



Behaviour Policy

Mount Pleasant Primary School

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Introduction

Teachers are only able to teach effectively and pupils learn effectively in orderly classes with good behaviour. Pupils who attend regularly and concentrate on their learning will be able to achieve to the best of their ability.

At Mount Pleasant Primary School, all pupils are expected to behave in a responsible manner to other pupils and adults, showing care, consideration, courtesy and respect for other people at all times.

Everyone has a right to be happy, feel secure and be able to learn at Mount Pleasant Primary School. We believe it is vital that school and parents work together to ensure this happens.

This policy underpinned by our school values and is linked closely to our Attendance Policy, the school's Relationship and Sex Education (SRE) policy, Anti-Bullying, Safeguarding and Spiritual, Moral, Social and Cultural (SMSC) development.

This policy aims to provide a clearly defined framework that can be easily understood by children, staff and parents

Partnership with Parents/Carers

Our aim is that your children are part of a positive learning environment and can reach their full potential. Parents, staff and children need to work together to achieve this.

Parents/carers know their children better than anyone and therefore it is essential that school staff and parents have regular informal and formal communications.

Communications should include positives as well as any difficulties.

We aim to have an "open door" approach at Mount Pleasant Primary School. This means that children and parents/carers find staff approachable and feel valued and respected. Parents may be able to have quick informal chats with the teacher at the end of the school day, however, this can be a busy time, therefore, parents are also able to make an appointment to meet with the teacher, by contacting the Main Office.

Principles and Objectives

Principles

The following principles are promoted within Mount Pleasant Primary School:

All members of the school community have the right to

- feel safe
- respect
- be listened to
- learn

The aim of this policy is to assist pupils in becoming successful learners, confident individuals, and responsible members of the community by developing and making clear the boundaries of acceptable behaviour.

This policy aims to be as proactive as possible rather than reactive. We believe first and foremost in the principle of actively teaching and rewarding good behaviour rather than simply addressing negative behaviour. Children need to know what is expected of them in terms of positive behaviour. This will be achieved through strong leadership, shared responsibility, and the application of a clear and consistent system of rules, routines, rewards and consequences underpinned by positive relationships.

Objectives

- To ensure that everyone connected with the well-being of the school is familiar with this policy (i.e. pupils, staff, parents, governors) and thus prevent unacceptable behaviour in school.
- To develop trusting relationships at every level throughout the school, thus encouraging a safe, calm, purposeful and happy atmosphere within the school.
- To set a good example at adult level and raise awareness about appropriate behaviour.
- To foster a wide partnership between parents, governors, community and other agencies e.g., police.
- To develop and encourage mutual respect throughout the school and foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their behaviour and the impact of that behaviour on others.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety of all children and adults.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To ensure fairness of treatment for all.
- To promote early intervention.

Note: The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

They will also ensure that the concerns of pupils are listened to and appropriately addressed.

School Systems for Promoting Positive Behaviour

Mount Pleasant Primary School expects pupils and staff to behave in a manner that reflects the principles of the policy, and in ways that support everyone's right to learn, be safe and be treated with respect in school.

The school expects pupils to work as hard as they can and not to disrupt the learning of others, to speak to others in appropriate ways, treat all adults and children in school with respect and care for

members of the community. Pupils are expected to keep the school rules and contribute to the positive ethos of the school.

It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self-esteem and wellbeing. The school expects pupils to behave in this way both on and off the school premises.

Positive behaviour is consistently reinforced and the staff model appropriate behaviour and positive relationships in their interactions with each other and with the children.

Teachers and other adults strive to adopt a calm, positive and empathetic manner when responding to children and to each other in order to foster positive relationships.

Expected Behaviour

Children at Mount Pleasant Primary School are expected to behave well and respond to praise and encouragement at all times. They are encouraged to demonstrate a pride in individual achievement and corporate success. This also applies to activities that take place outside the school e.g. school visits and inter-school events.

Children, staff and parents all have responsibilities to ensure positive behaviour during school time and during school activities, which may take place away from the school premises.

