



Behaviour and Relationships Policy

Policy Review

This policy will be reviewed every three years (or sooner if necessary) in full by the Governing Board.

The policy was approved on 20/3/2023

It is due for review in the spring term 2026.

1. Introduction

At Windhill21, we aim to create a safe and happy environment where exemplary behaviour enables all to feel happy, safe, secure and respected within a nurturing environment and an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Windhill21 Behaviour & Relationship Policy applies to all areas, times, and aspects of school life e.g., in the classroom, around the school building, in the dining hall and in the playground. It is Windhill21's expectations that children adopt positive behaviours outside of school, this includes during off-site educational trips, walking to and from school and demonstrate respect to the local community.

Windhill21 recognise that each individual child is at a different stage of social learning. Only through a nurturing and consistent approach to supporting their positive behaviour will we be able to achieve an environment in which children can learn and develop as successful, caring and responsible individuals. The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe, fairly treated, and valued.

This policy outlines the underlying philosophy, purpose, nature, organisation, and management of pupil behaviour at Windhill21. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parent/carers and other members of the wider school community. The fair and consistent implementation of our Relationship & Behaviour Policy is everyone's responsibility.

2. Windhill21 Core Beliefs

- Every child can be successful, demonstrate positive behaviour and attitudes to learning and become a successful citizen.
- Reinforcing positive behaviour raises children's self-esteem and helps them feel good about themselves.
- Positive and targeted praise is more effective in changing behaviour.
- Celebrating success with an effective reward system helps to further raise self-esteem and be proud of their achievements.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that time.
- Adult behaviours create children's responses and behaviours.
- An appropriate curriculum and effective teaching engage learners and encourages positive behaviour.
- An environment of high challenge and low stress is most conducive to learning and positive behaviour.

3. Windhill21 Aims

Through this policy we aim to:

- ensure our children have the virtues, qualities, and self-regulation to become successful citizens.
- ensure that all children are treated with respect, fairly and this policy is applied consistently.
- encourage a positive, calm, and purposeful school atmosphere where pupils can learn without limits.
- ensure a consistent and calm approach to and use of positive language for managing behaviour.
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff, and parent/carers.
- ensure that all adults and children take responsibility for their behaviour.
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both learning and behaviour.

- ensure our pupils show respect, are polite, courteous, happy, and considerate of others' feelings.
- encourage our pupils to respect their own and others' property.
- promote the importance of attendance and punctuality (see attendance policy)
- to promote the use of restorative approaches

4. Windhill21 Promoting Positive Behaviour & Relationships

Windhill21 promote creating and forging positive relationships with our children. Establishing these relationships support the needs and rights of everyone in the classroom and around the school to feel safe, respected and valued; to feel they belong. Positive relationships also underpin creating conditions where children and teaching staff can focus on learning free from distractions or emotional threats. Positive relationships are key in communicating trustable feedback that children will act on.

At Windhill21 adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the positive behaviour we expect.
- Explicitly **TEACH** positive behaviour
- **MODEL** the positive behaviour we are expecting.
- **PRACTISE** positive behaviour
- **NOTICE** excellent behaviour
- **CREATE** a culture for excellent behaviour and learning

At Windhill21 through the taught curriculum in the classroom as well as during all other opportunities e.g., break and lunchtimes, in the playground and in the dining room the following behaviour expectations are explicitly taught and modelled by all members of the teaching staff and the school community.

- teach specific social skills e.g., sharing, turn taking, listening to each other, how to address people politely, etc.
- teach strategies for children to solve conflicts peacefully.
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- enable children to recognise, understand and respond to a range of feelings.
- develop vocabulary to enable children to express feelings verbally rather than physically.
- promote equal opportunities and instil a positive attitude towards differences.
- promote an ethos of peer support.
- ensure the atmosphere in the classroom environment is conducive to learning.
- ensure children are aware of the consequences of their negative behaviours, words and actions towards themselves and others.

Windhill21 do understand that for some children, following our behaviour expectations are beyond their current developmental level or they have additional needs (met/unmet). In this case, these children will have access to a bespoke positive behaviour and support plan, which may include carefully planned rewards and sanctions to reinforce positive behaviour.

