



Windmill Primary School Relationships and Behaviour Policy 2020-21



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Document History			
Version	Date	Author(s)	Note of revisions
V2	06-02-2018	SLT	<p>Focus on individual teachers using the policy as the 'minimum standards' on which to base the relationships with the children and adults within their classroom/learning environment (pg 3). Emphasis on an 'introduction' to the practice within <i>123-Magic</i> rather than specific training for new starters (pg 4). Clarity of the Restorative process within a Re-integration Meeting with parent/child (pg 5). Removal of the explanation element of the learning behaviours (pg 6) to create a more 'user friendly' policy. Removal of Early Bird and Learning Mat reward system (pg 6). Change of term from '@achiever of the Fortnight' to 'Class Achiever' (pg 6). Addition of Awesome Wall and Above and Beyond Postcards element (pg 7). Additional references to appendix documents and wording within the Golden Time section (pg 7-9). Appendices section (pg13).</p>
V3	04-09-2019	SLT	<p>'teacher' changed to 'staff' (pg3 and other pages); Achievers' assembly changed to every two weeks (pg7); Mr Coleman changed to Mrs Abel (pg7); clarification to the use of the Awesome Wall and Class-Based Awards (pg8); 'exceptional' replaces 'good' in relation to stickers (pg8); rather than writing names on a Think Cloud at the front of the class 'Think Cloud facsimiles to be subtly passed as appropriate by staff'; and 'recorded on the Behaviour section on SIMs); clarification around where children on</p>



			<p>'Time-out' should be expected to go for this sanction (pg9); Class Behaviour sheets to be kept up to date 'daily'; other serious incidents to 'be recorded on the Behaviour section of SIMs' (pg 10)</p>
V4	24-02-2020	KLD/SB	<p>Changes to Values Tokens section (pg8): Pupils are awarded tokens (or values points) 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. Points are collected in classes and counted fortnightly. Pupils are consulted to choose a prize linked to our values.</p> <p>Changes to Awesome wall (pg8): VALUES WALL: All classes have a 'Values Wall', prominently displayed in their classroom, to recognise those children who are meeting expectations in their learning behaviours. All staff contribute to this by adding ticks. The daily total is displayed and celebrated within the class.</p> <p>Changes to Golden Time (pg10/11): (or in their absence by the Vice Principal or another nominated member of senior staff on instruction from the Principal or Vice Principal).</p> <p>or Lead for Inclusion and Provision.</p> <p>Use of Reasonable Force section (pg12):</p> <ul style="list-style-type: none"> • to prevent a pupil from leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that impacts the safety or learning of others. • Any member of staff who uses reasonable force on a pupil at Windmill Primary School will have received 'Team Teach' training (where possible all staff will undergo training unless exempt due to medical reasons. There is however, a duty of care to ensure the safety of all members of the Windmill Community which may require physical intervention regardless of whether they have had this training). <p>(pg13)</p> <ul style="list-style-type: none"> • Behaviours may 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).
V5	13/08/2020	MC/CN/KLD	<p>Removal of learning behaviours reference as these are no longer promoted across the school.</p> <p>Reiteration that under no circumstances should children's names be written on the board.</p> <p>Reminder of the process and addition of additional appendix to be displayed in all learning areas (page 9).</p> <p>Amendment of appendices.</p> <p>Page 13 addition of bullying/accusations of bullying section</p>
V6	12.08.21	SE	<p>Change of SLT details to reflect changes in leadership</p> <p>Change of working in script to depersonalise behaviour and link it more to values and effect on others - see page 15</p> <p>Adjustment to SLT letter to include details of behaviour and actions taken by staff in school</p> <p>Additions to promote positive conduct, celebrations and to support trauma aware approaches.</p>
V7	9.9.21	SE	Revised section to include flow charts on rewards / celebrations and consequences

Children at Windmill Primary School are encouraged to take ownership and responsibility for their own behaviour.



PART 1: AIMS AND PURPOSES OF THIS POLICY:

This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair, transparent and equitable approach to managing pupil conduct that will enable all our learners to make positive choices and develop personal resilience, ethical actions and behaviours that reflect our school values. This policy applies to all children, including those in Early Years and includes details of ways in which great conduct is promoted and celebrated as well as the strategies and sanctions that are adopted when conduct falls below an acceptable standard.

