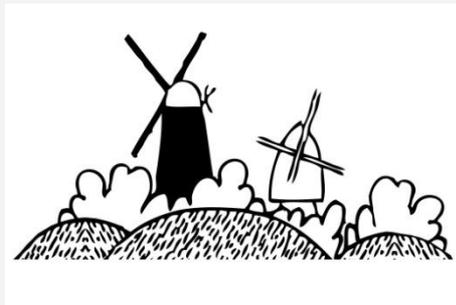


THE WINDMILLS JUNIOR SCHOOL



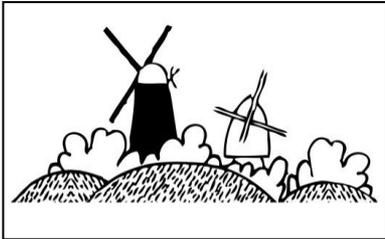
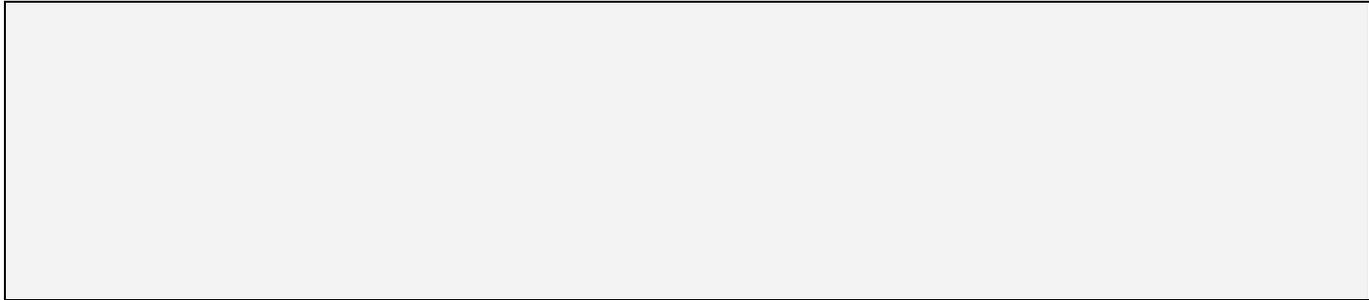
Behaviour and Relationships Policy

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CONTENTS

1. Behaviour & Relationship Policy Aims	p.3
2. Positive Behaviour Management	p.4
3. School Rules	p.4
4. Rewards	p.5
5. Sanctions and Consequences	
- managing behaviour in the classroom	p.6
6. Significant poor behaviour & consequences	p.8
7. Relationships with Parents and Carers	p.9
8. Searching children, exclusions and the use of restraint	p.9
9. Playtimes and lunchtimes	p.10
10. Whistle blowing policy	p.11
11. Success Criteria	p.11

AIMS

The aim of this policy is to ensure that all children, parents and staff are aware of the behaviour expectations and discipline procedures within our school. We aim to establish a warm and supportive ethos as an essential prerequisite for learning. This depends upon our ability to create trusting relationships and a process of co-operative teamwork. We believe that everyone has an important part to play in this.

At The Windmills we aim to provide a safe, calm and caring environment where all children can learn without disruption. We encourage children to be polite, well mannered, be helpful to each other and to become good citizens. As a school, we expect children to adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their own actions.

At The Windmills, we aim to:

- encourage children to have high expectations of their own behaviour
- encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behavior
- encourage adults to model the behaviour we expect from children
- have a consistent approach to behaviour throughout the school
- make boundaries of acceptable behaviour clear and ensure safety
- raise awareness about appropriate behaviour and promote it through positive reinforcement
- treat all children and adults fairly and with respect
- acknowledge good behaviour and use positive rewards frequently
- use sanctions appropriately and fairly when school rules are broken
- promote positive relationships with parents in order to help children with poor behaviour to conform to expectations together
- be tolerant and understanding, giving full consideration to the rights, responsibilities and property of others
- develop a responsible attitude towards their own learning and towards the development of their roles in school and in the wider community
- take pride and a responsible interest in caring for their environment both at school and in the wider world

**EVERY CHILD has the right to feel safe at school, physically, psychologically and emotionally, to enable them to learn effectively.
No child has the right to disrupt the learning of others.**

Positive Behaviour Management

At The Windmills Junior School we are committed to a system of positive behaviour management that is consistently applied by all.

