

The Windmill Primary Federation

Executive Headteacher: Ms J. Davis
Deputies: Mr S. Horsley & Mrs R. Ward



BEHAVIOUR POLICY

This policy outlines the whole school strategies used when dealing with behaviour. It sets out a framework through which positive behaviours are celebrated and inappropriate behaviours are challenged.

We expect children to:

- contribute to creating the school rules, routines and procedures and to take ownership in ensuring these are followed;
- behave kindly towards one another;
- follow instructions given by every member of staff.

In return, children can expect:

- to be consulted, so that their views are heard, around improving and reinforcing behaviour strategies in school;
- others to be kind towards them;
- others to show tolerance, sympathy and understanding towards them;
- staff to ask them to do what is reasonable and fair, to keep them safe and support their learning.

LINKS WITH THE WHOLE SCHOOL ETHOS

The Aims and Values of the School

At The Windmill Primary Federation, children have the right to be respected and they are expected to respect others. Every learner has the right to a safe, secure and stimulating environment, where they are able to do their best without disruption to their learning.

We believe in:

- Mutual respect
- Equal opportunities for all
- Social, moral, spiritual and cultural awareness
- A safe, secure environment
- A rich, stimulating curriculum
- Raising aspirations

We aim for:

- Engaged and motivated pupils
- Confident, determined individuals
- Successful learners for life
- Responsible citizens
- Challenging thinkers

- Kind and caring friends

The Every Child Matters Agenda

The five outcomes, set out in the Every Child Matters Agenda, are universal ambitions for every child and young person, whatever their background or circumstances. As a school, we want children to:

1. Be Healthy
2. Stay Safe
3. Enjoy and Achieve
4. Make a Positive Contribution
5. Achieve Economic Wellbeing

The Teaching and Learning Policy

We aim to promote good behaviour by ensuring that the curriculum is broad, balanced and meaningful. We expect lesson content, teaching strategies, and resources to be organised to actively engage children with learning at an appropriate level. We provide children with the knowledge, skills and experiences that will allow them to reach their full potential. This is evidenced by:

- classroom procedures, which are clearly understood by all children, for all activities and routines in the classroom e.g. rules for pupil discussion, how work is handed in etc;
- Learning Objectives, which are displayed at the beginning of the lesson;
- clear explanations and high expectations, appropriate to the children's needs;
- the minimisation of interruptions, for example, children are discouraged from going to the toilet during lesson time;
- behaviour, which is managed through a culture of praise.
- the use of incentives to do well, for example, the celebration of achievements.

EXPECTED BEHAVIOUR

At The Windmill Primary Federation, we have high standards of behaviour and expect all children and adults to display positive learning behaviours. Children will:

- come into the classroom ready to work;
- tell the truth;
- line up quietly;
- not shout out;
- maintain an appropriate noise level, when working;
- walk around the school and classrooms;
- respect property that belongs to the school and other people;
- be polite and well-mannered towards others;
- return and store equipment in the same condition that it was found;
- keep classrooms, outside learning spaces and the playground tidy.

Adults at the school will:

- promote positive behaviour;
- agree, display and model classroom and whole school rules;

- insist on good manners;
- establish classroom routines and insist that these are followed.

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

Both the Aims and Values, and the school rules are reinforced by the adults in school through the use of:

- **Team Points** (Clarkson, Nelson, Fry and Cavell)

All children within the Windmill Primary Federation belong to a team. The children are members of this team for the time that they are enrolled at the school. Children, across the school, try to collect Team Points; these are awarded for good work, good attitude and good behaviour.

Points accumulate for individual recognition in Key Stage One. When 25 Team Points have been collected, the child has their achievement announced in the whole school Celebration Assembly and receives a certificate in class. When 50 Team Points have been collected by an individual, they receive a certificate in class and may select a reward from the special prize box in the whole school Celebration Assembly.

