



# Mylnhurst

Preparatory School and Nursery



Mylnhurst  
Campus Group

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Policy Document  
Mylnhurst School & EYFS

# Behaviour Policy

Publication Date: September 2024

Review Date: July 2026

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### 1. Rationale

At Mylnhurst, we place great importance on promoting the values of mutual respect, self-discipline and social responsibility, which equip pupils to strive to achieve a high standard of behaviour. Discipline is considered to be a collective responsibility of staff, parents/guardians, pupils and directors. It is achieved primarily through good relationships within our school community. We seek to promote 'positive behaviour' patterns and encourage all staff to deliver this through good role modelling, effective relationships and by judging each situation on its individual merits. Mylnhurst completely rejects the use of corporal punishment and has a zero-tolerance approach to bullying.

This policy complies with the DfE document entitled 'Preventing and Tackling Bullying'

### 2. Aims and Expectations

(Where parent is referred to, this also includes legal guardians)

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good behaviour and relationships, so that we can work together with the common purpose of helping everyone to learn together in a safe and happy environment.

The school expects every member of the school community to behave in a considerate way towards others. Staff will treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed primarily to promote good behaviour, rather than merely deter anti-social behaviour.

### 3. Roles and Responsibilities

All staff, pupils, parents and visitors are expected to promote positive behaviour.

#### 3.1 The role of the Head

It is the responsibility of the Head to implement the school behaviour policy consistently throughout the school and to report to the Board of Directors on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school. The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head ensures that the school keeps records of all reported serious incidents of misbehaviour. The Head has the responsibility for issuing fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may, after informing the Board of Directors, permanently exclude a child. The Head also:

- supports all members of staff
- is made aware of any behaviour that is causing serious concern
- formally contacts parents in serious cases of unacceptable behaviour

#### 3.2 SLT (Senior Leadership Team)

The SLT work with class teachers, primarily within their key stage responsibilities with behaviour issues and they liaise with the Head and parents.

#### 3.3 The role of the class teacher and specialist teachers

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.



The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and promotes good behaviour consistently.

The teacher treats all children in their class with respect and understanding.

The class teacher keeps records of significant incidents, including on CPOMS. In the first instance, the class teacher deals with incidents themselves in accordance with policy. However, if poor behaviour continues, the class teacher seeks help and advice from the SLT and Head.

The SENDCo (after consultation with the class teacher, parents and SLT) may liaise with external agencies, as necessary, to support the behaviour of a child.

The class teacher reports to parents about the progress of each child in their class, in line with the behaviour policy.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### 3.4 The role of all Mylnhurst staff

It is the duty of every member of staff at Mylnhurst to:

- consistently apply and reinforce rules in and around school and be aware of the use of appropriate sanctions
- support each other and communicate all issues of concern with colleagues – including non-teaching staff
- lead by example by always speaking respectfully to children and to each other
- be aware of pupils' individual situations where appropriate
- directly teach the behaviour expected through discussion, circle time, English, PSHCE, RE and other appropriate curriculum and extra-curricular opportunities

### 4. Rewarding Good Behaviour

A school ethos of encouragement and praise is central to the promotion of high standards of behaviour; rewards are an integral means of achieving this. We believe that rewarding students makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community. We recognise the importance of recognition, praising and rewarding our students in a way that

is meaningful to the individual. We seek to use methods that students are motivated by and that inspire the students to achieve. We will reward regularly and consistently. We will ensure that, regardless of ability and age, all students across the school will be able to benefit from the rewards process. It is consistently applied through classes, year groups, Key Stages and from teacher to teacher.

Rewards must be given fairly as a means of acknowledging effort, achievement and actions that meet Mylnhurst's aims and mission. Teachers use a range of strategies to do this, including stickers, stamps and praise, in addition to the class behaviour chart and House Points. Rewards will be given for the following:

- sustained effort
- attainment
- good and improving behaviour
- progress
- caring for others and the environment
- upholding Mylnhurst's values and principles
- participation
- demonstrating good organisation consistently
- positive attitudes/enthusiasm
- additional responsibilities
- being a good ambassador or role model for the school
- outstanding achievement

The school recognises the importance of sharing students' successes with peers, parents and members of our community.

