



Windmill Hill Academy

Behaviour Policy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

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Recommended	
Statutory	Yes
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Linked Documents and Policies	

Policy:



Behaviour Policy Autumn 2015

Aims.

At Windmill Hill Academy our aims are for our pupils to:

Challenge themselves:

develop a resilience and tenacity so they are motivated to succeed.

Develop citizenship:

promote children's emotional, social and healthy well being and give them the skills to build a positive lifestyle in the future.

Support community:

understand their community so they develop respect for other people, customs and beliefs in the wider world.

Encourage creativity:

allow children the opportunity to flourish and thrive through successful learning experiences.

Principles:

Pupils must develop self-control and respect for themselves, others and property.

Appropriate behaviour must be taught. Adults must model this for pupils to learn from. The three basic academy rules are non-negotiable.

All members of our academy community must feel physically and emotionally safe, to be respected and all property must be treated with respect.

Social interaction based on mutual respect must be fundamental.

The three basic academy rules (non-negotiable):

- 1) Follow instructions with thought and care.
- 2) Show good manners at all times.
- 3) Care for everybody and everything.

Rewards and Sanctions:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and with respect. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Although our school has three basic rules (R Time), our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to

help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards:

The academy believes that good behaviour must be encouraged and bad behaviour modified through having a structured and consistent system of rewards and sanctions. Rewards are far more powerful than sanctions in modifying behaviour as they deal with the underlying self-esteem that is often the root cause of poor behaviour.

We praise and reward pupils for good behaviour in a variety of ways:

Staff attention and praise is the most powerful motivator so adults will congratulate and praise pupils. Pupils can also be sent to another member of staff with work, for good behaviour and manners for praise.

Individual house team points (maximum of 3 at one time) to pupils for (SMSC), or to acknowledge outstanding effort or acts of kindness in school. In Key Stage 1 a sticker will also be given to acknowledge this.

In Key Stage 2 there is Golden time of twenty minutes per week (on a Friday afternoon).

‘Stars of the week’ certificates will be given to two pupils in each class for good work or behaviour. These will be awarded in the Thursday celebration assembly. A text message will be sent to parent informing them of their child’s positive contribution to the school community.

Stickers given by staff to reward good work and behaviour.

Each week a child is nominated from each class by the children to be ‘person of the week. Each ‘person of the week’ enjoys privileges within their class.

Positive playtime behaviour is rewarded by a raffle ticket which is placed in a draw at the end of the week. These will be awarded by staff on duty, lunchtime supervisors and prefects. Prefects who see children demonstrating positive behaviour within the school may also issue a raffle ticket.

Thursday assemblies take the form of a celebration assembly where certificates are given for good work and other class, team and individual achievements are celebrated (SMSC).

The school also acknowledges all the efforts and achievements of children, both in and out of school and these are celebrated in Thursday assemblies too.

Sanctions: (see appendix 1/2)

The school employs a number of sanctions to enforce the school rules to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. It is important that staff remember to give children a series of options about their behaviour. Types of inappropriate behaviour, thresholds of sanctions and clear consequences for inappropriate behaviour are made explicit.

Serious Misbehaviour:

This includes rudeness to staff, serious verbal or physical aggression and bullying. This behaviour is fully investigated, recorded and monitored. Appropriate sanctions are agreed in partnership with parents when necessary.

Bullying:

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see separate Anti Bullying policy).

Roles and Responsibilities:

It is vital that all staff remember that they are role models for children both in how they interact with pupils and in how they interact with other people in front of children.

All Staff:

Are expected to treat pupils with respect and speak to them in an appropriate manner. They are expected to listen to pupils and not jump to conclusions. Are expected to recognise and praise good behaviour and to deal with inappropriate behaviour.

Midday Supervisors :

Midday supervisors have the following additional responsibilities:

To report any concerns over behaviour to the class teacher.

To encourage children to play a variety of games with the equipment.