Where children (Key Stage One) are collecting individual Team Points, three are to be given as a maximum. A record of the Team Points collected is recorded on the child's personal chart. Staff will initial each Team Point that has been awarded. Individual team points are also recorded on a class chart, which is used to identify the winner of the Team Point Cup presented on a weekly basis.

Key Stage Two children are also given team points. These are awarded to individuals; however, they benefit the team as a whole. The winning team is awarded privileges (for example, an end of term film). The School Council is responsible for collecting and adding up the total number of Team Points that have been collected by the members of each team at the end of each week. The Team Cup is awarded to the receiving Team Leaders (with the highest score) during a whole school assembly, often on Monday.

To promote a sense of belonging, children attend assemblies. They sit in class rows in an agreed colour sequence (Blue, Yellow, Green and Red). Team Points are awarded to promote good behaviour; these are converted to blocks, before being added to the chart at the front of the hall on a weekly basis.

- **The Star of the Week**

Part of the School Improvement Plan centres on the improvement of the quality of writing across the school. For this reason, good written outcomes are celebrated at a whole school level. Children are nominated by the adults that they work with and they are awarded a certificate, during the weekly Celebration Assembly. In recognition of this achievement, children have their name and their writing displayed on the special 'Star of the Week' board (located in the school hall).

Written outcomes are collected in the 'Star of the Week' folder, which is on display in the entrance lobby. Where children are awarded three 'Star of the Week' certificates in a single, academic year, they deserve special recognition. This achievement is celebrated through the award of a special pencil.

- **The Behaviour Cup**

The Behaviour Cup is awarded to one child per week. Nominations for the winner of the Behaviour Cup may be suggested by either staff or children who have noticed someone displaying exemplary behaviour around the school. Where the Behaviour Cup is awarded, it may be for a number of different reasons, for example, kindness, listening well or being particularly helpful. During the weekly Celebration Assembly, the previous winner shakes hands with the next recipient and passes the cup to the new winner.

- **The Effort Cup**

The Effort Cup is awarded to one child per week. Nominations for the winner of the Effort Cup may be suggested by either staff or children who have noticed someone putting in a continually high level of effort.

- **Wider Recognition and Celebration of Achievement**

As a school, we celebrate pupil achievements. These are announced during the weekly Celebration Assembly and more widely, through the monthly newsletter for parents (Stars of the Week, Behaviour and Effort Cup Winners) and use of the digital screen, which is located in the entrance lobby.

STRATEGIES TO ADDRESS CHALLENGING BEHAVIOUR

At The Windmill Primary Federation, positive strategies are used to promote positive behaviour. On a day-to-day basis, routines are used to good effect to support pupil engagement. These include:

- the expectation that pupils will pay immediate attention, when an adult addresses the pupils;
- the use of 'Stop and Listen';
- the issue of team points;
- 'hands up,' with the expectation that there will be immediate compliance;
- use of 'silver/gold' on the class behaviour ladder;
- praise and recognition of positive attitudes.

General Sanctions

Teachers may discipline a pupil for any misbehaviour, when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the Windmill Primary Federation.

Misbehaviour is behaviour that:

- could have repercussions for the orderly running of the school or poses a threat to staff, another pupil or member of the public;
- could adversely affect the reputation of the school.

Where misbehaviour is observed, it may be necessary to use sanctions to reinforce the need for positive behaviour. The following are examples of the type of sanction that may be imposed where a child is seen to be making the wrong choices:

- verbal reminders, which link to the class/school rules;
- discussion with the child to explore the reasons behind the choices made;
- missing break times;
- discussion using the language of choice, where children are encouraged to take responsibility for their own behaviour; recognising how to change to positive behaviour by making the right choices;
- the use of 'orange' and 'red' on the in class behaviour ladder;
- enforcement of agreed consequences, negotiated on an individual or group basis;
- withdrawal to another classroom;
- referral to another member of staff;
- exclusion from break and/or lunchtimes;
- the use of a Home School Diary, where positive as well as negative comments will be recorded;
- the use of time out for a period of time deemed appropriate for the individual child.