The Principal is responsible for developing this policy and, supported by other members of SLT, for ensuring its consistent application in school. Teachers are expected to be familiar with the details of this policy and to ensure that their approaches to behaviour management in school are consistently in line with policy guidance.

This policy also addresses the need to safeguard and promote the welfare of pupils, as defined in our Safeguarding and Child Protection Policy, and our general duty to eliminate discrimination under the Equality Act 2010. The policy has also been updated to ensure that it delivers practice that is trauma and attachment aware, recognising that this is a significant area of need for a number of our pupils.

This policy also refers to our approach towards managing any bullying behaviour, and as such aligns with the NET Anti-Bullying Policy, which can be found on our website.

Our school is committed to providing:

A positive, supportive and affirming learning environment where everyone is safe, happy and valued as part of the Windmill Primary School family. Strong and positive relationships are the cornerstone for success and happiness, and it is the expectation that all members of our community build and develop relationships based on trust, respect and care. In this way, Windmill staff provide a safe and secure base for children where they can develop a sense of belonging and feel able to trust and talk opening with adults about issues that matter to them.

As a consequence of this commitment, the school expects a very high standard of conduct across the school community in which each individual is treated with the utmost care and is worthy of respect. Through a range of ways, the academic success and conduct of children are recognised and rewarded. Inclusive attitudes that are respectful of diversity within and beyond our community are expected of all members of our community. Restorative approaches, rather than punitive measures, are used to resolve conflict within our community.

If any pupil's behaviour is considered by the Principal to be criminal or to pose a threat to a member of the public, then it will always be escalated to the appropriate external



agency. If any conduct of concern is deemed to be linked to a child suffering from harm or neglect, then our Safeguarding and Child Protection procedures will be rigorously followed and action will be taken in accordance with the NET / North Northants Safeguarding guidance. *If any child is in immediate danger or is at risk of harm, senior DSLs will refer to the children's social care team (MASH) and /or the Police immediately.*

This policy is reviewed annually and published on our school website. This policy is also referenced in our Home / School Agreement with parents and carers.

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.)

PART 2: APPLICATION OF POLICY

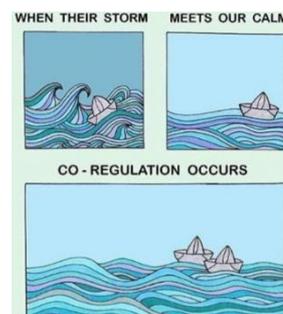
Good conduct (behaviour) is essential for effective learning to take place. Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between staff 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.

Individual teachers and assistant teachers will develop appropriate practice within the remit of this policy dependant on need and individual circumstances, but these practices are expected to adhere to the principles below.

Our principles:

1) Relationships, empathy and feeling safe take precedence over means of discipline:

At Windmill we recognise that the individual needs and challenges some children have results in their finding it difficult to manage aspects of every day school life. ADHD, Asperger's, autism and adverse childhood experiences can affect a child's behaviours. Staff use **emotion coaching** techniques to help children regulate their emotions and behaviours: see below



5 steps to be your child's emotion coach	
Step 1	<i>Be aware of their emotions – or possible emotional response</i>
Step 2	<i>Use emotions to connect with the child -</i>
Step 3	<i>Label the emotions</i>
Step 4	<i>Communicate empathy and understanding</i>
Step 5	<i>Set limits and teach the child how to problem solve – to limit repeated behaviour</i>



2) High expectations of conduct represent an opportunity to teach and nurture

Children will not always get things “right” and a number of pupils, including those with complex needs – but not exclusively so, will find it difficult to meet school expectations. To support them in this staff are explicit about our values and class expectations. Making sure all children understand our core expectations for conduct (care / consideration / co-operation) and our values (see appendix) is vital to helping them understand what is expected of them, both in school and life.

Staff are required to be clear and consistent in their expectations of pupil conduct, and to manage incidents when those expectations are not met in a constructive, formative way. Thus, a number of key points should be considered:

What was the function / reason for the behaviour?
What do I want the child to learn / understand from this?
How can I best support the child to learn from this?

