

## **The Windmill Primary School**

### **Behaviour Policy**

**“We All Belong Here”**

## **The Windmill Way!**

### **Windmill Primary School Behaviour Policy**

**Reviewed July 2024**

This policy also links closely to the school policies on:-

- Safeguarding and Child protection
- Anti-bullying
- Values
- PHSE
- Confidentiality
- Complaints
- School Vision
- School Code of Conduct.
- Mobile phone and Social media
- Online safety

**The “values” words give the children an ethical vocabulary to guide their behaviour and to understand the behaviour of others.**

#### **High Expectations of Behaviour:**

The school has a central role in the children’s social and moral development as well as their academic development. Therefore, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. This policy is delivered with visible consistency and visible kindness.

#### **Aims of the behaviour policy:**

- To create an environment which encourages and reinforces good behaviour based on mutual respect across the school community.
- To promote high self-esteem, self-discipline and positive relationships.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To lead, guide and direct our pupils to own and be responsible for their own behaviour in the context of respecting the rights of others.
- To ensure that all children and adults feel safe.
- To ensure that the school’s expectations and strategies are widely known and understood.

#### **Whole School Rules**

There are 3 school rules – Be Ready, Be Respectful, Be Safe

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#### **“We All Belong Here”**

### **Classroom Behaviour**

#### **Strategies to encourage positive behaviour**

##### **Class Expectations and Routines:**

Class expectations and procedures are linked to “Be ready, Be respectful, Be safe” and should be put in place through a process of discussion and negotiation with the children to agree what these behaviours look like in different contexts and how they help achieve acceptable standards of behaviour.

Class expectations and routines are:

- explicitly taught to the children
- kept to a necessary minimum.
- positively stated, telling the children what to do rather than what not to do.
- actively developed with the involvement of the class
- consistently applied and enforced.
- regularly reviewed to assess the impact they are having in the class
- the responsibility of every member of the school to ensure visible consistency.
- displayed in the classroom in a format that is accessible to the children in the class.

##### **The Curriculum and Learning:**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. To achieve this:-

- teacher planning must meet the needs of individual pupils.
- the pupils should be actively engaged in their own learning and receive structured feedback so they know their efforts are valued and that progress matters.
- lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different attainment levels.
- 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 cooperation with others.
- pupils should be encouraged to take risks with their learning in an environment where it’s ok to be wrong.
- classrooms should be organised to develop independence and personal initiative.
- 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.
- praise should be used to encourage good behaviour as well as good work.

#### **Strategies to Support Positive Behaviour**

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- Daily meet and greet
- Positive recognition boards
- Building positive relationships with every child.
- Visible celebration of positive behaviour
- Positive notes home.
- Hot chocolate with the headteacher
- Constant praise; informal and formal, public and private, to individuals and groups.
- House point certificates (Bronze, Silver, Gold) presented publicly during assembly when a child has gained a specified number of house points.
- Individual class systems such as golden time, marbles in a jar.

#### Managing negative behaviour

The adult in charge is encouraged to address negative behaviour. When this may be challenging, a senior leader will stand alongside them to give joint support to the situation.

- When children show negative behaviour, give them what they **don't** want: a cool, mechanical, emotionless response. Never shout.
- Remind the children constantly about the Windmill Way - “Be ready, Be respectful, Be safe as a means of a warning for those not showing the expected behaviour.
- Address the negative behaviour as soon as possible in a quiet way, without drawing attention to the child.
- Apply the stepped sanctions (see appendix 2)
- Sanctions should be proportional, immediate, linked directly to the behaviour being addressed and cannot be negotiated.
- Scripted 30 second conversations will be used in the first instance to address recurrent behaviour (see appendix 2)
- If the behaviour escalates, restorative practice will be used to repair the situation when everyone is calm.

#### Restore - this is a sanction

- Certain behaviours will automatically result in Restore. These are :-
  - I. Physical violence
  - II. Racist / homophobic/ sexist language /prejudice related language or actions
  - III. Refusal to respond to other sanctions.

Restore means that the child will spend a proportion of their playtime with a senior leader in the school. Restorative procedures will be used to remedy the issue which resulted in this sanction.

