

Rationale

Our children need to develop a respect and awareness of others and their surroundings and understand the consequences of inappropriate behaviour.

The behaviour policy is not a system to enforce expectations, but a means of promoting good relationships and learning behaviours, so that we can work together with the common purpose of achieving and exceeding our potential.

To foster high standards of behaviour is the shared responsibility of parents, all teaching and non-teaching staff and the children themselves.

Aims

- To have a positive, caring school, where everyone has respect and understanding for others.
- For everyone to have a clear understanding of expected behaviour in school.
- For the children to take pride in themselves, each other and their school and environment.
- To enable our children to be:
 - Co-operative
 - Confident
 - Self disciplined
 - Trustworthy
 - Responsible
 - Independent

Guidelines

To achieve these aims, Milton Park Primary School applies the following guidelines:

- Everybody within the school show a caring and empathetic attitude.
- Mutual respect is fostered between children and adults and between each child.
- Expectations are to be expressed clearly and are to be consistently reinforced by encouragement and praise.
- Children will have regular opportunities to discuss and understand school expectation through assemblies, PSHE and circle times.
- If sanctions are necessary, systems will be applied fairly and consistently.
- Children are expected to walk away from negative behaviour and not retaliate in kind.
- Children are encouraged to talk to an adult about any incidents or worries.
- With some children it may be appropriate to log significant incidents on a STAR log so that a child's behaviour can be tracked and analysed over time. Then if appropriate, specific support can be identified and delivered for a child where a pattern in behaviour is developing.
The above framework will be flexible in order to accommodate a child's extreme needs or specific circumstances. (See Appendix B)

Class and School Charters

In the autumn term each year the children prepare class charters that are reinforced regularly throughout the year.

Class specific Charters will be displayed in each classroom and are age appropriate.

BEHAVIOUR & DISCIPLINE POLICY OVERVIEW of REWARDS & SANCTIONS

Rewards – For further guidance see attached Reward System

Good behaviour and positive self-worth is encouraged through the use of class and school rewards. Members of staff will identify, capture, celebrate and praise appropriate and positive behaviour in a variety of ways.

House points are to be awarded for 'learning behaviour' in class and around the school. 'Learning behaviour' here means a range of 'actions' by the pupil which show that some form of positive learning is taking place. This may be academically, practically, socially or personally. The aim is to reinforce effort and improvements.

House points should be awarded regularly.

Sanctions - For further guidance see attached Hierarchy of Sanctions.

The staff encourage appropriate behaviour through positive means wherever possible. We will always listen to children and try to treat them fairly. Members of staff will identify, explain and modify inappropriate behaviour. Ultimately should exclusion be considered, the school will follow the local education authority's exclusion procedures (see appendix A).

In parallel with any sanctions, all staff will work with the whole class and/or school to develop strategies to manage inappropriate behaviour.

Conclusion

The idea of what is appropriate school behaviour is not automatically learned. Therefore, we must all be aware of the importance of encouraging and showing our children the behaviour that is expected from them. The whole atmosphere of the school is central to establishing and maintaining these high standards of behaviour. The school recognises the importance of working in partnership with the parents so that the school and the home are working together.

Reward System

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Learning behaviours may include, but are not exhaustive:-

- Being ready to learn
- Following instructions
- Being polite, courteous, friendly, thoughtful, supportive, understanding, calm
- Being organised
- Being on time
- Not getting distracted
- Focussing on learning
- Good answer
- Good effort
- Improvement in any aspect of work or skills
- Presentation of written work
- Homework effort
- Contributing ideas
- Group presentation
- Good practical work
- Good team effort
- Using initiative appropriately e.g Problem solving