All staff should use the response to unacceptable conduct as an opportunity to teach the child: to provide constructive, specific feedback and offer next steps strategies.

3) We aim to understand the function behind the behaviour

Poor conduct or behaviour should not be seen as a choice but as a communication or response. Often behaviours of concern stem from anxiety or unmet need. Saying a child is “manipulative” or “attention seeking” is not helpful to the child, accurate and will not help them to refocus their actions. Trying to understand **why** a child is seeking attention or trying to take control of a situation is a far more helpful response and will longer term help to shape more regulated behaviours. Staff recognise that when children are displaying challenging conduct, they are often “connection seeking”.



4) The child is separate from their behaviour

At Windmill we expect staff to see the distinction between the action / behaviour and the child. No child should ever be “labelled”. It is expected that staff will use language to describe the child's that is internalising and supportive and separate language for the behaviours that externalises. Staff should always adopt a polite, firm but fair manner. Staff should respond to conduct of concern in the classroom in a consistent manner and always depersonalise the dialogue:

- Rule reminders
- Choice direction

The expectation is that we... so we need to... (not you need to”

“You were very thoughtful when... you really showed our value of...”



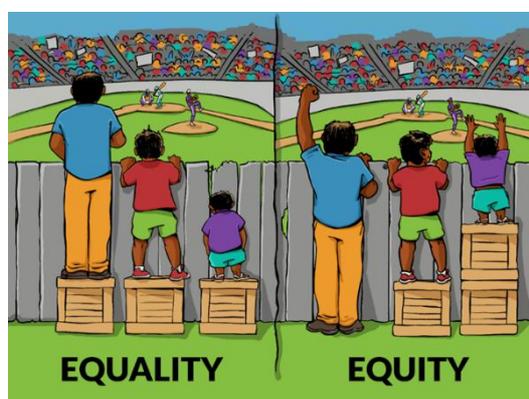
- Take up time

Any incident should be responded to fairly and without prior judgement. Staff should explore context and causes and praise the child for the positives in their responses. No member of staff should ever suggest that a child has a "reputation" for particular conduct.

Whenever pupils go the extra mile and demonstrate conduct that is positive, particularly under difficult circumstances this should be noted and recognised.

5) Routines help people to feel safe, but differentiation is equally important

Being "fair" is not about everyone getting the same (equality); it's about everyone getting what they need (equity).



PART THREE

Attachment and Trauma based practice

Children join school from diverse backgrounds and experiences. They will also have a range of attachment styles and needs and it is the role of staff in the school to support those with insecure attachment or whose early lives have involved some element of trauma, which can adversely impact on a child's capacity to manage change, uncertainty and relationships.

We know also that children's rates of development vary; so, **just as we expect staff to tailor their provision of learning in the classroom to meet need, so it is expected that staff will provide for and respond to each child's individual social and emotional needs to help them to self-regulate and manage their conduct effectively throughout the day.**

For children who experience ongoing difficulties with emotions and behaviours, we use a range of resources to support them directly or to support the adults with whom they work. These include:

- Boxall profiles to identify areas of strength / weakness and strategies of support
- One page profiles to involve the child and parent in identifying needs / support
- Traffic Light toolkit



- Incredible 5 point scale
- Personal Support Plan – prepared by SENDCo with staff and parent carer input
- Brain breaks and visual card to support this – to allow the child a short period of time (typically 3 minutes) to refresh / refocus in an agreed designated "safe" area
- Access to additional adult support who can help signpost transitions, provide pre-teaching or small group / 1:1 support in separate learning area
- Regular communication with parents / carers of high needs pupils via a daily communication log.

