



Windmill Hill Primary School

School Behaviour Policy

*“Windmill Hill is committed to lifelong learning within a caring environment.
Together we make a difference.”*

Legislative Context

Sections 89 - 90,94 of the Education and Inspections Act 2006
Equality Act 2010
Schools (Specification and disposal of Articles) Regulations 2012
Coronavirus Act 2020

Guidance

Behaviour in schools October 2022
School suspensions and permanent exclusions August 2024

Annex B Please note additional information is provided in Annex B to reflect the particular context of the Coronavirus (Covid19) 2020 and refers to the specific DFE guidance to ensure the safety and well-being of all pupils, parents, carers and members of staff.

Every reasonable effort will be made to support children with complex needs, however the overriding health and safety of all members of the school community remains paramount.

1. Introduction

OVERVIEW

As a primary school, the manner in which we treat others is central to all that we do. High standards of behaviour will be expected and promoted at all times throughout every aspect of the school's life. We will expect that pupils develop social and personal responsibility, care and consideration for others and to develop an understanding of how their actions affect other people. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The Reward and Sanctions systems 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 our learners.

OBJECTIVES

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). Set out within this document is the whole school approach to behaviour management which promotes positive behaviour and establishes a clear and consistent framework for dealing with inappropriate behaviour.

Aims:

1. To create an ethos of excellent behaviour in school. This will ensure that children are happy, secure and safe and that effective teaching and learning can take place.
2. To ensure that all are treated consistently, fairly, shown respect and helped to promote good relationships and that all pupils learn to listen to, and respect, the viewpoint of others.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a relaxed school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion.

This Policy will help to:

1. To define behaviour that is unacceptable and to explain the consequences of unacceptable behaviour.
2. To promote positive behaviour in school and to explain the school rewards system used when children behave in a positive way.
3. To explain the school's sanctions and reward system.
4. Ensure that all members of the school community are aware of and adhere to the principles and procedures set down in this policy.
5. Ensure that all pupils with Special Educational Needs and disability have those needs taken into account
6. The policy will be published on the school website

BEHAVIOUR PRINCIPLES:

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. To help Windmill Hill Primary School to achieve this, we have the following expectations:-

1. The school rules 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 at all times.
4. Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
5. A clear system of rewards and sanctions will be used consistently, sensitively and sensibly by staff to encourage and promote good behaviour.
6. Windmill Hill Primary School is an inclusive school. All members of the school community should be free from discrimination of any description and this is promoted in the day-to-day running of the school. Bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude.
7. We understand that making mistakes is part of growing up. We support children to learn from their mistakes so that they can move forward in a positive way in the future.

2. Responsibilities

Headteacher and the Senior Leadership Team:

The head teacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The head teacher will also approve this policy.

The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher and the SLT will also:

1. Create a positive, stimulating environment for pupils, to include playtimes and lunchtimes.
2. Ensure that children are aware that whilst he or she is always acceptable, it is his or her inappropriate behaviour which is not.
3. Recognise the importance of the home-school partnership and that early consultation with parents is essential in order to discuss problems encountered and agree upon an appropriate course of action.
4. The head teacher will involve parents at an early stage where a learner is experiencing difficulties with behaviour.

5. When a pupil presents complex and challenging behaviour that may require additional intervention and support, the head teacher will, where appropriate, involve outside agencies.
6. In extreme cases where a pupil presents unacceptable behaviour and/or fails to respond to the help, support and appropriate sanctions that have been put in place to modify the pupil's behaviour, then the pupil may be excluded from school by the head teacher in accordance with Local Authority's Exclusion Guidelines. Including any amendments in place as a result of the Coronavirus (Covid 19) national guidance.

Teachers:

All employees have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. The power also applies to all paid staff with responsibility for pupils, including teaching assistants. The expectations for teachers are that:

1. Each member of staff is held to be responsible for the good behaviour of the children in their care.
2. Appropriate training will be provided for all staff to ensure a consistent approach to the management of good behaviour for effective learning.
3. Where a member of staff is presented with behaviour which they find challenging they will discuss it with the head teacher who will agree an appropriate strategy of help and support.
4. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
5. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
6. Teachers have a power to impose detention outside school hours.
7. Teachers can confiscate pupils' property.

Pupils:

At Windmill Hill Primary School, good behaviour shows mutual respect for the needs and aspirations of everyone. It involves caring for the whole school environment and the reputation of the school. We expect pupils to :-

1. Learn what good behaviour means
2. Learn to respect each other in a safe, secure and fair-minded environment
3. Learn the value of friendship
4. Develop self-esteem and self-confidence
5. Achieve the highest standards in all their school work
6. Have opportunities to take part in a wider range of activities

3. Strategies

At Windmill Hill Primary School we believe that a positive approach to behaviour management is the approach that works best for our children. We combine this with a structured response of clear sanctions which we use when children present unacceptable behaviour or behaviour that does not fit with the school rules.