Certificates

250 house points= red certificate

500-orange

750-yellow

1000-green

1250-blue

1500-indigo

1750-violet

2000-bronze

2500-silver

3000-gold

4000-ruby

5000-emerald

6000-sapphire

7000-crystal

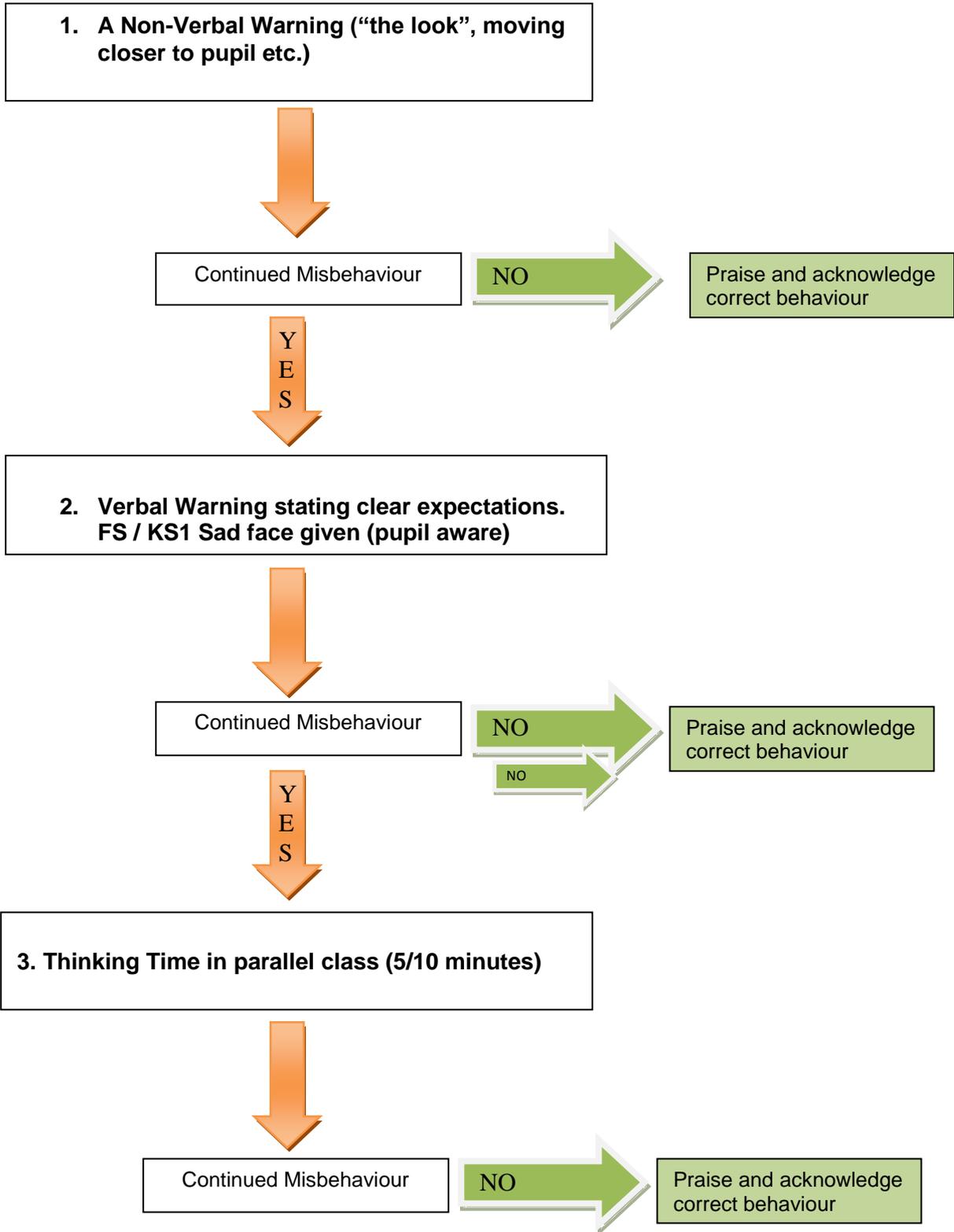
8000-platinum

10000-Deputy Headteacher award

12000 – Headteacher award

15000 – Tea with Governors

HIERARCHY OF SANCTIONS



Y
E
S



4. Time out with Learning Mentor - Learning Mentor to collect child.



Continued Misbehaviour on return to class

NO



Praise and acknowledge correct behaviour

Y
E
S



5. YELLOW CARD.
Conversation with parent (telephone or when child is collected) + lunch detention with SLT.
Incident needs to be recorded and shared with Learning Mentor.
(Pupil will return to class where there will be a fresh start and positive welcome back)



Any further unrelated incidents to start again using the sanction hierarchy.

Pupils with Individual Behaviour Plans or Pastoral Support Plans may have a more flexible approach to this behaviour system. Plans to be shared with all staff to ensure a consistent approach.

A discussion / investigation into what has occurred needs to happen before any red card is issued. Adults need to speak to each child individually and record statements, referring to Learning Mentors or Senior Leadership team if necessary.



Red Card - UNACCEPTABLE CONDUCT

- Deliberate Violence/aggression
- Intimidation
- Fighting
- Intentional swearing.



Red Card behaviour is considered unacceptable and will result in internal or fixed term exclusion at the discretion of the Headteacher, or Deputy Headteacher in her absence. The parent will be contacted regarding the outcome of any investigation.

**BEHAVIOUR & DISCIPLINE POLICY
APPENDIX A**

Exclusions

This will be followed in conjunction to the LA Exclusion Policy

Short term exclusions are used when children:

- put themselves in danger by absconding from the school grounds
- use foul language and threatening gestures directly to staff
- are deliberately destructive of school property.
- attack adults or other children with a clear intention to hurt.

Permanent exclusion

The conditions for permanent exclusion will be entirely within the guidelines given to schools and is at the discretion of the Headteacher and Disciplinary committee of Governors.

If a child is excluded from school (fixed term or permanent) the parent will be telephoned immediately and a letter of notification of exclusion will be sent within 1 working day.

**BEHAVIOUR & DISCIPLINE POLICY
APPENDIX B**

STAR Log

S = Setting (Where did the behaviour occur)

T = Trigger (What happened just before the observed behaviour)

A = Action (What actually happened)

R = Result (What happened as a result of the behaviour)

With some children it may be appropriate to log significant incidents on a STAR log so that a child's behaviour can be tracked and analysed over time. Then if appropriate, specific support can be identified and delivered for a child where a pattern in behaviour is developing.

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