Implications for classroom-based staff

The school day and classroom experience should be as consistent as possible. In order to allow equal time for core learning, we follow a two-week timetable, which allows for extended maths and literacy activities. Staff ensure pupils understand the reason for this and the designation for each week. Staff also are expected to be consistent in observing school protocols, including:

- Meaningful early morning learning tasks on entry
- Explaining the learning intentions of each session
- Ensuring success features are personalised where necessary, challenging but achievable
- Adopting a no hands approach to class questioning and discussion
- Using purple lanyard for toilet pass
- Handing work in at traffic lights
- Tidying up / setting up for next session
- Staff arriving on playground as whistle goes at end of lunchtime to support a swift and calm return to lessons
- Mindfulness session immediately after lunch break
- Same day intervention sessions in the afternoon to address morning misconceptions
- Putting chairs on desks at the end of the day and cleaning class / communal area

Classrooms are organised to develop independence and interdependence. Furniture is 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 help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Values and great expectations posters should be referred to remind pupils of our core expectations of conduct on a day to day basis.

Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is used to encourage and note good conduct as well as to congratulate work that is of a high standard.



PART FOUR: GREAT EXPECTATIONS

Behaviour is the way we act and respond to people and to situations we find ourselves in. Our aim is that all our children should be able to behave in socially acceptable ways. We have three core expectations of all members of the school community:

- **Care** for others and self, our work, progress and relationships, showing respect to all
- **Consideration** of and for others and self; speaking politely and acting with regard
- **Co-operation** in and beyond the classroom and showing pride in self and school.

These core expectations shape our approach to classroom management as well as social times. These core expectations are underpinned by the established values of Windmill Primary School, which are a focus for reflection each week on a rotational basis:

Unity	Respect	Resilience	Courage
Honesty	Ambition	Responsibility	Compassion

THE ROLE OF THE TEACHER / ADDITIONAL ADULTS

To promote and encourage positive conduct, all staff are expected to:

- Ensure the school code of conduct (Behaviour and Relations Policy) is implemented consistently at all times
- Provide a learning ethos and environment that is engaging and safe, both physically and mentally for all stakeholders; keeping classes / communal areas clear, clutter free and supportive of pupils' learning
- Use the orange behaviour concern forms and Arbor system to log incidents of concern and to review these regularly to identify emerging trends or patterns so that early intervention can address a concern and limit escalation; keeping accurate and up to date records of actions taken in response to incidents
- Treat all children and adults with respect and in a professional manner; sarcasm, humiliating comments and shouting directly at a child are not acceptable methods of responding to pupil behaviour
- Praise children's efforts and achievements as often as possible
- Work with children when they get this wrong to understand what they should have done or said
- Tell parents and carers about the successes and achievements of each child in proportion to reporting concerns
- Liaise regularly with phase leads (SLT) and SEND regarding the conduct of all pupils, particularly regarding those children of concern and seek support /advice early when concerns arise.

Staff should never resort to physical violence – see section below on use of reasonable force.



Under the Education Act 2011, staff have the powers to search mobile phones, in order to tackle cyber bullying or hate crime. This would only be used in exceptional circumstances and only on the specific authority of the Principal.

PART FIVE

CELEBRATING GREAT CONDUCT AT WINDMILL PRIMARY:

Identifying and celebrating pupils' personal strengths and individual talents is at the heart of Windmill Primary School. To recognise these achievements, we promote a culture of celebration and recognition. This is the core of our Relationships and Behaviour Policy and should inform day to day approaches to behaviour management in school.

CLASS AWARDS

In order to build a culture of celebration, staff will consistently, frequently and authentically reward pupils by celebrating their achievements. Pupils can be awarded **values tokens** when they are seen to uphold one of our eight values. Pupils must be clear about which value they have been awarded and why. These are then captured on the **values wall** – see below.

Praise postcards are sent home regularly by staff to celebrate good work, effort, attainment, conduct – with the aim being to focus on those pupils who are consistently meeting our great expectations rather than putting the emphasis on those who are not. Pupils should be recognised in this way for consistently showing **care, consideration and co-operation**. All praise postcards must be digitally recorded on Arbor.

Class group totals of praise postcards will be calculated each half term by the phase leader and rewards presented to the highest achieving class within the phase.

Class teachers use these class-based approaches and are discouraged from introducing their own alternative methods of reward such as dojos etc, as this dilutes the whole school focus on our core values and expectations.

Every pupil who meets school expectations – sustaining good attendance and punctuality, good conduct as well as maintaining consistent effort at school will be recognised termly via a congratulations letter sent by the phase SLT leader and Principal.

