

Windmill Hill Academy

Behaviour Policy

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

Status: Adopted	
Recommended	
Statutory	Yes
Version	V3
Adopted	Autumn 2019
Review	(Reviewed: Autumn 2021) Autumn 2023
Advisory Committee	School Improvement and Strategic Development Local Governing Advisory Body
Linked Documents and Policies	Anti-Bullying Policy Complaints Policy Exclusion of Pupils Policy Mental Health and Emotional Health Policy Peer on Peer Abuse Policy Relationship and Relationship and Sex Education Policy Restraint Policy Safe Touch Policy Safeguarding and Child Protection Policy SEND Policy

Windmill Hill Academy's Mission Statement:

Inspiring Passionate Life Long Learners

We are committed to this by developing our 'Learning Sails' with pupils:

- **Reflection**

We ask all learners to give thought or consideration on their actions and learning.

- **Self-awareness**

We encourage self-awareness and having a conscious knowledge of one's own character, feelings and learning. We encourage learners to know where they are with their learning and their next steps.

- **Curiosity**

We inspire all learners to have strong desire to know or learn something, questioning their learning experiences to find out more.

- **Resilience and Tenacity**

We promote the capacity to recover quickly from difficulties or challenge. We encourage all to be very determined and show determination despite the challenge.

- **Connect**

We promote learning where connections can be made, where children can relate new and old learning.

The aims of this behaviour policy:

It is a primary aim of our academy that every member of the academy 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 academy's behaviour policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. 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 academy community in aiming to allow everyone to work together in an effective and considerate way.

The academy expects every member of the school academy 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 academy community.

The academy recognises and promotes positive behaviour, as it believes that this will develop an ethos of kindness and cooperation.

Our approach in applying the behaviour policy across the school is consistent and is applied by all members of staff but it may be presented to pupils in an age-appropriate way (EYFS/Key Stage One and Key Stage Two) and some of the sanctions are applied in an age-appropriate manner.



UNICEF's Rights Respecting Schools Award (RRSA):

We follow a human rights based approach to behaviour through UNICEF's Rights Respecting Schools Award (RRSA), which helps schools to use the United Nations Convention on the Rights of the Child (UNCRC) as the school's values framework.

As a whole academy community, we have moved from speaking about 'rules' to speaking about our values and our rights. This approach enhances pupils' understanding of the consequences of individual and group actions on the rights of others locally and globally. It also serves as a basis for a shared vision which runs like a thread through all aspects of academy life, and which promotes positive environments, positive relationships and a hunger for learning.

During transition week in July or at the beginning of each new academic year, all classes create individual class charters. We also review our visitors, playtime and a variety of other charters. These are all summarised in our academy charter.

Trauma Informed Schools (TIS):

Windmill Hill Academy is committed to developing a Trauma and Mental Health Informed Approach which will protect our academy community members – staff, children and parents. There is a growing body of research on the impact childhood adversity has on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build an academy/trust network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

Windmill Hill's behaviour policy and the Trust's relationship policy reflect a trauma-informed approach and our rewards and sanctions are both developmentally and trauma-informed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

Trauma Informed Schools is an organisation committed to improving the health and wellbeing and ability to learn of the most vulnerable schoolchildren in the UK, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues. It aims to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all.

We have specially trained Trauma and Mental Health Informed Practitioners across the Trust. These trusted, emotionally available adults support children who are identified as requiring additional support. This support may be offered in a 1:1 session, in class or in small groups.

The academy acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the academy aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:



Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the academy proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Recognition of positive behaviour:

In addition to a culture of regular verbal praise and appreciation, the following systems operate in the academy and may be awarded by all staff:

- House Team points (ClassDojo points)

All pupils belong to one of four houses: Northgate (red), Southgate (blue), Eastgate (green) and Westgate (yellow). All pupils collect house team points. They are collected by each individual for positive behaviour and are logged on ClassDojo. Pupils are given a certificate for achieving 50, 100 and 200 points. Each individual's points also contribute to the team as a whole. House team points are counted at the end of each week and a running total is displayed in the hall. At the end of each term, the team with the most house team points are rewarded with an extra playtime/activity.