Staff Responsibilities

- To treat all children fairly and with respect.
- To have high expectations of work and behaviour.
- To raise children's self - esteem and develop their full potential.
- To plan and provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To praise and reward.
- To provide opportunities for children to take the initiative and involve them in learning.
- To use rules and consequences clearly and consistently.
- To be a good role model.
- To form a good relationship with parents, so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and to be aware of their needs.
- To offer a framework for social education

Children's Responsibilities

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with instructions of the staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Parents' responsibilities

- To make children aware of appropriate behaviour in all situation.
- To encourage independence and self-discipline.

- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To be aware of the school rules and expectations.
- To offer a framework for social education.
- To support the school in the implementation of this policy.

School Rules

Specific, positive rules have been established that clearly define the high standard of behaviour and the positive ethos that we expect in school. These rules are set out below and apply at all times and to everyone in our school community – child and adult alike.

1. Think safe, stay safe
2. Be responsible for your own actions
3. Always try your best
4. Have respect for everyone

Working Day Procedures

Arrival

Children can enter school from 8.35am. No ball games are permitted before school.

On entry to the classroom the children will begin their set morning work.

Registration finishes at 8:55am ready to start the first session. Any latecomers should enter school by the Main Office to receive their attendance mark.

Assembly

Assemblies are an important feature of the day and children are expected to treat it in a serious manner. Classes are expected to enter and leave the hall in an orderly manner.

Accessing the toilet

The expectation is that children should not go to the toilet during lesson time unless they have a medical reason or in an emergency. Children are encouraged to go to the toilet during playtime and lunchtime.

Signal for attention

In order to gain children's attention quickly and calmly, the adult raises their hand. This can be preceded by an instruction to stop and a countdown from 5. The expectation is that children should immediately put down anything in their hands, stop talking and working, look at the adult and listen to their instruction.

Out of class card system

To ensure that children are in the right place at the right time, cards are used around school to indicate the nature of their action.

Children are given the following cards as appropriate:

SUNSHINE CARD: when a child is out of class with adult permission. These are used at all times including break and lunchtime. Children seen out of class without a Sunshine card should be challenged.

PARKING CARD: when a child is sent to 'park' in another class for 5 minutes because of poor behaviour.

PLAYLEADER CARD: when a child is timetabled to support others at lunchtime.

Rewards

The culture of the school is all about promoting and recognising success. Each class follows the school rules which are clearly displayed in every room and around school. These are referred to regularly and are to be adhered to at all times. Children's behaviour is expected to be of a high standard at all times, with a series of rewards to support and identify this success.

Adults motivate, encourage and reward pupils for their positive behaviour in various ways. Smiles, positive comments and thumbs up are supplemented with the following:

Dojos

Any children displaying good behaviour or producing quality work are given a dojo which is added to their name on the interactive screen. A tally is kept showing how many dojos each child has received and badges and certificates awarded to children reaching different benchmarks- see appendix 1. When children reach the higher benchmarks, they are able to use the dojos to purchase items from the school shop too.

Golden Assembly

Golden assemblies are held every Friday and are devoted towards publicly recognising achievement, with awards for effort, good behaviour, friendship, work and being helpful.

Golden Book

Children who deserve a special mention for their efforts during the week are recorded in the Golden Book. This is shared with staff and children during Golden Assembly on Friday. These children have juice and biscuit with a member of SLT. Parents of children in the Golden Book receive a postcard informing them of their child's success.

Beads in the Jar

This is a whole class reward system which should take place approximately once a half-term. Beads can be awarded by any adult and are used to promote and reward team building skills. In order to achieve a class point the whole class need to have worked as a team e.g. tidying up in a specific time, walking around the school in the appropriate manner, all being in a positive learning state during a lesson, returning lunchtime equipment. A target of twenty beads is set and a whole class reward is chosen. If the reward is an activity (such as watching something, going on the IPADS, extra playtime etc) a maximum of 30 minutes is spent off timetable. The reward stages and progress are displayed in each classroom.