Children's needs

Pupils respond best when they are feeling secure. They will feel more secure when they know what is expected of them and when they believe that all staff will follow the same rules and will be consistent in their use of rewards and sanctions. Children need to know what the school and class rules are, and what will happen to them if they choose to break the rules. Children should not discover what the rewards and sanctions are because of their actions but these should be explicitly taught, discussed and agreed by the whole school community. Specific and descriptive praise is one of the most effective means of reinforcing appropriate behaviour along with high expectations and consistency.

Staff needs

All members of staff need to feel secure in the standard of behaviour they should expect from children; how they should reward them; what sanctions are available to them and what support they will receive to manage behaviour. Staff should also be very clear that any problems with any child's behaviour is a whole school responsibility and that they are not expected to cope on their own with challenging situations.

All our staff, teachers, teaching assistants and other school staff will have high expectations of behaviour, attitudes and learning, and will praise when they see children behaving well.

OUR SCHOOL RULES

We work hard on our learning with a growth mindset; we try our best in all we do

We are kind to others; we are patient, take turns and work with everybody

We listen when others are speaking; it is polite to pay full attention

We walk quietly and sensibly around the school

We keep our hands and feet to ourselves

We think about how we speak to others; we are polite, considerate and friendly at all times

In addition, teachers and children negotiate and agree a set of positive class rules at the beginning of each school year and these rules will be displayed in classrooms at all times. These need to be easy to understand and applied consistently.

REWARDS

Children's attempts to support the school's positive behaviour policy are praised, recognised, and rewarded appropriately. Team points will be used across the school to encourage good choices. Every child is placed in a team point group when they join The Windmills and team points are collected weekly and celebrated. We aim to catch the children being good and as a result will use praise explicitly to promote the behaviours that we wish to see.

Praise may be given for:

- Listening and following instructions immediately
- Making good choices
- Trying their best
- Being respectful
- keeping their hands and feet to themselves
- Moving around the school sensibly
- Displaying polite manners

By using explicit praise focusing on the good choices we will reinforce the key messages:

Well done you are

- sitting calmly on your chair
- showing you are listening and are obviously ready to learn
- participating and contributing in a positive way - engaged
- asking constructive questions
- going for a challenge - pushing yourself with your learning
- waiting patiently for your turn
- organized and have started the learning already
- lining up calmly
- persevering with the task
- thank you for doing exactly as I have asked
- using your knowledge to help others
- working co-operatively as part of a team

In addition a variety of individual and collaborative reward systems are used across the school.

Examples of positive rewards include:

- Verbal praise, privately and publicly
- Written comments in books
- Stickers
- Marbles in the jar
- Displaying work
- Going to another member of staff, including Deputy Headteacher and Headteacher
- Communicating good news to parents
- Recognition in Celebration Assembly

Children on a specific behaviour programme may have rewards negotiated between the class teacher and the child, tailored to meet the child's needs. They may also be encouraged to make better choices by being placed on a reward chart to help them modify their behaviour.

SANCTIONS / CONSEQUENCES

Children at The Windmills know what is expected of them as the rules have been clearly defined and explained to them. Therefore if they choose to misbehave then they have also chosen to accept the consequences. The word "**consequences**" is used to mean punishments. Adults maintain discipline in a calm and unemotional way without fuss.

We encourage children to learn to make positive behaviour choices because this promotes responsible independence. When boundaries are ignored and crossed, adults make every effort to guide children towards making "better" choices.

However, we are aware that positive behaviour strategies will not work in every situation and rules will be broken at times. Under these circumstances a set of sanctions are in place to deter the unacceptable behaviour from happening again. The severity of the incident will determine the level of sanctions to be used.

Communication with parents about a child's poor behaviour will be timely and appropriate. We believe very strongly in working together to ensure children understand that we are working in partnership.

It is very important that children understand that it is **their behaviour** that the teacher does not like, **not the child**. Once a sanction has been used it is important that you then move forward and try to focus on something more positive.

System for creating a calm and purposeful classroom environment - managing disruptive behaviour

Stage 1

If children are interrupting lessons and therefore disrupting learning for a whole class the teacher will use a number of behavior management strategies to alter the behavior:

- praise someone else for getting it right to try and remain positive to encourage the individual to model their behaviour on what is expected
- non-verbal warning - a teacher look
- non-verbal - moving to the child and removing something the child is fiddling with, without stopping the teachers flow
- modeling what is expected: speaking politely, please, thank you, well done for making the right choice

On occasion, it is appropriate to tactically ignore low level disruptive behaviour - but not if this is continuous and on-going as this then condones the behaviour that we do not want to see.

