



Windmill Hill Primary School

POLICY FOR BEHAVIOUR AND DISCIPLINE

OVERVIEW

Good behaviour is central to all that we do at Windmill Hill Primary School. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance about what is expected of them. The school rules will be learned and followed by all and the rewards and sanctions policy will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. This policy complies with equalities legislation (Equality Act 2010) and the duty to promote the wellbeing of all students.

OBJECTIVES

1. To create an ethos of good behaviour in school where children are happy, secure and safe, that reflects our commitment to 'Excellence and Enjoyment'.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values, kindness, care, good humour, good temper, obedience and empathy for others.
5. To ensure that all pupils are treated well by others and that no child treats another inappropriately because of their sexual orientation, their SEND, their race or religious beliefs

STRATEGIES

1. The school rules (see below) will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour in lessons and at all times they are with the children.
4. Children will be taught to be polite, respectful, well mannered, obedient and well behaved.
5. The rewards and sanctions (see below) will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the headteacher who will agree an appropriate strategy of help and support.
8. The headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
9. The headteacher will involve outside agencies where it is appropriate, when there is a serious problem with a learner's behaviour.
10. If after an appropriate investigation a pupil is found to have made an unfounded serious allegation against a member of staff the pupil will be deemed to have committed an

extreme case of bad behaviour which will result in the pupil being suspended and/or excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

11. In extreme cases a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

SCHOOL RULES

1. Do as you are asked first time
2. Keep hand, feet and objects to yourself
3. No swearing, name calling or talking back
4. Stay in the classroom until you have permission to leave
5. No shouting at inappropriate times

CONSEQUENCES

1. A warning
2. Loss of a dojo point
3. Loss of a playtime
4. Sent to the headteacher
5. Contact Parents
6. Behaviour support plan
7. Fixed term exclusion
8. Permanent exclusion

REWARDS

1. Star of the Day
2. Star of the Week
3. 'Spotty Box'
4. House Points
5. Fun Day (termly)
6. Stickers
7. Lots of praise!

OUTCOMES

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct.

Chair of Governors: Steven Mowat

Date: September 2016