



Relationships and Behaviour Policy

Responsible Person: Principal

Date Adopted: September 2016 Reviewed: September 2017

Children at Windmill Primary School are encouraged to take ownership and responsibility for their own behaviour. This policy was written in consultation with representatives from the Staff and Pupil Forum.

AIMS

Our school is committed to providing:

A supportive learning environment where everyone can feel safe, happy, and valued as part of the Windmill Primary School family.

A very high standard of behaviour across the school community where each individual is treated with the utmost care and is worthy of respect.

Optimal achievement where academic success and inclusive attitudes are celebrated.

Restorative approaches, rather than punitive measures, are used to resolve conflict within our community.

HEALTH AND SAFETY

All members of staff are committed to the provision of a safe and healthy environment for the pupils who attend our school. This is of vital significance when children are engaged in free play during break times and the lunch hour. (See also: Health and Safety Policy.)

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and interdependence. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.



Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as to congratulate work that is of a high standard. Constructive criticism will be a private matter between teacher and child to avoid resentment.

RULES

At Windmill Primary School we do not define our rules as we do not feel that all expectations can be summarised in just a few bullet points. Individuals within our community recognise all that is expected of them because of our clearly defined values and our identified behaviours for learning. All staff have had training in 123-Magic and this provides the basis of our approach to the positive relationships with all of the members of the Windmill Community. This training is available through the school to all parents at no cost and promotes consistency in approaches between school and home.

Restorative Approaches at Windmill Primary.

A restorative approach is an effective alternative to the traditional belief that punishment will change behaviour and achieve compliance. The principles of this approach involve building and maintaining positive relationships between all members of the Windmill community – children, parents and staff. It is an educative approach, helping those involved to learn how to change their behaviours and their responses to the behaviour of others. Using these opportunities for personal development is one of the most powerful means of self-improvement.

Restorative approaches are based on four key features:-

Respect – for everyone by listening to other opinions and learning to value them;

Responsibility – taking responsibility for your own actions and learning to make the right choice;

Repair – developing the skills to identify solutions to repair harm;

Re-integration – using a structured, supportive process that resolves the issues and ensures behaviours are not repeated, allowing students to return to their normal learning environments.

The restorative approach requires all members of the Windmill community to be aware of the principles of the restorative process, and have the ability to apply them in resolving situations in their classes and around the school. To be a restorative school we will endeavour to make effective statements and restorative statements part of our everyday language.

Exceptional Circumstances

For many of the low-level behaviours it is appropriate to use this restorative approach alone. There are rare occasions however, when it may not be appropriate to apply the

model above (when behaviour can be defined as extreme). Examples of this could include:

- Severe violence or genuine threats of violence against another student or member of staff
- A serious breach of the values that form the basis of the Windmill community
- Persistent defiance of school authority at all levels
- Serious damage to school property
- Seriously endangering the health and safety of staff and students
- Bullying including discriminatory abuse based on race, religion, gender or sexual orientation.
- Criminal acts – acts that may lead to criminal offences or suggest criminal intent.

In these circumstances there would still be an element of a punitive consequence in line with the Sanctions section of this Policy (see below) but a formal Restorative Conference would be facilitated to address the incident with both the 'harmed' and the 'harmer' present in order to repair the harm that was caused.

VALUES AND BEHAVIOURS FOR LEARNING

At Windmill Primary School we have acknowledged eight key values which are central to our school's ethos and vision of '**Educational Excellence**'

Respect

Honesty

Compassion

Ambition

Responsibility

Resilience

Unity

Courage

(see School Vision and Values Statement)

It is important to create a love of learning and to teach and promote learning behaviours that will form a foundation for good learning within the classroom and beyond.

In a nutshell, metacognition (understanding how we think and learn; **thinking about thinking**) is crucial to improving outcomes in all areas. Having a growth mind-set is the only way to approach this. Combining both metacognition and a growth mind-set is the way forward...

As a school, we teach and promote six particular learning behaviours from Reception through to Year 6. These six learning behaviours are:

- being **an individual**
- being **resilient**
- being **a risk taker**
- being **reflective**
- being **curious**

➤ being **respectful**

1. BEING AN INDIVIDUAL;

When being an **individual**, children try to do the following:

I know when it is best to learn on my own or with others.

I can share my ideas.

I can listen to other people's ideas.

I can contribute to and draw strength from a team.

I can see someone else's point of view.

I can imitate other people's good ideas and good behaviour.

I can use my knowledge of another person to explain their actions and feelings.

I can understand that different people are better at different things.

I know that I am me, and that's cool!

2. BEING RESILIENT

When being **resilient**, children try to do the following:

I can become absorbed in my learning.

I can recognise and manage distractions.

I can create my ideal environment for learning.

I know when I need to take time out to think.

I am good at noticing things.

I can use my previous learning.

I don't give up when things get tricky.

I can learn from my mistakes.

I understand that sometimes learning can be a slow process.