Our School Rules

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

Our school rules are shared with pupils throughout the school year and are displayed in pupil areas.

Promoting Good Behaviour

At Windmill Hill we recognise and praise good behaviour as it happens and are genuine in our praise. When praising a pupil, we state why we are pleased.

Positive behaviour is promoted at all times by:

- Thumbs up, smiles, applause.

- Verbal praise (a kind word or just encouragement)
- Positive feedback about work or behaviour (verbal or written)
- Cumulative group rewards (whole class treats), golden time
- Sharing examples of children's work
- Having high expectations at all times
- promoting positive relationships and mutual respect
- having clear and consistent rewards and sanctions procedure (see App A)
- our celebration assemblies
- the good example of all adults in our community.

Our rewards include:

1. Star of the Week.
2. Dojo Champion.
3. Fun Day (termly).
4. Stickers.
5. Lots of praise!

Sanctions:

We recognise that the majority of children follow the school rules throughout the school day. We understand that as part of the learning process children do make mistakes. We aim to use modelling and take a positive approach to behaviour management but at times a more structured response is required to discipline a child for unacceptable behaviour. Our sanctions include:-

1. A Disapproving look.
2. A warning.
3. Loss of a dojo point.
4. Loss of a playtime.
5. Sent to the headteacher.
6. Contact Parents.
7. Behaviour support plan.
8. Suspension

9. Permanent exclusion.

In relation to points 8 & 9 the school follows statutory guidance re School Suspensions and Permanent Exclusion September 1st 2023

Depending on the incident, a child may progress through these stages or, in the case of more complex or extreme incidents, the headteacher can follow the response that is the most appropriate for the incident.

Additional Support

As a school, we recognise our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and as such, additional support is available, through the school's SEND system for pupils who have social, emotional and behavioural needs. We also recognise that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

For pupils with more significant difficulties, the school will work in partnership with outside agencies such as the Educational Psychology Service. We may also consider the involvement of Social Care and Health Services.

The right to search

The law explains that Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. We follow the latest DFE Guidance of July 2023 in relation to **Screening, searching and confiscation**.

Power to use reasonable force.

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. We follow DFE Guidance in relation to the use of reasonable force

Staff will be appropriately trained to ensure the health and safety of all concerned in the unlikely event of the use of reasonable force.

4. Behaviour that is unacceptable

Unacceptable behaviour is seen when individuals behave in a way that prevents their own development and where unacceptable conduct disrupts the process of teaching and learning for themselves and others and lowers the reputation of the school. This may include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Persistent incorrect uniform
- Non-compliance with the school rules

Serious unacceptable behaviour

Very rarely, pupils present behaviour that is a clear breach of the school rules. This may include:

- Violence towards any member of our school community
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include :
 - Knives or weapons
 - Alcohol
 - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Note the above is not an exhaustive list

Conduct outside the school gates

Teachers have the right to discipline misbehaving pupils outside the school premises to an extent that is deemed reasonable.

This may include:

- taking part in school visits and trips
- wearing school uniform
- in some other way identifiable as and representative of our school

Confiscation of inappropriate items

It is within the power of a member of staff to confiscate, retain or dispose of an item so long as it is deemed reasonable.

A member of staff also has the power to confiscate property which may be deemed as inappropriate or a danger to other members of the school community.

Malicious allegations against staff

The school will follow an appropriate disciplinary process against any pupils who make malicious allegations against staff – this will include sanctions up to and including permanent exclusion.

5. Peer on Peer Abuse

Children can harm other children. This is known as peer on peer abuse. There are a number of underlying reasons why children may harm other children. At Windmill Hill Primary School we aim to keep all children safe. If there is a concern about peer on peer abuse, we will treat the incident as confidential and will work with both the child who has experienced the abuse and also with the child who has presented the concerning behaviour in order to ensure the best outcomes for all involved. Peer on peer abuse can include :-

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend again

Bullying is a breach of our school rules and is never acceptable at Windmill Hill Primary School. The information within this document is used in conjunction with our Anti-Bullying Policy.

Harmful Sexual Behaviour

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014).

