



Behaviour for Learning and Life Policy

‘Courtesy, Consideration and Respect’

Introduction

Our policy is based on the beliefs that:

- Good behaviour is not automatically learned but needs to be taught and supported by role model adults. Parents, pupils and staff all need to operate in a culture of mutual respect.
- Respect must be given in order to be received. Parents and staff need to have a clear understanding of their rights and responsibilities in supporting and maintaining good behaviour in the academy. (Link to home/school agreement.)
- The quality of teaching, learning and behaviour are inter-related and it is the responsibility of all staff to work collectively to support our pupils to develop positive behaviour for learning and life.;
- Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place, preventative action is most effective, but where this fails, our academy has clear, firm and sensible strategies in place to help pupils manage their behaviour. ;
- All academy staff have a critical role and responsibility in establishing and maintaining high standards of teaching, learning, and behaviour.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have high expectations of standards pupils can achieve, as learners and as citizens.
- For staff to enable pupils' to have high levels of self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both inspiring and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality learning resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that their progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in and across the academy by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage highly effective academy/parental partnership, to promote children's education and maintain standards of behaviour.
- To work with alternative provision providers to ensure consistency of approach for all pupils accessing a dual placement.

Our purpose is:-

- To maintain levels of excellent behaviour.
- To developing effective citizenship and character traits in all members of our community.
- To provide a consistent approach in rewarding good behaviour and attributes
- To provide a consistent approach in responding to unacceptable behaviour
- To ensure that behaviour does not inhibit learning or impede potential.

Expectations.

We believe that most behaviour is a choice and we offer all children opportunities to make the right choices. Where a pupil has a specific diagnosis, individual provision plans will be put in place to support this including a key member of staff to liaise with the parent.

Pupils may expect:

To be treated fairly as individuals and as part of a class.

To have their contributions valued.

To be rewarded in various ways for good work and good behaviour.

To be encouraged and assisted to make positive choices about their conduct.

Behaviour for Learning and Life Policy

To be allowed to share emotions.

Parents and carers may expect:

To receive regular information about the behaviour of their children.

To be welcome in our academy as a key person in their child's life.

To be consulted swiftly when problems arise so that staff and parents can work together to help improve performance, attitude and behaviour.

Staff may expect:

A positive environment to teach in.

To receive support from colleagues.

To get support from parents and carers to enable the children to achieve their best.

To get support from external agencies around specific pupils with additional needs.

The Role of Teachers and Classroom Support staff.

Teachers and classroom support staff need to establish consistent levels of good behaviour with the support of parents, governors, leadership and management. **Positive expectations, praise and rewards** are key to successful classroom management and a positive learning environment in which all children can achieve.

Pupils **need to know how to make good choices**. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Staff recognise that effective conditions for learning: (excellent planning, high expectations, collaborative working, enthusiasm etc) will impact positively on general classroom behaviour.

Behaviour for Learning and Life is carefully tracked each half term through the 'Super Learner' and the 'Super Citizen' systems. This includes monitoring of attendance, punctuality, behaviour in class and around school, including playground behaviour, effort, homework and standards of uniform. Targets and personalised support plans are agreed where necessary. These include pupil passports and alternative provision timetables as necessary.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. Any behaviour that affects the learning and safety of others will not be tolerated. It is essential that parents and academy staff work together through discussion and action on any issues which develop.

Our academy prioritises **Courtesy, Consideration and Respect** and to help us to put this into action all members of our community need to consistently follow academy rules.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised across all ages and stages.

We learn together to enable us to:

Explain things;

Ask good questions;

Learn new things every day;

Practice hard till we get it right;

Behaviour for Learning and Life Policy

Think carefully;

Listen carefully;

Try different ways of doing things and be open to change;

Be a *learning* friend who helps others learn;

Make someone else happy;

Become better at sharing.

Our Listening Code

When I am asked for my attention I:

Stop what I am doing .

Look at the teacher.

Listen to instructions.

Look what is going on around me.

Respect the other people around me.

Our Line up Code

When I am asked to line up I:

Walk to the end of the line

Leave a space between me and the next person.

