



Windmill Primary School Relationships and Behaviour Policy



Document Control Table

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Author(s)(name and role):	Simon Bateson
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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 123-Magic 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>

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 positive and 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.

Individual teachers and assistant teachers will develop appropriate practice within the remit of this policy dependant on need and individual circumstances.

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.

NO 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 will have had an introduction to 123-Magic and associated scripts (see appendix i) 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/carers 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/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 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 (for example during a Re-integration Meeting).

VALUES AND BEHAVIOURS FOR LEARNING

At Windmill Primary School we have acknowledged eight key values which are central to our school's ethos:

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**

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 Assemblies:

Every third 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 our 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. Class Achievers also get to attend morning tea with Mr Coleman.

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 mufi-day and a donation of £50 to their nominated charity.

Awesome Wall:

All classes need to have an 'Awesome Wall', prominently displayed in their classroom, to recognise those children who are meeting expectations in their learning and behaviour. All staff should contribute to adding ticks the daily total should be displayed and celebrated within the class.

Above and Beyond Postcards:

For those children exceeding expectations in both learning and/or behaviour, a postcard will be completed at the discretion of the class teacher and sent home that day with the child.

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. This is an activity that the children have chosen.



- 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
 - Constant reminding of our school's values and expectations
 - Modelling of expected behaviours by all adults in school

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

- The Behaviour Toolkit must be applied (see appendix ii), 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 Behaviour Sheet (see appendix iii) (this can never be earned back) and on the individual child's Loss of Golden Time record sheet (see appendix iv) which should be completed once a child has started this process of losing Golden Time (the first 5 minutes).
- Time out from class with their work (Pupil is moved to an alternative class within their Phase by the Class Teacher (CT) - this should be for a limited amount of time (approx. 10 mins)). At the end of this time, the expectation is that the pupil (where appropriate) will return to class with the minimum amount of disruption to the learning. The Phase Leader (PL) must talk to the pupil at an appropriate time and discuss moving forward with their behaviour choices.
- A member of SLT will be called for to make a decision on next steps for behaviour management and appropriate consequences (further discussion regarding pupil's behaviour will then be had at the next non-teaching point – PL will also be included in this)
- 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 Loss of Golden Time record sheet that outlines how much GT they have lost and the reasons for this. A member of the SLT will conduct the loss of GT with the pupils
- Pupils will only ever lose GT in 5 minute intervals per lesson



- A graded system is also in place for pupils who lose certain amounts of GT through the week. It is imperative that parents/carers are informed when a pupil has:
 1. 10 minutes of GT lost – 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 (see appendix v) or through a phone call/verbally on the playground.
 2. 20 minutes of GT lost – CT needs to see SLT at the next available non-teaching time and then SLT will see the pupil. Parents/Carers will be informed through phone call/ verbally on the playground
 3. 30 minutes of GT lost – CT needs to see the Principal at the next available non-teaching time and then the Principal 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 Behaviour Sheet must be kept weekly and filed into Behaviour Folders for monitoring purposes.
- 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 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 both internal and external 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.

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 disrupts the behaviour 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 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/carers to inform them. If we deem that the child may be unsafe, then we may choose to follow them. 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/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 Principal so that strategies can be discussed and agreed before more formal steps are required.

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 Positive Handling Plan (PHP) 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.

Signed Date.....

Name

Signed Date.....

Name



Appendices:

- i. Copy of Recommended scripts**
- ii. Behaviour Toolkit (class and staff versions)**
- iii. Class Behaviour sheet**
- iv. Loss of Golden Time Record Sheet**
- v. Template for letter/Parent Mail home**



Scripts

These scripts should be delivered to the child in a calm voice; your body language is also important. They are not meant for 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 a melt down**
- 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. 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 having a melt down and you need to let them know you are there for them**
- I am not leaving, I care about what happens. You are going to be brilliant.
- **When a child is struggling with a situation**
- How can I help?



Behaviour Toolkit (Class Version)

Your class teacher or assistant teacher will bring to your attention when you are not meeting expectations



If this behaviour continues your class teacher or assistant teacher will speak to you, telling you the expected behaviour they need to see – they will tell you and/or signal that this is a **“1”**



If this behaviour continues your class teacher or assistant teacher will **remind** you of the expected behaviour they need to see – they will either tell you or signal that this is a **“2”**



If this behaviour continues your class teacher or assistant teacher will speak to you, telling you that you have not shown expected behaviour they need to see and



• • you are now on the Thinking Cloud • •



If this behaviour continues your class teacher or assistant teacher will tell you **“That is 5 minutes of Golden Time you have lost”**



If this behaviour continues your class teacher or assistant teacher will tell you **“You need to go to..... for x minutes Time Out”**
Mrs Cox, Mrs Brightwell, Miss King or Mrs Frost will be told about this and will want to speak to you about making good choices.