**DRAW ATTENTION TO THE BEHAVIOUR YOU WANT –
NOT WHAT YOU DON'T WANT**

Stage 2

If the child breaks the rules / expectations again, a verbal reminder is given. We have agreed to use the language of 'chances'. Each child will be given three chances to improve their behaviour before a more serious sanction is used.

When the first warning is given the child will be told that they have used up their first chance. The teacher will then give the child an opportunity for them to alter the situation:

- offer support for learning - breaking the learning down into small steps (rather than complete you work)
- provide additional resources or help from a TA
- offer the child the opportunity to move seats

Often this behaviour is attention seeking behaviour and so we want to find opportunities to reward the good behaviour rather than the bad, we want to give clear choices for improved behaviour.

We need to clearly communicate with the children what the positive results for doing as they have been asked to do are and what the consequences will be?

Make this explicit: 'Stop disturbing others and join in or you will lose all your chances and have to visit another classroom.' (for example)

This must be followed up if they continue to fail to meet expectations. **Good behaviour management is all about children knowing what the boundaries are and these being consistently stuck to.**

Stage 3

If the poor choices continues another 'chance' is lost.

If a child has lost three chances they need to go to another class with a set task for 15 minutes to break the cycle of negativity and think about their behaviour. During this period, they should not be questioned by the teacher in the other class. This should be seen as an opportunity to calm down and make better choices. Teachers should establish who they will send children to in their team.

If a child is sent for a 'Time Out' session this should be recorded in the child's behaviour log detailing the behaviour that led to needing time out and the parents should be informed by the class teacher.

Stage 4

If they return to the class and they continue to make poor choices, they will need to be sent to a more senior member of staff for a longer period of time (phase leader, inclusion manager, Head or DHT). The teacher will need to use their professional judgement as to which leader is most appropriate.

The senior leader will speak to the child about their behaviour, when the child is calm enough to have a productive conversation, and decide on an appropriate course of action which may be time out of class, conversation with parent, removal of play time, etc.

Each situation is different and will be dealt with carefully in order to support the child moving from a negative situation to a positive one whilst being really clear about the expectations of the school.

At each stage the child should be given options and opportunities to make the right decision and resolve the problem.

Significant poor behaviour and serious incidents

For serious incidents and significant poor behaviour children should be referred to a member of the senior leadership team (SLT) at once. Class teachers and other staff are expected to resolve minor incidents and small disputes between children. Involving a member of the SLT should be reserved for serious incidents. This then has more impact.

The examples of behaviour below that should be dealt with by a member of SLT and does not go through the stages as detailed above are:

- extreme rudeness, total defiance, aggression and endangering others
- creating an unsafe atmosphere within the classroom
- serious fighting and swearing on the playground
- for serious poor behaviour in the lunch hall
- intentional damage to the environment or school property
- where a child puts another child, or themselves, in danger

It is the responsibility of the whole of the school team, supported by the senior leadership team, to achieve great behaviour at our school.

Recording poor behaviour

Staff must note unacceptable behaviour on the school behaviour log if a child starts to regularly step outside of the policy and break school rules and expectations. This creates a comprehensive history of that child's behaviour which may help to identify triggers and strategies that are successful in managing their behaviour. If this is happening then parents should be consulted.

Persistent poor behaviour

If children are regularly breaking class / school rules, their behaviour needs to be monitored more closely and a meeting with the Inclusion Manager will be arranged. The child may be put on a behaviour support programme with clear targets for improvement. The opportunity to get additional help and support will be considered, both within the school and from outside agencies. A support plan is drawn up with the school, pupil and parents. It will outline what the difficulties are, and the strategies proposed by the school and parents to help the child. All pupils who reach this stage will be placed on the Special Needs Register as they need additional support to manage their behaviour and there may be underlying causes that need to be identified. Detailed records of their behaviour will be kept and help and advice may be sought from outside agencies, including the Behaviour Support Service and/or the Child and Adolescent Mental Health Service and/or the Educational Psychology Service.

Special Educational and Disability Needs (SEND)

Children with **SEND** are identified and supported as outlined in the school's Special Educational and Disability Needs Policy which involves parents and carers.

Relationships with Parents and Carers

Establishing good relationships with parents and carers is essential for developing and supporting good behaviour of children. As part of the on-going relationship with the school, parents and carers are expected to support the school's Behaviour and Relationships Policy, and in signing the Home School Agreement commit to this partnership with the school.