AWESOME / WOW WALL:

All classes have an "Awesome or WOW Wall", prominently displayed in their classroom, to recognise those children who are meeting expectations in their learning behaviours and/or demonstrating our values. All staff contribute to this by adding ticks. The weekly total is displayed and celebrated within the class and recorded by the class teacher.

At the end of each half term, teachers nominate ONE pupil in each of the eight values areas, with a summary of the reason for this nomination. Each pupil receives a certificate of achievement in the end of term assembly and is "put into the hat" as part of a values draw, with an overall prize winner for each value.



TALENT TIME:

At Windmill Primary School, we also reward pupils for upholding our values and demonstrating our expected learning behaviours through Talent Time. This will be developed through 2021/2, replacing the previous “Golden Time” model.

Talent Time is a designated 30-minute period of time at 2.30pm each Friday that the whole school is entitled to.

During this time pupils will work on a talent area of their choice, either individually or in small groups, that will be showcased at the end of the half term in either a Windmill Talent Show (summer term) or in the end of term Celebration assembly.

Pupils choose their focus at the start of each half term and have the sessions to plan, prepare and refine their production from areas such as those listed below:

- Artwork linked to the Big Questions for that term's learning: this could be a series of pictures, a mural, sculpture or textile work
- Descriptive writing, such as a children's story, factfile, posters
- Drama based on a topical issue or event
- A celebration of their own talent / skill in music/dance/athletics/entertainment.

Staff may decide to have a class based focus on one area such as the above, or support different groups of pupils to work on projects. Pupils may work across classes within year groups if appropriate. It is expected that work developing from this is showcased.

All pupils are expected to access Talent Time without exception.

CELEBRATION ASSEMBLIES:

Every two weeks 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 great behaviours for learning. Pupils' parents/carers are invited to an assembly to see their child being presented with a certificate and award. They also have their photographs taken and displayed. From September 2021, the fortnightly achievers will also have afternoon tea with the Principal or Deputy Principal to talk about their work / achievements.

At the end of each term, **phase celebration assemblies** further support the recognition of great conduct with prize giving for:

- The post cards home winning classes
- House cup
- Attendance awards
- Values awards

HOUSE POINTS:

During 2021/2 Windmill's School Council will be reviewing the house system; once this is in place, pupil can also receive house points for participation in House events, including House sporting events, Talent Time presentations (see below) and house organised events such as environmental projects / charitable activity etc.



PART SIX

RESPONSES TO BEHAVIOURS OF CONCERN:

There will inevitably be times when a pupil's conduct falls below an acceptable standard. When this becomes a sustained, ongoing concern, staff will use a range of strategies to help the child operate successfully within the structure of the school day and its expected norms and routines. These include:

- Changes to classroom seating arrangements
- Adapted planning including use of different resources / flexed task setting
- Short periods of supervised time for reflection ("brain breaks")
- Pre-teaching or additional support as part of small group with additional adult
- Consultation with parent / carer regarding possible contributory causes
- Daily achievement log to recognise progress in addressing issues / engage home
- Peer mediation / mentoring
- Loss of social time and participation in community service activity (logged on Arbor)
- Referral to Inclusion Team for additional support / investigation including SEND / CAMHS as well as learning mentor support, social skills training, anger management etc.

Most behaviours of concern outside class happen during lunchtime. Midday supervisors are allocated to phase groups at lunchtime. They are supported to know and understand the needs of specific pupils and to operate within the parameters of this policy through daily meetings with the team lead (Mrs Taylor).

PART SEVEN

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/carers 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 support staff to make positive statements and to use restorative strategies part of our everyday management of pupil behaviour.

Teachers have the responsibility to address pupil behaviour and to sanction any misbehaviour which occurs in a fair, proportional and consistent manner. Any sanction must be focused on those pupils who have not acted in accordance with our school values; staff should not impose a collective sanction on a group or whole class in a blanket fashion.

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, such as when behaviour can be defined as extreme. Examples of this could include:

- Severe violence or genuine threats of violence against another pupil 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 pupils
- Bullying, including discriminatory abuse based on race, religion, gender or sexual orientation, appearance;
- 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 these would follow as part of a formal Restorative Conference (for example during a Re-integration Meeting).