5. Windhill21 Whole School Positive Behaviour Culture

Windhill21 Pillars of Being a Successful Citizen (See Appendix 1)

Windhill21's Pillars of being a Successful Citizen are the foundations of Windhill21's behaviour culture; they are:

- Being **RESPECTFUL**
- Being **READY TO LEARN**
- Taking **RESPONSIBILITY**
- Demonstrating a **GROWTH MINDSET**
- Having **PRIDE**
- Having **COURAGE**

The virtues and qualities of these pillars are explained with examples of dialogue in Appendix 1 of this policy and is supplemented with the Windhill21 Positive Behaviours that refer to all aspects of school life. Furthermore, these help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in the future they can be successful, active and responsible citizens.

Windhill21 Secret Agents

Windhill21 promote 'secret agents'; there are 9 secret agents all reflecting positive characteristics. The school introduce the 'agent of the week' to the children on a Monday describing the traits of the agent. During the week teaching staff will be modelling and demonstrating the characteristics of the agent and looking for the children's understanding in displaying the agent's values. At the end of the week a child from each class is chosen to go into the 'Secret Agent' book with a description of how that child has achieved the 'agent'. The Headteacher awards a 'golden sticker' for the child's achievement.

The Agents are:

- Agent **RESPECT**
- Agent **OPEN MINDED**
- Agent **COMMUNICATOR**
- Agent **PERSEVERANCE**
- Agent **REFLECTOR**
- Agent **PROBLEM SOLVER**
- Agent **INQUIRER**
- Agent **RISK TAKER**
- Agent **CARER**

Windhill21 Positive Language

Windhill21 promotes the use of positive language rather than negative language when communicating with children and other members of the school community. By tuning into the language, adults use with children, day in and day out, everywhere in the school, we can empower our children, helping them to learn new skills, choosing and maintaining positive behaviours and becoming the best they can be. The positive use of words and tone of voice enables children to learn in an engaged, active way. This includes learning social skills. The use of positive language is important in effectively conveying a message to others and the language you use affects how the message is received and perceived. Using positive language can help to reduce conflict, improve communication, and increase optimism in others. Even unpleasant conversations or consequences can be softened using positive language.

Positive language:

- establishes and maintains high expectations.
- tells the recipient what can be done and the expected behaviour.
- suggests alternatives and choices.
- is helpful and encouraging

Compare these 2 statements:

- April, don't even think about running to your classroom this morning. I'm watching you!
- Good morning, April! It's lovely to see you today, I noticed you remembered to walk safely through the school today.

These two ways of talking send very different messages:

- The first way communicates a lack of faith in April's ability to follow the rules. It also sets up the adult as an "enforcer," undermining trust between the adult and the child.
- The second way communicates that the adult sees April's good intentions and responsible behaviour and, most importantly, believes that she can succeed.

By using positive language to convey our belief in children's abilities and intentions, we help them internalise a positive identity and develop more awareness and self-control. Our language also helps those within earshot form a positive perception of the child, which further enhances the child's self-perception and helps to promote positive behaviour. In addition, children within earshot consciously/sub consciously hear the positive language and desired behaviour.

Windhill21 promote the use of 'thank you'. Saying 'thank you' assumes compliance and provides a child with a clear indication that we expect them to follow instructions that adults have given and as adults we believe they can achieve what we have asked of them; be clear, precise, and direct.

Windhill21 Rewards

Our reward systems act as a reinforcement of positive behaviour, academic achievement, progress, effort, contributions to school life, personal successes, and attendance. Our aim is to inspire and motivate our children to achieve their very best and become confident, independent learners.

Windhill21 Zone Board is used from Years 1 – 6 to enhance Positive learning behaviours or other exemplary behaviours which is praised, and children move up or down the zone board (subject to the behaviour displayed). Every child starts the day on green or above. The zone board is used in conjunction with house points and awarded to the children in recognition of their achievement.

Staff Recognition - All members of staff will recognise and celebrate positive learning behaviour or other exemplary behaviour displayed around the school through praise dialogue with the child and other members of staff where appropriate. Praise is warm, labelled, given with a smile and good eye contact.

Headteacher Recognition – Where a member of staff feels a child has demonstrated positive learning behaviours, the Headteacher will share, reinforce and celebrate the child's achievement with them; this could be rewarded with a Headteacher's 'Golden' sticker award.

