

Milton Court Primary Academy  
**Proposed Behaviour Policy revision**  
March 2016

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At Milton Court we are striving to create an inclusive, positive learning environment within which all stakeholders feel secure and have the confidence to challenge their own learning. We believe any guidelines that explain how children and adults are expected to co-exist and co-operate within the learning space need to support this positivity and inclusivity. These guidelines should translate across all areas of the academy and be relevant at all in times in any context. Therefore the following ‘Guiding Principles’ are intended to be simple to understand and reflect all the aims previously mentioned as well as working in parallel with our Learning Values;

- We are Safe.
- We are Loved.
- We are Learning.
- We are Proud.

The final selection do not overlap in their meaning, but cover as wide a range of positive behaviours as possible from around the academy. At the point of launch, all learners have been engaged in a discussion with their adults and peers about when each selected guideline is relevant and how. This conversation is on going because it is an aspect of learning within our academy and because each guideline will have more or less relevance to an individual at any one time. A weekly assembly will also focus on one of the four principles each term to draw out children’s understanding and to celebrate examples of the Principles in action from around the academy.

Fundamentally, for any guidelines to be successful over a sustained period, a stakeholder will need to be intrinsically motivated to follow them and that puts a an important emphasis on the work that will be done to show what the positive outcomes are for doing this.

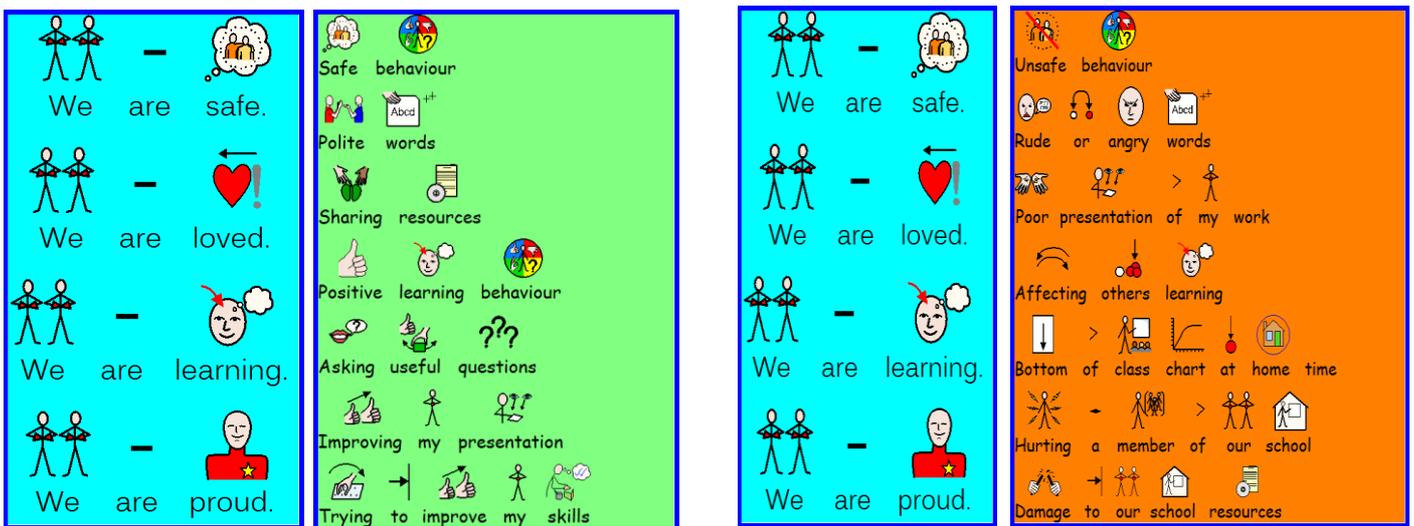


The Guiding Principles and Squad points

Reflecting a child’s efforts to protect our Guiding Principles can be done across the school through the awarding of Squad Points or the allocation of Conduct Points to individuals, groups or even whole Squads. Examples of how these can be awarded and allocated are visible around the school and in every classroom so that we can ensure consistency for every stakeholder.

These examples are not limiting and the staff of the school are encouraged to use their judgement in how these points can be distributed.

At every stage and in every context, our children are encouraged to consider how they are protecting our Guiding Principles and how they are working for their own achievement within their Squad.



*Fig.1 Our Guiding Principles on display*



### In the Classroom

Each teacher is encouraged to implement a restorative system of behaviour management in their classroom, in collaboration with the children and under the supervision of SLT. These systems will give children a visual indication of how their social and learning behaviour is being viewed by the adults and their peers in the room at any moment. It is crucial that these systems reflect how a child's behaviours move back and forth throughout their time in class and every child can aspire to their behaviours being celebrated within the classroom environment.

Any rewards that may come from this system should feed into the whole school 'Guiding Principles' and the

recommendations for awarding Squad and achievement points. If a child's classroom behaviour is seen as having a negative impact on the learning in the classroom, then this will be reflected in their status on the classroom system. Further to this, a consequence for them as individuals can be drawn from the Guiding Principles in terms of conduct points being allocated.

