Windy Arbor Primary School

Windy SMART (behaviour) Policy

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Date:	September 2025
Ratified by Governors on:	
Signed:	
Date to be reviewed:	September 2026

Introduction and aims

The aim of this policy is to ensure a calm, positive working atmosphere where the boundaries of acceptable behaviour are clear to all pupils. Our policy is based on the 3 Rs of: Routines, Relationships and Responses. Our routines are the school rules and procedures that provide a structural framework for good behaviour. They are designed to develop courtesy, good manners and mutual respect. At Windy Arbor our responses have a huge motivational role. Reponses consider how we consistently respond to good behaviour and poor behaviour choices. Relationships pertain to the positive working ethos all members of the Windy Arbor community exude. In the first instance positive praise and positive proximity praise is always used to highlight high expectations and reward good behaviour.

Our policy is based on the belief that:

* Good behaviour is not automatically learnt but needs to be taught and supported by parents and carers.

Our purpose is: -

* to maintain levels of good behaviour
* to provide a consistent approach in rewarding good behaviour
* to provide a consistent approach in responding to unacceptable behaviour
* to ensure that behaviour does not prevent learning or affect their potential.

Behaviour Guidelines	Routines

Rules

School rules are kept to an essential minimum. They have been developed by the children, so that they are meaningful to children. The children devised the acronym SMART; as is shown below. This whole idea is are the children being Windy SMART – are they making the right choices?



Our Listening Code

When I am asked for my attention I:

- Stop what I am doing
- Empty hands/show me SMART
- Look at the teacher
- Keep my hands and my feet to myself
- Listen to instructions

Our Line Up Code

When I am asked to line up I:

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Listen to instructions

Classroom Management

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

All teachers should be using ***assertive sentence stems*** in the classroom and the '***30 second intervention'*** as a first port of call when children are communicating they are in distress. (***see appendix A)***

No child should ever be 'sent to the head' as an initial consequence, please refer to sanctions on the '***behaviour flow chart'.*** If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the Phase leader or Inclusion lead should be sent for. If unavailable, the Assistant Headteacher or most senior staff member available should be called.

Under no circumstances should a class teacher leave the room unattended. NO CHILD SHOULD BE SENT OUT OF THE ROOM AND BE TOLD TO STAND/SIT IN THE CORRIDOR.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Headteacher/Assistant Headteacher/Inclusion lead should be informed immediately and lessons returned to normal as quickly as possible.
In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.
If the child refuses or leaves the site, police and parents should be informed immediately.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out' or speaking to a member of the inclusion team. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

SEN

Pupils with identified SEND needs that impact on their behaviour will have ***reasonable adjustments*** and identified specific support in place to enable them to manage their behaviour successfully in school. This will be discussed with parents if a child gets to step 6 on the behaviour flow chart. Parents will agree the levels of support to be put in place by school at a behaviour meeting and this can be discussed and updated at least every term during SEN reviews. Assuming that the agreed support is in place, it is the expectation that all pupils, even those with SEND needs, will be able to adhere to this policy. If a child's primary need is SEMH we will aim to put in place a 'Co-regulation Support Plan' that will outline specific measures and approaches that will need to be in place to manage their SEMH needs. This may impact how we apply the policy. However, the rewards and sanctions as spelled out in this SMART policy will still apply all pupils at Windy Arbor Primary School.

Nurture

Windy Arbor is a nurturing school. We adhere to the 6 principles of nurture as articulated below (this wording has been refined and agreed by pupils and staff at Windy Arbor School)

1. We feel safe in school
2. We all learn at our own speed and in our own way
3. We care about each other's wellbeing
4. We use our words to talk about how we are feeling
5. We know that change can be scary but is also exciting
6. Our behaviour shows you how we are feeling, but we try to make SMART choices

As a nurturing school we recognise that a child's behaviour has to be understood in the context of what is happening in their lives and the feelings they are processing. We reflect on this knowledge in our responses. Our inclusion team is equipped to provide emotional support and rewards when children need them. In order to keep everyone safe and support the wellbeing of everyone in the school community, we have the clear rules and boundaries that are spelled out in this SMART policy.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed. Teacher to follow the class when walking around school.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes for each Phase. Supply teachers should cover the duty of absent teachers but should never be without support.

All staff supervising break and lunchtimes should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. When on duty, staff should circulate and take the opportunity to socialise with children from across the school, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Members of staff should distribute themselves across the of the playground maximises levels of visual supervision. Upon hearing the whistle, children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a class dojo.

If there is a behaviour incident on the playground that does not adhere to school rules, this should be dealt with in the first instance by the staff member on break duty. This will be communicated to the class teacher either during or after playtime, who may refer on to the phase leader to deal with depending on severity.