Secret Agent - At the end of the week a child from each class is chosen to go into the 'Secret Agent' book with a description of how that child has achieved the 'agent'. The Headteacher awards a 'golden sticker' for the child's achievement.

Mrs Moore's Tea Party - Children are nominated by their class teachers who have demonstrated positive attributes associated with the school's 'Pillars of Being a Successful Citizen and/or 'Secret Agents'. The children gather to celebrate their achievements and successes with the Headteacher whilst enjoying delicious treats.

Celebration Assemblies take place throughout the school year and include general celebrations of all the great things that happen in school, notable achievements of pupil's extra-curricular successes, awards, reports from sporting events and activities.

Other rewards may include: work displayed in communal areas of the school, end of term/year success events with formal recognition, social media tweets/blogs and newsletter celebrations.

Windhill21 Pupil Voice21

Pupil Forum21

- Pupil Forum21 provides a meaningful way in which pupils can voice their opinions and have their views taken into account about what matters to them at school. It is designed to also support confidence and 'having a voice'.
- House Captains from year 6 visit their assigned classes from year 2 to year 6 and lead a previously agreed agenda which is built on a topic which improves their school experience or focuses on a Global Goal theme. Pupil Forum21 meetings take place at least 4 times a term. The House Captains deliver the session, listen to their class's ideas and take minutes; the ideas are fed back to a member of staff in a follow-up meeting and any actions are shared with the whole school in assembly.

TalkLearning21

- At Windhill21, children of all ages and abilities are encouraged to talk about and reflect on their learning so they are instrumental in supporting learning improvement. Children are keen to participate and increase their self-esteem by doing so. Each child receives a sticker to proudly show that they have taken part.

P4C -21 (Philosophy for Children21)

- Children are encouraged to develop their thinking skills using 'Philosophy for Children', which opens children's learning through the exploration of ideas. It gives children the possibility of seeing that their ideas have value, and that others have different ideas that have value too.

Incident Investigation

- When an incident occurs that falls below the school's behaviour expectations either by a single child or a group of children, the incident will be investigated using a '*restorative justice*' approach with the child or children independently or within a group. This gives the child/ren the opportunity to discuss why they made a poor choice and for an adult to listen to them and facilitate a 'next steps' approach in conjunction with empowering the child/ren in taking responsibility for their own behaviour, words, and actions. (See appendix 5 - Reflection Think Activities). At the end of the conversation, adults will ask the child/ren whether they feel they have been listened to and treated fairly and what they have learnt from this incident, and how they can make better choices in dealing with these incidents in the future. Incidents that occur outside of school but are brought to the schools' attention and impact on a child/ren within school, these incidents will be investigated in the same manner and mediation between the children involved may be necessary.

Feel Good Talks21 - Sharing thoughts and feelings with adults.

- Windhill21 promote building positive relationships with our children and encourage them to share their thoughts, feelings, and emotions independently and within groups with adults. These can be positive and happy or worries and fears where coaching, guidance, help and support can be

offered to them should there be a need. 'We can talk with someone about anything, even if it feels awful or small.' This supports children's wellbeing and mental health.

6. Windhill21 Choices, Consequences & Sanctions

Zone Board

Each classroom uses a highly visual display to enable staff to promote positive behaviour. Each time a child does not adhere to the Windhill21 Expectations (see appendix 1) from the school's positive behaviour expectations s/he will be moved down the zone board; whilst this can have a negative effect on a child's self-esteem, staff will be attentive to noticing positive behaviour choices from that child with the aim of praising them and moving them back up the zone board as quickly as possible.

1. Verbal or non-verbal warning- child is made aware of what rule has been broken and this is noted by staff.
2. Verbal and visual warning - move down the zone board by one.
3. Verbal and visual warning – move down the zone board to amber (amber warning cards will be issued, where necessary)
4. Should the child persist with negative behaviour, the child will be moved to red on the zone board (red cards will be issued, where necessary)
5. Some incidents will result in an instant red card (please see appendix 4 for red card behaviours)

Persistent Challenging Behaviour

Should an individual child display persistent challenging behaviour they will be moved to red on the zone board and will be referred to a member of the Senior Leadership Team which will result in (the vast majority of cases) an immediate sanction by way of a red card being issued. Red card behaviours are described in appendix 2 of this policy. The child's parent/carers will be informed, and the red card behaviour will be logged on the school's SIMs/CPOMS system as way of long-term record of the child's behaviour. All red cards will automatically result in a sanction.

