

# The Windmill Primary Federation

Executive Headteacher: Ms A. Bailey



## 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 The Windmill Primary Federation, 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: A Whole Federation Ethos

The Windmill Primary Federation thrives in a positive atmosphere of trust and support. 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 three key rules:

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

It is expected that all of the adults in our federation 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 – including adults and children – who are part of our federation community. A child's behaviour is integral to their emotional development and we strive to be an emotionally intelligent, educational community.

### Promoting Positive Behaviour (Appendix C Positive Behaviour Pyramid)

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, for example:

- the expectation that pupils will pay immediate attention when an adult addresses the pupils;
- the use of 'Stop and Listen';
- the issue of class specific rewards;
- 'hands up,' with the expectation that there will be immediate compliance;
- praise and recognition of positive attitudes.

Positive Reinforcement: positive behaviours will be rewarded using a variety of group and individual approaches, for example, issuing stickers and stars.

Praise Pounds: Praise Pounds can be awarded to any child who is displaying excellent learning qualities. Children will receive Praise Pound certificates for each multiple of 20 Praise Pounds that they collect in their Praise Pound Piggy Bank. To promote economic wellbeing, children may choose to spend their Praise Pound notes at the school shop as they collect them. Alternatively, they may choose to save their Praise Pounds to purchase rewards with a higher value.

Certificates are awarded to children from across the school each week. They are presented in Celebration Assemblies and reflect effort and achievement in relation to specific, individual targets. Additionally, teachers use Marvellous Me to inform parents and carers of special achievements via the Marvellous Me APP.

### **Strategies to Address Challenging Behaviour** (Appendix D Challenging Behaviour Pyramid)

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 one."
2. The child continues – "That's two!" adult holds up two fingers.
3. Still doesn't stop – "That's three, Time Out!"

For 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, an adult will take the child to the line where they will complete their Time Out.

### **General Sanctions**

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

- taking part in any federation-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil who is part of The Windmill Primary Federation.

Misbehaviour is behaviour that:

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

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:

- 1, 2, 3, Magic;
- verbal reminders;

- discussion with the child to explore the reasons behind the choices made;
- missing break times;
- enforcement of agreed consequences, negotiated on an individual or group basis;
- referral to the Senior Teacher;
- exclusion from break and/or lunchtimes;
- completion of an established Home School Diary (positive as well as negative comments).

Explanations and negotiations are sometimes required but should be avoided when 1, 2, 3, Magic can be used. While individuality will be respected (some children have very specific emotional and social requirements), some explanation is required in cases which could result in serious damage to person or property. In these cases, the following guidelines will be applied:

- adults will use a low, unhurried tone, adopting a relaxed stance;
- eye contact will be maintained (some children find this difficult, particularly when they are upset or in trouble);
- respect a child's right to privacy;
- listen carefully to try and understand any underlying causes to the issue reported;
- negotiate a plan for the child to use in the future to help them make the right choices.

### **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. 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 Federation's Positive Handling Policy which is available to view on request.

### **Searching, Screening and Confiscating**

Federation 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 the Headteacher 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 include:

- weapons;
- alcohol;
- stolen items.

Federation 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 in-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.

The Head Teacher records incidents in the escalated behaviour log; however, 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 or carer.

Three copies of each Behaviour Log are produced. The original is stored in the Behaviour File in the Headteacher's office. Two copies of the Behaviour Log are sent home to the parent or carer. It is expected that one copy will be retained by the parent or 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 or carer to ensure that the communication has been received.

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

Where three Behaviour Logs are made within a single school term, parents or carers will be contacted and a meeting with a member of the Leadership Team will be arranged. During this meeting, the way that home and school can work together to support the child - as they improve their behaviour - will be discussed. This may necessitate the completion of a Behaviour Support Plan.

### **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 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 the child's parents or carers about the exclusion as soon as possible.

### **Types of exclusion**

Internal exclusions require children to be placed in a different class for an agreed period of time. While in this different classroom, the child will complete work set by their class teacher.

Federation exclusions may be implemented. When subject to a Federation exclusion, the child will attend an alternative school within The Windmill Primary Federation. Whilst in this alternative setting, the child will complete work set by their class teacher.

A fixed period exclusion is where a child is temporarily removed from school, usually for 1 or 2 days. Children 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, the federation 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 or 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 or carers and the child to work together to agree the best way forward, so that the correct choices are made in future.

As a federation, we need continued support from all parents and carers. 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.

### **Reporting**

We will encourage pupils to report incidents to:

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

We will always treat reports seriously and will investigate them fully. All accounts will be listened to. Children will be monitored at play in order to provide comfort for both the reporting child and the parents or carers of the reporting child.