Lunchtime Behaviour Flow Chart

1 Lunchtime Supervisor	•Polite, but firm requests, warnings, consider separating children •Dependent on severity... keep child with you for 2 minutes Make class teacher aware
2 Lunchtime Supervisor	•Give a final warning: use the agreed phrase, 'This is your final warning. Do you understand? Remind children or consequences and inform teacher.
3 Lunchtime Supervisor & Behaviour Lead	•If behaviour is repeated, children should have Time out off the playground (10 minutes with Behaviour Lead), this may mean loss of breaktime/rest of lunchtime if 10 minutes not completed •Class teacher to be informed. •Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. This should be recorded in the behaviour book - Behaviour Lead/ Mentor to record on CPOMS •On return to playground, initiate closer monitoring via supervisors and learning mentors during lunch time. **If behaviour is still unacceptable repeat Stage 3**
4 Class Teacher or SLT	•If behaviour continues: **•Parents informed by class teacher or SLT that their child's behaviour is causing serious concern.**
5 Phase Leader	**Go to school behaviour Flow Chart**

Breaktime and Lunchtime Supervision steps

If children are found breaking school rules at either breaktime or lunchtime, the steps above must be taken.

Behaviour beyond the gate

Under present law, teachers have the power to discipline pupils for misbehaving outside of the school premises in the community but not in the home 'to such an extent as is reasonable'.

If pupils participate in non-criminal bad behaviour that is witnessed by school staff or reported to school staff then the pupils will be sanctioned in line with the severity of the behaviour and the school's Behaviour and Discipline Policy. This will include when pupils are taking part in school organised events or are identifiable through wearing school uniform.

Social Media

Social media can have a huge impact on children's well-being, relationships and a conducive academic learning environment. It is essential as a school we continually address and educate children through the responsible use of social media platforms, promoting positive online behaviour and respecting others rights and privacy. This will be done through a robust programme of work through PSHE lessons, workshops and awareness campaigns. Additionally, this will include educating children and parents on the legal age and appropriateness of certain online applications and platforms.

Cyberbullying, harassment or any form of online intimidation will not be tolerated. For e.g. sending intimidatory messages/videos via WhatsApp or any other online communication app. In addition, posting or sharing content that is inappropriate, offensive, discriminatory, obscene or defamatory both within the school community or beyond. Respect of others privacy is paramount and the sharing of others' personal information and the above examples could result in a sanction as laid out in the sanctions procedure including a loss of privileges and involvement of parent/guardians.

Behaviour Guidelines	Responses

It is very important that ***praise and reward*** should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. Staff should always use assertive sentence stems when speaking to the children regarding their behaviour. (*see Appendix A*)

Praise has a reinforcing and motivational role. It helps a child believe s/he is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. Remember public praise doesn't always suit the child.

1) General Rewards

- Positive verbal feedback should be given regularly
- Class Dojo points given
- Use of recognition boards to support learning behaviours and social behaviours in the classroom
- Children should receive positive notes home for recognition of their work and behaviour.
- Children's work should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher/Assistant Headteacher for commendations
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Eco-Monitors, School Councillors etc.

Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) Whole School Reward System: Dojos

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of class dojo points, which are also shared with parents.

Class dojo points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and must include the SMART rules.
When awarding the class dojo point the member of staff should reinforce the good behaviour e.g. 'You can have a dojo point for waiting so patiently'.

Once awarded a class dojo point it can never be deducted.

They are intended to help staff focus on ***positive*** rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract them, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows: -

- 100 Class dojo points Bronze Award certificate
- 200 Class dojo points Silver Award certificate
- 300 Class dojo points Gold award certificate
- 450 Class dojo points Platinum award certificate

A class dojo can be awarded by any staff member to any child at any time. Staff will need to inform the class teacher of any points given. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

3) Certificates

A weekly celebration is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. These rewards are linked closely to our Skills Builder Programme.

Behaviour Guidelines	Consequences

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

If behaviour results in physical or verbal abuse towards a teacher/adult it will need to be recorded on CPOMS. If physical intervention of any kind is required then a 'serious Incident' record should be completed as soon as possible.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.

- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Use of the 30 second intervention where appropriate
- Allow early involvement of parents, phase leaders, SLT, SENCO and support agencies.
- Do everything reasonably possible to avoid suspension from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. A child's behaviour is a form of communication and that is between you and that child. Sharing poor behaviour will not help a situation.

Sanctions Procedure

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to with steps 1 and 2 being compulsory.

Reintegration following suspension

Following a suspension, a reintegration meeting will be held with HT/AHT and SENCO, parents and other appropriate professionals to support the child. This reintegration strategy offers children a fresh start; understanding the effect of their behaviour on themselves and others. During this meeting children will understand that they are valued, and their previous behaviour is not an obstacle to future success. During this meeting, targets will be set and a plan will be actioned moving forward with the children's successes, decreasing the risk of further suspensions. This plan will be reviewed in line with the targets – this may be bespoke to each individual child.