3. BEING A RISK TAKER

When being a **risk taker**, children try to do the following:

I know if I am wrong about something I can still learn from it.

I can put forward my ideas even if they are not the same as other people's ideas.

I think in creative ways and use it to further my learning.

I know that my thinking might sometimes take me in a different direction.

I can take risks in order to solve problems.

I think about risks but I still have a go.

4. BEING REFLECTIVE

When being **reflective**, children try to do the following:

I can plan ahead.

I can plan a course of action.

I can plan for the time and resources I will need.

I can plan to overcome any obstacles I may meet.

I can be flexible.

I can make changes to my plans if necessary.

I can think about my work as I go along.

I can see new opportunities.

I can think about what is important in my learning.

I can be my own learning coach.

I can recognise how I learn best.

I can talk about how I learn.

I can talk about my work when it is going well or when it is challenging.

5. BEING CURIOUS

When being **curious**, children try to do the following:

I am good at asking questions.

I am curious.

I can think more deeply during learning.

I can see connections between different events and experiences.

I can use my imagination to ask 'What if ... ?'.

I can work logically and systematically.

I can give evidence to support my thinking.

I can spot the strengths and weaknesses in information.

I can spot future opportunities.

6. BEING RESPECTFUL

When being **respectful**, children try to do the following:

I respect and recognise other people's viewpoints.

I respect other people's property.

I respect school property.

I respect school expectations.

I respect the similarities and differences between myself and others.

I respect my culture and the culture and beliefs of others.

I can celebrate the success of others.

I respect that different children may have different needs.

REWARDS AND SANCTIONS

At Windmill Primary School we believe that pupils should be recognised and rewarded for upholding our values and meeting expectations. On occasions some pupils may make the wrong choices and will receive a consequence as a result. Our school ethos is built around positivity and mutual respect, encouraging the best out of our community at all times.

The following systems and procedures are in place:

Achiever of the Fortnight:

Every fortnight class teachers nominate a pupil, who has done something that makes them go 'wow'. This could be linked to the values, for a particular piece of work that they have completed or for working hard to demonstrate our behaviours for learning (BfL – Secrets to our Success). Pupils' parents are invited to an assembly to see their child being presented with a certificate and award. They also have their photographs taken and displayed for the fortnight.

Achievers of the Fortnight also get to attend morning tea with Mr Coleman.

Early Bird Award:

Pupils are rewarded for arriving at school and being in their seats working by 8.55am (school doors open at 8.45am). They are given an 'Early Bird' mark for every time that they achieve this. Pupils then collect their marks and re-deem them for rewards/prizes:

- 30 Early Bird marks
- 75 Early Bird marks
- 150 Early Bird marks

Values Tokens:

All pupils are allocated to a 'Values House'

Pupils are awarded tokens when they are seen to demonstrate and uphold one of our 8 values. Pupils must be clear which value they have been awarded the token for and what they were doing that caused them to be awarded it. Tokens are collected in House jars and counted fortnightly. The winning House each half term is rewarded with a muffed day and a donation of £50 to their nominated charity.

Metacognition Mats:

All pupils have a 'Metacognition Mat' which shows all the behaviours that we want pupils to demonstrate when they are learning. Pupils will be awarded 'diddy-dot' stickers when they are seen demonstrating a behaviour. Class teachers may identify what learning behaviour they are looking for at the beginning of the lesson, or they may just observe them. At certain collection points pupils are recognised for their achievements:

- 50 stickers Bronze Behaviour for Learning Award
- 100 stickers Silver Behaviour for Learning Award
- 150 stickers Gold Behaviour for Learning Award
- 200 stickers Platinum Behaviour for Learning Award

Class-based Awards:

Teachers may also have their own way that they like to reward and recognise good learning or good behaviour within their classes. Whilst the expectation is that whole school agreed systems are used other systems may also be adopted for the recognition of whole classes or individual pupils.

Examples of these could include:

Stickers for on their work or for their jumpers

Raffle tickets

Drawn star on the board

Star of the week

Golden Time (GT):

At Windmill Primary School, our main system for rewarding pupils who uphold our values and demonstrate our expected learning behaviours is Golden Time. This is a designated 30 minute period of time each week that the whole school is entitled to.

- At the start of a week **every** pupil has an entitlement of 30 minutes reward time (Golden Time - GT), which will be awarded on a Friday afternoon, if they uphold our values and meet expectations.
- On a Monday morning, pupils will decide what they would like to do during their GT from a choice of activities. These are then set for the week.
- Through the week pupils' behaviour is managed using the following procedure:
 - Each session is a fresh start for all pupils

Sanctions

If pupils are not upholding our values or meeting our expectations then the following system must be applied in order, if behaviours continue:

