim to develop patterns of behaviour in the children, which will contribute to their learning. Good behaviour is always praised in an effort to emphasise the positive and minimise the negative. The way staff treat each other should reflect the behaviour policy. Assemblies and PSHE lessons will also promote good behaviour. Children displaying positive patterns of behaviour are rewarded with:

- House Points
- Merits
- Certificates e.g. Star of the Week
- Trophies
- Lunchtime awards
- Verbal praise in front of own class, key stage or whole school
- Visit to the Head or Deputy for commendation
- 'Well done' texts and letters sent to parents
- Positions of responsibility
- Extra break time
- Golden Time

Unacceptable Behaviours:

A table showing types of behaviour in three levels of seriousness is included – the higher the level, the more serious the issue. In all cases, the staff involved will look into the incident and deal with it as they see appropriate. Level 2 incidents and above will be recorded by the Class teacher.





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Day to day problems (Level 1 Behaviours)	
Problem	Preventative measure
Lack of respect for self and others Lack of respect for other people's property Interrupting the Teacher Calling out Answering back Wandering around class without purpose Leaving the class unnecessarily eg toilet trips, etc... Behaviour which disrupts the learning of others (including uncooperative behaviour, attention seeking behaviour, mimicry, wasting time) Poor manners including lack of politeness, courtesy, forms of address Unacceptable levels of noise Bringing toys and other inappropriate equipment in class Eating in Class Spoiling other pupils' games or work Making inappropriate comments about others (including telling tales, name calling, teasing) Using inappropriate language Play fighting Poor response to instructions Poor lining up (break and lunch) including pushing in In school without permission i.e. in class or cloakrooms Running inside	<p>The class teacher or teacher in charge will deal with all Level 1 behaviours by consistently applying class rules and sanctions. Golden Rules and Golden Time are to be reinforced at this level.</p> <p>Many Level 1 behaviours can be prevented by good management eg teachers out at break before the whistle is blown, pupils only in class with the teacher's permission</p>





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More serious problems (Level 2 Behaviours)	
Problem	Preventative measure
Provocative behaviour towards others-taunting, enticing, Disobedience that endangers self and others Swearing Stealing Extreme inappropriate behaviour (verbal or physical) Defiance/Refusal to comply with the instructions of the Class Teacher or Supervising Adults Repeated Level 1 Behaviours Arguing back Rudeness to staff and other adults Lying Biting, punching, kicking, fighting, spitting Destroying the property of school or other pupils Hitting back	Referral to the Key Stage 1 or 2 Manager where the incident will be discussed and action taken. This will happen for all Level 2 behaviours. There is an immediate loss of all Golden Time for Level 2 behaviours. However, at the teacher's discretion a maximum of 10 minutes can be earned back for very good behaviour. Level 2 Behaviours will be recorded by the Class Teacher and parents informed. In the most serious or persistent cases, the head teacher and the parents will be involved. Consideration will be given as to whether it is appropriate for the pupil to access free before/after school clubs or represent the school eg football matches, inter-school quizzes etc.





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More serious problems (Level 3 Behaviours)	
Problem	Preventative measure
Bullying	Refer to the Anti-Bullying Policy
Racial abuse	Refer to Lancashire County Council Policy
Dangerous refusal to follow instructions Swearing at staff Running out of school premises Physical Abuse of staff/supervising adult Verbal Abuse of staff Extortion	The head teacher and the parents will be involved immediately. There is an immediate loss of all Golden Time for Level 3 behaviours. The child will be put on daily report and will work in isolation.

Consequences

All staff endeavour to keep a positive relationship with pupils; however pupils need to learn that there are consequences to choosing poor behaviour. To be effective, it is important that all staff are consistent and fair in issuing consequences. These consist of:

- Non-verbal warning
- Verbal warning
- Loss of Golden Time in units of 5 minutes/Loss of Break Time in units of 5 minutes
- Placed 'on report'*

Loss of more than 10 minutes of Golden Time and/or 3 Breaktimes in one week results in a letter being sent home from the Headteacher

Other sanctions can include loss of lunchtime or extra-curricular privileges. However, Golden Time can be earned back for good behaviour –except for the first 5 minutes of time lost. Additionally a teacher may wish to speak to a parent after school so that a problem may be dealt with swiftly.