Listen to instructions.

Keep my hands and feet to myself.

Please note that on the playground there are additional rules/ guidelines to ensure the health and safety of all our pupils.

STAFF RESPONSIBILITIES.

Staff will make sure that:

- Lessons are fun and challenging.
- Classrooms are calm.
Children are allowed to explore their own thinking and express this.
- Good behaviour is rewarded fairly and consistently through our '**Super Learner**' and '**Super Citizen**' systems.
- Children agree to and follow our rules.
- Parents are kept informed of any problems or concerns.
- They are good role models.
- They are proactive and willing to adapt their approach to meet every child's needs.

PARENT RESPONSIBILITIES.

Parents are our partners so they should ensure that:

- Their children arrive at school punctually for 8.40am and are collected promptly at 3 pm.
- Their children are in full academy uniform and have the correct equipment, including PE kit.
- They support the academy and our rules.
- They show an interest in their child's education.
- They keep the academy informed of any concerns and help us to resolve them.
- They are good role models.

How we monitor and record behaviour.

The behaviour for learning system is recorded in two ways:

Behaviour for Learning and Life Policy

1. On the Spreadsheet, Super **Learners** system which is graded as below:-
2. Through the **Green Super Citizens** Class Reward 'Smileys' Chart system – to enable the children to easily access a very personalised, visual display record, which they maintain.

1. The **Going for Green Super Learners** system

At the start of each day the register will automatically grade each child at '2' = GOOD. During the session, the teacher will monitor behaviour and attitude to learning. Where this is deemed 'excellent' the grade will automatically move up to '1'. Where a child does not demonstrate a positive attitude to learning, the grade will move down to a '3'. This is recorded in every classroom and the child will move their own name up or down and understand the reason why.

At the end of the day, the overall score will be recorded on the system to show overall performance that day.

If a child moves to level 3 for low level disruption, they can work back up by making the correct choices. If a child has a level 4 for serious disruption, they must not end the day on a level 2 or higher. The highest they can achieve is a level 3 for that day.

Super learner **GOLD**.

A child can be moved to gold level for exceptional work and focus.

IT IS NOT AN AUTOMATIC FOLLOW ON FROM LEVEL 1. IT MUST BE FOR AMAZING WORK AND FOCUS.

Gold super learner criteria

A child:

- Is on level one for at least one session during that week.
- Evidence of giving full attention and engagement in every lesson.
- Takes an active part in every lesson.
- Is prepared to take on additional learning activities to stretch and challenge themselves.
- Asks focused questions and engages well in talking and thinking about learning.

Grade 1 behaviours:

A child:

- Goes 'the extra mile' as a learner.
- Enthusiastically tackles learning challenges.
- Models the super learner skills at all times.
- Perseveres with learning when it is challenging thinking, knowledge and understanding.

Grade 2 Behaviours. Every pupil starts on '2'

A child:

- Models our courtesy, consideration and respect code.
- Engages with every aspect of learning throughout the lesson.
- Demonstrates clear effort and engagement with the learning activities.

Grade 3 behaviours:

A: Failing to keep hands, feet and objects to yourself.

B: Speaking disrespectfully to staff/peers.

- C: Interrupting the lesson deliberately – repeatedly.
- D: Not using equipment carefully-scissors, rulers
- E: Not moving sensibly around the classroom/academy.

Grade 4 Behaviours

- A: Deliberately hurting someone.
- B: Deliberate dangerous behaviour.
- C: Leaving the classroom/premises without permission.
- D: Blatant defiance despite opportunities to make the right choice.
- E: Abusive language or threat to any member of the school community.

Each half term, the Academy Principal will set a year group target for the **'Super Learners'** to strive towards. **All children meeting that target will be rewarded with a range of activities and events, each half term, across the year.**

Every week, on a Friday, every teacher will choose two children to have a super learner reward for their class. All children who achieve golden time minutes will have this on a Friday within their own classroom with their staff to celebrate.