Consequences of negative behaviour can include, however not limited to:

- Alternative Lunch
- Report Card
- 30/30 Lunch
 - Free time being withdrawn e.g., losing a break or lunchtime.
 - Free time limited
 - Limited choices and allowing processing and take up time.
 - Re-doing poorly presented work which shows lack of effort.
 - Completing incomplete work
 - Completing homework
 - Implementing a behaviour support plan
 - Time-out in or out of the classroom or playground
 - Reflection time in or out of the classroom or playground
 - Removal from the classroom or playground
 - Restitution of some kind e.g., repair of damage, completing a task which benefits the school community.
 - Restorative meetings with teaching staff or members of the senior leadership team and;
 - Completion of a repair, reflect and restore task.
 - Parent/carers engagement and involvement

7. Playground Behaviour

Our children are expected to demonstrate positive behaviour during their playtimes as set out in this policy. Staff will engage and lead children in social and play activities and position themselves to ensure they can monitor the playground effectively. Children are recognised for showing positive behaviour and care towards their peers and other children. If a child is consistently making the right choices and stands out for having exemplary behaviour or turns their behaviour around so it is consistently positive, a blue wrist band may be awarded.

However, should children display negative behaviour they will be given a verbal warning to enable them to reflect and make a positive change. Should they continue with the negative behaviours, consequences will be implemented such as:

- Time out in the playground
- Shadowing a member of staff discussing positive behaviour observations
- Distract or re-direction.
- Recording the playground behaviour log – this will assist in identifying if a regular pattern of negative behaviour is emerging and support to be put in place.
- An amber card could be issued.
- Moved down the zone board.
- Miss a break or lunchtime
- Supportive plan to enable success on the playground e.g., 20/20/20. An example of this would be 20 minutes in the playground, 20 minutes eating lunch, 20 minutes doing a quiet activity.
- A red card could be issued.
- Completion of a repair, reflect and restore task.
- Parent/carer involvement

8. Off-site Educational Visits

When children go off-site on educational visits and representing the school in public places high standards of behaviour are always expected, and safety is paramount. This is achieved by:

- Outlining behaviour expectations before leaving the school site
- Ensuring there is appropriate staff/adult ratios to numbers of children.
- Planning and giving careful thought to group dynamics.
- Ensuring all adults know what is expected of them and the children to ensure consistency.
- Tasks are purposeful and appropriate.
- Use of the school's rewards and consequence system

9. Restrictive Interventions and Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all members of staff and any other person whom the Headteacher has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, engaging in risky or compromising behaviour, damaging property etc, and to maintain good order and discipline during the school day and in any place where the staff member/s has care, custody or control of children under the direction of the Head Teacher. Use of Restrictive Interventions will only be used as a last resort and the safety and well-being of all staff and pupils are always considered, however when a child/ren are at greater risk of harm or injury the use of restrictive interventions or reasonable force will be used.

There is no legal definition of when it is reasonable to use force, as every situation is different and must be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation after all other available options have been considered including verbal

communication, containment, exit strategies and assessing the situation for imminent risk, danger, and urgency. Schools can use reasonable force to.

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or school trip/visit
- Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that would disrupt the behaviour of others
- Prevent a child attacking a member of staff or another child/ren, or to stop a fight in the playground.
- Restrain a child at risk of harming themselves or others through physical outbursts.
- Remove the rest of the class if behaviour is potentially dangerous.

All incidents involving the use of Restrictive Interventions /Reasonable Force will be recorded and parents will be informed. A record will also be kept on Arbor/CPOMS, the school's database, as a long-term record of behaviour detailing any personal injury, damage to property and any other significant/serious occurrence at that time. *Please refer to the school's 'Restrictive Interventions and Reasonable Force' policy.*

Training

- All Windhill21 staff receive training in positive behaviour management so that a consistent approach is adopted throughout the school, ensuring that all children are treated respectfully and fairly. Specific members of Windhill21 staff have been trained in Restrictive Intervention and Positive Handling should this be necessary.