In the extremely rare case of a pupil needing restraining we follow the guidance of the LA as outlined in their policy on the use of reasonable force to control or restrain pupils.

Being 'On Report'

Parents should always be contacted before a child is placed 'on report'. A child can be placed 'on report' for a one off serious incident or automatically if three loss of Golden Time letters are sent home in any one half term or 3 loss of Breaktime letters are sent home in any one half term. If a pupil is 'on report' they are issued with a report card (timetable). The pupil has to 'report' to the Headteacher (or if she is unavailable, another senior teacher) at the start of break times and lunchtimes. It is the pupil's responsibility to ask the teacher who has taught each lesson to write a comment on their report card. Negative comments will result in the pupil missing all or part of their break time, at the discretion of the Headteacher. We also ask parents/carers to record a comment





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about their child's behaviour each evening on the timetable. Children 'on report' are not permitted to access free before/after school clubs or represent the school eg football matches, inter-school quizzes etc.

Strategies for Dealing with Inappropriate Behaviour

In the Playground.

In the playground the duty staff will use the following hierarchical strategies to manage ongoing inappropriate behaviour. Initial steps may be overridden for more serious incidents.

1. Discuss the issue with the child and give a verbal warning.
2. Ask child to take time out.
3. Inform the class teacher who will log the incident in a class diary and discuss consequences with the child.
4. Class teacher to discuss with parents & inform of strategies (eg temporary exclusion from the playground, referral to Learning Mentor, Think Room).
5. Refer child to Head of Key Stage.
6. Refer child to Head/Deputy.
7. Head & parents formal discussion.

In the Dinner Hall.

1. Discuss the issue with the child and give a verbal warning.
2. Child is asked to move away from their peers.
3. Class Teacher informed and consequences discussed with the child.
4. Sent to Head of Key Stage for further strategies(eg Learning Mentor, Think Room)
5. Sent to Head/Deputy for further strategies (Withdrawal from Dinner Hall)
6. Parents informed.
7. Targets set and behaviour monitored.

In the classroom

1. Reinforcement of expectations
2. Verbal warning
 - a. All pupils receive a verbal warning as the first step of the sanction procedure. This will be differentiated across the school:
 - b. KS1 – will be given 3 warnings with the slate wiped clean after every session marked by playtimes
 - c. Y3/4 – will be given 2 warnings with the slate wiped clean at lunchtimes
 - d. Y5/6 – will be given 1 warning with the slate wiped clean at the end of the day
3. Visual Warnings:
 - a. After a verbal warning, the next step is a visual warning. This is key to making the behaviour sanctions work well. As a team we have agreed that Reception and Year 1 will use smiley faces and Years 2-6 will use traffic lights as part of our visual warning system. For example, in Reception and Year 1, on the fourth time of breaking a rule the pupil will be moved on to the sad face on the visual system. If the pupil continues to display poor behaviour they will receive sanctions that may include loss of Break Time or Golden Time at one minute intervals. For Years 2-6, all pupils will begin on green at the





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beginning of each new day. On the third time of breaking a rule the pupil will receive a sanction that may include loss of Break Time or Golden Time at five-minute intervals.