Children who have a level 4 during the week, will miss 10 minutes of golden time for that week. If a child has 2 level 4 incidents that week, ALL golden time will be lost for that week. Children who have level 3 incidents during the week will miss 2 minutes per incident. If a child gets up to 5 level 3 incidents in a week, they will miss golden time for that week.

The 'Super Citizens' system:

'Each child has their own **Super Citizens'** smileys chart, which they keep in their classroom. Smileys may be awarded for any excellent character actions, attributes or attitudes demonstrated in behaviour outside the classroom, around school and during play times and lunchtimes:

When awarding the Smiley the member of staff should reinforce the character trait shown e.g. 'You can have a Smiley for helping the younger children with their play activities at lunch time'.

All duty staff will carry 'Smileys' at all times to reward and reinforce positive citizenship behaviour as it occurs during play times and lunch times, and in movement around the school. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in our academy.**

Once awarded a Smiley can never be deducted. Children will take the smileys back to their classroom where they will be stuck onto their **'Super Citizens'** chart as a constant visual reminder of good citizenship in our academy.

Smileys can be awarded for any of the following behaviours outside of the classroom;

- Helping another child;
- Showing respect to pupils/staff:
- Tidying up coats in the cloakroom:
- Supporting staff or other children in a difficult situation e.g. – issue on playground:

Smileys must not be purely awarded for eating dinner.

1 Smiley (recorded on individual chart)

Once a child has reached a certain level of smileys, a reward is triggered.

20 smileys Phone call home by class teacher.

30 smileys Letter home from the office **Class teacher to inform Mrs Walker.**

For all reward levels below, class teachers need to inform Mrs Walker when pupils have reached each level.

40 smileys Bronze Certificate awarded by Principal/Assistant principal in assembly.

50 smileys - Silver certificate awarded by Principal/Assistant Principal in assembly.

60 smileys Gold Certificate awarded in assembly by Principal/Assistant Principal in assembly.
£5 voucher awarded.

70 smileys Ruby certificate awarded in assembly by Principal/Assistant Principal in assembly.
£5 voucher awarded.

80 smileys Sapphire Certificate awarded in assembly by Principal/Assistant Principal.
£10 voucher.

90 smileys Emerald Certificate awarded in assembly by Principal/Assistant Principal. £10 voucher.

100 smileys Diamond certificate awarded in assembly by Chair of Governors. £10 voucher.
Parents invited.

Children will have their own collecting card and it is their responsibility to put their smiley on their card and keep their card safe. Nursery and Reception may adopt a different recording method to suit their children.

The house system

At Mill Hill Primary academy, all children will be part of a team. Children are allocated teams at the start of each year and they will perform in sporting events as part of this team. A team point could be allocated for the following reasons: by the staff working in each classroom;

Good work

Supporting others

Doing homework to an excellent standard

Answering lots of questions

Team points will be put on a chart in the classroom and points totaled each week. Assistant Principals are responsible for collecting totals and ensuring the Principal has the results for the assembly on a Friday. On a Friday, the winning house will be awarded a 15 minute extra playtime. A record of the house system will be on display in the main school building. Teachers responsible for the house teams will organize the extra playtime and the group activities.

Sanctions

Poor behaviour is unacceptable and will be dealt with fairly and consistently. We want the children to behave well because they want to not because they are told to. In the use of sanctions, pupils learn from experience to expect fair and consistently applied sanctions 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.

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.

Behaviour for Learning and Life Policy

- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, and SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from our academy.

When sanctions are applied, staff must always choose the correct language to ensure the child realises why their behaviour is wrong and the effect it is having on the rest of the class.

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. These sanctions must be referred to in class so all children are aware of the expectations.

If unacceptable behaviour occurs during learning sessions in class:

When rules are broken the following sanctions may be used to remind individuals that, just as positive behaviour results in rewards, negative choices result in consequences. Again, in learning sessions, our consequences system is linked to the 'Super Learner' system as follows:

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 immediate, permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

Step 1: A first warning in the form of a look from the member of staff. Focus the child on keeping the Grade 2 attitude to learning. Consider repositioning, separating etc.