- The behaviour toolbox must be applied, reminder of expectation,
- Encouragement to change their behaviour, distraction tactics etc.
- A verbal and visual recognition that they need to 'Think about their options... And make the right choice'
- 5 minutes of GT is taken away – this is recorded on the class record chart (this can never be earned back) and on the individual pupils GT behaviour record sheet.
- Time out from class with their work (Pupil is moved to an area by the CT that is away from the rest of the class but still close enough to be monitored by CT) (this should be for a limited amount of time (approx. 10 mins.) - the CT must to talk to the pupil at an appropriate time and get the pupil to return to class asap)
- Mr Bateson, Mrs Brett or Mrs Durrheim will be called for – SB, MB or KLD to make decision on next steps for management (further discussion regarding pupil's behaviour will then be had at the next non-teaching point – PL will also be included in this)
- Mr Coleman will be called for (a meeting will be held with SLT to discuss pupil's behaviour and any further support or intervention that is needed)
- GT will be held every Friday at 2:30pm across the school

- At the end of the week any pupil who has lost 'GT' will have to attend a designated place (KS1 Library) with a slip that outlines how much GT they have left and what they lost it for. A member of the SLT will conduct the loss of GT with the pupils
- Pupils will only ever lose GT in 5 minute intervals
- A graded system is also in place for pupils who lose certain amounts of GT through the week. If a pupil has:
 1. 20 minutes of GT left – CT needs to see the PL at the next available non-teaching time and the PL will see the pupil. Parents/Carers will be informed via Parent Mail or through a phone call/verbally on the playground
 2. 10 minutes of GT left – CT needs to see SB, MB or KLD at the next available nonteaching time and then SB, MB or KLD will see the pupil. Parents/Carers will be informed through phone call/ verbally on the playground
 3. 0 minutes of GT left – CT needs to see MC at the next available non-teaching time and then MC will see the pupil. Parents/Carers will be informed through phone call/ verbally on the playground and a meeting called with the parent, CT and PL.
- Class Record Charts must be kept weekly and filed into your Behaviour Folder for monitoring purposes
- Pupils who keep their Golden 30 throughout the half terms/terms/year will be recognised
- A minority of pupils may need the system to be reversed – this can only be done in discussion with SLT and may form part of their BMP (Behaviour Management Plan)

Please note: Some behaviours may need to receive an immediate consequence e.g. time out away from class (this should be 10 minutes max), loss of break or lunch-time. These will be decided on by the CT who is responsible for pupil behaviour. The CT may wish to discuss this with PL or SLT.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or other outside agencies may be necessary. This possibility should be discussed with the Principal.

The school reserves the right to use exclusion as a last resort or in the case of extreme misdemeanours (see the school's Exclusions Policy).

USE OF REASONABLE FORCE

Windmill Primary School **does not** adopt a 'no contact' policy. In September 2012 the Government released non-statutory guidance on the use of reasonable force in schools. It recognises that:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or legal action.
- Suspension should not be an automatic response when a member of staff has been accused of excessive force.

- Senior school leader should support their staff when they use this power.

www.education.gov.uk

Reasonable force will be used to prevent pupils:

- injuring themselves or others
- damaging property
- causing disorder
- to control pupils
- to restrain pupils

At Windmill Primary School the decision as to whether or not to physically intervene is down to the professional judgement of the member of staff involved and will always depend on the individual circumstances.

The list below is not exhaustive but provides some examples of situations where reasonable force can be used. Windmill Primary School might use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or school trip or visit.
- prevent a pupil from leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- restrain a pupil at risk of harming themselves through physical outbursts.

Windmill Primary School will **not** use force as a punishment. It is unlawful to do so. Please note that:

- Any member of staff who uses reasonable force on a pupil at Windmill Primary School will have received 'Team Teach' training.
- Any incident that requires the use of force will be recorded within 24 hours and given to the Principal.
- Number of incidents will be monitored by the Governing Body.
- Behaviours will be monitored using an ABC Recording Chart. A (antecedent – event or thing that happened before the behaviour), B (behaviour that presents itself) and C (consequence for behaviour).
- Where necessary a Behaviour Management Plan will be written for a pupil where behaviour presents as a problem.
- A Positive Handling Plan or Individual Behaviour Plan may be needed for pupils where the use of force is required on a frequent basis.

CHILDREN LEAVING SCHOOL PREMISES

If a child deliberately chooses to leave the school premises or adult supervision, staff will not follow them unless it is an exceptional circumstance. We will phone the police and parents to inform them. If we deem that the child may be unsafe, then we may choose to follow. The judgement will be made as part of a continuous, ongoing risk assessment. This is also the case when pupils are on a school visit or trip.

COMMUNICATION AND PARENTAL PARTNERSHIPS

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Principal so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable or challenging behaviour. In some cases a Positive Handling Plan (PHP) may be created for the child. This is completed in partnership with the parents and child (where appropriate) and is designed to support the child's learning behaviours in a positive manner. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

THE ROLE OF THE ACADEMY ADVISORY BOARD

The Academy Advisory Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The Advisory Board members support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Advisory Board Members may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Signed Date.....

Name

Education Fellowship Headteacher

Signed Date.....

Name

Academy Advisory Board