10. Suspensions

Internal Suspensions:

The Headteacher, members of the Senior Leadership Team and teachers can take the decision to issue an 'internal suspension' which means a child will be removed from the classroom to complete work elsewhere in the school and/or for a period of reflection. An internal suspension is a response to challenging, negative or disruptive behaviour which has become persistent, is disrupting the teaching and learning of other pupils in the class and when a pupil is choosing not to respond to choices or de-escalation strategies. The behaviour that resulted in an internal suspension will be documented and parent/carers will be informed.

Fixed Term or Permanent Suspensions:

Only the Headteacher can issue a 'fixed term' or 'permanent suspension'. In the Headteacher's absence the Deputy Headteacher may also issue a 'fixed term' suspension. Windhill21 will only consider issuing a 'fixed term' or 'permanent' suspension in exceptional circumstances, when all de-escalation methods have been exhausted and a pupil continues to display:

- Significantly or persistently violent, criminal, or threatening behaviour
- Repeatedly and persistently disruptive behaviour which impedes their own learning or the learning of others.
- Malicious in their allegations towards staff which are proven to be false.
- **Fixed term suspension:** The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year commencing with a 1-day fixed term suspension if appropriate. Upon return to school, the child and their parent/carer meets with the Headteacher or a member of the Senior Leadership team for a reintegration meeting and to re-establish the school's positive behaviour

expectations. It may be necessary to consider implementing or reviewing a pupil: 'Positive Behaviour and Support plan', a 'Risk Management Plan', or a 'Pastoral Support Plan'.

- **Permanent suspension:** Only the Head teacher may exclude a pupil permanently. The Headteacher may also decide to convert a fixed-term suspension into a permanent suspension if the circumstances warrant this. In the absence of the Headteacher, the Deputy Head teacher may exclude pupils.
- If the Headteacher excludes a pupil, on a fixed term or permanent basis, the parent/carers will be informed immediately, giving reasons for the suspension. A confirmation letter is then sent to the parents outlining the reasons for the suspension and the number of days. If a permanent suspension is implemented by the Headteacher, the Headteacher will discuss with parent/carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the parent/carers how to make any such appeal. The Headteacher will inform the Local Authority and the Governing Body regarding any permanent suspensions, and about any fixed-term suspensions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher.
- A 'fixed term' and/or 'permanent' suspension will remain on a child's educational record for the duration of their time in education.
- Further information can be accessed by the following links:
 - <https://www.gov.uk/government/publications/school-suspension>
 - http://www.thegrid.org.uk/info/welfare/documents/suspension_guidance_hcc_dec16.pdf

Monitoring

Where a serious incident occurs, attempts will be made to obtain corroboration from other adults and children and where possible, notes are kept of significant incidents and repeated incidents. These are logged on the school behaviour monitoring system.

11. Equality and Equal Opportunities

- Windhill21 is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation, or disability. We are committed to dealing with discrimination of any kind and derogatory or discriminatory language and these behaviours will be challenged appropriately recognising that there is a difference between lack of understanding for some of our younger children and deliberate or intentional behaviour. Any incidents that are identified will be investigated and dealt with in line with our school policies. Parent/carers will be informed if their child has been involved in any of the described behaviours. All incidents will be recorded on SIMs/CPOMS, the school's databases and reported accordingly as a long-term record of behaviour. *Please refer to the school's 'Equality Policy and 'Anti-bullying Policy'.*

12. Bullying

- 'Bullying' is defined as deliberately hurtful behaviour, repeated over a period, where it is difficult for those being bullied to defend themselves. It can take many forms, but the four main types are physical (e.g., hitting, kicking, theft), verbal (e.g., name calling, racist remarks), indirect (e.g., spreading rumours, excluding someone from social groups) or cyber bullying (e.g., using social media and technology). Bullying is not tolerated at Windhill21 and parent/carers and pupils are strongly encouraged to report bullying to the school so that we can act immediately to stop any further occurrences of such behaviour and support can be put in place for both the perpetrator/s and victim/s. Within the curriculum the school raises the awareness of the nature of bullying through PSHE,

assemblies, anti-bullying week and subject areas as appropriate to educate and eradicate such behaviour. *Please refer to the school's 'Anti-bullying Policy'.*

