

These appendices are to be read alongside the Trust Care, Support, Guidance and Behaviour Policy. The pages below outline the academy specific details discussed within the main body of the Trust policy.

Appendix 2 – Willow Green ‘Good to be Willow Green’ stepped behaviour system.

Willow Green Academy Aspire Rules:

Being ‘Willow Green’ means that we work hard to always:

- **Achieve** the best that we can
- Keep **Safe**
- Show **Pride** in everything we do
- Be **independent**
- Be **responsible**
- **Engage** with all opportunities

All classes and teachers use the ‘**Good to be Willow Green**’ system. The expectation is that all children start the day on green and that this ‘Willow Green behaviour’ will be reinforced throughout the day through praise. ‘eg: this table is showing Willow Green behaviour, they are all sitting how we expect...’ Each morning/afternoon, children start on green and the expectation is that they finish the day on green. If children are not presenting ‘Willow Green behaviour’ they will be given a verbal reminder (C1) of what ‘Willow Green behaviour’ is expected e.g. Remember XXX I am looking for ‘Willow Green behaviour’ as we walk down the corridor. If this verbal reminder does not improve behaviour a choice (C2) will be given. This is a further reminder of the behaviour that is expected and children will be asked to make the correct choice to avoid a (C3) consequence. If this does not improve behaviour then a consequence will be given (C3) which will result in a period of missed breaktime. If the behaviour still does not improve the sanction will escalate and may result in a C4. At the point a child receives a C4 they will be spoken to by a member of the senior leadership team. A child can automatically be given a C4 for severe behaviours. All behaviours will be followed up with a repair and restore conversation between the pupil and the member of staff.

*See below for the ‘stepped consequence’ procedures.

House + Dojo System

At Willow Green we operate a house system to promote a family ethos amongst the children, creating a sense of belonging and value amongst their peers across the academy. The house system also promotes and rewards the exceptional behaviour of children around the academy. Dojo points will be awarded for children’s behaviour, as well as through sports competitions, curriculum quizzes and also other inter-house competitions. All children within the academy are part of one of 5 houses – Ash, Birch, Oak, Sycamore or Beech. Children can earn dojo points throughout the day for behaviour which demonstrates effort and commitment to the ASPIRE ethos. Achievement, Safety, Pride, Independence, Responsibility and Engagement.

	Examples
Achievement	Exceptional achievement or quality in their work.
Safe	Demonstrating they are keeping themselves or others safe.
Pride	Showing commitment to presentation/handwriting etc
Independence	Thinking for themselves and problem solving
Responsibility	Taking care of the resources or environment
Engagement	Taking on new challenges or experiences eg volunteering for clubs

Rewards

Willow Green is developing the House system to be a collaborative behaviour system across the academy, where the emphasis is on pupils supporting each other and being part of a wider team. Individual success and rewards are still awarded and children have the opportunity to spend their points in the academy dojo shop.

- When pupils reach the milestones of 100, 200, etc they will have the opportunity to 'save or spend' in the Dojo shop.

However, higher emphasis is placed on pupils contributing to their House and in turn feeling part of a wider group. The dojo totals for the Houses will be recorded each week and celebrated in the celebration assembly. A running total will also be kept and displayed in the Hall. Each week, the points are collected, counted and a winning house is announced in celebration assembly. The weekly winner will earn the trophy and a 'House Token', which contribute to a termly winner. Each half term the winning house will be awarded a special lunchtime experience, which will take place on the last Friday of each half term.

Children will also be rewarded with the 'Good to be Willow Green' reward each half term if they show consistent Green behaviour for the whole half term. Individual rewards may be used for exceptional behaviour.

Stickers will be used in EYFS and KS1 to reward individual success that children will be able to display around school and share with parents at home. Due to the staff having an extensive and in depth knowledge of every child, certain motivational stimuli may be used on an individual basis.

Other forms of reward and celebration:

We firmly believe in positive reinforcement and as such we have the following strategies in place for praise:

- Dojo points
- Star of the Week Awards - linked to the weekly theme, focus or ASPIRE strand.
- Child of Achievement (Half-termly award)
- Notes/Messages home (Via Dojo)
- Stickers
- Verbal Praise
- Visit to the Headteacher/another staff member
- Star of the Day

Special considerations and adaptations

There will be some children who require additional behaviour support over and above the whole-school system. These children will have individual behaviour plans (IBPs) which will be formulated by the teacher in collaboration with the pastoral team, parents and the child. IBPs are intended to be a temporary mechanism and will be reviewed on a regular basis.

<p>C1 Verbal Reminder Notice the behaviour, give remind and offer choice.</p>	<p>I noticed you chose to ... REMEMBER we need to ... Example - 'I notice that you're running. Remember you need to be safe. Please walk. Thank you for listening.' If you choose to continue with this, then you will move to a warning. Thank you.</p>
<p>C2 Choice Warning and reminder of desired behaviour.</p>	<p>I noticed you have continued to therefore you have chosen to move to a warning. If you continue, then you will miss 5 minutes of your break time. Remember we need to</p>
<p>C3 Consequences Consequence and reminder of desired behaviour</p>	<p>You have continued to ... therefore you will now miss 5 minutes of your break time. If you continue, then you will ... Remember we need to ...</p> <p>If the behaviour continues, the teacher may choose to increase the detention period.</p> <p>2. 10 minutes missed break 3. 15 minutes missed break, parents informed by class teacher and incident logged on CPOMs.</p> <p><u>Instant C3's</u> C3's can be given directly for unacceptable behaviours such as walking out of class, refusal to follow instructions, threatening behaviour, foul, abusive or inappropriate language etc.</p> <p>All warnings and consequences will be noted on the class behaviour record so SLT and the pastoral team can support with persistent behaviours. This should be done covertly to avoid the risk of isolating or shaming the pupil. All instant C3's will be noted on CPOMs.</p>
<p>C4 Escalation for severe behaviours</p>	<p>A C4 will given for severe behaviours or repeated C3's within a lesson.</p> <p>Severe behaviours, eg:</p> <ul style="list-style-type: none"> - Attempted assault with or without injury - Breakage or damage of property e.g. tipping tables/ chairs - Verbal abuse including homophobic, sexist or racist language - Threatening behaviour <p>A C4 behaviour will result in a conversation with a member of SLT and a phone call home by SLT. All C4s will be recorded on CPOMs</p>
<p>FOLLOW UP – REPAIR & RESTORE</p>	<p>Following the consequence, it is important that behaviour is discussed and repaired. The member of staff who dealt with the incident, should hold a conversation with the child which will include:</p> <ul style="list-style-type: none"> • What happened? Why do you think this happened? • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? What should we do to put things right? How can we do things differently?
<p>Remember ...</p> <ul style="list-style-type: none"> • It's not the severity of the sanction, it's the certainty that this follow up will take place that is important. • We know that behaviour can be a sign of other concerns, so always give reminders privately and at the child's level. • Changes of behaviour or persistent behaviour should be discussed with the pastoral team so a plan of support can be put in place. 	