

Windmill Hill Primary School

Policy Document

BEHAVIOUR POLICY

	Adoption date	5.7.16	
	Reviewed	July 2017	
	Governors' meeting / minute number	FGB	
	Staff member responsible	J Grantham	
	Governor responsible	K Davison	
	Statutory / school policy	Statutory	
	Review period / date	Annual July 2018	
	Chair of Governor's signature	K Davison	
Headteacher's signature	J Grantham		

BEHAVIOUR POLICY & PROCEDURES

Policy statement

Good behaviour in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. We want Windmill Hill Primary School to be a place where everyone feels safe, respected and able to work to their full potential unhindered by inappropriate, threatening or disruptive behaviour.

Windmill Hill Primary School will not tolerate any discrimination regarding age, sex, race, disability, religious beliefs, sexual orientation, gender reassignment, pregnancy or maternity or marriage / civil partnership.

We aspire to the highest standards of conduct from all our pupils, so they are all able to safely follow our school motto "*Learn together, grow together*".

Our high expectations for behaviour are based around the positive promotion of a series of whole school values and characteristics:

Trustworthy, respectful, well-mannered, responsible, confident, considerate, determined, co-operative, tolerant, positive, reliable, supportive, understanding, appreciative, fairness and patience

In order to encourage these qualities we will:

- Create an ethos of care and respect where staff and older children act as role models
To support and guide positive behaviour.
- Celebrate and praise positive behaviour through assemblies, informal praise, reinforcement and a clear rewards and sanctions system.
- Develop empathy for others through a range of subject areas across the curriculum.
- Display information posters showing our whole school values and characteristics and discuss with the children on a regular basis.
- Produce a Home/School Agreement that will be signed by staff, children and parents.

We expect high standards of behaviour and enforce this consistently across the school. The behaviour of all children is the responsibility of every member of staff, not just the teacher of any particular child. If a child is seen behaving inappropriately it should be dealt with instantly following the school's policy and procedures.

Internal policy and procedures

Our whole school values and characteristics are displayed in each classroom. We encourage all children to demonstrate these values and characteristics and use the '*Good to Be Green*' system to recognise and reward children for demonstrating our values and characteristics.

Good to Be Green

All children start the day with a green card. Verbal warnings (Lolly pop sticks), yellow and red cards are issued for inappropriate behaviour. A clear system of rewards and sanctions supports the *Good to Be Green* principles.

REWARDS

Smilies / Dojo points

EYFS / KS1 children receive smilies; KS2 children receive Dojo points from all adults in school for demonstrating the school values and characteristics. These rewards are recorded individually and towards a class total. The class with the greatest number of smilies / dojo points each week are announced as '*Class of the Week*' in celebration assembly and receive the *Class of the Week* trophy for the week.

Children individually collect smilies / dojos and receive certificates as detailed below:

- 50 smilies / dojos receives a Bronze certificate signed by the class teacher
- 150 smilies / dojos receives a Silver certificate signed by the Phase leader
- 300 smilies / dojos receives a Gold certificate signed by the Deputy Headteacher
- 450 smilies / dojos receives a Platinum certificate signed by the Headteacher

Golden Tickets

Children who remain green throughout the school day will receive a *Golden Ticket* at the end of the day. These tickets, with the children's name, will be placed in the class ticket bag/box. At the end of each week a *Golden Ticket* will be pulled from each class bag/box and the selected child will win a prize.

Children who have been green all week will also be given a smilie / dojo.

At the end of each half term a further *Golden Ticket* will be pulled from the bag/box for an end of term treat.

Golden Time

Every Monday morning children will sign up for a *Golden Time* activity. On Friday afternoon all children have the chance to take part in their *Golden Time* activity.

Golden Time last for 30 minutes and will be the chance to enjoy an activity of their choice in recognition for their good behaviour during the week.

Behaviour Certificates

At the end of each term children may receive a behaviour certificate which reflects the number of weeks during the term they have remained green.

- Children with 100% green weeks will receive a gold award.
- Children who have remained green for 75%+ weeks will receive a silver award
- Children who have remained green for at least 50% of the weeks in the term will receive a bronze award.

Teachers are asked to keep a weekly record of which children have remained green.

SANCTIONS

If a child demonstrates behaviour that is inappropriate they will be given a verbal warning, this will be accompanied by a coloured lollypop stick as a visual reminder. If the behaviour continues they will receive a yellow card. The classteacher will keep a record of yellow cards and the reasons they were given. If inappropriate behaviour continues the yellow card will become a red card and the child will receive a red card form from their class teacher. The inappropriate behaviour will be discussed with the class teacher before the child takes the red card form to discuss with the Learning Mentor.

If a child receives 3 separate yellow cards on separate days in one week a red card form will be given.

The consequence of receiving a red card is the loss of a break time and 10 minutes of Golden Time. (Children in Foundation Stage lose 10 minute break time but do not lose Golden Time).

During these times the child will discuss with a member of the SLT or the Learning Mentor the inappropriateness of their actions and how they should aim to modify their behaviour. They will complete an Unacceptable Behaviour Form and make amends to any other parties involved. The red card form will be completed by the Senior Member of Staff / Learning Mentor; a copy will go into the class behaviour file; a copy into the school's behaviour monitoring file and a copy will be taken home to parents by the child. The Learning Mentor will make contact with parents to inform of the red card being sent home. Parents are required to sign and return the red card form.

A number of behaviours are considered non-negotiable and will result in an instant red card with no reminders or yellow cards. Those behaviours are:

- Spitting
- Swearing (using unacceptable language to be verbally abusive to another person)

- Physical contact (Deliberately hurting another person using physical contact)
- Taking property that doesn't belong to them
- Destroying property that doesn't belong to them
- Provocation

Behaviour during break time

The processes above will be followed at breaktime; adults on duty should issue verbal warnings / yellow / red cards and should inform class teachers. If they issue a red card they should complete the red card form.

If a child is displaying inappropriate behaviour at lunchtime, they will be sent to the Time Out Zone where they will be given a verbal warning by the Learning Mentor. If children are sent to the Time Out Zone more than once during a lunchtime they will be given a yellow card. If a child receives more than one yellow card at lunchtime or displays any of the unacceptable behaviours and requires a red card they will complete this with the Learning Mentor. The Learning Mentor will feedback to class teachers any verbal warnings / yellow / red cards given out at lunchtime.

All red cards remain on a child's behaviour file and are 'live' for the term. Within the term, if a child receives 3 red cards, a letter will be sent home to parents by the Learning Mentor and a meeting will be arranged with parents / carers, class teacher and Learning Mentor to put a behaviour plan and daily report card in place.

If a child receives a 4th red card during the term; they will be placed on a behaviour contract and will receive an internal exclusion. (This could be from the classroom or from the playground dependent on the nature of the behaviours).

The behaviour monitoring system restarts at the beginning of each term.

Disruptive behaviour can be an indication of unmet needs. Where children demonstrate disruptive behaviour that continues beyond the 4th red card and behaviour plan, we will work with the child and their family to try to identify whether there are any causal factors. This may include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. We will also consider the use of a multi-agency assessment as such assessments may pick up unidentified special educational needs or identify mental health or family problems. We will use outside agencies to support any factors identified. This may involve making referrals to the Multi-Agency Support Team (MAST), Educational Psychology, Speech & Language, Child Mental Health Services, School Health or any appropriate counselling services.

Persistent poor behaviour may also result in internal exclusion from class; temporary exclusion from school and, as a last resort, permanent exclusion.

Where exclusion is considered to be an appropriate option the school will refer to the school's policy and procedures for exclusion.