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

Children and young people demonstrate a range of sexual behaviours as they grow up, and this is not always harmful. Sexualised behaviour sits on a continuum with five stages:

- appropriate – the type of sexual behaviour that is considered 'appropriate' for a particular child depends on their age and level of development
- inappropriate – this may be displayed in isolated incidents, but is generally consensual and acceptable within a peer group
- problematic – this may be socially unexpected, developmentally unusual, and impulsive, but have no element of victimisation
- abusive – this often involves manipulation, coercion, or lack of consent
- violent – this is very intrusive and may have an element of sadism
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Peer-on-peer Sexual Violence and Sexual Harassment

Peer-on-peer Sexual Violence and Sexual Harassment is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2018).

It can be harmful to the children who display it as well as those who experience it. It can be difficult to work out if a child is displaying appropriate, inappropriate, problematic or abusive sexual behaviour.

Examples of sexually abusive behaviour may include:

- inappropriate or unwanted sexualised touching
- pressurising, forcing or coercing others to perform or take part in sexual acts
- pressuring, forcing or coercing someone to share nude images (sexting)
- sharing sexual images of a person without their consent
- taking a picture under a person's clothing, without their consent ('upskirting')
- sexual harassment
- sexual or sexist name calling

(Contextual Safeguarding Network, 2020).

If a child is unsure about whether or not they have been sexually abused, they may not tell an adult because they might be worried about causing a fuss or getting someone else in trouble for 'no reason'. Children may not always understand that they have experienced or carried out peer-on-peer sexual abuse. This might be because:

- they don't understand what constitutes appropriate, inappropriate, problematic or abusive sexualised behaviour
- they have experienced sexual abuse themselves and don't realise that what happened to them was wrong
- they don't know whether consent was given
- the abuse happened between friends or partners
- the abuse took place online
- they blame themselves for the abuse they received
- younger children lack knowledge of sex and sexuality as they are less likely to have received any relationships and sex education

(NSPCC, 2018).

Signs that a child has experienced peer-on-peer abuse

Indicators that a child has experienced peer-on-peer sexual abuse may be physical or behavioural. A child or young person may:-

- appear withdrawn, frightened or begin to act differently from usual.
- display physical signs such as noticeable discomfort in their genital or anal area.
- go missing or running away
- commit criminal offences
- begin to use drugs or alcohol
- form new friendships
- develop issues around sleep or food

Barriers to disclosure

Children do not always feel able to speak out about their experiences of peer-on-peer abuse. This may be because they are afraid of:

- being considered a 'snitch'
- getting in trouble themselves
- how they will be perceived by others
- teachers or other adults not being discrete
- their parents being informed

(Contextual Safeguarding Network, 2020).

Response to peer on peer abuse

At Windmill Hill Primary School all members of staff promote healthy and respectful relationships and will challenge language and behaviour which is sexually harmful or indicates peer on peer abuse. We will not accept that such language or behaviour is 'fun', 'a joke' or 'having a laugh'. The school will follow the guidance set out within this document to respond to any incident of HSB or peer on peer abuse.

All members of staff at Windmill Hill Primary School are trained in recognising and responding to peer on peer abuse. We have also received training to recognise normal sexual development so that we can identify behaviour which is becoming a concern at an early stage. Where Harmful sexual behaviour is identified we will support the child in exploring the underlying cause of the behaviour and ways in which the behaviour can be modified to prevent harmful sexual behaviour from escalating in the future.

We will respond to any issue of peer on peer abuse following the schools Safeguarding procedures as identified in our Safeguarding Policy. This will be used in conjunction with the information presented in this Behaviour Policy to provide support for all involved and, where appropriate, sanctions for the person presenting harmful behaviour, in order to ensure the wellbeing and safety of all members of the school community.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

We shall follow DFE Guidance as of February 2024 which states

A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance.

As is explained above, this does not necessarily mean that a disabled child will be exempt from sanction.

The use of reasonable force

The school will follow DFE Guidance

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 at the school or among pupils

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Removal from classrooms

The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Suspension and permanent exclusion

The school will follow DFE Guidance

School suspensions and permanent exclusions August 2024

Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

6. Monitoring and review

This policy will be monitored through staff discussions, analysis of rewards and sanctions records and other relevant information

The policy will be formally reviewed on an annual basis or in the light of any relevant legislative changes or updated guidance.

Adopted by Governors: October 2025

Appendix A

SCHOOL RULES

1. Do as you are asked first time.
2. Keep hand, feet and objects to yourself.
3. No swearing, skitting or talking back.
4. Stay in class area 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 suspension.
8. Permanent exclusion.

REWARDS

1. Star of the Week.
2. Fun Day (termly).
3. Stickers.
4. Class Dojo
5. Lots of praise!