13. Pupils with Special Education Needs and Disabilities

- Pupils with Special Educational Needs (SEN) and disabilities as well as those with additional behaviour challenges that some pupils experience will be taken into consideration when administering rewards and sanctions. Windhill21 acknowledges that learners with more challenging behaviour may need more specific support and an individualised approach. Other agencies may become involved to assess the needs of the pupil. The school recognises that where the individual pupils are engaging in disruptive and negative behaviour this can be because of unmet social, emotional, and mental health needs (SEMH). If such needs are identified the school aims to ensure the pupil receives appropriate support. *Please refer to the school's SEND Policy.*

14. Pastoral Intervention

- Children that present with SEMH (social, emotional, and mental health) will be supported with their presenting needs by the Pastoral Lead, the SENCO, teaching staff and with the engagement of their families. Where appropriate Early Help and the support of outside agencies will be encouraged.
- The Pastoral Lead supports children and families in many ways across our school. These include:
 - Acting as Deputy Safeguarding Lead across the school.
 - To liaise with relevant support agencies to ensure that all families, children, and young people receive the care and protection they require.
 - Meeting with parents/carers and children as necessary to address pastoral concerns.
 - To support within SLT the monitoring of behaviour and liaising closely with parents/carers regarding behaviour issues.
 - To communicate the highest expectations of behaviour consistently and effectively.
 - To support children with friendship issues.
 - To deliver Coaching Sessions to children identified needing further support 1:1 or in small groups.
 - To plan and deliver Jigsaw Lunchtime intervention to support children.

15. Outside Agencies

- Windhill21 will undertake reviews of the needs of pupils and involve external agencies as necessary and of benefit to the child. These can include Behaviour Support, Educational Psychologists, Speech and Language, Health Visitors, School Nurses, Mental Health Support Services, Counselling Therapy, Special Educational Needs Services. These services will be discussed with the parent/carers beforehand and verbal or signed consent will be necessary to engage outside agency involvement.

16. The Role of Parent/Carers

- Parents/carers are essential to supporting and encouraging their child's positive behaviour within school and will be engaged as partners with the school in ensuring a consistency of approach to promoting positive relationships and behaviour to enable their child to make progress including attending parent/carers evenings.
- Support their child in home learning opportunities.
- All parents/carers must sign up to the home-school agreement, which emphasizes the importance of home and school working together.

- All parents/carers are to ensure their child adheres to the school's positive behaviour expectations; that they are in school on time, collected at the end of the day on time, maintain a good attendance, wearing the Windhill21 uniform, rested, have eaten breakfast and are ready to learn.
- The school undertakes to keep parents/carers apprised of their children's behaviour and to engage their support when negative or poor behaviour is displayed. When appropriate parents/carers will be contacted and invited into school to share a problem-solving approach to improving behaviour.
- Equally, we encourage parents/carers to tell the school about concerns at home that may affect the behaviour of their child at school.
- Parents/carers will have a responsibility to comply with this policy and ensure their child is supported to follow the school's positive behaviour expectations.
- Talk to school staff in a respectful and calm manner. **Please refer to the school's 'Dealing with Abusive Visitors policy'.**

17. Windhill21 CPD (Continuous Professional Development)

- All teaching and support staff receive CPD to support positive behaviour management in all areas of school life and creating a positive classroom culture where all children have the right to learn, and no child has the right to disrupt that learning. CPD develops theory and practice together, is supported by the leadership team and those with expertise and knowledge to help and support staff to improve their knowledge and skills. Examples include inset days CPD, development meetings, bespoke courses, teaching assistant bespoke training and meetings, learning walks and observations with feedback.

18. Complaints

- Parents and carers are encouraged to take any complaint or concern to the Headteacher or in her absence the Deputy Headteacher or a member of the Senior Leadership Team. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures, and ethos. **Please refer to the school's Complaints Policy.**

19. Monitoring

- Windhill21 will regularly monitor their relationship and behaviour system to ensure the school's behaviour expectations, choices, rewards, and consequences are appropriate and effective, and in-line with the school's policies.
- Information and feedback regarding the effectiveness of this policy across the school is taken from staff, parent/carers and pupils, classroom and playground observations, analysis of formal school data, impact of interventions, conversations with parent/carers, children, and staff and through monitoring with staff and governors.