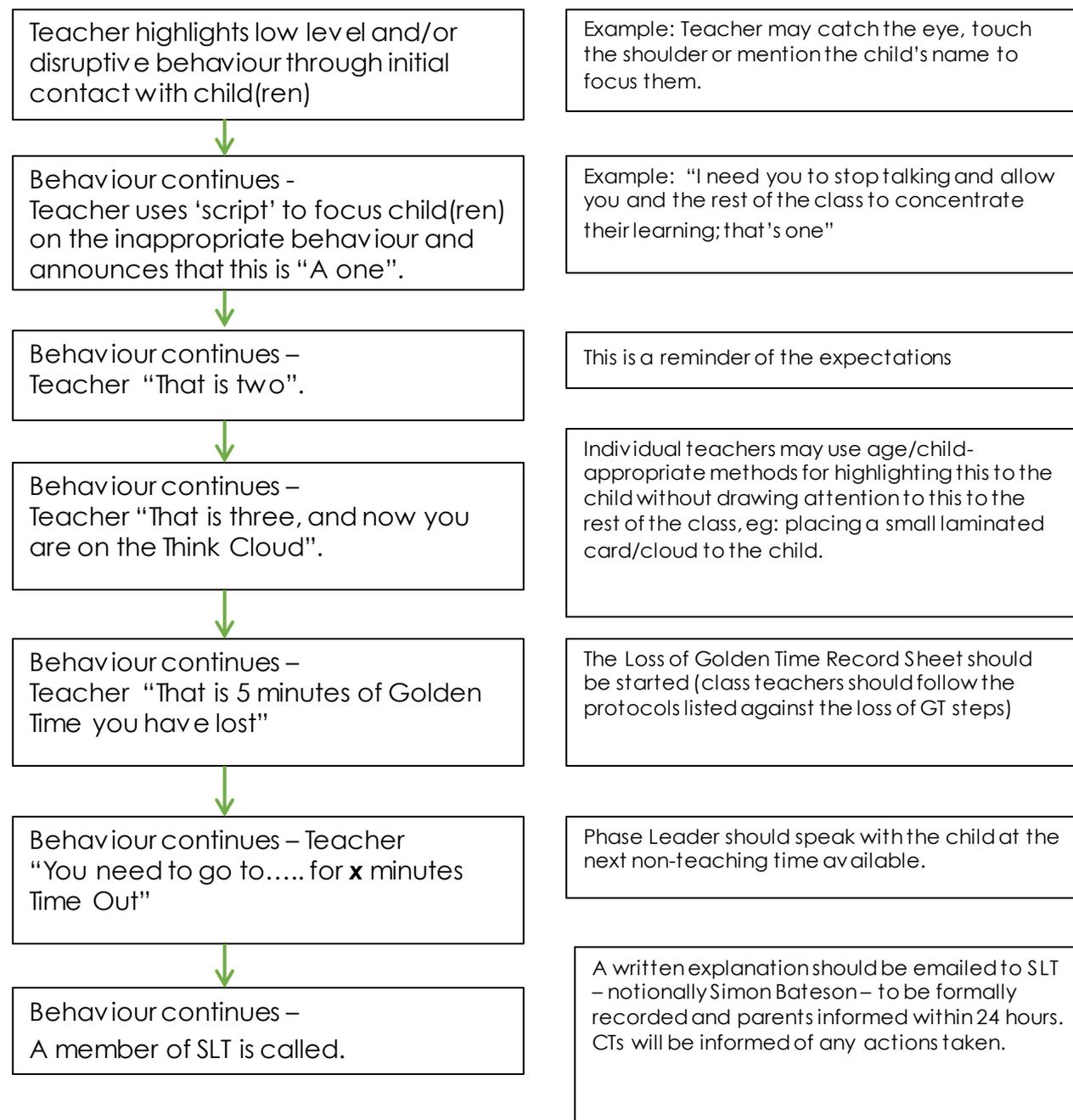


If this behaviour continues your class teacher or assistant teacher will call for Mr Bateson, Mrs Durrheim, Mrs Brett or Mr Coleman to speak with you.



Behaviour Toolkit (Staff Version)

Low level and/or disruptive behaviours can be addressed using the following practice:





Loss of Golden Time

Name _____ **Class** _____ **Date** _____

SEND?		PP?	
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This week, I have lost _____ minutes of Golden Time for the following reasons:

Amount	Reason (A,B,C or D)	Next steps	Confirmed (date)
5 Mins			
5 Mins		CT to speak with PL – parents informed	
5 Mins			
5 Mins		CT to speak with SLT – parents informed	
5 Mins			
5 Mins		CT to speak with MC – parents informed and meeting convened where appropriate	

- A** – Continual disruption of the learning (shouting out, disturbing others)
- B** – Continual Non-Compliance/refusal to follow instructions
- C** – Lack of compassion towards others (children and staff included)
- D** – Other (please specify in Class Behaviour book)



5th February 2019

Dear parent/carer

I am sorry to have to bring to your attention **xxxx**'s behaviour in school today; such was the seriousness of the behaviour that a member of Senior Leadership Team had to be called to deal with the incident.

Enclosed is a brief summary of the incident; if you have any questions please speak to your child's class teacher or myself.

Kind regards

Simon Bateson
Assistant Principal/ Lead for Inclusion and Provision