We believe that the 'House' system is a positive influence with the academy for several reasons:

- Pupils are motivated to work hard and behave well to earn house team points (ClassDojos) which will contribute to the overall total for their house team.
- It brings the whole academy together by giving pupils a common goal.
- It helps with organising pupils into groups, for example, Sports Days, for PE lessons and on trips/enrichments.
- It is a fair system as the pupils are sorted ensuring that pupils with different abilities and talents are represented evenly across the houses.
- The element of competition gives many pupils further motivation to work hard and reach their full potential.
- Having the additional responsibility of working in a team towards a shared goal, helps the pupils understand the importance of learning how to work as part of a team.
- It is known that all of the above points have a positive impact on behaviour.

- Golden time

Each week, pupils have an opportunity to earn their thirty minutes of Golden Time which they can use on a Friday afternoon. Golden time activities will be voted for by the pupils. Pupils who behave according to the school, class and playtime charters, will have the right to earn five minutes of golden time each day.

- Celebration assembly rewards

Pupils have the opportunity to earn and be awarded with certificates and prizes during our weekly Friday celebration assembly. This includes:

- Stars of the week: two pupils from each class are awarded with a star of the week certificate. This is decided by a staff member from the class which link to our learning sails. These children then have the choice whether they would like time with Bertie (our wellbeing dog) during a lunchtime. Parent consent is sought.



- Respect and Kindness trophies: there are three trophies (Key Stage One, Lower Key Stage Two and Upper Key Stage Two) which are awarded to pupils who have demonstrated respect and kindness. This award is presented weekly.
 - Positive Role Model Trophy: this trophy is awarded to a pupil on a fortnightly basis who has been a positive role model to others.
 - Raffle: raffle tickets are given out at playtimes by Staff members on duty, Year Six prefects and Lunchtime Supervisors who have observed positive behaviour. Three raffle tickets are randomly selected fortnightly in a Friday's celebration assembly and pupils can choose a prize.
 - Attendance: Attendance is displayed weekly and the class with the highest attendance is rewarded with a trophy and an extra playtime.
 - Karate reading bands: bands are presented to pupils when they have met the threshold for a karate band colour.
 - Visible Learner of the half term: towards the end of each half term, two pupils from each class are rewarded with a certificate for demonstrating one or more of the learning sails.
 - Mathematician and Writer of the half term: towards the end of each half term, one pupil is rewarded with a certificate and a small prize for demonstrating progress in either Maths or Writing. Their learning is then displayed for all to see.
 - End of year trophies: Trophies are awarded at the end of the academic year for a variety of different reasons, e.g. progress, attitude to learning etc.
- Other rewards:
- Stickers: pupils may also be awarded stickers in their class to celebrate success instantly.
 - Celebrating success with others: they may be sent to another member of staff to celebrate success.
 - Person of the week: each week, pupils in class vote for a member of their class to be 'person of the week' who has demonstrated positive behaviour and attitude to learning. This person may be granted privileges, e.g. lining up first, sitting on a special cushion etc.

Unacceptable behaviour:

For the purposes of this policy, the school defines 'low-level unacceptable behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete class learning
- Failure to follow instructions
- Disrespect

'Low-level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour', depending on the severity of the behaviour.

Our system is used to help pupils when behaviour is unacceptable and is designed to give pupils choices to stop and make changes. The pupils realise that there will be consequences for unacceptable behaviour.

Step 1: An initial warning is given. The pupil is asked to think about making the right choices and changing their behaviour.

Step 2: If behaviour continues to be unacceptable, the pupil is given a 'Rights' card (printed on white) to read and as a reminder.



Step 3: If behaviour continues to be unacceptable, they are given another 'Rights' card (printed on yellow) to read.

Pupils earn 5 minutes of golden time each day unless they get to step 3 or higher.

Step 4: If behaviour continues to be unacceptable, they are given another 'Rights' card (printed on red) to read and they will have to spend time (15 minutes – EYFS/KS1, 20 minutes – KS2) in another classroom with the expectation that they complete the learning set. The Class Teacher will inform parents/carers.

Step 5: If a pupil continues to behave inappropriately, the pupil will miss part of their lunchtime and complete any learning not finished in class (KS1 – in class, KS2 – reflection time KS2 Teacher/Senior Leadership Team). The Class Teacher will inform parents/carers.