20. Appendices

Appendix 1 – Pillars of being a Successful Citizen and Windhill21 Positive Expectations

Appendix 2 – Success Strategies

Appendix 3 – Zone Board

Appendix 4 – Red Card

Appendix 5 - Reflective Task Example

Appendix 6 – Reflective Task Example ks1

Pillars of being a Successful Citizen



Windhill21 Positive Expectations

- We all have the right to learn.
- We all have the right to feel safe all of the time.
- We will do as all adults in school ask us, the first time we are asked.
- We will listen carefully when adults or another pupil is speaking, contributing at the right time.
- We will settle down to work quickly and quietly.
- We stay on task and will be active learners.
- We will be helpful and respectful to everyone.
- We will use appropriate noise levels in the classroom and around the school.
- We will move quietly and politely in the classroom and around the school.
- We will only say kind things and keep unkind thoughts to ourselves.
- We will care for people and their belongings.
- We will keep our hands, feet and all objects to ourselves.
- We will keep our classroom/school tidy.
- We will learn from our mistakes.
- Nothing is so awful that we can't talk about it to someone.

Appendix 2

Windhill21 Behaviour & Relationship Policy

Success Strategies

Relationships & Investment	<ul style="list-style-type: none"> ➤ Model and influence the behaviour you want to see. ➤ Establish a positive culture. ➤ Show children they are respected and valued; they are much more likely to show it back ➤ Take time to understand your children, build positive and trusting relationships, find out about them ➤ Notice children getting it right and comment positively
Start of the day routines that create a positive and welcoming environment where children feel happy, safe and ready to learn.	<ul style="list-style-type: none"> ➤ Be prepared and ready in class on time to greet children ➤ Smile and welcome children by name ➤ Positive interaction with children and parents ➤ Positive body language ➤ Clear, prepared, independent tasks ready ➤ Visual timetable on display ➤ Calm and quiet atmosphere established ➤ Organised seating arrangements and plan ➤ TA briefed and planning given ➤ Clear morning and registration routines ➤ Pupil responsibilities organised and communicated ➤ Clear boundaries and expectations for behaviour and work ➤ Begin and end sessions with positivity, focus on what went well
Visual support our children see every day to promote positive behaviour.	<ul style="list-style-type: none"> ➤ School and class positive behaviours displayed ➤ Visual timetable ➤ Learning and Knowledge walls displays ➤ Visual behaviour prompt cards if required ➤ Children's work valued and displayed ➤ Organised and clearly labelled resources ➤ Reward systems/charts/prompts displayed
Ensuring movement around the school is calm and orderly including walking to and from the playground.	<ul style="list-style-type: none"> ➤ Establish and model expectations and practice at the beginning and throughout the year ➤ Clear routines for start of the day, cloakroom access, PE, home time ➤ Supervision to and from classrooms ➤ Staff lead their line with all children walking behind ➤ Staff escort children out to the playground and stay with them until supervision in place ➤ Staff on duty to be on time ➤ Staff on time to collect children at the end of break and lunchtimes ➤ Encourage toilet visits to be restricted to break and lunchtimes where possible ➤ Establish systems for lining up with a line order ➤ All staff proactive around the school in modelling positive behaviour expectations ➤ Ensure independent movement in small groups ➤ Children should always walk around the school ➤ Support of Head Pupils and Playground Leaders

	<ul style="list-style-type: none"> ➤ Positive re-enforcement and reminders
Classroom organisation that supports positive behaviour.	<ul style="list-style-type: none"> ➤ Clear, tidy and clean environment ➤ Establish defined classroom areas ➤ Clearly labelled and easily accessible resources ➤ Classroom layout designed to facilitate ease of access and movement ➤ Organise and adhere to clear, consistent classroom routines ➤ Clear seating plan arrangements – consider who/what works? ➤ Layout and positioning of tables in classroom ➤ Positioning of teacher and TA when teaching and working with small groups to ensure all children can be seen ➤ Clear guidance and routines for transition within the classroom ➤ Emphasise independent learning and organisation ➤ Be well prepared and organised ➤ Ensure Teaching Assistant has a clear understanding and expectations of the day ➤ Time and routines for tidying up ➤ Share responsibility with all children – roles and jobs ➤ Prepared and accessible extension activities ➤ Clear system for gaining attention ➤ Calm and quiet environment ➤ Assertive voice and voice modulation ➤ Consistency and insistence ➤ Display purposeful knowledge walls to communicate key misinformation and messages
Use of Positive Language	<ul style="list-style-type: none"> ➤ Polite and respectful ➤ Positive ➤ Calm and quiet tone ➤ Reinforce and consistent ➤ Non-verbal communication techniques ➤ Clear and precise instructions ➤ Open and questioning ➤ Assertive and fair ➤ Praise for positive behaviour and identifying children doing the right thing ➤ Distraction ➤ Pause & Silence
Planning of learning to enable success and confidence.	<ul style="list-style-type: none"> ➤ Clear communication of high expectations ➤ Plan for fun, exciting and stimulating lessons ➤ Provide a rewarding curriculum with a real context and clear outcomes ➤ Plan to allow all children to succeed ➤ Develop supportive and positive learning climate and attitudes ➤ Clear expectations for learning behaviours ➤ Modelling and examples ➤ Ethos of praise and appreciation ➤ Encourage risk taking ➤ Use of various teaching strategies ➤ Peer and self-assessment ➤ Balance of individual, paired and group work ➤ Plan for all learner needs (differentiation)