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 and recorded on the Behaviour section on Arbor.

This will be decided on by the class teacher who is responsible for pupil behaviour. The teacher may wish to discuss this with their phase leader.

Any aggression or threats of aggression from pupils to any members of staff will not be tolerated and may result in an immediate fixed term exclusion, either internal or external, and will be decided individually by the Principal (or in their absence by the Vice Principals or another nominated member of senior staff on instruction from the Principal or Vice Principal).



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 Inclusion Team.

REWARDS AND CELEBRATIONS

We reward our students in a number of different ways.

Achievement points – Awesome/WOW wall

These points are given at the point of action and recorded in the classroom on your awesome wall. They should be awarded each time you 'notice the good' and are used to encourage and motivate learners promoting good conduct.



Arbor Points

When children has achieved something noteworthy or a significant number of awesome points please award a praise point on Arbor



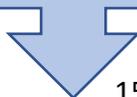
Praise postcards (Above and Beyond)

When children are making exceptional effort, demonstrate the school values, achieve excellent outcomes/progress. Staff can send a praise postcard home. Please record the reason on the card and hand to reception they will log it and send.



Windmill 'WOW'

Awarded for anything that is outstanding/exceptional or makes you go WOW! Pupils' parents will be notified, children will get to wear a 'WOW' lanyard for the week and will be invited to tea with the Principal.



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Celebration Assemblies

Assemblies will be held bi-weekly (KS1/ KS2 on rotation) to recognise the achievements of Windmill students.



CONSEQUENCES AND SANCTIONS

At Windmill Primary School we recognise that all behaviour is a form of communication and we are committed to using restorative practice to help children to become more resilient and successful in managing their behaviours. Therefore, all sanctions will be followed (or preceded) with support for the child/children. This is to ensure that the children fully understand their actions and associated implications/consequences, in addition to begin to develop strategies of how to 'put things right'/'move things forward'.

- Teachers deal with minor discipline breaches in a caring, supportive and fair way, taking careful consideration of the child's needs, age, SEND status and/or any religious aspect affecting them. This is managed in a restorative way. Staff make it clear that it is the behaviour and its impact that causes the concern not the child
- Staff should always use private, not public, reprimands and, when sanctions applied, ensure the child always has a fresh start
- Parents / carers must be involved at the earliest stage if problems persist or recur
- Behaviour report forms should be professional and impersonal listing specifically actions taken / words spoken both by the child and the managing adult
- Sanctions must be proportional and consistent
- Windmill Primary operates an incremental response to breaches of our code of conduct – see below - in response to major or repeated misbehaviour, such as aggression, deliberate damage, severe and persistent bullying, verbal abuse or persistent disruptive behaviour in class.

SANCTIONS	
School Service	e.g. litter picking, grounds support; all imposed for minor infringements of the School expectations.
Teacher Intervention	Children will be asked to meet with their teacher for a period that is appropriate to their stage and age.
Phase Intervention	Children will work with their phase leader to review patterns in behaviour or escalated behaviours and complete some restorative work
Senior Leadership Intervention	This loss of social time, for more serious or repeated infringements of school policy and values, is led by members of the senior leadership team and will involve a dialogue with parents/carers.
Internal Exclusion	For serious breaches of the school conduct policy.
External Exclusion	For serious breaches of the school conduct policy. Please see NET Exclusion Policy. Maximum 10 days per academic year.
Permanent Exclusion	Please see NET Exclusion Policy.



SUSPENSION AND EXCLUSION

The school reserves the right to use both internal and external exclusion as a last resort or in the case of extreme incidents that represent a serious breach of the school's Relationships and Behaviour Policy. (See the NET Exclusion Policy). It should be noted that where serious cases of misbehaviour are evident, the Principal reserves the right to use any sanction, including exclusion without first using lower order strategies.

Exclusion may include internal exclusion for all or part of a day, where the child works in a different class or with a member of the senior leadership team.

Fixed term exclusions may be imposed for up to three days depending on the severity of the incident.