At step 5 or higher, a child's behaviour is recorded and monitored via our academy online chronology, 'MyConcern'.

Step 6: If behaviour is not corrected at this point, then the pupil will spend half a day in another class/area of the school. A member of the Senior Leadership team, will contact the parents/carers to inform them.

Step 7: If a pupil gets to this stage, they will spend the next day working in seclusion and break and lunch time will also be taken separately to the other pupils. Parents/Carers will be informed and a meeting held to devise a plan for the way forward with a member of the Senior Leadership team.

If a pupil has reached 'Step 5' on three or more occasions during a month, a phone call will be made to invite parents/carers to meet with a member of the Senior Leadership Team and Class Teacher to plan how behaviour can be improved.

If a child receives two or more instances of 'Step 4' in a week, then they will go to see a member of the Senior Leadership Team and a phone call will be made home. Parents/Carers will be asked to come in for a meeting with a member of the Senior Leadership Team and Class Teacher. This makes sure that we are working with parents/carers to help support their child's behaviour.

Playtimes:

Playtime is a time when a range of unacceptable behaviours may occur. The academy has developed a range of structures to minimise these:

- The Head of School meets with all support staff termly to review policy/practice and to offer further training as identified.
- The academy and playtime charter are displayed on playgrounds and around the school.
- Raffle tickets are given out at playtimes by Staff members on duty, Year Six Prefects and Lunchtime Supervisors who have observed positive behaviour. Three raffle tickets are randomly selected fortnightly in a Friday's celebration assembly and pupils can choose a prize.
- The work of lunch time play leaders helps pupils avoid unacceptable behaviour.
- On the playground there is a 'Friendship bench' where pupils who are feeling lonely can wait. All pupils are taught to approach pupils sitting on the 'Friendship bench' and ask them to join their game.
- Pupil Parliament groups (school forum and playground) discuss issues which are feedback to Pupil Parliament groups/classes/whole school.
- Low level inappropriate behaviour is promptly dealt with to avoid escalation.
- More serious offences will result in immediate removal from the playground and missing the next playtime.



Serious unacceptable behaviour/Persistent Problems:

For the purposes of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

This behaviour is fully investigated, recorded and monitored via our academy online chronology, 'My Concern'. A member of the Senior Leadership Team will inform parents if their child has been injured or a victim of serious misbehaviour. Any injury to staff is logged on an on-line County Council incident form. If there are persistent behaviour problems highlighted by behaviour reports, then the following responses will be triggered:

- Evidence needs to be collected on the pupil's behaviour to see if it is possible to identify trigger points and patterns.
- Parents will be invited in to discuss their child's behaviour in more depth with a member of the Senior Leadership Team and Class teacher and to decide how best to address this in school. This may be through a rewards system, a behaviour contract or other means including suspensions (in line with Exclusions Policy). 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, lunchtime supervisors, SENDCo etc. It is also important to keep the Senior Leadership and the Head of School informed.

Individual Positive Support Plan:

If the problem is not resolved, then it is appropriate to take advice from other local agencies to assess the needs of pupils who display continuous disruptive behaviour. An Individual Positive Support Plan may be drawn up with the pupil, parents and other agencies e.g. family support worker. This will identify the pupil's strengths as well as weaknesses and plan a structured way forward for the pupil.

SEND:



Windmill Hill Academy will ensure that the specific needs of pupils with special educational needs and disabilities (SEND) are taken into account when dealing with issues arising from behaviour incidents. We are fully aware of relevant legal duties to make 'reasonable adjustments' to practice and policy for children with disabilities, under the Equality Act to ensure discipline procedures do not discriminate against pupils who may have a condition that impacts upon their behaviour.

Teachers will seek to identify the underlying cause of the behaviour and put in place measures to address the cause, to prevent the behaviour re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening, and ensures that pupils who are displaying challenging behaviour because of an underlying disability or SEND are not discriminated against.

Team Teach:

When behaviour becomes challenging, TIS de-escalation strategies are first put into place where and whenever possible. In certain situations, where either the child is in danger or they are putting others in danger, then it may be appropriate to use positive handling (Team Teach). Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and only done if other strategies have failed. De-escalation is always preferable where this is possible (see Restraint Policy). 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 or Head of School/Executive Headteacher.