

The Willow Centre

Positive Relationships and Behaviour Policy



Review Date	Review body
October 2024	Full Governing Body
October 2025	Full Governing Body

All Behaviour Is Communication

Communication and Positive Relationships are at the core of our Behaviour Policy

Our Aims

Through relational practice, we aim to promote and support children at The Willow Centre in developing an understanding of self and self-discipline.

“For a person to ‘grow’ they need an environment that provides them with genuineness, acceptance and empathy. Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight”-(Carl Rogers)

Pro-Active Behaviour Leadership

Staff at The Willow Centre support the children by creating a safe and engaging environment which is rich in pro-social experiences to enable children to develop pro-social feelings and in-turn display pro-social behaviours.

Our core values of understanding, compassion, equality and the consideration of others’ needs underpin everything we do at The Willow Centre. We therefore expect that

All children must:

- Respect other people’s feeling at all times
- Respect other people’s belongings
- Use and respect equipment as modelled by the adults at The Willow Centre
- Be polite to others
- Refrain from using inappropriate language that may hurt or offend others

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All staff members must:

- Role model pro-social behaviours
- Actively display the nurturing therapeutic ethos of The Willow Centre
- Demonstrate consistency in approach and language
- Use scripts and routines as outlined in Risk Reduction Plans
- Demonstrate comfort and forgiveness
- Provide children with clear boundaries and expectations
- Follow the clear strategy of reward, feedback and recognition
- Be consistent and reliable in the strategies they use to promote self-discipline
- Offer choices as often as possible

Everyone at The Willow Centre is to be secure in their knowledge of both the Peartree Spring Primary School guidelines and The Willow Centre guidelines on behaviour, bullying and racial harassment.

Each child and their parent/carer must sign and agree to the home-school contract before the child begins at The Willow Centre. Upon signing the contract, there is an expectation that all signees must actively engage with the terms set out in the contract. In the event that parents/carers fail to adhere to the contract, they will be invited to meet with the Provision Lead to discuss any concerns about their conduct.

Promoting Self-Regulation

“Emotional regulation refers to the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings. Emotional regulation can be automatic or controlled, conscious or unconscious, and may have effects at one or more points in the emotion producing process.” (Gross et al. 1998).

We want the children at The Willow Centre to be able to recognise in themselves their own emotions and be able to intrinsically regulate how they display these emotions. Our curriculum is layered with various ways of teaching children how to identify what emotion they are feeling and what the most appropriate way of communicating this emotion would be.

Promoting Self-Discipline

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The action of discipline is defined as:

'To train oneself to do something in a controlled and habitual way' (verb)

Self-Discipline is defined as:

'The ability to make yourself do things you know you should do even when you do not want to.'
(noun)

We aim to teach the children at The Willow Centre the importance of self-discipline and give them the tools to become intrinsically motivated to be self-disciplined.

Rewards

When children display pro-social behaviours, it is important to instantly positively re-enforce those behaviours through reward. At The Willow Centre, we do not want children to become overly reliant on material objects as forms of reward. We want them to appreciate the value of making others feel pro-social feelings.

We give instant praise and reward to pro-social behaviour by:

- *Giving clear verbal praise to the child (it must be explicit what pro-social behaviours the child has demonstrated)*
- *Non-verbal 'thumbs up' and smiles*
- *Behaviour and effort stickers which explicitly describe the behaviour being noted*
- *Progress marked on target cards*
- *Celebration messages sent home via Marvellous Me app.*
- *Celebration emails sent to class teacher*
- *Opportunity to show work to class teacher*

Our Token Reward System

In the modern world, adults work to earn money. They spend this money on things that can help them to live healthy and happy lives. In order to succeed and achieve in the future, we want the

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children at The Willow Centre to understand this concept. We do this through our Token Reward System.

Each child has specific pro-social behaviour targets to be working towards whilst at The Willow Centre. Each child also has a blank token grid. On a daily basis, each time a child demonstrates one of these behaviours, they receive a token on their grid. Once the tokens have been earned, they cannot be taken away.

At the end of the week, these tokens can be exchanged for one reward. These rewards would have been agreed with the children at the time of target setting. These rewards may be of a fun or recreational nature. Each reward choice has a token value. If a child has not earned enough tokens for a reward, the time will be used to discuss and reflect on their behaviour this week with an adult. During this time, the child will work with an adult to complete a Reflection Log (see appendix).

Each child has a folder containing their current and past token grids. The purpose of the folders is to enable the children to reflect on their previous behaviour choices and to celebrate the progress they have made over time. It is up to the individual child if they wish to share this with their peers.

Anti-Social Behaviour

When considering how we react to anti-social behaviours, we first consider whether a behaviour is difficult or dangerous

Difficult behaviour is anti-social but not yet dangerous.