#### 4.1 House Points

All members of staff may award House Points. Staff will use their discretion when awarding House Points but will ensure that it reinforces the School's values and principles as outlined in the Behaviour Policy. House Points should be awarded based on an individual's efforts and achievements rather than a comparison to other children.

House Points are a prestigious award and one that is used to recognise particular effort, progress, performance or behaviour.

House Points correspond with class behaviour charts. If, at the end of each day, a child has reached the top level on the behaviour chart, he or she is awarded two House Points. If he or she reaches the level above 'Ready to Learn', this is rewarded by giving one House Points.

A House Point can also be awarded for a range of reasons, including but not limited to:

- Supporting others
- Positive contribution
- Achievement
- Caring
- Effort

When children earn House Points, they are rewarded for their hard work and effort on an individual basis. Each term, their House Points are recorded. Every pupil starts again from zero at the start of a new term. Certificates are given out in Celebration assemblies as the following milestones are reached:

25 House Points	Bronze Award
50 House Points	Silver Award
75 House Points	Gold Award
100 House Points	Platinum Award

#### 4.2 Postcards home

Students may be awarded a prestigious postcard for recognition. Staff are encouraged to send at least one postcard each half term. They can be awarded for the following reasons:

- sustained good work over a period of time (over half a term)
- piece of exceptional individual work
- good behaviour, again over a period of time, or for a significant improvement in behaviour
- services in the school or community
- successful participation in competitions (these may be awarded to individuals or teams)

#### 4.3 Head's Commendation

The Head's Commendation is awarded to exceptional students who are nominated by staff for their outstanding contribution to Mylnhurst's community. This can be for academic achievement or success beyond the classroom. Students who are awarded a Head's

Commendation will be recognised in the school newsletter and will receive a badge and a certificate in our Celebration Assembly. Each child will be limited to one badge per year. Additional Head' Awards will be rewarded with a certificate only.

#### 4.4 The Mylnhurst Prize Giving

The Annual Prize Giving will be held at the end of the Summer Term and will focus on recognising what the school considers to be the most special achievements. Parents and staff will be invited to attend this prestigious occasion and a number of awards are given out for achievement and endeavour within and beyond the classroom.

#### 5. Sanctions

It is important for all staff to consistently use the clear, stepped system outlined below in order to manage behaviour effectively. It should be remembered that unless the incident is a serious one (see 5.1, Serious Incident Protocol), then the behaviour management is the responsibility of the class teacher. Only extreme cases will be dealt with by the Head in the first instance.

A reward and sanction system is employed to praise good behaviour and discourage unwanted behaviour.

Unwanted behaviour includes but is not limited to:

- ignoring adult instructions
- deliberately and wilfully making a mess
- being disruptive during learning activities
- causing deliberate harm to other children
- showing unkind behaviour to other children

Children who show unwanted behaviour will be given a warning (Level 1), before a Recorded Reminder (Level 2) is given.

Recorded Reminders recorded on the class Behaviour Chart and are given for:

- not Listening to instructions
- lack of Effort
- Annoying others
- not following the Routine
- Nastiness
- Shouting out

If the child's behaviour continues to be disruptive or a following incident occurs, the child is then given a Reflection Card (Level 3). This results in the child taking part in a reflection with a member of the SLT at lunchtime or Break. Parents must return the signed card and the incident is recorded on iSAMS.

Children's behaviour will be monitored daily using a class behaviour chart in line with the Rewards and Sanctions Labber, which should be displayed in every classroom.

#### 5.1 Serious Incident Protocol (Level 4)

Certain unwanted behaviour is considered a "serious incident". This includes but is not limited to:

- biting
- scratching, hitting or kicking with force enough to leave an instant mark
- spitting at another child
- any violent action towards an adult

In these instances, a child will be removed from their learning environments and spend an appropriate amount of time out of the classroom with a member of SLT. In these instances, parents will be immediately contacted. Depending on the severity of the incident, it may be appropriate for the child to be sent home to reflect with their parents on their actions. If a child demonstrates unwanted behaviour that is considered a "serious incident" for a second occasion in a term, the parents will be immediately contacted and the child will be sent home to reflect with their parents on their actions.