#### Class Exclusions

The following incidents will result in the child being removed from the classroom:-

- Any child deliberately causing harm to another person
- Constant refusal to follow instructions from a member of staff

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- A child losing control of their own behaviour

#### Reporting / Recording Negative Behaviour

Incidents that involve physical violence, identity based bullying (verbal, physical or online), refusal to cooperate with requests and losing control of behavior will be recorded on CPOMs. Class teachers, year group leaders and Head teacher or Deputy Headteacher should be alerted to these incidents.

#### Lunchtimes and Playtimes

At the end of playtime a whistle / bell will be sounded. This means “stand still” and “be quiet”. A second whistle / bell will be sounded which is the signal for children to join their class line.

Children are expected to line up facing the front and quiet so that they are **ready** to enter the school.

#### Strategies to encourage positive behaviour

- A range of playground activities / equipment are available for children to keep them occupied.
- Lunchtime clubs give children opportunities for children to take part in organised activity.
- The Playground Leaders support children who may not have a friend to play with.
- Children who find it hard to play in the playground may be given jobs of helping the dinner supervisors in the lunch hall to give them responsibility.
- Specific pupils may need additional adult supervision through “Lunch Club” and structured play sessions.

#### Rewards: Positive Reinforcement

- House points and stickers are awarded to children who are very helpful in the lunch hall.

#### Consequences

- A time out wall, which is located along the side of the gym, is used for children who need to spend 5 minutes away from friends regarding a minor incident that might have taken place on the playground.
- Lunchtime “restore”: A senior member of staff will be on duty everyday and will be easily contactable should an incident occur in the playground. The duty rota is displayed in the staffroom.

#### Unacceptable Behaviour

- Violence is not tolerated on the playground at all no matter who started the incident.

#### Lunchtime and Breaktime monitoring:

- Playtime incidents should be reported to the child’s class teacher or the senior leader who is on duty that day verbally and via CPOMs. This ensures that all members of staff are aware of any issues that might need to be dealt with quickly.

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- Lunchtime “Restore” is monitored through a file held in the staffroom. The name of any child who is required to attend to “Restore” is recorded in the file with the reason for the sanction. Lunchtime “Restore” takes place for a total of 20 minutes and gives the opportunity for senior members of staff to discuss children’s behaviour and next steps in preventing the situation from happening again.
- If children are continuously ending up in “Restore”, parents / carers will be notified and appropriate action will be taken.

#### **Communication and parental partnership:**

- Clear communication and positive partnerships with parents/ carers are crucial in promoting and maintaining high standards of behaviour.
- Where the behaviour of a child is giving cause for concern the class teacher will communicate their concerns to the child’s parents /carers and to a senior member of staff so that strategies can be discussed and agreed before more formal steps are required.
- The school will communicate policy and expectations to parents.
- If a child’s behaviour fails to improve as a result of a targeted intervention, support will be sought from external professionals and the child will be placed on the SEND register.

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#### Appendix 1

### **Windmill School Expectations**

#### **Be Ready**

##### **Classroom**

- Children are expected to listen to whoever is meant to be talking in the classroom.

##### **Assembly**

- Children walk to and from the hall in silence and sit in their row showing they are ready to start.
- If they are asked to discuss something with a partner they could stop talking immediately following a “clap back”.

#### **Rules for Respect**

- Children are expected to do as they are asked, providing it is a reasonable request.
- Listen when it is someone else’s turn to talk, this may be another child or an adult.
- Respect all school and personal property or equipment.
- Ensure that you are using a quiet voice when communicating to other children and members of staff.
- When going to and from assembly there should be silence.
- Children should be quiet in corridor areas so as not to disturb other learners.

#### **Rules for be safe**

- Walk in and around the school building at all times.
- Always walk on the left hand side of the corridors.
- When the playtime bell is heard for the first time, stand still and stop talking.
- When the playtime bell is heard for the second time, line up quickly and sensibly.
- Children with pierced ears should only wear studs in school.
- Dismount from bikes before entering the school premises.

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Appendix 2

Stepped Consequence for Pupils who do not Comply with Ready, Respectful, Safe

Ensure positive recognition of those children who are demonstrating the required behaviour.  
(This may be enough to remind the child about expectations)

