



What are our school rules?

- We are respectful.
- We are responsible.
- We are kind.
- We are honest.
- We try our best.

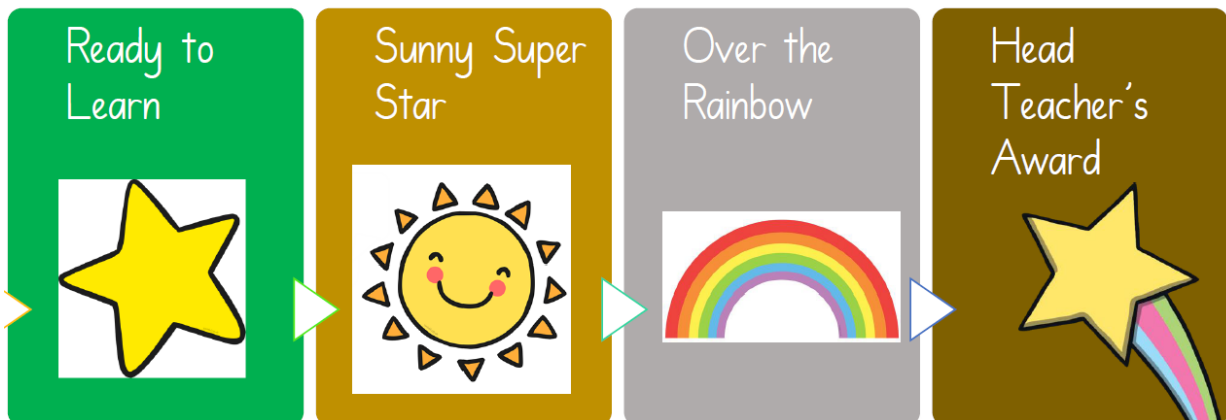
How do we promote great behaviour?

At Willow Lane, we work to create an inclusive environment and culture in which all our children learn and thrive. Our policy operates to ensure our children feel safe, valued and happy. We have high expectations for positive behaviour because we know this is essential for effective teaching and learning to take place. We actively model and teach the positive behaviours we value so that our children are set-up to succeed.

This behaviour policy helps our children to learn from mistakes and supports them to repair relationships where necessary. It sets out clear rules and expectations for positive behaviour in our school. It describes our system of rewards to promote positive behaviour and our system for consequences, which provide clear boundaries within which our children can flourish.

How do we recognise great behaviour?

In Key Stage 1



In Key Stage 2



What whole school rewards are there?

- Special Mention Certificates
- Willow Points: Willow Points can be given by any member of staff. Welfare staff or other adults issuing Willow Points outside of class should give the child a sticker so class teachers are aware of who has received a Willow Point.

What are the consequences for not following our school rules?

For serious breaches of the school rules, some steps may be missed or children may move through the steps more quickly.

In Key Stage 1

Step 5: Senior Leadership Involvement

- An adult is sent to request the Headteacher (or Senior Leadership Team if unavailable). If no adult is available, two children can be sent to the office to ask for HT.
- HT will collect child. Child will have time-out from class. Parents/carers will be informed. Incident recorded in school.

Step 4: Thinking Spot

- Tell the child to sit on the Thinking Spot and briefly describe the behaviour that has led to the consequence. Move his/her name down the behaviour chart in class. Parents/carers will be informed for more serious behaviours or for frequent use of the Thinking Spot. Incidents recorded in school when necessary.

Step 3: Warning

- Give a Thinking Spot warning ('If you choose to continue, you will be moved to the thinking spot. You are now on a warning').
- Child or teacher moves child's name down on the behaviour chart in class.

Step 2: Positive Redirection

- Redirect the child to the task or appropriate behaviour.
- Use positive language
- Check the child understands the instruction or task.

Step 1: Non-verbal cues

- Use proximity or gestures to highlight behaviour.

In Key Stage 2

Step 5: Red Card

For children who have not changed their behaviour following previous steps or for the most serious breaches of school rules (e.g. hitting another child). Only the Headteacher (or Senior Leadership Team if unavailable) will issue a Red Card.

- An adult is sent to request the HT (or SLT if unavailable). If no adult is available, two children should be sent to the office to ask for HT. HT will collect child. Child may have time-out from class.
- Child will miss their next three morning break times and will complete a KS2 Reflection Sheet (see appendices). Incident recorded in school.

Step 4: Yellow Card

- Tell the child that they now have a Yellow Card and move his/her name down the behaviour chart in class. The Yellow Card will be recorded in school.
- Tell the child will miss their next morning break. During this time, the child will complete a KS2 Reflection Sheet. Give the child a Red Card warning (this may be done between issuing a Yellow Card and requesting SLT involvement).

Steps 1-3: Follow as describe for Key Stage 1 (above).

Please see full policy for further guidance and support in applying the rewards and consequences charts.

How are the behaviour systems applied at break and lunch times?

During break times, the staff member on duty will follow the reward and consequence steps as outlined above.

In Key Stage 2, if a child is issued with a Yellow Card, their class teacher must be informed and the child must move their name down the behaviour chart. They will then miss their next break time. If the behaviour continues, the staff member on duty should ask for the member of SLT on duty (after ensuring other members of staff on duty know they are leaving the playground). SLT may remove the child from break time immediately and/or issue a Red Card.

In Key Stage 1, in place of a Yellow Card, the child will be told they need to be on the Thinking Spot. This should be an easily supervised space on the playground where the child must wait for a short time before the adult on duty gives permission for them to rejoin break time.

At lunch times, welfare staff should follow the reward steps as outlined above, including issuing stickers for Willow Points. They should follow the consequence steps from 1 – 3. If the child ignores the warning, they will ensure another member of welfare staff knows they are leaving the playground/hall to ask for a member of SLT on duty. SLT will then issue the next consequence step as appropriate.

What happens if children miss a break time?

In the event a child needs to miss a break time as a consequence of their behaviour, they will go to the meeting room (or KS2 library if occupied) at the start of morning break. The member of SLT on duty that day will speak to any children missing their break time. They will also issue Reflection Sheets and discuss the child's behaviour as required.

Will children ever be removed from class?

When a red card is issued and if the behaviour continues, the headteacher may put a child into isolation. Isolation may also be used by the headteacher if a child is at risk of harming themselves or others. In all cases of isolation being used, parents/carers of the child will be informed by school. Isolation would typically involve the child being set appropriate work and working in the school meeting room.