



THE WINDMILL PRIMARY FEDERATION

BEHAVIOUR POLICY

Formally adopted by the Governing Board of:-	Windmill Primary Federation
On:-	15th July 2025
Chair of Governors:-	L Cousins
Next Review	Summer 2026

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1. Purpose of Policy

1.1 Objectives of Policy

Our aim is for pupils to leave our schools being thoughtful learners who are ready for their next stage of learning, committed to developing their own skills through habits of exploration and reflection. We strive for our pupils to be effective communicators and have a well-developed capacity to engage in life-long inquiry and learning. We aim for our pupils to have an understanding of healthy interpersonal relationships, able to work well with others in responding to new or unexpected challenges that arise in their school and home life.

1.2 Creating the Right Culture

The culture of our school is pivotal in ensuring that the adults are consistent in their expectations of behaviour for all. We strive to provide a calm, safe and supportive environment where pupils and staff want to attend and where they can learn and flourish is safety and dignity. This is achieved through staff upholding the school's behaviour policy at all times and responding consistently and fairly.

1.3 Linked Policies and Statutory Duties:

- Safeguarding policy
- Code of Conduct
- DFE Behaviour in Schools
- KCSIE 2024
- DFE Suspension and Permanent Exclusion
- Understanding Date: A Guide for School Governors
- Early Career Framework (ECF)
- National Professional Qualifications
- Initial Teacher Training (ITT) Core Content Framework
- Mental Health and Behaviour in Schools Guidance
- SEND Policy
- Equality Act 2010
- Families Act 2014
- Working Together to Safeguard Children
- Online Safety

2. Roles and Responsibilities

2.1 Leadership and Management

At our schools, the Senior Leadership Team are highly visible and routinely engage with all stakeholders to help understand expectations and maintain a safe and supportive environment. Senior Leaders ensure that all staff understand the rules and routines of maintaining the behaviour culture and how best to support pupils through induction and regular CPD, including NPQs.

2.2 Teachers and Staff

All staff will encourage a high standard of behaviour at all times and in all areas of the school including; classrooms, corridors, hall, playground. Our expectations are that as adults we recognise, 'the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest that you show in their lives' (Hywel Roberts). We do this through teaching and modelling expectations of behaviour and positive relationships. This maintains a rapport with all children and ensures clear boundaries of acceptable behaviour.

2.3 Pupils

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules through induction and regular assemblies. They are asked about their experience of behaviour and provide feedback on the school's behaviour culture. This supports the evaluation, improvement and implementation of the policy.

2.4 Parents

We believe that clear communication with parents of all behaviours are important since these are crucial in promoting and maintaining high standards of conduct. The school shares expectations with parents, who sign a behaviour agreement on entry to school. Where behaviour is causing concern, parents will be informed at an early stage and will be given the opportunity to discuss possible solutions. All support plans will be discussed with the parents together with further disciplinary actions as appropriate. Where a parent has a concern about the management of behaviour, they should raise this directly with the school. This positive partnership with parents is crucial in building trust and developing a common approach to behaviour expectations and strategies.

3. Systems

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others. The school embraces Restorative Practices as a means of empowering all members of our school community to be successful and become aspirational, motivated and responsible learners. Restorative Practices is about encouraging offenders to be accountable for their actions and to take responsibility for repairing the harm caused.

3.1 Resources

We understand that some children may need additional support to be able to achieve and thrive both in and outside of the classroom. Resources may include:

- Additional adults (in and out of class support)
- Pastoral support
- Outside agencies
- Additional funding
- Specific behaviour curriculum, including rewards and positive reinforcement
- Alternative Provision
- Referral to SENCO
- Managed Moves
- Use of Pupil Referral Units

4. Governance and Trustees

Governors and Trustees regularly monitor and review the work of school leaders in respect to managing the school's behaviour culture. Governors should challenge and evaluate what their school's data is telling them.

Governors should consider:

- Effectiveness/consistency in implementing behaviour policy
- Registers/absence codes
- Repeat suspensions
- Interventions used as prevention
- Variations to understand why PEX's are happening and ensure only used when necessary
- Timing of moves and PEXs, look at patterns - consider what is/isn't working
- Characteristics of excluded pupils
- Placements off-site into AP are reviewed regularly to ensure objectives are achieved.

5. Pupil Support

We have a whole-school approach to behaviour that meets the needs of all pupils in school, including pupils with SEND. Our school will not assume that because a pupil has SEND, including those with an EHCP, it must have affected their behaviour on a particular occasion. This is a question of judgement. In making any judgement, designated staff with responsibility for behaviour, will assess whether the pupil understood the rule or instruction and was unable to act differently at the time as a result of their SEND. In this instance, the graduated approach (assess, plan, do, review) will be used to review the impact of the support being provided and reasonable adjustments will be put in place, including preventative measures in anticipation of likely triggers of behaviour.