Behaviour Flow Chart

1 **Class Teacher uses strategies**	•Polite, but firm requests, warnings. •Use proximity praise •Assertive Sentence Stems - You need to... I need to see you...I expect you...I know you will...
2 **Class Teacher uses strategies**	•Teacher to use 30 second intervention •Praise for making good choice, if child continues move to Step 3
3 **Class Teacher**	•If child continues with the negative behaviour, move to isolation station/thinking spot. •If behaviour improves, praise and tell that is who I needed to see today. If not or if child refuses, move to Step 4.
4 **Class & Co Teacher**	•If the child has continued with the negative behaviour they will be sent to work in a neighbouring classroom. •This should be recorded on CPOMS as (removed from Class) •Parents should be informed by the Class Teacher. •If behaviour improves return to class. If not or if child refuses, move to Step 5
5 **Phase Leader**	•Child sent to Phase Leader to work for up to half a day. Phase Leader contact parents. This is recorded on CPOMS and the Head/Assistant Headteacher and Behaviour Lead are alerted. •If behaviours persist a child will be put on a recognition chart to promote positive behaviour by Phase Leader. • If behaviour improves return to class. If not or if child refuses, move to Step 6 •See footnote 1.0 - Behaviour Policy
6 **Class Teacher, Phase Leader, AHT & Headteacher**	•Behaviour Contract •Initiate closer monitoring •Parents informed that their child's behaviour is causing serious concern. •Meeting with parents to investigate possible causes, PL, Inclusion Lead, AHT/HT and SENCO to attend as appropriate •Access to extra-curricular enrichment activities, dependent on progress •Referral to multi agencies. •Targets set, reviewed weekly by the Phase Leader; after 3 weeks reviewed by Phase Leader and Behaviour Lead •Targets achieved, remove from behaviour contract, if unsuccessful move to Step 7
7 **Headteacher**	•Internal Exclusion (up to 5 days) •Child has no contact with their own class or classmates •No access to playground, extra-curricular activities or enrichment activity •Parents are informed by Phase Lead •If behaviour improves, return to class on behaviour contract. If not move to Step 8
8 **Headteacher**	•Fixed Short Term Suspensions (up to 15 days per term) •Parents, Chair of Governors informed by email •Upon return to school, reintegration plan set out with clear targets to support reintegration into class. Inclusion Lead involved alongside HT/AH/SENCO •If behaviour improves remove from contract. If not move to Step 9
9 **Headteacher**	•Fixed Long Term Exclusion (up to 45 days per year) •Parents, Chair of Governors, PT MAT informed •Inclusion team and SLT meet (parents/child or representative may attend to make representations) •PT representative must be invited to attend but may not reinstate •Governors and HT to decide to reinstate or move to permanent exclusion •Upon return to school or if reinstated child stays on contract or behaviour record sheet for minimum of 10 weeks.
10 **Headteacher**	•Permanent Exclusion •Parents, Chair of Governors, Solihull Inclusion and PT MAT informed •Inclusion lead and HT meet and consider all representations reports (parents/child may attend) •Chair of Governors, Inclusion lead and HT decide whether to reinstate or uphold exclusion •Parents notified of right to appeal •If appeal successful, or reinstated child stays on contract or PSP for the max of 20 weeks. •if appeal unsuccessful, remove child from school roll. •See footnote 1.1- Behaviour Policy

Footnote 1.0

For a regular offender: (daily occurrences of)

- Discussion with Inclusion lead, Phase Leader/AHT/HT: consider next steps.
- Begin monitoring to identify areas of concern/possible causes/appropriate targets.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.
- Speak to Inclusion lead for behaviour record sheet.

Footnote 1.1

Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Racial incidents or harassments;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.



Assertive Sentence Stems

You need to... listen to the instructions/sit on your chair/complete your handwriting.
I need to see you... sitting in your chair showing me your ready for learning.
I expect... to see your table immaculately tidy in the next two mins.
I know you will... be respectful to your teacher and listen to the instructions.
I have heard what you said, now you must... collect your things calmly and move to the isolation table/thinking spot.
Thank you for... letting go of her hair, lets walk and talk.
We will... Have a better day tomorrow!



30 Second Intervention

Get in... Deliver the message...

Anchor the child's behaviour with an example of their previous good behaviour and get out!

30 second Intervention

I noticed you are...(having trouble getting started
It was the rule about staying on task that you broke.
You have chosen to (catch up with your work at lunchtime)
Do you remember last week when Mrs Curry noticed that you were listening in assembly?
That is who I need to see today.

Thank you for listening.

If the child protests... counter this by reminding the child of an example of their personal discipline.
"Do you remember yesterday/last week when you helped me tidy up/listened to the story? Remember your mum's face when she got the note? That's the person I know, that's the Joe I need to see today."