Step 2: A second warning in the form of a quiet word to the pupil about the behaviour, reminding the pupil about what is expected. This must not be issued across the classroom in front of all other children.

Step 3: A third warning reminding the child that the behaviour is unacceptable and if it doesn't change they will be moved to another table in their room and moved to level 3.

Step 4: Moved within own classroom – for 10 minutes to re-focus on learning. Child moved back to their own table if this calms the pupil and re focuses them on learning. Recorded on the CPOMS system.

Step 5: Moved to a partner classroom for 30 minutes to calm down. Child stays on level 3. If a child refuses to leave the room to go to a partner classroom, it must be recorded as a level 4 behaviour. Recorded on the CPOMS system.

Step 6: Behaviour continues to escalate – Assistant Principal and Pastoral Leader for the year group are made aware of the situation. Next steps decided by the Senior Leader. Level 4 behaviour.

Time out classes: (Partner classes for removal to.) Children will be escorted to removal classrooms for 30 minutes time out and will take appropriate work with them to ensure continued learning.

Nursery/REC – remove within setting	1M – 2J	1A – 2S	3W – 4L
4M – 3D	5C – 6W	6H – 5B	5B – 6P

If a child reaches **step 4**, resulting in the learning session grade being reduced to '3', the teacher must record brief details regarding reasons for the session grade slipping to '3'. This could also result in a lunch time detention to ensure lost learning time is recovered and work is of a high quality. If a child is

Behaviour for Learning and Life Policy

recorded as having 5 level 3's within a single week, the parent must be contacted. The pastoral leader for the year group must be informed in order to work with the class teacher, child and parents, to address the situation.

If a child reaches **step 5** resulting in a time out session, the class teacher must record the details on CPOMS. This is essential as this evidence is what is needed if a child reaches the point of a fixed term exclusion or even permanent exclusion. It is also essential for SEND referrals.

POSSIBLE INTERVENTIONS.

- Attachment to a send support assistant/colleague for individual and group work, plus classroom support.
- Build a strong relationship with the pupil, let them know that you genuinely want them to achieve.
- Pupil passport written with specific targets to achieve.
- Set up target sheet to report to AP on a daily basis.
- Home school diary for communication between parents and academy staff.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych/SEND/Inspire/Aurora etc.
- Referral to the WISH team for social and emotional focused intervention.

Support and involvement from home is far more important than any written plan and we very much hope our academy guiding principle of 'Courtesy, Consideration and Respect' will help us continue to produce happy, successful and secure young people.

In addition to individual academy rules being broken there are specific behaviours which are regarded as far too serious to be treated as above. These might include,

- Deliberately hurting someone.
- Deliberate dangerous behaviour.
- Leaving the room or premises without permission.
- Blatant defiance despite opportunities to make the right choice.
- Abusive language or threat to any member of the school community.

Behaviours such as these are not tolerated and the school has the statutory right to apply a fixed term exclusion. Serious incidents may also result in an intervention placement at the Inspire centre. Under current laws if fixed term exclusion is issued, parents/carers are required to keep their child away from the academy premises during school hours. Following a placement at Inspire we prepare for their return to academy by using a re-integration plan in order to help prevent future inappropriate behaviour. This meeting to include the parent, the class teacher, the SENCO, the child and the Inspire key worker.

Positive Handling

There are rare occasions when a member of staff may need to use reasonable force to protect pupils from hurting themselves or others, or causing damage to property. Staff use Positive handling techniques and only trained members of staff may be involved. If a situation such as this happens the Staff member involved will record the details and inform parents. This information will be uploaded on CPOMS. We try every option open to us, including, where possible, asking parents to come in and help diffuse the situation before using reasonable force. For children who demonstrate behaviours which may need positive handling intervention, a positive handling plan will be discussed with parents and agreed.

PLEASE REFER TO **THE POSITIVE HANDLING POLICY** FOR FULL DETAILS.

In addition to the learning session steps 1 – 6, the following steps form part of our policy for whole academy behaviour.

Step 7 (Assistant Principal) Targeted support.

