## Appendix 2: Willows Primary Academy Behaviour Policy

## Aims & Objectives

It is our primary aim, that every member of the school community feels respected, and that each person is treated fairly and well. We strive to promote a learning environment in which everyone feels safe, happy and secure through an embedded culture of a proactive positive approach to behaviour.

Willows Academy have several rules, but our approach to behaviour is not primarily concerned with rule enforcement. It is a means of promoting good relationships, built upon mutual respect, so that people can work together with a common purpose of helping one another to learn and reach their potential.

To ensure an accessible, fair yet robust behavioural system, we ensure consistency throughout our academy regarding behaviour and teaching expectations and pedagogy. As a result, should you put yourselves in the shoes of our children for a day, you would see calm working settings, safe to fail environments, informative displays, supportive teaching staff and high expectations for learning behaviours.

## Positive and Negative Behaviour

All children are familiar with, and understand, the use of the traffic lights system to monitor behaviour throughout a day. Each morning/afternoon, children start on green as we believe children deserve the opportunity to have a regular fresh start to correct the wrong choices previously made. Our expectation is that they finish their day on green having made the right choices, whereupon they receive intangible praise, recognition and thanks from their teachers.

Whilst we recognise that verbal praise is the most powerful form of behaviour management and that all staff must provide a positive model of such behaviour, we also recognise that children like to be presented with tangible rewards for demonstrating good to be green behaviours. Therefore, at Willows Academy, we provide children with house points for making the right choices. These house points are collated both individually (to be used to purchase prizes in our shop 'Willows R Us') and collectively (to contribute to our half termly house team competitions) to develop both self-motivation and teamwork. House Points are collated by teachers throughout the week (alongside the monitoring of steps in behaviour), before the Head Boy and Head Girl from each House Team collects and collates them on a Friday as per the spreadsheet below:

	Willows Academy Behaviour Chart								
	<u>Year:</u>								
<b>+</b>	Class:								
	Date:	Behaviour Monitoring Steps (tick)					House Points		
	Name	House	1	2	3	4	5	Tally	Total
									$\square$

Please see below the breakdown for the allocation of house points:

Good to be Green Behaviour	Number of Points
Completion of Reading, Spellings and/or Homework at home	1
Good work in class	1
Showing good manners	1
Helping others	1
Scoring full marks in a test	1
Adhering to British Values	1
Showing good Listening, Teamwork or Communication skills	1

Additional house points can be presented at the teacher's discretion.

For those children not making the right choices, the following steps are adhered to by all staff to ensure a consistent approach that all children understand throughout the academy. These are as follows:

Steps in Behaviour	Sanction	Reinforcement
1	Verbal warning given – low level disruption and/or children making the wrong choices.	Reminder of expectations and rules given to empower children to make the right choices.
2	Names on the Board - as a reminder that the right choices are not being chosen.	Reminder of expectations and rules given to empower children to make the right choices.
3	Amber Card given – behaviour at step 1&2 is continuing and/or not improving.	Children to miss 10mins of playtime, lunchtime or reward time to reflect upon their choices.
4	Red Card given – behaviour has continued or escalated (red cards can also be given instantly for dangerous or abusive language/behaviour).	Children to miss a full playtime, lunchtime or reward time to reflect upon their choices. Teachers may also utilise the buddy system to allow children an alternative environment for which to reflect and complete work. Additionally, children will lose their 'Good to be Green' privileges.
5	Internal or External Suspension – for behaviour that is unacceptable and not tolerated at Willows Academy.	See Exclusion Policy

Whilst we believe the above approach provides children with the opportunity to make the right choices and correct their behaviours, on occasions bespoke personalised behaviour/reward plans may be adopted to address the needs of an individual.

In these instances, the SENCo will work closely alongside the class teacher and parents to ensure all parties are agreed and the approach is consistent.

Furthermore, we recognise that all children require different levels of support and shorter-term goals. Therefore, our version of the 'Good to be Green' differ slightly from year to year. In EYFS, KS1 and Y3, children making the right choices will have a weekly 'Good to be Green' reward, which is at the discretion of the class teacher. This is alongside the more inspiring end of term 'Good to be Green' for all children. In Y4- Y6, as these children are much older, their 'Good to be Green' reward will take place at the end of each half term, to instil resilience, determination and a long-term commitment to a common goal.

We host a weekly 'Star of the Week' assembly in which parents are invited to join our staff in presenting and awarding one child per year group a certificate for outstanding effort and achievement both individually and collaboratively.