Children's safety is a priority at all times and any child who poses a threat to their own safety, or the safety of others around them, will be instantly removed from the activity until a time that teachers believe it is safe for them to return.

If a teacher feels that they have done everything within their power to de-escalate a situation that is preventing the class from learning then a teaching assistant must be sent to the office to alert a member of SLT. A meeting will be held with parents.

Students will be removed from lessons by the Head or Deputy Head for the following reasons:

- swearing directly at a member of staff or another student that is intended as a malicious comment

- significant anti-social behaviour including provocative behaviour, sexualised or racial incidents
- aggressive, violent or intimidating behaviour to another student (including biting)
- directly defying a member of staff after all reasonable attempts have been made to rectify the situation
- defiance if by allowing that student to remain in the lesson would seriously affect the learning of the class
- behaviour that endangers themselves or others
- an incident is so serious that it cannot wait to be dealt with (a student will injure themselves or others)
- other serious breaches of school policy

### 5.2 A Note on Nursery to Prep 2

Whilst it is our intention that all children follow the School's Behaviour Policy, we recognise at Mylnhurst that a child's level of development may impact on their ability to successfully regulate their behaviour.

Rules and sanctions in Nursery to KS1 are age appropriate and all staff are committed to encouraging children's personal, social and emotional development (including managing feelings and behaviour).

At all times, teachers should be mindful of the child's age and language understanding when setting sanctions. Any sanctions should have a positive outcome and be clearly explained if a child does not understand 'why' the sanction will have a detrimental effect.

### 5.3 Bespoke measures

If, in full consultation with the Senior Leadership Team, a specific group of children require additional behaviour support, then bespoke measures can be agreed for a limited time-period. Such measures must be agreed by the Head.

### 5.4 Dealing with incidents of bullying and racism

Racism and bullying are not tolerated at Mylnhurst. When satisfied that a racist incident or an incident of bullying has occurred, it is dealt as a serious incident, following the Serious Incident Protocol (5.1). Please refer to the Anti-bullying Policy and the Equal Opportunities Policy for full guidance.

## 6. Listening to our children and parents

We seek and value the views of parents and children with respect to all matters in school. Therefore, we undertake both parent and child questionnaires, as recorded on our assessment calendar. These seek to provide the school with the necessary information to affect change as appropriate.

## 7. Linked policies

This policy links to, and should be read in conjunction with, Mylnhurst's Safeguarding and Child Protection Policy, SEND and Inclusion Policy, EYFS Policy, Anti-Bullying Policy, Online Safety Policy, Equal Opportunities Policy and First Aid Policy.

## 8. Monitoring Arrangements

This policy will be reviewed every two years by the SLT. The Board of Directors will be advised as to any updates to this policy at the point of review.



## Rewards and Sanctions Ladder

Reward	Ladder Level	Sanction
Praise/Sticker	Level 1	Warning/Name on the Board
House Point S - Supporting others P - Positive Contribution A - Achievement C - Caring E - Effort	Level 2  Recorded on Class Behaviour Chart	Recorded reminder  L - Listening E - Effort A - Annoying others R - Routine N - Nastiness S - Shouting out
Postcard Home  3 House Points in a lesson  10 House Points = 1 Token  An exceptional piece of work Sustained effort	Level 3  Recorded on iSAMS	Reflection with SLT/Note home  3 Recorded reminders in a lesson.  10 Recorded reminders in a week.
Head's Commendation  Children are put forward by a teacher and interviewed by the Head.  Being a Mylnhurst Ambassador  Age Quod Agis	Level 4  Recorded on iSAMS and CPOMS	Head's Intervention  Unwanted behaviour is considered a "serious incident". This includes but is not limited to: biting, scratching, hitting or kicking with force enough to leave an instant mark, Spitting at another child  Any violent action towards an adult  Conduct unbecoming of a Mylnhurst pupil  Parents invited to meet with the Head and sanction given.