- Target sheet set up with child and discussed with parents.
- Target sheet shown to the Assistant Principal at end of every session.
- Home/school diary written in daily by the Assistant Principal and by class teacher. Sent home every evening.
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Wish hub, Educational Psychologist, SENCO .
- Consider request for specialist advice.
- Consider referral to Inspire.
- Consider Early Help.
- Targeted support to last a minimum of 2 weeks and reviewed at end of every week. Evidence recorded on provision plan.

**Step 8 (Assistant Principal) Behaviour Contract
Child at risk of fixed term exclusion.**

- Clear specific rules which the child **must** uphold in order to remain in school.
- Meeting with parents and chair of the Local Governing Committee to explain the seriousness of the situation.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed daily.
- Involvement of inspire and educational psychologist. Liaison with the Local Authority exclusions team.
- Referral for child causing concern panel.
- Risk assessment for the child to be put in place along with positive handling plan if needed.
- Parents, Assistant Principal, Chair of Governors, panel meetings, Wish hub,

**Step 9 (Principal) Internal Exclusion (up to 5 days)
At risk of fixed term exclusion/permanent exclusion**

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Meeting with parents and chair of the Local Governing Committee to explain the seriousness of the situation.
- Parents, Chair of governors, panel meeting to discuss the pupil,
- Wish hub team supporting, alternative provision timetable in place
- LA informed of likelihood of FTE/permanent exclusion.

Behaviour for Learning and Life Policy

Following latest government guidance

Step 10 A (Principal) Fixed Short Term Exclusion (up to 5 days per term)

- Parents, chair of the Local Governing Committee, panel committee, LA Officer informed by letter.
- Parents may make representations to governors/Sendias for advice.
- Upon return to school, child is on alternative provision timetable including support from Wish hub.

Step 10B (Principal) Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of governors, LA Officer informed.
- Panel Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Panel Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or targeted support for a minimum of 10 weeks.

Step 10C (Pupil panel Committee) Permanent Exclusion

- Parents, Chair and Clerk of governors, exclusion panel committee, LA Officer informed.
- Panel Committee meet and consider all representations and reports (parents invited to attend, along with educational psychologist)
- Discipline Committee either reinstate or decline to reinstate.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on alternative timetable with Wish hub support and alternative provision support as necessary.
- If appeal unsuccessful, remove child from school roll.

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;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Break time/ Lunchtime behaviour

If unacceptable low-level behaviour occurs during break times or lunch times:

- The staff on duty at play time should report any incident to class teachers, who must then decide on the appropriate sanction according to the level of the unacceptable behaviour.
- At lunch times, lunchtime supervisors should report any incident to the Lead Supervisor, who will record the incident in the Lunch Time Incident Log which must be passed to the Business Manager at the end of lunchtime. Details will then be available to class teachers through CPOMS and appropriate consequences can be has given. In most extreme cases, the Assistant Principal will issue the consequence however in most cases; class teachers are responsible for doing this. Class teachers need to ensure the child receives the sanction the following day. This may include escorting the child to where they need to go. Pupils may also be directed to the lunch clubs. Any incident of level 4 behaviour will result in the 4 x 4 system where a child will miss either 4 break times for break incidents or 4 lunchtimes for lunch time incidents.

If serious misconduct, as outlined below, occurs during play times or lunch times:

- Duty staff must escort the child/children to the office and report the incidents immediately to the Office Manager. The Assistant Principal will decide on the appropriate sanction or refer to the Principal as needed.

Positive Behaviour in the Nursery

At Mill Hill Nursery we strongly believe in encouraging, supporting and rewarding a positive attitude to learning.

The method and thinking behind the rewards and sanctions are similar to those published in the behaviour policy for KS1 & KS2. However, the Nursery policy is designed to meet the understanding and level of development needs of our youngest children, namely:

Each day the children start with their photograph on the golden sunshine in their Key Group. If they show an excellent attitude to learning and follow our rules, they may be awarded with any of the following:

- ✓ Stickers
- ✓ Coloured counters for their Key group reward pot
- ✓ A prize from "The Golden Box"
- ✓ Super Learner of the week
- ✓ A chance to take the Key Group soft toy & diary home for the night
- ✓ A chance to take home the "Chatterbox" home for the weekend
- ✓ A certificate
- ✓ A smiley face badge
- ✓ A praise card home

We teach from an early age that behaviour for learning is all about choice – making the right choices.