Class Based Staff:

All class based staff; both teachers and LSAs are responsible for promoting a positive attitude to pupils in the class towards following the agreed class rules. They need to do this by encouraging children to make the right choices in their behaviour and to avoid backing children into corners or developing conflict. Staff need to be constantly recognising and rewarding good behaviour, both with tangible physical rewards such as team points, stickers, certificates etc, and through praise.

The following responsibilities are taken from the Home School Agreement:

Responsibilities of the School:

The school will ensure that:

We are welcoming, open and honest.

We care for your child's safety and happiness.

We encourage your child to do their best at all times by developing their self-esteem.

We provide a balanced creative curriculum and ensure individual needs are met.

We set high standards of pupil behaviour, attainment and progress.

We encourage your child to show respect for people, property and the world around them.
We inform you of our expectations of your child and his/her progress via reports and meetings.
We will work in partnership with parents and other agencies to ensure your child is allowed to thrive.
We will set behaviour and learning targets for your child early each year and these will be regularly reviewed.
We will ensure you know about school and class activities via newsletters and school the website
We will inform you of any changes that may affect your child promptly, e.g. club cancellation.
All staff will show respect to all parents and pupils.

Responsibilities of parents/carers:

Parents and Carers ensure that:
Children attend school regularly.
Children arrive punctually before registration at 8.50am.
Children are collected on time at the end of the school day.
Parents/Carers will notify the school on the first day of absence if their child cannot attend and give the reason why.
Ensure that their child follows the school's policy on uniform.
Ensure that their child is properly equipped for physical education.
Ensure that their child has, if, applicable a packed lunch which is healthy and nutritious as possible and that their child has a bottle of water in school.
Parents/Carers will inform the school of any concerns or problems that might affect their child's work or behaviour promptly (to include any changes in family circumstances or contact information).
Parents/Carers will support the school's policy, guidance and expectation for behaviour.
Ensure that their child completes homework (daily reading, weekly times tables revision, weekly spelling) and encourage them to explore other opportunities for learning.
Parents/Carers will attend meetings to discuss their child's progress and achievements.
Parents/Carers will work in partnership with the school to encourage their child's progress and achievements
Parents/Carers will support the schools approach to online safety and will not upload any videos, sounds or text that could upset or offend any member of the school community.
Parents/Carers will be respectful to all school staff.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The school collaborates actively with parents so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement (parents section above). We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Responsibilities of pupils:

Pupils will ensure that:
Pupils will follow school rules and school behaviour expectations.

Pupils will bring all the equipment needed every day – reading bag, PE kit, glasses etc.
Pupils will try very hard to complete classwork and homework to the best of their ability
Pupils must show respect for school staff, other people, equipment, the building and property
Pupils are polite and helpful to others including all visitors in school and on school trips.
Pupils let other pupils learn.
Also, in consultation with the school council, the following pupil code of conduct has been agreed:

Windmill Hill Academy pupils code of conduct:

This pupil code of conduct was drawn up after consultation with the School Council.

Ensure you look after the younger children
Make sure you pick up your litter
After the bell, walk to your line sensibly and then walk silently into school.
Always play safely and treat each other with kindness, respect and consideration.
Nobody should be left out.
Always use respectable language towards everybody.
If you see someone unhappy, do something about it!
Playtimes are great; don't make a mistake!

Code of conduct for the classroom:

Make sure you are on time for your lessons.
Always use your manners.
Always listen to adults, and to one another.
Always do your best
Respect your environment!
Sit up straight, it helps you to learn.
Always allow everyone to learn!
Respect everyone's thoughts and ideas.

Code of conduct around the school areas:

Walk! Don't run!
Always respect and look after school property.
Make sure you respect all adults.
We are all responsible for keeping the school tidy.
Hang up coats and bags.
Always make visitors welcome.
Be a positive role model for others.
And finally...
Make sure we all smile.... and are happy.

