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# **Windmill Primary School Relationships and Behaviour Policy 2023-2024**

**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.



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## 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.

### PART 3: 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.



## PART 4: 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:

- Be ready – for the day ahead
- Be respectful – to everyone
- Be Safe – at all times

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 Always implemented consistently
- 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 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, to tackle cyber bullying or hate crime. This would only be used in exceptional circumstances and only on the specific authority of the Principal.



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## **PART 5: 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**

To build a culture of celebration, staff will consistently, frequently and authentically reward pupils by celebrating their achievements. Pupils can be awarded when they are seen to uphold one of our eight values. Pupils must be clear about which value they have been awarded and why. Each Friday the class will celebrate achievement with the use of Achievement Time. This will allow pupils to celebrate together through shared experiences by the use of a range of social activities, reading time, craft time, card games and puzzles.

### **GREAT JOB/ABOVE AND BEYOND**

All classes have a behaviour chart, prominently displayed in their classroom, to recognise those children who are meeting expectations in their learning behaviours and/or demonstrating our values and producing outstanding pieces of work.

### **CELEBRATIONS ASSEMBLIES:**

Every week 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.

### **HOUSE SYSTEM:**

At Windmill we have a house system in place where the pupils collect house points for their achievements. Pupils will collect individual points and will be able to spend these in the House Point Shop. At the end of each term the house points will be counted and the winning house will receive a team reward.



## **PART 6: RESPONSES TO BEHAVIOURS:**

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)



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In Windmill Primary School, certain behaviours are classified into certain stages with an appropriate step of response. The following grid will be displayed on the classroom wall.

Stage	Pupil Behaviour	Procedure
Above and Beyond	Continued completion of work and behaviour of high expectation, excellent role model, supporting others with their work	Move pupils onto Above and Beyond award an Awesome point – record on Arbor
Great job	Completion of high standard of work, displaying School Values, being a good role model to others	Move pupils onto Great Job and award an Awesome point – Record on Arbor
Going Green	Starting the day right!	All pupils start the morning and afternoon session on Going Green
1	Low level disruptive behaviour which may include not listening to instructions, calling out, not following group work rules, interrupting, and making rude noises.	Teacher reminds the child of the classroom values. (moved to a different space within the classroom)
2	Disrespectful behaviour which may include speaking in a disrespectful way to another child or adult, answering back, walking away from an adult when they are speaking to you or continuing Stage 1 behaviour	Disrespectful behaviour – Pupil have time out within the classroom, and they miss playtime to catch up on work (this is supervised). In KS2 the child would fill out a reflection sheet and in KS1 the form is completed by a member of staff as a record of the discussion with the child. The incident is recorded on the Arbor system and school contacts parents. (10 mins in a different year group)
3	Hurtful or dangerous behaviour which many include hitting or kicking another child, racist or homophobic name calling, swearing, spitting, fighting, stealing, threatening, or continuing Stage 2 behaviour.	The pupil has time out of the classroom with an appropriate colleague and they may be excluded from the playground, trips, and certain activities. There should be a meeting with the parents and the incident is recorded on the Arbor system. (Internal exclusion with SLT)



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For pupils with ongoing disruptive behaviour CT will speak with SLT

A graded system is also in place for pupils who lose certain amounts or receive a time out in class or another class or break time. Parents/carers will be informed of the pupils behaviours

### EXCEPTIONAL CIRCUMSTANCES:

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)

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 lunchtime and recorded on the Behaviour section on Arbor.

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 suspension, 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.

### SUSPENSIONS

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.





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

The school may move to permanently suspend 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 7: 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 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:

- Some 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.
- 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 8: 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.

### **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 9: 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 Class



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Teacher 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 11: MONITORING and EVALUATION**

- Class teachers record all behaviour instances of concern + actions within the class behaviour recording system on Arbor
- Repeated behaviours or high-level incidents are noted by class teachers through regular review of Arbor data
- 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.



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## Appendix 1 – Stages board

Above and <u>Beyond</u>
Great job
Going Green
<p><b>Stage 1 - <u>Low</u> Level Disruptive Behaviour</b></p> <p>Not listening to instructions. Calling out Not following group work rules</p> <p>Interrupting Making rude noises</p> <p>(Moved to different space in the classroom)</p>
<p><b>Stage 2 - Disrespectful behaviour</b></p> <p>Speaking in a disrespectful way to another child or adult Answering back</p> <p>Walking away from an adult when they are speaking to you</p> <p>OR continuing Stage 1 behaviour</p> <p>(Time in another classroom)</p>
<p><b>Stage 3 - Hurtful or dangerous behaviour</b></p> <p>Hitting or kicking another child</p> <p>Racist or homophobic name calling</p> <p>Swearing, spitting, Fighting, Stealing, Threatening</p> <p>Or continuing Stage 2</p> <p>(Internal exclusion with SLT)</p>



## Appendix 2 – Scripts

These scripts should be delivered to the child in a calm voice; your body language is also important. They are not meant for an audience. Highlight desired behaviour and deal with poor behaviour choices quietly. The child needs to have take-up time.

### **When a child is not doing what you've asked them to do, e.g., not getting on with their work**

You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen ... If you choose not to do the work, then this will happen ... I'll leave you to make your decision.

### **When a child is not completing their work/on the verge of becoming dysregulated**

Do you remember yesterday when you *helped me to tidy up*? That is the *Stefan* I need to see today, that is the *Stefan* you can be all the time.

### **When a child is being disruptive (this might be quite high-level disruption)**

I don't like your behaviour choice. Your behaviour is disruptive (or) damaging (or) dangerous. I don't like your behaviour, but I believe that you can be a success.

### **When a child is extremely dysregulated, and you need to let them know you are there for them**

I can see you are not okay. I am not leaving; I care about what happens. You are going to be brilliant.

### **When a child is struggling with a situation**

I can see you are not okay. How can I help?