



WILLOW TREE ACADEMY

# ENCOURAGING POSITIVE BEHAVIOUR

## A leaflet for parents and carers

At Willow Tree Academy we aim to deliver a curriculum that is designed to develop children's spiritual, moral, emotional and social skills alongside Citizenship. We regularly review our Positive Behaviour Policy and our Restorative Practice Policy in order for the school to work in partnership with parents and carers. This leaflet outlines our expectations, the rewards and sanctions we employ and your part in helping your child.

### OUR AIMS

All staff who work in the school have a clear understanding of the expectations of behaviour, dress code and care of the environment. We want our children to:

- ★ Be calm
- ★ Always be polite
- ★ Always be on task
- ★ Walk and play safely
- ★ Respect each other

Our children are expected to wear school uniform at all times. This creates an environment of inclusion where children feel that they belong and are able to stand out for the right reasons, not because they look different. (Please refer to our uniform list.) If a child comes to school without wearing their school uniform we will provide them with appropriate clothing they can then change back into their own clothes at the end of the school day.

To further promote the ethos, values and aims of the school each class formulates its own set of classroom rules in September. These are displayed in the classroom. Each Friday we hold a Special Mentions Assembly where we celebrate the achievements (both in and out of school) of our pupils during that week.

You can support by reading this leaflet carefully with your child and discussing the rewards and sanctions. In this way you will have a clear understanding of what we are trying to achieve. You can be assured that the policy will be followed and that your child's health, safety and well-being are of prime importance to us.

### RESTORATIVE PRACTICE

We use restorative practice to support the children to understand the effect that their behaviour has on others and help them to make changes to their behaviour so that conflict can be avoided. There are times when this approach may not be appropriate depending upon circumstances but we find that for most children this has positive outcomes. We 'scale' with children how they are feeling every day, this enables us to gauge where support is needed.

### REWARDS

We offer a variety of rewards, here are just a few:

- ★ Dojos are given for a variety of reasons, tallied each week and Golden Shield awarded
- ★ Head Teacher's award and certificate home
- ★ Special mention in assembly
- ★ Being awarded a Golden Leaf/Brick
- ★ Note home from the teacher
- ★ SMSAs - Golden Token resulting in a place on Golden Table
- ★ End of year Awards Ceremony
- ★ Praise Pod
- ★ House points are celebrated weekly and a celebration at the end of each year for the house with the most dojos.



### CONTACT US

**HERRINGTHOPRE JUNIOR SCHOOL**

01709 828 168

**GREASBROUGH PRIMARY SCHOOL**

01709 740 751

**ROUGHWOOD PRIMARY SCHOOL**

01709 740 254

**ROCKINGHAM JUNIOR AND INFANT SCHOOL**

01709 740 266

# SANCTIONS

We use restorative practice wherever we can, to support the children to understand their behaviours and the impact that these have on others.

We do have additional sanctions which are applied depending on the detail of the incident. These are in place to ensure your child's health and safety and that of other children and adults, and also to ensure that children are able to learn effectively. Ultimately we treat all children fairly and with kindness, it is our policy to work restoratively with children in order to ascertain the reasons for unacceptable behaviour and support them to make changes when needed.

Children, by nature, will fall out from time to time and we will help them to resolve their issues but bullying, hate crime or physical violence will not be tolerated. Please be mindful that bullying is, by definition, aggressive or insulting behaviour by an individual or group, repeated over a period of time that intentionally hurts or harms. Bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince victims that they are at fault. Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others or inspire a reaction that escalates a situation. Increasingly these incidents are being perpetrated online and we ask that you are aware of the apps that your child is accessing and consider whether your child has the maturity to manage their behaviour online.

We will inform parents of significant or recurring incidents and ask that you work with us to support your child. Persistent problems at lunchtime may result in you being asked to take your child home at lunchtime. If an incident is deemed serious, a fixed term exclusion may be imposed. We do not work through our sanctions in any order. We work on the severity of the incident for which the sanction is being imposed.

We use reflective placements across Willow Tree schools, as an alternative to exclusion, following a risk assessment. A child can spend a day or 2 at one of the other Academy schools to give them time out to reflect on their behaviour. This is extremely successful and in line with our Positive Behaviour Policy as an inclusive school.

We aim always to work in partnership with parents to recognise and address behaviour that negatively impacts on learning of your child and others.

## WHAT SHOULD PARENTS DO IF THEY ARE CONCERNED ABOUT A BEHAVIOUR INCIDENT?



Whatever the problem we know that it can be very worrying and stressful for parents if they feel their child is "in trouble."

We will always involve parents if an incident is serious or if the same small problem keeps happening.

If however you are concerned about anything please contact us as soon as possible.

- 1) Please talk to the class teacher first. They will often have first-hand information of any incident.
- 2) If needed other members of staff may be involved.

Whatever happens we will always find the facts out first and then deal calmly with the problem.

Some children may need extra help and we may set up individual behaviour systems for them. This is done with the child and their parent/ carer and recorded on an Individual Behaviour Plan. Our SEMH Practitioners work to proactively support children with Social, Emotional and Behavioural difficulties.

## SUPPORT AVAILABLE

Staff will always support children as much as possible in their educational, social and emotional needs. As well as consultation with parents, teachers may look for extra support for your child from:

- The SENCO (Special Educational Needs Co-ordinator)
- The Headteacher
- SEMH Practitioners
- WTA Pastoral Leader
- WTA Behaviour and Inclusion Leaders
- Educational Psychologist
- Speech and Language (SALT)
- Specialist Inclusion Team (SIT)
- With Me In Mind
- ASPIRE

Parents may also get extra support from:

- CAMHS (Children and Adolescent Mental Health Services)
- Early Help
- 0-19 service
- Rotherham Parent Carer Forum
- SENDIASS

## FOR FURTHER INFORMATION VISIT OUR SCHOOL WEBSITES

### HERRINGTHORPE JUNIOR SCHOOL

 [www.herringthorpejuniors.com](http://www.herringthorpejuniors.com)

### GREASBROUGH PRIMARY SCHOOL

 [www.greasbroughprimary.com](http://www.greasbroughprimary.com)

### ROUGHWOOD PRIMARY SCHOOL

 [www.roughwoodprimary.com](http://www.roughwoodprimary.com)

### ROCKINGHAM JUNIOR AND INFANT SCHOOL

 [www.rockinghamji.co.uk](http://www.rockinghamji.co.uk)