Prefects/Senior prefects and Head and Deputy boys and girls:

The prefects and head and deputy boys and girls are expected to set the correct standard of behaviour for all pupils in the school. They must, at all times, be role models of positive behaviour.
They will assist in the smooth transition of pupils from playground to classrooms and are chiefly responsible for upholding the rules within the corridors of the school.
They will also have duties within the playground during morning breaks which will focus on the promotion of positive playground behaviour.
They report any issues of inappropriate behaviour to the relevant class teacher or the Head of School.

Senior prefects and Head and Deputy boys and girls will also be involved in promoting the school when there are visitors or functions where the school is represented.

If any of the pupils in this group are involved in inappropriate behaviour which is to the detriment of the school and to their position then this could result in them losing their position.

The Role of the School Council:

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group, from Year 1 to Year 6, elects one boy and one girl to represent them on the council (Year 6 have more representatives, to help and support the younger pupils). The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held every three weeks and minutes are distributed to year groups for reflection and discussion.

The School Council are responsible for making decisions about certain aspects of school life which affect all pupils - e.g. School Code of Conduct. Having contributed to the decision making process through their representative, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, respect, caring and teamwork.

Teachers:

Teachers have to ensure that certain administrative tasks are carried out within their class. These include:

Ensure that children's lessons are well differentiated so that all pupils are challenged but capable of success.

Develop consistent routines that reinforce appropriate behaviour within the classroom in accordance with this policy and guidance.

Ensure that the learning environment is stimulating and organised so as to engage and motivate children in their learning.

Track the academic progress and personal development of pupils

Maintaining records on children whose behaviour is giving cause for concern.

Agree a set of class rules (based on basic school rules) with their pupils which are displayed in the class to be referred to regularly as needed. These are made more powerful if they include pictures of pupils from the class modelling the correct behaviour.

Maintain communication with parents about their child's behaviour

The Role of the Senior Leadership Team (SLT):

The SLT need to ensure that the following are provided:

Staff are appropriately trained in behaviour management.

School environment encourages pupils to behave appropriately.

Pupils and parents are informed about the school's approach to encouraging positive behaviour.

All staff are regularly involved in discussions over pupil's pastoral welfare.

Once a term Key Stage meetings should involve teachers and teaching assistants discussing pupil's needs and support.

A strong Social Moral Spiritual and Cultural (SMSC) programme takes place in the school based on current good practice.

All new staff are inducted into the school's approach when they join.

School systems are regularly reviewed to ensure that they are succeeding in encouraging desired behaviours.

Where necessary staff are trained and authorised in the use of restraint and that where restraint is used (Team Teach) that appropriate records are kept, parents are informed and staff are debriefed. Good links are maintained with outside agencies such as the Educational Psychologist, County Behaviour Service etc.

The role of the Head of School/Executive Head:

It is the responsibility of the Head of School, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour and monitors the Team Teach incident log.

The Head of School has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. These actions are taken only after the school governors have been notified. Please refer to the Exclusion Policy and Parent Guide on our website:

http://www.windmillhillacademy.org/web/whole_school_policies/237761

The role of governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in adhering to these guidelines.

The Head of School has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

Persistent Problems /Parental Roles

If there are persistent behaviour problems highlighted by behaviour logs then the following responses will be triggered.

- Evidence needs to be collected on the child's behaviour by the use of ABC (antecedents, behaviour, consequences) forms so that it is possible to identify trigger points and patterns.
- Parents will be invited in to discuss their child's behaviour in more depth and to decide how best to address this in school. This may be through a rewards system, a behaviour contract, Positive Support Plan or other means. It is important that anyone dealing with the child knows the procedures that are being followed with them. It is vital to work with parents and to keep them informed at all times.
- It may be appropriate to involve a range of members of staff at this stage including any classroom support staff who work with the child, midday supervisors, SENDCo etc. It is also important to keep the SLT and the Head of School informed.

Behaviour Support Service/Individual Behaviour Contract

If the problem is not resolved then it is appropriate to take advice from the Behaviour Support Service. A referral form will need to be filled in and parents will have to sign to give their permission. Initially this may involve observations being carried out on the child.