Difficult behaviours include:

- Calling out
- Refusing to follow instructions
- Making inappropriate noises or remarks
- Misusing equipment and resources

Dangerous behaviour is behaviour which will immediately result in harm to self, others or property.

Dangerous behaviours include:

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- Physical violence
- Any activity that poses a threat to the safety of the individual or others
- Threatening behaviour
- Verbal abuse
- Racist, sexist behaviour
- Swearing
- Deliberate disobedience
- Vandalism

*Dangerous behaviour **will not** be tolerated*

How We Respond To Anti-Social Behaviour

The most important starting point for us is that, in all cases we would want the children to know that it is the anti-social behaviour that we disapprove of, not the child themselves.

However, we would make every effort to encourage the child to own their behaviour as a starting point for discussing how to improve it.

Many children at The Willow Centre may have developed a default set of anti-social behaviours which they display when experiencing negative feelings and/or anxiety. Through a therapeutic and holistic approach to teaching and behaviour, we can begin to motivate children to make the conscious decision to display pro-social behaviours. In the process of developing self-regulation, children will make mistakes. They may still continue to display anti-social behaviours. It is our role as educators to teach children how to use these mistakes and turn them into learning opportunities. We do this through educational consequences and a restorative approach.

Each child at The Willow Centre will have an Individual Behaviour and Self-Regulation Support Plan. These plans are designed to ensure a consistency of approach by all adults working with that child. They are also a way to ensure each child receives rewards and consequences tailored to educate them and promote self-regulation. It is the responsibility of The Provision Lead and Specialist Teachers to review these plans regularly to ensure they meet the ever-changing needs of the child.

Given the nature of The Willow Centre provision, we will communicate all concerns about difficult behaviour with parents/carers at pick-up and drop-off times. It is important that children see a consistency of approach and clear communication between home and school.

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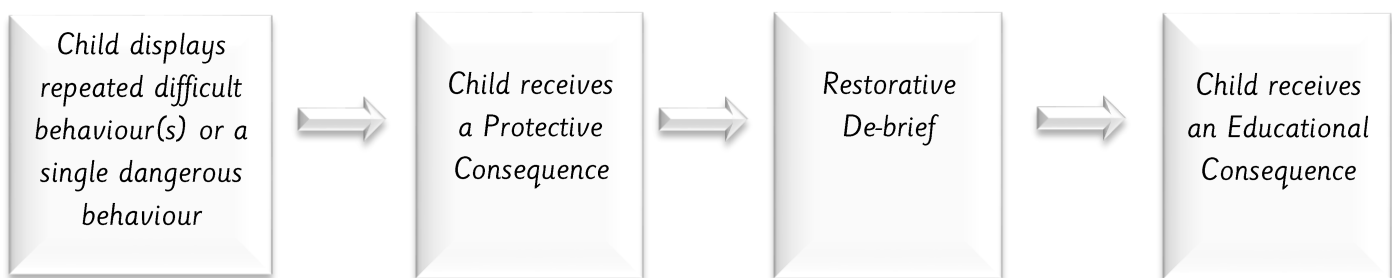
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Consequences

All incidents of anti-social behaviour are discussed with all of the children involved. Most incidents of difficult behaviour can be dealt with straight away, usually with a reminder of strategies the child has developed in order to emotionally self-regulate.

However, there will still be instances when children display repeated difficult behaviours or dangerous behaviours. It is in this instance that staff must follow the procedure outlined below:



Consequences

Protective consequences are the short term removal of a freedom to manage harm.

Protective consequences may take the form of:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Differentiated teaching space

In the event of a child receiving a Protective Consequence, parents/carers will be informed, in person, by a member of staff at The Willow Centre. Parents/carers will also be contacted by phone to inform them of serious incidents. This will be followed by an in person discussion with the Provision Lead and Specialist Teacher.

In exceptional circumstances, dangerous behaviour may result in internal exclusions, fixed term suspensions or permanent exclusions as a protective consequence. This process will be carried out in conjunction with the child's mainstream school and in line with HCC guidelines. Fixed term and permanent exclusions will be issued by the child's mainstream school as a result of their dangerous behaviour while attending The Willow Centre.

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Restorative De-Brief

The restorative debrief enables all people affected by an incident to re-tell and explore the incident.

The de-brief enables all parties to:

- *Reflect on any harm that has been done and/or relationships that have been damaged*
- *Discuss and decide how the harm can be repaired and/or relationships can be rebuilt*
- *Discuss and review the strategies that are being put in place to help them be successful in the future*
- *Continue to build the positive relationships between child and adult(s)*

In most instances, parents/carers will be invited to attend the restorative de-brief.

Educational Consequences

Educational consequences are the learning, rehearsing or teaching to enable the freedom to be returned.