4. Physical Warnings:
 - a. *After being moved to the sad face/receiving a sanction on the Visual System, if poor behaviour continues then the pupil will be moved to a time out zone in the class to avoid further disruptions.*
 - b. *Children will then be reminded that they will not be able to earn their Golden time for that session if the negative behaviour continues.*
 - c. *Children will be given 5 minutes of Golden Time at the start of the week. The rest can be earned with a total of 20 minutes possible.*
5. Implementation of a sanction, (for example 'time out', loss of break time, separate seating, Think Room) Children should be given the opportunity to 'earn back' lost break times etc. through significant improvement.
6. If physical violence is displayed the child will lose playtimes for the rest of the day, or the next day if the behaviour is seen in the afternoon. They will also lose five minutes of Golden Time. Any children losing all their playtime will go to the Headteacher's office.
7. Refer to Head/Deputy/SENCO and implement an improvement plan/behaviour diary with clear targets and incentives. Parents to be informed of and support the plan.
8. If three Golden Time sessions are lost or physical violence is continuously displayed, this will lead to an internal exclusion. Three internal exclusions will lead to a Fixed Period Exclusion, the length of time for which will be determined by the Headteacher. This procedure will follow Local Authority Guidelines.

Learning Mentor

Children whose behaviour is frequently challenging need to be placed on the SEN register and the 'Vulnerable Children Sequence' will be followed (see appendix). A positive intervention plan is devised setting the child targets. These will be discussed with the child, parents, class teacher and SENCO and sometimes outside agencies will be involved. The learning mentor would also support these children at an appropriate level. By parents/carers working together with school, especially through the learning mentor, the intervention strategies will be more effective.

Home-School Agreements

To improve the quality of the relationship between parents, teachers and pupils, the school operates a home-school agreement, which is signed by parents, teachers and older pupils; this forms a contract between all parties outlining their respective roles in the pupil's whole education. The agreement will be reviewed each year and will be kept in the office class folders.

Expectation of the School Community

Staff and Governors to:

- To model high expectations of courtesy and respect, and make explicit the Code of Behaviour and Anti-Bullying Code.
- Be consistent in dealing with pupils.
- Encourage the aims and values of the school and local community among the pupils
- Have high expectations of the pupils.





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- Meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.
- To enable children to develop individual class rules, Christian values, social and emotional skills through the teaching of RE, PHSE and SEAL.
- To keep records of incidents.
- Encourage regular communication between home and school

Pupils to:

- To behave with courtesy and respect towards all members of our school family.
- Listen to others and respect their opinions and follow their classroom rules.
- Take responsibility for their own actions and behaviour.
- Do as instructed by all members of staff throughout the school day.
- Be tolerant of others, irrespective of race, gender, religion and age.

Parents to:

- Be aware of and support the school's values and expectations.
- Provide the school with an emergency contact number.
- Sign home school agreements.

Anti-bullying Policy

We aim to make The Willows Catholic Primary School a safe and happy place to work. Bullying, in any form and by any person, will not be tolerated in school. Claims of bullying will be listened to earnestly and action will be taken with the Learning Mentor/Class teacher/Headteacher following the Anti-Bullying Policy. Bullying behaviour is viewed seriously and is dealt with promptly. There is no such thing as acceptable bullying.

We aim to create a culture of care and support where everyone feels valued because of who they are. Everyone in The Willows has the right to positive experiences in a secure and sustaining environment.

Procedures for reporting and dealing with bullying:

- Parents to inform school of concerns.
- Headteacher to be informed of any concerns.
- Concern to be highlighted to all staff.
- Referral given to Learning Mentor to follow agreed Action Plan.
- Situation monitored and feedback given to parents.
- Headteacher re-states the school's expectations and requests that the child adheres to these expectations.
- If no improvement is seen then a more serious consequence may be enforced at the discretion of the Headteacher.

In General

We find our children kind, helpful and co-operative and rarely need to apply sanctions of any severity. The children usually work and play well together and know that they can speak to teaching and non-teaching staff should they be upset or have a problem. In those circumstances staff will





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listen with an unbiased ear and give advice as required. When investigating a problem staff will try to establish "all sides" of the argument/situation in order to deal with it in a fair and supportive way.

Finally

We believe that every child is a gift from God, and should be loved and valued. Our behaviour policy will seek to support this philosophy.

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Sept 2014