### **Team support**

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

## **Monitoring**

The behaviour of the children and the success of this policy will be monitored continually by the Headteacher. Lunchtime and class-based incidents are monitored through the evaluation of behaviour logs on a half termly basis. Information about the behaviour of the children will be sought informally from the whole federation community and individual school communities.

**To be reviewed Autumn 2019**

## Appendix A: Key Strategies

### 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 lunchtime or break time. A deferred consequence should relate to the behaviour, for example, 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 the child must be feeling
- Avoid rushing the dialogue
- Use open body language and avoid crowding personal space
- Avoid arguing - keep the focus on the behaviour and/or 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, for example, discussion, modelling, drawing, social stories.

## **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

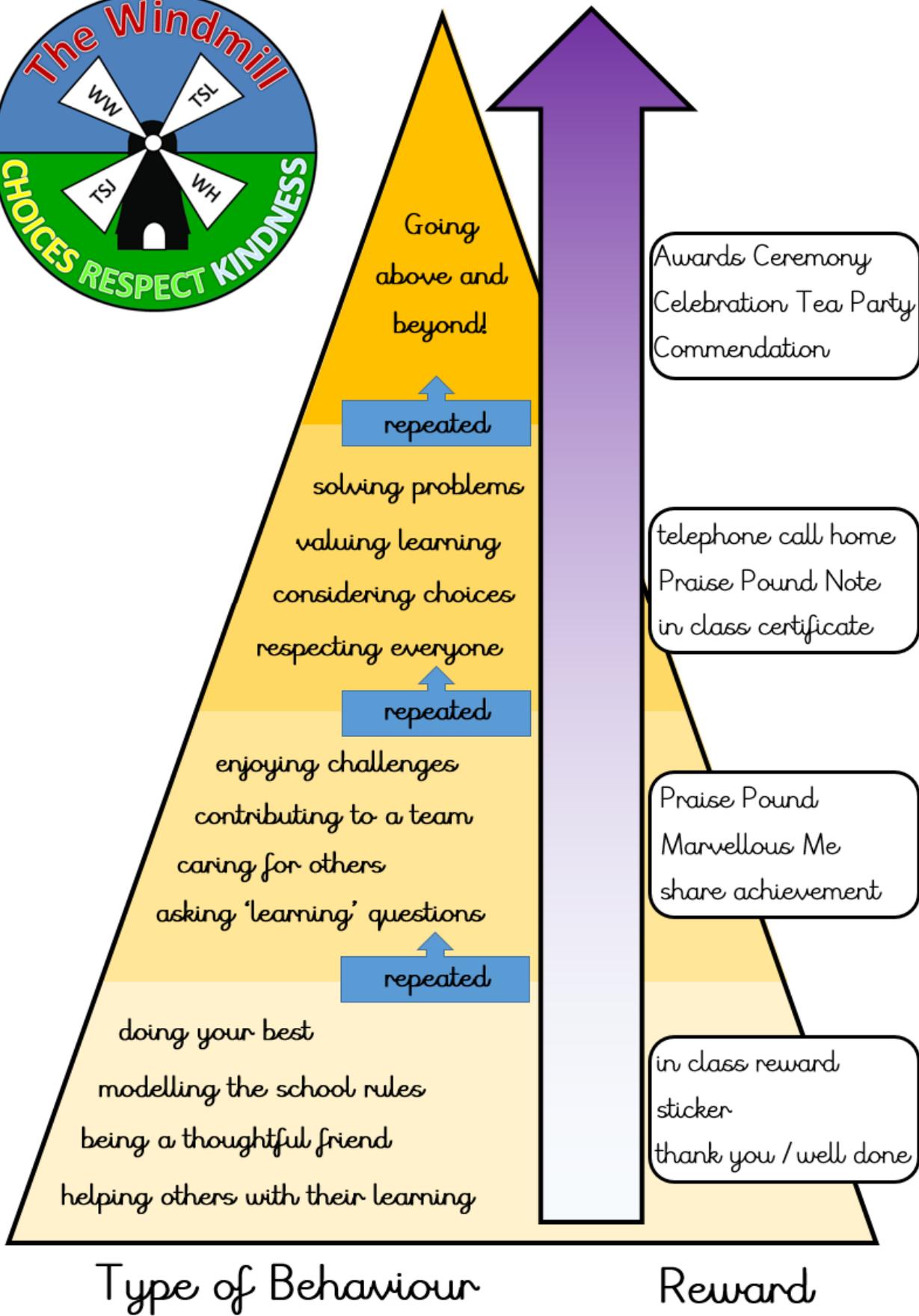
### **Teaching**

- 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 and carers about their child's behaviour – let them know about the good days as well as the bad ones.

## Appendix C: Positive Behaviour Pyramid



Appendix D: Negative Behaviour Pyramid

# Type of Behaviour

# Consequence