The Use of Reasonable Force

In the interest of maintaining a safe, secure environment, members of staff have the power to use reasonable force to prevent pupils from committing an offence, causing injury to themselves or others or damaging property. Staff have this power to allow them to maintain good order and discipline in the classroom and around the school (refer to the physical restraint policy).

Searching, Screening and Confiscating

School staff can search a pupil for any item if the pupil agrees; consideration will be given to the fact that a child's ability to give consent may be limited by the child's age or other factors.

The headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds to suspect that a child has a prohibited item. Prohibited items are things such as:

- weapons;
- alcohol;
- stolen items.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider to be harmful or detrimental to school discipline.

Recording and Monitoring of Incidents of Inappropriate Behaviour

At The Windmill Primary Federation, we recognise the importance of monitoring so that patterns in behaviour can be identified and addressed. Central records are kept and all serious offences are logged, using a common format.

Where an incident qualifies as a serious offence, a Behaviour Log is completed. The information recorded on this form includes:

- the name of the child;
- the class that the child is in;
- The date, time and location of the incident;
- a description of the incident;
- details of the action taken;
- the name and signature of the staff member reporting the incident;
- the name and signature of the parent.

Three copies of each Behaviour Log are produced. The original is stored in the Behaviour File in the Headteacher's office, by either the Headteacher or the Deputy Headteacher. Two copies of the Behaviour Log are sent home to the parent/carer. It is expected that one copy will be retained by the parent/carer, with the other being signed and returned to the school within two days of receipt. Where the signed Behaviour Log is not returned, the child's class teacher will make contact with the parent/carer to ensure that the communication has been received.

Effective communication between parent/carers and the school is vital; this means that information can be shared and inappropriate behaviour addressed. Parents/carers are encouraged to discuss the incident with their child, to help him/her recognise the importance of making the right choices in school, so that further behavioural incidents do not occur.

Where three Behaviour Logs are made within a single school term, parents/carers will be contacted and a meeting with a member of the Executive Leadership Team will be arranged. During this meeting, the ways that parents/carers and the school can work together to support the child as they improve their behaviour will be discussed.

Exclusions

Children may be excluded from school, if they misbehave. At the Windmill Primary Federation, the decision to exclude a child is not taken lightly; however, there are occasions where exclusion is deemed appropriate. This may be the case where:

- serious injury is caused to another child;
- there is evidence of repeated bullying;
- there is a high frequency of serious offences;
- repeated and/or extreme disobedience is observed;
- the child is antagonistic or abusive to members of staff.

When the decision is taken to exclude a child, the school will notify their parents/carers about the exclusion as soon as possible. This initial communication will be followed up with a letter including information about how long the child is excluded for and why.

Types of exclusion

A fixed period exclusion is where a child is temporarily removed from school, usually for 1 or 2 days. They can only be removed for 45 school days in a single school year. If a child has been excluded for a fixed period, the child's class teacher will set and mark work for

the first five school days. If the exclusion is longer than five school days, we will arrange full-time education from the 6th school day.

Permanent exclusion means that a child would be expelled from The Windmill Primary Federation. Where the school deems that a permanent exclusion is appropriate, the local council is responsible for the arrangement of full-time education from the 6th school day.

Returning to School Following an Exclusion

When a child comes back to school, following an exclusion, various measures will be put in place to help parents/carers and the child meet the targets agreed at the re-admission meeting.

Re-admission meetings are tailored to the circumstances of each individual child; they offer an opportunity for the school, the parents/carers and the child to work together to agree the best way forward, so that the correct choices are made in future.

As a school, we need continued support from all parents/carers, so once a child is back at school we will be happy to discuss how the child is getting on at any time. Good communication is vital.