Educational consequences may take the form of:

- *Completing tasks*
- *Rehearsing*
- *Assisting with repairs/making a mend to damaged materials*
- *Research*
- *Conversation and exploration*

All behaviour incidents are logged on our internal electronic recording system (CPOMS).

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Appendix 1- Reflection Log



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Reflection Log

Name:	Date:
<p><i>This week I didn't earn enough points to take part in the Friday fun day activity. I think this is because...</i></p>	
<p><i>Comic strip conversation if appropriate</i></p>	
<p><i>Next week I am going to make sure I earn my time by...</i></p> <ul style="list-style-type: none"> ● ● 	
<p><i>I may need these things to help me...</i></p> <ul style="list-style-type: none"> ● ● 	
<p>Revisit <i>How did it go?</i></p>	<p>Date:</p>

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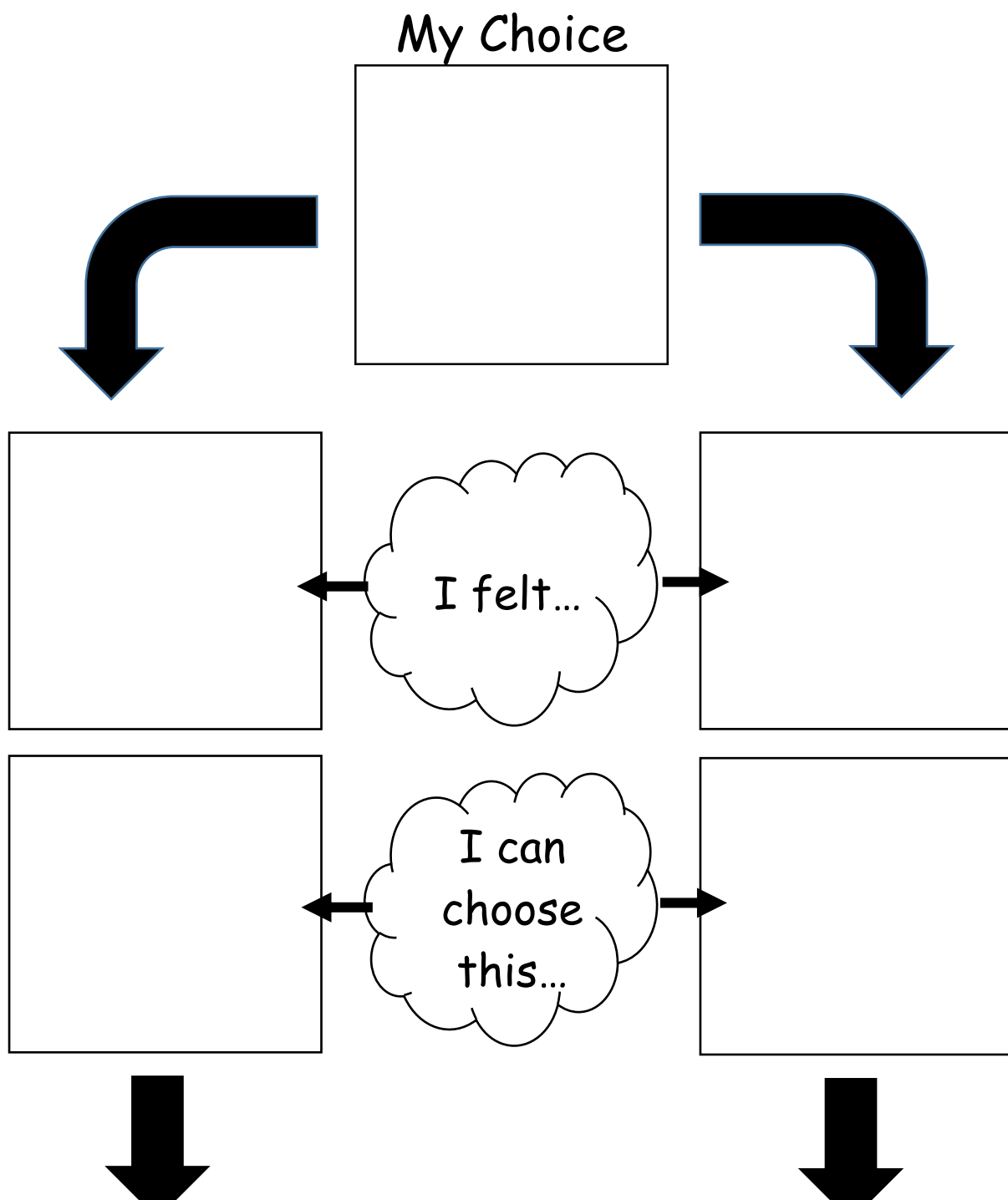
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The expectation is that this is completed with an adult as part of a restorative conversation.

Appendix 2- My Choice Flow Chart

The expectation is that this is completed with an adult as part of a restorative conversation.



[Type here]

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