Consequences

Should a child's behaviour in the classroom be unacceptable and disrupt teaching and learning, then the class teacher will intervene. These are the agreed staged interventions when low level behaviour prevents teaching and learning from taking place:

KS2

1. SAY WHAT YOU SEE - "You are out of your seat", followed by what the child needs to be doing in order to return to a state in which they and others can learn. "You need to go back to your chair and get on with your work. Thank you"
2. CHOICE REMINDER - "Make a good choice and go back to your seat or you are choosing to sit on the Thinking Chair"
3. THINKING CHAIR 5 minutes Time Out to consider their behaviour. This is recorded in the class behaviour book.
4. PARKING CHAIR - The adult in class identifies when a child has reached a "trigger" point. A Parking Card is given to the child to take to their buddy class. When the recipient staff member receives the Parking Card it alerts that staff member to the need to allow the child to have a short time out (5 mins) so that the child can get back on her/his learning track and return to their own classroom. The pupil then misses playtime and completes work.
5. Parking Cards to be recorded in the class behaviour book too. If a pupil has two Parking Cards in one-week parents will be contacted by the class teacher.
6. For more serious incidents or for continued breaches the teacher will immediately send for assistance from a Senior Leader. The Headteacher / Deputy Head/ Assistant Heads will be called upon for immediate action in the case of extreme behaviour. Parents/carers will be informed and a meeting arranged on the same day between parents and a SLT member.
7. This is, of course, an inconvenience for the parents, but ensures that everyone is involved in sorting out any behavioural issues as quickly as possible.

EYFS / KS1

As above and also –

1. Using the sunshine / rainbow visual behaviour management system to maintain constant positive focus upon correct choices and behaviours.
2. Children to be seated away from peers – alongside a member of staff (as appropriate) – rather than on a specific chair as in KS2.

The aim of our school ethos is to emphasise the positive, with praise and recognition of achievements. However, clear and simple procedures need to be in place so that the children understand the consequences of poor behaviour.

Bullying

Bullying is an emotive term, which can occur to varying degrees in all walks of life. Such Incidents are always taken seriously and addressed immediately.

One off incidents are not bullying, and should not be referred to as such.

Bullying can be defined as being when a person or group of people **deliberately and repeatedly target someone else to hurt them or get them into trouble.**

It can be emotional, verbal and/or physical in nature.

Staff report any initial concerns regarding bullying behaviours, to SLT. Strategies are put in place to prevent any further incidents, as soon as possible. Meetings are held with parents of those involved and every step is taken to prevent further repetition.

We believe in being proactive rather than merely reactive. It is important that we prevent bullying ever happening in the first place rather than waiting until it does.

PSHE lessons, circle time and assemblies are used to communicate the message that bullying is unacceptable and will not be tolerated.

Exclusion

Exclusion is not the answer to solving behavioural problems. Children with difficulties are often unhappy in themselves and have personal problems to cope with and overcome.

At Mount Pleasant Primary School, we will try to ease the problems of any child by making support available to them, sometimes from external agencies, so that their behaviour patterns improve and conform to acceptable standards. However, the exclusion process will be used if a child does not respond to help, persistently displaying negative attitudes and preventing pupils' learning.

In the event of a child being excluded the following steps will be adhered to:

- The consequence system must be followed by all members of staff, with meetings held with parents to rectify any behavioural issues. This process will hopefully reduce the possibility of an exclusion occurring.
- Minutes will be taken of all meetings with parents, relating to behavioural issues, ensuring an accurate record is maintained of any agreements entered into. It is essential to maintain a timeline of events and meetings, particularly when an exclusion is the final outcome.
- In the event of this system not being effective with a particular pupil, then an exclusion may result, with the Headteacher following the procedures set out in law, ensuring fairness and openness in the handling of the exclusion.
- Once the decision has been made to give an exclusion, whether fixed or permanent, the parents/carers will be contacted immediately by telephone, and informed of this decision. Only the Headteacher has the authority to exclude. The child will be kept fully informed of the Headteacher's decision throughout this process.
- A confirmation letter will be sent by post the same day, adhering to the appropriate guidelines.
- Following an exclusion it is essential that work is set by the Class Teacher for the child concerned.
- Parents' have a statutory right to a disciplinary committee hearing, and the school must inform them of this right at the time of the exclusion.

Recording of disciplinary measures

The incident must be recorded on CPOMS in following the imposition of disciplinary measures involving 'Time Out' using the 'Parking Chair'. This includes:

- The disciplinary measures taken
- The reason why they were used, with full details provided of the behaviour.
- The name of the person who used them