The school very much appreciates parents and carers alerting the school to issues which affect the child's behaviour. In order to develop and foster good relationships we will endeavour to ensure that there is:

- regular informal contact with teachers who are always accessible to parents and carers after school
- a commitment to working together and contacting parents when we have concerns
- good communication channels including regular newsletters from school and PTA
- biannual parents' and carers' evenings and yearly reports
- a programme of open days, productions and PTA fund raising events

Searching Children

The headteacher or deputy headteacher reserves the right to search pupils and / or their bags if there is reasonable concern that they could be carrying a harmful piece of equipment, substance or notice of threat. This will be carried out by the Headteacher or the Deputy Headteacher with another member of staff present. The procedure for this would be to speak to the child and ask them to get their belongings and a search would be carried out. The parents would be contacted to discuss the matter and the findings.

Exclusions

Exclusion for poor behaviour is used rarely and only when all other strategies have been tried and exhausted, or when behaviour is so extreme that the school is given no other option. Total defiance of school rules and physically hurting others are behaviours that may lead to either fixed term or permanent exclusions.

Exclusions are dealt with in line with the government's published national guidance: Exclusion from Mainstream Schools, Academies and Pupil Referral Units in England (2012, reviewed February 2015)

Restraint (use of reasonable force)

Some staff are trained in the use of positive handling which will enable us, in very rare occasions, to control a child using restraint. Our aim is to create an environment in which the use of force in relation to a pupil is used rarely. The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child's behaviour if it is necessary to prevent the child causing harm: to themselves, to other children, to an adult, to prevent serious damage to property, or, in what would reasonably be regarded as, exceptional circumstances. When physical intervention is used, it should be undertaken in such a way that maintains the safety and dignity of all concerned. All incidents of physical restraint need to be recorded using the appropriate form and regard to the policy.

Playtimes and Lunchtimes

Behaviour at playtimes and lunchtimes is expected to support an ethos where:

- The children have an active and enjoyable lunchtime where they feel safe and are well cared for
- Incidents reported by the children are listened to and acted on
- The children are free to play in an environment that challenges poor behaviour and any form of bullying or victimisation

We have agreed a set of playground rules that we expect all to follow:

Playground Rules

Have fun and use your imagination

Take care of the play equipment

Play fairly and share; think about others

Work out problems, if you can't, ask a play leader or adult for help

The adults are there to help you; listen and follow their instructions

No play fighting or rough games; people get hurt!

At playtimes children are monitored by teachers and teaching assistants. Any conflict is resolved through **listening** to the pupils and **mediating** between them. Minor incidents should be dealt with on the playground, either by the Playground Buddies or by the teacher / teaching assistants. Where something is slightly more serious this should be reported to the class teacher so that they are aware of the incident and follow it up where necessary. More serious offences such as fighting, defiance and racism are reported directly to the SLT. If a child's behaviour warrants being seen by a member of the SLT, then it is important that a member of SLT is found as sending a child to the Headteacher's office, unaccompanied, is not appropriate as the Head/Deputy may not be there.

At lunchtime the Teaching Assistants / Mid-Day- Meal Supervisors (MDMS) are in charge of the pastoral care of the children. They work alongside the children playing and talking with them so that they act as role models and build up positive relationships with them. If a child reports that another child is bothering them they should always take the time to listen to them and to follow it up. Although on occasions the incident may sound minor, to the child it is important. It is essential to listen to the child and show empathy and understanding and take some form of action or let the child know what you are going to do to follow it up.

Whistle blowing policy

We ensure that all staff feel fully supported and that the behaviour of the pupils is all of our responsibility. If for any reason a member of staff has concerns about another member of staff's conduct then they should report that confidentially to the Headteacher or to the Chair of Governors in line with the schools confidential reporting policy.

Pastoral support of staff

The school follows West Sussex guidance when dealing with any staff misconduct and adheres to the following basic principles

- i) confidentiality
- ii) clarity of investigation process
- iii) support for the member of staff from county or unions.

Success Criteria

We shall know we have achieved our goal of good behaviour from all the children when they can be trusted to behave in an exemplary manner whilst learning both in school and when out of school, both on trips and within the local community. As a village school we have a strong sense of belonging and responsibility to the community.

There should be clear evidence of exemplary behaviour in all aspects of school life and in involvement with our community. This will demonstrate that our children have matured into kind, considerate, sensible and responsible young people who have an awareness of both their actions and the consequences of their actions. There should be evidence of good manners apparent at all times, together with signs of a helpful and co-operative attitude towards other people. Our children will have high levels of self esteem and self confidence and a positive attitude towards their own learning and development.