6. School Systems and Social Norms

At our schools, we recognise that positive behaviour must be explicitly taught, modelled and reinforced. Our behaviour curriculum is embedded through PSHE lessons, assemblies, and daily routines. It includes:

- Teaching pupils the meaning and importance of the school's core rules and values;
- Practising routines (e.g. transitions, lining up, walking in corridors) regularly;
- Rehearsing social and emotional responses to challenges through role-play and restorative practice circles;
- Ensuring all pupils understand the consequences of poor behaviour and the support available to them.

This is sequenced through the school year and revisited regularly, with adaptations made for age, SEND needs and current school priorities.

6.1 Frequent Use of Praise (Deliberate Botheredness, Hywel Roberts)

Recognition (individual) 'I care about you,' Paul Dix.

Recognition for going over and above will take the following formats:

- Thank you cards
- Communication with home: Jigsaw, newsletters, postcards etc
- Celebration half termly with a member of SLT
- Weekly Celebration Assemblies
- Position of responsibility

6.2 Recognition (whole class) ‘I care about you and I care about this lesson, Paul Dix’

A Recognition board will be in a communal area and will have the priority focus for behaviour displayed (for example – one voice). This will be discussed in Assembly at the end of the prior week in the Celebration Assembly as part of pre-teaching of expectations.

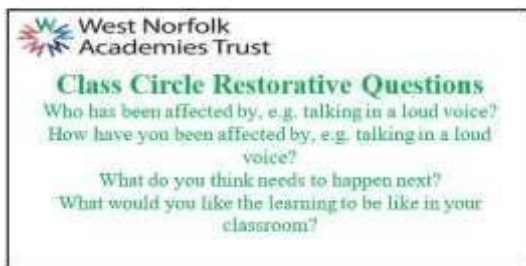
The priority focus will be discussed at all opportunities within the class and where possible the word will also be displayed (class boards allowing).

6.3 Behaviour Not Meeting School Expectations

Initially, the member of staff will give a verbal warning with a reminder of positive behaviour required, e.g. listen carefully, thank you. For the majority of our pupils, this will be sufficient to remind them to follow our school expectations.

When there has been a further incident in class or on the playground, and the child has received a verbal warning for or is disrupting learning the learning or play of others, a class ‘Restorative circle’ facilitated by a member of staff will be undertaken.

The behaviour not meeting school expectations, may be discussed as a class community. The member of staff will start with a statement; e.g. Talking in a loud voice is stopping the learning of others. Followed by a discussion using the Class Circle Restorative Questions. The member of staff will facilitate the discussion ensuring that fair consequences are decided upon by the class.



6.4 Behaviour Consequences/Sanctions

- Reception - Time out (Time equivalent to child's age in minutes) with a 'thinking chair' or 'thinking spot' using a visual sand timer. Teacher or TA to observe and release the child from 'Time out.'
- Years 1-6 –Time out (Time equivalent to child's age in minutes) or repositioning in the child's class. Teacher or TA to observe and release the child from 'time out.'
- Miss up to 50% of playtime to complete work. Teacher or TA to observe and release the child from missing playtime.

6.5 Classroom Removals

The headteacher has overall strategic oversight of arrangements for classroom removals. They will only be used when other behavioural strategies have been attempted or in response to serious/persistent misbehaviour, classroom removal allows for the continuation of a pupil's meaningful education under the supervision of a member of staff. The length of time for classroom removal should be proportionate and take account for any special considerations. It should be for no longer than one school session (am or pm), unless reintegration back into the classroom would be unsafe to do so and under explicit agreement of the headteacher. Removal should be distinguished from the use of a separation space for non-disciplinary reasons.

If a pupil is removed from the classroom for any length of time, parents (social worker and virtual heads as appropriate) must be informed on the same day and the data will be collected, monitored and analysed internally in order to monitor effectiveness and identify repeat patterns.

Removals should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

- To allow the pupil to regain calm in a safe space.

6.6 Unacceptable Behaviour

- Bullying (including cyber bullying)
- Deliberate rudeness
- Discrimination of any kind, e.g. racial, gender, sexual
- Disruption of the whole class
- Swearing
- Physical violence
- Persistently refusing an adult request
- Aggressive behaviour
- Threatening behaviour
- Child on child abuse, including sexual violence and sexual harassment

Unacceptable behaviour is dealt with in a fair and consistent way and recorded on CPOMS by the member of staff dealing with the situation and alerted to a member of the Senior Leadership Team (SLT). Other pupils will be involved in discussing the incident using RP to establish the facts. All staff will use circles to deal with issues of pupil conflict facilitated by an adult using the Restorative Questions.

6.7 Persistent Unacceptable Behaviour

Step 1 – Classroom Removal, the child's parents/carers (social worker/VSH as appropriate) to be informed of the removal and concerns. It is expected that the parents/carers will begin to support their child's behaviour modification.