The school may move to permanently exclude a child in the event of significant incidents of concern which endangers or threaten the safety, learning and / or well-being of others. For further details please refer to the school's Exclusion Policy).

PART EIGHT

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 leaders should support their staff when they use this power.

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 at Windmill Primary School:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so.



- to prevent a pupil behaving in a way that disrupts a school event or school trip or visit.
- to prevent a pupil from leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that impacts the safety or learning of others.
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- to restrain a pupil at risk of harming themselves or others.

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

- Most members of staff are trained in positive handling strategies including **'Team Teach'** training. There is however a duty of care to ensure the safety of all members of the Windmill community, which may – in very exceptional circumstances, such as extreme emergency – require physical intervention regardless of whether they have had this training
- Any incident that requires the use of reasonable force will be recorded in the Bound and Numbered book within 24 hours and monitored / reviewed by the Principal or Vice Principal
- The number of incidents will be monitored by the Governing Body.
- Behaviours may 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 Personal Support Plan will be written for a pupil where behaviour presents as a problem. This is also appropriate for children where physical intervention may be required on a frequent basis.

PART NINE – OTHER RELEVANT INFORMATION

CHILDREN LEAVING SCHOOL PREMISES:

If a child deliberately chooses to leave the school premises or an area with adult supervision, whilst staff will seek to keep them in view where possible, they will not follow them unless it is an exceptional circumstance. The school will phone the police and parents/carers to inform them. If we deem that the child may be unsafe, then we may choose to follow them and try to encourage them to stay safe. 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.

BULLYING AND ACCUSATIONS OF BULLYING:

At Windmill Primary, all staff take bullying incredibly seriously. Accusations of bullying are recorded on the school's Arbor and Safeguarding (My Concern) systems and investigated immediately. Where a child faces challenges with another child regularly, these are recorded on the system under the code 'potential bullying' so that these can be closely monitored. Parents of both perpetrator and victim will be called for a meeting with the



class teacher and member of the SLT team. Children will take part in restorative discussions if this is felt to be appropriate.

The school has begun work with the Diana Foundation and trained 19 **anti-bullying ambassadors** who will, through 2021/2, revise the school's anti bullying charter and lead a series of activities in the school to promote tolerance, wellbeing and considerate behaviour as well as developing a dialogue that secures a zero tolerance of bullying.

PROHIBITED ITEMS

Examples of items not permitted in school:

- Chewing Gum
- Aerosols
- Mobile Phone (unless parent consent form completed; phone held at reception)
- Any item that could conceivably be used as a weapon.

PART TEN

COMMUNICATION AND PARENTAL PARTNERSHIPS:

We give high priority to clear communication within the school and to a positive partnership with parents/carers, 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 Phase Leader so that strategies can be discussed and agreed before more formal steps are required. This is reviewed weekly by SLT.

A positive partnership with parents/carers 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/carers 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 Personal Support Plan (PSP) may be created for the child. This is completed in partnership with the parents/carers 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/carers 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/carers.



COMPLAINTS PROCEDURE

Parents / carers who are unhappy with the way in which a conduct issue has been dealt with by the school should raise their concern informally in the first instance, either with the class teacher directly or the phase leader. Please refer to the school's Complaints Policy on the school website. If this does not resolve the concern, a meeting can be arranged with the Principal. If a complaint refers to exclusion, please refer to the Exclusion Policy.

PART ELEVEN

MONITORING and EVALUATION

- Class teachers record all behaviour instances of concern + actions within the class behaviour recording system on Arbor, as well as rewards / praise postcards / values nominations etc
- Repeated behaviours or high-level incidents are noted by class teachers through regular review of Arbor data and shared with phase leads at phase team meetings
- Phase leads review behaviour data each half term by individual, class, priority group (SEND / pupil premium) and behaviour type and monitor celebration data
- Phase leads use behaviour data to lead CPD and support the phase team and to work with the Inclusion Team to ensure that the appropriate support and adaptations are in place and having impact
- Phase leads present half termly behaviour reports to the Principal
- The Principal maintains a whole school behaviour log, which includes specifics relating to bullying, racist and discriminatory behaviour as well as exclusion data. This is reported termly to NET leads and the schools Governing Body.