If a child is finding it difficult to make the correct behaviour choice, they are given support and two chances to alter their behaviour.

If they continue to make the wrong choice they remove their photograph from the sunshine and place it on a grey cloud. They then have to sit on the "thinking spot" within their Key group for 3 – 5 minutes, so they can reflect on making the right choices. Once the children have agreed to alter their behaviour they can return to the "sunshine."

If the wrong choices continue, their Key worker will remove them from the group and they will have "time out" on the thinking chair away from their peers. They will also have to place their photograph on the black cloud.

If a child's behaviour has resulted in them being on the "black cloud" parents are informed.

If a child is having particular difficulties with their choice of behaviour, we will work closely with the child's family, so that together we can support their child to make the right choices and enjoy the many rewards we offer for a positive attitude to learning.

Positive Behaviour in Reception Classes.

Reception classes will follow the main behaviour for learning systems of the 'Super learners' and 'Super Citizens' policy and processes. Amendments will be made to practice in terms of the classroom display materials, which will encompass the 'cloud', 'sunshine' and 'rainbow' aspects which support a clear 'visual' linked to the level codes from the system and are more age appropriate for our younger pupils.

Within reception we promote high expectations of the standards of behaviour of all children. All children are aware of these expectations through our use of a common approach from all staff. We want children to achieve their full potential, and we aim to achieve this by encouraging them to work well both as individuals and with others.

At the start of each session all children's individual sunshines are together on a large sunshine, their behaviour is then graded as a '2', which is deemed as 'good' behaviour. Throughout the session all children's behaviour and attitude to learning is monitored and recorded on SIMS. When children demonstrate 'outstanding' behaviour and attitude to learning they then get the chance to move to the 'proud cloud', their behaviour is then graded as a '1', this is celebrated by the class and children are deemed as 'super learners'. If children's behaviour is not deemed as 'good' they will then move from the large sunshine down to the grey cloud, their behaviour will then be graded as a '3'. Before children move from the large sunshine to the grey cloud they will be given three warnings to put their behaviour right. If after the third warning they still are not showing good behaviour they will then have to move their sunshine to the grey cloud. In the case of more serious concerns regarding behaviour and attitude, children will move their sunshine to the black cloud and their behaviour will be graded as a '4'. Reasons for this grade will be recorded on SIMS and could trigger a time out session from class.

Within reception we will reward children with...

- Praise
- Tokens
- Stickers/stamps
- Smileys
- Prizes from the prize box
- Super Learner of the week
- Certificates
- Principal Teacher praise / awards
- Weekly celebration assembly
- Half termly whole school celebration assembly
- Whole school behaviour rewards

Children with specific needs.

The academy acknowledges that a small minority of children may, for individual and specific reason, be unable to make the correct choices available to them in order to control their own behaviour. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the academy will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and academy as well as daily feedback to the child regarding progress is essential.

Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g.
"To stay on task at all times" is not a realistic target for the best behaved child let alone a child with specific needs..
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to focus on or
- to remove completely from the behaviour record.

Appendix A (see also positive handling policy for strategies)

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Move around the classroom and teach from different areas of the room.
6. Avoid a situation where children have to queue to see you.
7. Be organised and well prepared for each and every lesson.
8. Be where you should be at the correct time.
9. Remind children to put up their hands to speak – never allow calling out.
10. Allow the children to see that you enjoy teaching them and like them as people not just pupils.

Remember that low level behaviour issues are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

At Mill Hill Primary academy, all pupils must receive a positive experience and be shown excellent standards from positive role models.

CHILDREN'S RIGHTS

- To be looked after by caring adults;
- To be taught well;
- To be able to rely on an atmosphere conducive to learning;
- To be made to feel welcome;
- To be treated with respect;
- To feel as important as anyone else;
- To enjoy academy life and grow in independence and skill.