Step 2 - Individual Risk Management Plan (IRMP) and Behaviour Plan to be implemented in consultation with the SENCo, member of the Senior Leadership Team and parents. Where appropriate, advice from outside agencies will be sought and meeting regularly with the child's parents/carers, where the child is at risk of exclusion.

6.8 Suspensions / Permanent Exclusions from School

Our aim is to have no Suspensions or Permanent Exclusions. Suspensions and exclusions will only be used as a last resort and at the Headteacher's discretion in response to a serious breach, or persistent breaches of the behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff and pupils in the school.

6.9 Reintegration

Following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following a fixed term exclusion, pupils will be reintegrated. This may involve a meeting between the school, pupil, parents and if relevant, other agencies. Pupils will be told that they are valued and that previous behaviour should not be seen as a barrier to future success.

7. Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. This includes verbal as well as physical abuse both offline and online. Child-on-child abuse will not be tolerated or passed off as part of “banter” or “growing up” and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

In cases where child on child abuse is identified we will follow our child protection procedures to support all children and young people who have been affected by the situation. We may work with other agencies in response to any reports of child on abuse and complete a risk assessment to safeguard all children in school.

Where reports of sexual violence and/or sexual harassment are proven to be deliberately invested or malicious, the school will consider disciplinary action in line with the behaviour policy.

8. Behaviour on School Visits

Any child who has known behaviour issues will either be with a 1-1 adult or be in a small group with children who can be relied upon to display positive behaviours.

1st warning - The child is reminded of behaviour expectations.

2nd warning - The child is moved next to an adult and will stay with that adult for the rest of the visit.

3rd warning - The child is taken out of the activity by the class teacher or TA and will not participate for a period of time (*Time equivalent to child's age in minutes*). If the behaviour is deemed serious enough by the child's class

teacher the child will not be allowed to participate for the rest of the trip. If the child's behaviour has been deemed serious enough to prevent them from joining in the rest of the day, the teacher / TA will stay with the child for the rest of the day and contact the schools EPOC so that they can make contact with the parents and make them aware. This guidance will be added to all school excursion risk assessments.

9. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion or gender. It might be motivated by actual differences between children, or perceived differences. (Preventing and Tackling Bullying July 2017).

10. Behaviour Incidents Online

At our schools we expected the same standards of behaviour online as offline and everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the behaviour and safeguarding policy. Pupils may be sanctioned if their behaviour online possess a threat or causes harm to another pupil, and/or could have repercussions for the school.

The Education Act 2011 states that when an electronic device has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they will give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, will not be deleted or viewed prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. (Preventing and Tackling Bullying July 2017).

11. Mobile Phones

In line with DfE guidance (2024), our schools enforce a clear no-phone policy during the school day, including breaktimes and lunchtimes. All mobile phones and electronic devices, including smartwatches with communication or recording capability, must be switched off and handed in at the start of the day to the class teacher. Devices are to be collected at the end of the school day.

Mobile phones are not permitted on school trips under any circumstances.

If a pupil is found using a phone or has not handed it in, the device will be confiscated and given back to them at the end of the day.

The school does not take any responsibility for the loss, theft or damage of mobile phones or other electronic devices brought onto school premises. Any devices brought into school are done so at the family's own risk.

12. Searching, Screening and Confiscation

The school will follow guidance published by the DfE for screening, searching and confiscation when carrying out searches for prohibited items, with or without consent of the pupil. Searches will be undertaken by two members of staff, where available, of the same gender as the pupil being searched. Searches will be recorded on CPOMS.

Prohibited items are defined in the Education Act 1996 and Schools Regulations 2012 as:

1. Knives or weapons, alcohol, illegal drugs and stolen items
2. Tobacco and cigarette papers, fireworks and pornographic images
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
4. Any item banned by the school, which has been identified as an item, which may be searched for, including mobile phones, energy drinks, unauthorised fiddle toys, jewellery, collector cards and aerosol deodorants.

13. Behaviour Concerns Outside School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. (Section 89(5) of Education and Inspections Act 2006. The headteacher should consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their local authority of the action taken against a pupil. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should be informed.

We may sanction pupils for misconduct outside school premises where:

- When taking part in any school organised/school related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school e.g. leavers' hoodie;
- That could have repercussions for the running of the school;
- That poses a threat to another pupil; or
- An incident that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if made on the school premises or elsewhere at a time when the pupil is under the charge of a member of staff.

14. Discrimination

All individuals are to be treated with respect regardless of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Positive attitudes towards all social and ethnic groups are to be encouraged. (Equality Act 2010)

15. Monitoring and Evaluation

All adults in the school will monitor the implementation of this policy. Concerns should be reported promptly to the Headteacher or a member of the Senior Leadership Team.