An Individual Behaviour Plan may be drawn up with the child and parents and the Behaviour Support Service. This will identify the child's strengths as well as weaknesses and plan a structured way forward for the child.

Team Teach

In certain situations where either the child is in danger or they are putting others in danger then it may be appropriate to restrain them. This is a last resort and only done if other strategies have failed. De-escalation is always preferable to restraint where this is possible. All teachers are by law empowered to restrain but if possible it is recommended that only those who have received training ever restrain pupils. In addition teaching assistants who have undertaken Team Teach training are also empowered to restrain. When pupils have been restrained it is vital that accurate records are kept in the Team Teach log, that parents are informed and that staff involved are debriefed by the Team Teach co-ordinator. Please refer to our ADMAT Restraint (Positive Handling) Policy on the website:

http://www.windmillhillacademy.org/web/safeguarding_policies/236412

Appendix:

Key Stage 1

Key Stage One follow the 'Rainbow Reward' system for rewards and sanctions.

Rewards:

All pupils start on the rainbow at the beginning of each day. If they demonstrate positive behaviour and/or good work, they will move onto the sun. At the end of the day, they will receive a sticker and a house point for their team.

Sanctions (Clear steps if a child does not following the R time rules):

Step 1: A child receives a verbal warning.

Step 2: They will go onto the 'cloud' on the 'Rainbow Reward Chart' and spend 5 minutes at the beginning of break/lunchtime in class to reflect on their behaviour.

Step 3: They will go onto the 'rain' on the 'Rainbow Reward Chart' and spend 10 minutes in another Key Stage One Class.

Step 4: The child will be taken straight to Mr Terry, Mrs Bassett or Miss Osborne (if out of class).

There are occasions where children may skip straight to a latter step, depending on the severity of their behaviour. The class teacher will inform parents of behaviour of their child that has reached step 3 and 4 by speaking to them/phoning them at the end of the day or recording it in a child's Home/School book (if applicable).

Severe Cases -The 'Rainbow Reward Chart' will not apply to severe behaviour issues.

Key Stage 2:

KS2 Reward V Time out System:

The KS2 Reward V Time out system promotes positive behaviour in our classroom, hallways and all other areas of the school.

Weekly Rewards:

All children start each day on a Team Point and will receive one for the class chart as long as they have remained there at the end of the day. Team points can also be awarded for particularly good behaviour, good work, being helpful and being chosen as the star of the week. It will be normal to receive 1 team point at a time. 3 team points may occasionally be given for particularly outstanding effort with homework or reading (5X+).

Children with 5 team points will receive 20 minutes Golden Time unless they have received reflection on any given day.

Time out:

Children will receive Time out for **disrupting** fellow learners with their behaviour, being **off-task**, or being **disrespectful** to teachers, class members, or other adults.

How?

If a child's behaviour or choices warrant Time out, they will move to a warning, another Time out, they will move to Time out one, and so on. The children will be made aware of the reason for the Time out given.

Consequences:

At the end of the day, the Time outs will be recorded and the children will miss playtime the next day according to the number of Time outs. 1 Time out = 5 minutes; 2 Time outs = 10 minutes; 3 Time outs full break = 15 minutes.

If they go beyond 3 Time outs they will receive 20 minutes reflection time during lunch. If there are repeated cases of reflection time for a pupil, that has cause for concern, parents/carers will be informed.

Severe Cases -The Time out system will not apply to severe behaviour issues.

We feel that this system will help the children with their behaviour and learning by providing them with clear boundaries.

Lunchtime Reflection:

On the day after the pupil receives three Time outs they must attend a 20 minute lunchtime (12.15-12.35) reflection, staffed by a member of KS2/SLT (see rota below).

The Reflection will take place in KS2 classrooms.

Once a reflection has been decided all strikes are cleared and the pupil starts afresh.

Lunchtime reflection rota:

Monday – Miss Osborne

Tuesday – Mr Terry

Wednesday – Mrs Carter

Thursday – Mr Banks

Friday - Miss Young.