	<ul style="list-style-type: none"> ➤ Develop a culture of growth mindset, use of the learning pit and the power of 'yet' ➤ Offer a range of challenge and extension work ➤ Sharing and celebration of positive work, effort and behaviour
Strategies to support consistency with other colleagues in the classroom.	<ul style="list-style-type: none"> ➤ TAs involved in decision making, routines and shared expectations ➤ Daily briefing time ➤ Use of assembly time for discussion ➤ Modelling ➤ Shared and consistent behaviour strategies and expectations ➤ Identified system for handovers between job shares ➤ Use of electronic school communication systems
Approaches used to work in partnership with parent carers and communicate expectations.	<ul style="list-style-type: none"> ➤ Home School Agreement ➤ Actively support parental involvement ➤ Informal discussions if required ➤ Ensure parent/carers are informed quickly (the same day if possible) of concerns ➤ Arrange formal meeting times when necessary ➤ Include other adults and agencies when appropriate ➤ Meet and greet parent/carers meetings ➤ Parent/carers consultation meetings ➤ Written annually school progress reports ➤ School electronic communication system ➤ Sharing of policies ➤ Use of website ➤ New parent meetings ➤ Consistently follow school policy for poor attendance and lateness

Windhill21 Zone Board



Appendix 4



RED BEHAVIOUR CARD

Name.....

You have been given a red card today following an investigation by a senior member of staff for the following:

- ☐ Persistently disrupting learning Inc. insufficient work completed
- ☐ Being rude to an adult/child
- ☐ Swearing / Inappropriate Language
- ☐ Threatening behaviour towards an adult/child
- ☐ Physically aggressive towards an adult/child
- ☐ Damage to school environment/property
- ☐ Homophobic incident
- ☐ Gender incident
- ☐ SEND incident
- ☐ Racial incident
- ☐ Religious incident
- ☐ Bullying
- ☐ Disability incident
- ☐ Sexual Violence / Sexual Harassment
- ☐ Online incident

Comments.....

.....

Windhill21 would appreciate parents/carers discussing the incident with their child to ensure that it does not happen again.

Signed..... Date.....

Appendix 5

Windhill21 Reflection Think Sheet

Name:

Date:

What happened?

Examples: disrespectful, distracting others, wasn't following instructions, aggressive behaviour, swearing, negative attitude, damaged property, inappropriate comments.

Tell us more?

How were you feeling?

Examples: angry, frustrated, sad, embarrassed, scared, jealous, tired, bored, stressed, hungry, troubled, unhappy, other.

What were you thinking?

Who else has been affected?

How might they be feeling?

Examples: angry, frustrated, sad, embarrassed, scared, jealous, tired, bored, stressed, hungry, troubled, unhappy, other.

What could you have done differently

How can we repair the conflict/damage/relationship?

Do you feel this has been dealt with fairly?

Behaviour Reflection KS1

Name _____

Class: _____

Date: _____

My Behaviour:

(Not Listening, disruptive in class, not following instructions, rough play.)

I Feel:



Silly



Angry



Tired



Sad



Frustrated



Scared

I feel this way because:

Was anyone else involved:

How did the people involved feel?



Silly

Angry

Tired

Sad

Frustrated

Scared

What I could do differently next time:

Pupil Signature: _____

Alternative Lunch Lead/SLT: _____

Class Teacher: _____
