



School Behaviour Policy September 2018

Rationale

Mill Hill Community Primary School a clear, consistent approach to each individual child. We are focused on the three As –

'Achievement, Attendance and Attitude'

In every aspect of school life we strive for green!

Aims

- Consistent use of assessment for learning across the school, focused on formative assessments.
- A personalised curriculum which ensures relevant intervention.
- Raised standards for all
- Meaningful and regular dialogue with parents.
- Develop positive attitudes to learning by all pupils – creating a whole school learning culture.
- A streamlined system which incorporates parents evenings, target setting sheets, learning plans and SEN reviews.

Guidelines

Monitoring of Attitude

The areas of attendance, punctuality, behaviour - within and outside of the classroom, effort, homework completion and uniform are tracked and targets for improvement are set where necessary. We are keenly aware that attitude has profound implications for attainment and achievement. Attitude is tracked via the red/amber/green system and contact home when attitude slips to 'red'.

Rewards System, including Attendance

Our rewards system is based on our belief that praise and reward should have a 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. Praise has a reinforcing and motivational role. It helps a child believe that he/she 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. All staff are expected to work to this policy. Every classroom has the red/amber/green system for providing instant recognition.

House Points:

We award house points to encourage peer pressure and team work. They are in the form of coloured counters which children put in a 'house' jar in their classroom. 1 point per counter (regardless of colour) though staff may give more than one.

White = 50 points which are handed out by Headteachers for exceptional work

Throughout the week house points are awarded for lining up, moving around school well, good manners, good work, extra research, great answers, through marking, homework, etc.

Thumbs up tickets will be used for 'instant' recognition of a good deed/behaviour. The Thumbs Up ticket has the child's name and reason written on it and then it is put in the bag ready for the 'lottery' in Friday's celebration assembly. Being pulled out of the bag in assembly means a personal prize and 50 house points.

On Friday house captains count the points ready for the celebration assembly. The following Monday the winning house have a special break time.

Individual Recognition

We should recognise our children's good behaviour and work by sending them to the Headteacher for an award then by contacting parents. Each teacher should identify children who need recognition for their behaviour or work and should talk to their parents about this at the end of the day either in person, by sending a certificate or by text.

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. A 'no shouting' policy is in operation and therefore 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, to be heard on the playground etc.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion. These sanctions are on a continuum and should be used in this way:

- Use of normal strategies – polite but firm requests, warnings. Consider repositioning, separating etc.
- Second reminder of the correct behaviour and what the consequences may be - removal of name to yellow section of classroom display.
- Time out – removal to a designated place within the classroom to prevent red.
- Removal of name to red section of classroom display.
- Names can always be moved back and every day is a fresh start.
- The Headteacher will be involved (this should only be used where the incident is of a high severity e.g. Aggressive Behaviour).

For any red incidents a record should be made that parents can access (reading record). Where necessary a pastoral log should be made.

Persistent poor behaviour will result in a parent meeting and agreed action being put in place.

The Headteacher holds the right to exclude children either for a fixed term or on a permanent basis for serious incidents:

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

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Headteacher (or the Acting Headteacher in absence) has the power to exclude a child from school.

Following an exclusion a formal return to school interview will be held at 10.00am on that day involving the Headteacher (or Acting Headteacher), Class teacher, parents and child, in the Meeting Room, at which a behaviour plan will be drawn up to cover the return to school period.

Attendance

Attendance is promoted and celebrated every Monday. Half termly attendance records are sent home to parents. Poor attendance follows the school's attendance policy.

Achievement

Annual Target Setting

It is expected that the vast majority of our children will be working within their age related expectations. Therefore, by the end of the year they will be working within or be secure within their year group stages.

Children are assessed using year group stages which are broken down into six steps:

beginning

beginning + (10 – 50% of statements)

working within (50 – 95% of statements)

working within+ (95% of statements)

secure (99 – 100% of statements)

secure plus (teacher judgement – greater depth)

Monitoring of Achievement (progress)

Children are formatively assessed continually by means of questioning, marking and feedback, challenges set and by the use of self and peer assessment. Progress is tracked using Target Tracker and reported to parents during parent meetings (Autumn and Spring) and annual reports (summer term)

Maths

Maths is formatively assessed over the year by class teachers and updated on Target Tracker at the end of each unit. Once a term a summative assessment (Puma) is carried out to be used as part of the evidence gathered.

Writing

Writing, including SPAG, is formatively assessed over the year by class teachers, entered continuously onto Target Tracker. Once a term a summative assessment is carried out to be used as part of the evidence gathered.

Reading

Reading is formatively assessed over the year by class teachers, entered continuously onto Target Tracker. Once a term a summative assessment is carried out to be used as part of the evidence gathered.

Science

Science is formatively assessed over the year by class teachers, entered continuously onto Target Tracker.

Marking and Feedback (refer to policy)

Meaningful and Open Dialogue with Parents

The key to children making good progress is the regular and meaningful dialogue with parents. This is the responsibility of each class teacher and will take place in a number of ways:

Information Letters

Class teachers will send out an information letter to parents by the end of the first week of each term which gives details of topics to be covered, a timetable of weekly curriculum activities (importantly PE/Games) and ways in which parents can support their child's learning.

Contact with Parents

Class teachers will ensure that parents are kept well informed about their child's behaviour in school in both positive and negative ways. These conversations are always best held face to face at the end of the school day or by telephone or text.

When our expectations regarding behaviour, attendance and PE kit are not met after two telephone call reminders then a face to face meeting will be organised by the class teacher.

Meetings with Parents

Where a child needs a behaviour plan then meetings will be arranged with parents at the first opportunity to involve them in the development and monitoring of interventions. Other, appropriate members of the school staff should be involved in these meetings especially the Inclusion Manager.

Where the Headteacher has played a role with the child they should be invited to attend.

September 2018