

The Windmill Primary Federation

Executive Headteacher: Ms A. Bailey
Deputies: Mr S. Horsley and Mrs R. Ward



BEHAVIOUR POLICY

Our vision is based on the following values that are shared by the children, staff, governors and the wider community.

They reflect a value system that has been preserved at our school, and are the core values that we shall preserve in the process of continuous change.

- Discovering learning through practical experiences.
- Valuing and listening to each other's opinions.
- Respecting individuality.

Positive Behaviour Policy – Whole School Ethos

The whole school thrives in a positive atmosphere of trust and support. At Pool Hayes Primary School it is our Policy to encourage positive behaviour in pupils whilst at the same time giving them ownership of their choices and actions.

There are 3 school rules:

- **Make the right choices**
- **Show respect for everyone and everything**
- **Be kind to others**

It is expected that all of the adults in the school community will know, understand and encourage children to follow the three rules. Hand in hand with our key values as outlined above, we believe in high expectations of everyone; adults and children, who are part of our school community. A child's behaviour is integral to their emotional development and we strive to be an emotionally intelligent school.

Positive Behaviour

POSITIVE REINFORCEMENT – positive behaviours will be rewarded using a variety of group and individual approaches: e.g. awarding stickers and stars.

HOUSE POINTS – house points can be awarded to any child who is displaying excellent learning qualities. The house with the most house points will be announced in celebration assembly every week.

Certificates are awarded to children from each class every week. They are presented in Celebration Assemblies and reflect weekly effort and achievement for specific individual targets. Additionally, teachers use Marvellous Me to inform parents of special achievements via the app.

Dealing with Negative Behaviour

NEGATIVE BEHAVIOURS will be dealt with using the '1, 2, 3, Magic' principles:

1. If child commits an act of unacceptable behaviour – Adult holds up a finger and says "That's a one".
2. The child continues – "That's two!" and holds up two fingers.
3. Still doesn't stop – "That's three, Time Out!"

The child then goes to another classroom for half their age in minutes. There is no explanation or discussion about the behaviour in these instances. Each new session of the day is a clean start for all children no matter how extreme their behaviour has been.

At lunchtimes, staff use the same system. If a child reaches a 3 they are given a red card and an adult will take the child inside for Time Out. A letter is sent to parents if a child receives a red card. For outstanding behaviour at lunchtime, a green card will be given. A letter is sent to parents informing them of the award. When children achieve 5 green cards, they earn a dip in the 'Treasure Chest'.

There are behaviours that will result in an instant Time Out or Red Card:

- **Physical contact that leads to another person getting hurt, including play fighting.**
- **Swearing**
- **Bullying**
- **Stealing**
- **Writing on/spoiling other people's work or property**
- **Spitting**

This is given and reported to the Head Teacher and recorded in the escalated behaviour log. If a child continues to behave in an unacceptable manner, they may be placed on a behaviour report which will be after discussions with parents about expectations and a supportive approach from both home and school.

If a child is in danger of harming themselves or others or is causing damage to property, it may be necessary for a trained member of staff to intervene physically. If this is the case, they will follow the school's Positive Handling Policy which is available to view on request.

It may be necessary in some circumstances to remove the child from their classmates for an extended period of time. In school exclusions will mean that children will be placed in a different class and complete work set by their class teacher.

In very extreme circumstances a child may have a fixed term or permanent exclusion.

EXPLANATIONS AND NEGOTIATIONS – are sometimes required but should be avoided when 1, 2, 3 stop can be used. However, individuality is to be respected and some of our children have very specific emotional and social targets to work towards, therefore a degree of flexibility has to apply. Also, some explanation is required in cases which could result in serious damage to person or property. In which cases the following guidelines will be applied:-

- Adults will use a low, unhurried voice tone with a relaxed stance.
- Maintain eye contact. A few of our children may find this very difficult, particularly when they are upset or in trouble. The effect is usually to reinforce the verbal contact and heighten awareness of the other person's feelings and points of view.
- Respect a child's right to privacy.
- Listen carefully to try and understand any underlying causes to problems.
- Negotiate a plan or target for the child to use in the future.

Team support

- All adults are familiar with procedures. It is the Head Teachers' responsibility to communicate school level policies and the responsibility of all adults to implement this policy. Major decisions will be taken as a group and based on majority consensus.
- Everyone within the school community should be open and honest and feel that they can ask questions about any of the issues presented in this policy.

Reporting

We will encourage pupils to report incidents to:

- **Teachers**
- **Teaching assistants**
- **Other support staff**
- **Parents**
- **Other pupils**

We will always treat them seriously and investigating them fully. All accounts will be listened to and the children watched at play.

Monitoring

The behaviour of the children and the success of this policy will be monitored continually by the Head Teacher. Lunchtime and class incidents are monitored through the behaviour logs which will be collected and monitored half termly. Incidents that have to be escalated to a member of ELT will be recorded in a behaviour log. Information about the behaviour of the children will be sought informally from the whole school community. Children who are placed on behaviour report will be monitored daily involving the child, class teacher, parents and Deputy Head and or Head teacher.

To be reviewed Spring 2019

Appendix A

Non-Verbal Cueing

Non-verbal cues are a quick and efficient way to raise a pupil's awareness. This could be pointing to your ears to indicate a group should be listening or holding up an open hand to indicate that the teacher would like the classes' attention. NB- when using cues it is important to be aware of emphasising or gesticulating in a non-threatening way (no pointing or tapping on a table for example).

Immediate consequences

Examples include:

- Sitting away from others (after repeatedly distracting fellow pupils)
- Working away from others (relocation in the room)
- Cool off time within the room
- Time out, away from the activity or classroom

Deferred consequences

Deferred consequences range from the 'chat after class' to losing a lunchtime or break time. A deferred consequence should relate to the behaviour, e.g. finishing off work or drawing pictures/describing what went wrong and how to fix it.

Following up

Some behaviour issues can be followed up after class. This may include packing up in own time or finishing work during lunch and then follow up the behaviour one to one with the pupil.

When following up consider:

- Calm self before calming the pupil
- Tune in to how they must be feeling
- Avoid rushing the dialogue
- Use open body language and avoid crowding personal space
- Avoid arguing-keep the focus on the behaviour/issue
- Adopt a pleasant tone
- Refer the pupil to the class agreement or rule that has been broken
- Allow the right to reply

This may also involve a negotiated consequence where the teacher and pupil agree an appropriate resolution for the situation.

More than 'catching them being good'.

Children with high attentional needs and distracting, disturbing attentional behaviours also need to be taught *how* to gain fair and appropriate attention. To do this we need to *directly teach*

them alternative patterns of behaviour and social skills. With all children we need to be aware of enduring we have communicated in the best way for them eg discussion, modelling, drawing, social stories etc.

Appendix B Behaviour checklist for teachers

Classroom

Know the names and roles of any adults in class
Meet and greet pupils when they come into the classroom
Display rules in class and ensure that pupils and staff know them
Display rewards and sanctions pyramids in classrooms
Have a system in place to follow through with rewards and sanctions
Have a visual timetable on the wall
Follow the school behaviour policy.

Pupils

Know the names of the pupils
Have a plan for children who are likely to misbehave
Ensure the other adults know the plan
Understand pupils' special needs

Teaching

Ensure that all resources are prepared in advance
Praise the behaviour you want to see more of
Praise children doing the right thing more than criticising those who are doing the wrong thing
Differentiate
Stay calm
Have clear routines and transitions and for stopping the class
Teach children the class routines

Parents and Carers

Give feedback to parents about their child's behaviour – let them know about the good days as well as the bad ones.