



# Behaviour Policy and Statement of Behaviour Principles

## Mount Pleasant Primary School

Date policy was approved by Governing Body	January 2024
Review 1	January 2025

## Contents

1. Aims
2. Legislation, statutory requirements and statutory guidance
3. Definitions
4. Roles and responsibilities
5. School behaviour curriculum
6. Responding to behaviour
7. Serious sanctions
8. Responding to misbehaviour from pupils with SEND
9. Supporting pupils following a sanction
10. Pupil transition
11. Training
12. Monitoring arrangements
13. Partnership with parents
14. Links with other policies
  - a. Appendix 1 – written statement of behaviour principles
  - b. Appendix 2 – Rewards chart
  - c. Appendix 3 – STAR (behaviour for learning expectations)
  - d. Appendix 4 – Code of Respect
  - e. Appendix 5 – Corridor Rules

## 1. Aims

### 1.1 Aims

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. We aim to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment. This will be through establishing a whole-school approach to maintaining high standards of behaviour that reflect the values of the school. By outlining our expectations and consequences of behaviour, we aim to provide a consistent approach to behaviour management that is applied equally to all pupils. We will define what we consider to be unacceptable behaviour, including bullying and discrimination.

### 1.2 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

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Definitions

### 3.1 Low-level unacceptable behaviour

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Absconding from class
- Non-completion of classwork or homework
- Swearing and verbal abuse
- Poor attitude

### 3.2 Serious unacceptable behaviour

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

Racist, sexist, homophobic or discriminatory behaviour

Repeated breaches of the school rules

Any form of bullying

Physical violence

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Roles and responsibilities

### 4.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 4.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **4.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **4.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **4.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 5. School Behaviour Curriculum

### 5.1 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

### 5.2 Classroom

At Mount Pleasant we have an established set of clear, comprehensive and enforceable expectations which define what is acceptable behaviour and what the consequences are if children make poor choices. This is with the understanding that behavioural problems can arise due to the lack of a consistent routine.

- All pupils will understand as appropriate to their age and development what it means to have the right to be safe, to play and to learn, and how to behave in order to ensure all other pupils enjoy their rights.
- Teachers support pupils to understand and follow classroom expectations and routines.
- Teachers share and discuss classroom expectations and routines with pupils at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the expectations and routines to help pupils understand why they are needed and will model expectations and routines to ensure pupils understand them. Reboots of expectations will happen every half term, or as and when required.
- Teachers explain clearly to pupils what will happen if they breach any classroom expectations to ensure pupils are aware of the sanctions that may be imposed.
- To support pupils' continued awareness and understanding of classroom expectations, teachers reinforce them in a range of ways, e.g. placing visual reminders on classroom walls and providing regular verbal reminders.
- Teachers ensure that classroom expectations and routines remain consistent and are practiced throughout the year to create a more productive and enjoyable environment.

### 5.3 Expectations

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to:

- conduct themselves around the school premises in a safe, sensible and respectful manner.

- arrive to lessons on time and fully prepared.
- follow reasonable instructions given by staff.
- behave in a reasonable and polite manner towards all staff and pupils.
- show respect for the opinions and beliefs of others.
- complete classwork as requested.
- hand in homework at the time requested.
- report unacceptable behaviour.
- show respect for the school environment.

## 5.4 School Day procedures and routines

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Below sets out key points and expectations of the school day.

- **Arrival** - Children can enter school from 8.40am. No ball games are permitted before school.
- **Meet and Greet** - Teachers wait at the threshold of the classroom to meet and greet every pupil at the start of the morning (8.40) and afternoon.
- **Do Now Activity** – upon entry to the classroom the pupils complete an activity displayed on the interactive screen. A Do Now activity is an in-silence writing activity that students complete at the start of the lesson. It is not a starter activity, but rather an activity that settles the students and reinforces your high expectations. It is a behavioural way of telling the students that your classroom is a place where learning takes place and where every second of the lesson is valued.
- **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 silence.
- **Lesson beginnings and endings** - Children are actively engaged at all times during the day due to a prompt start to lessons, with each lesson having a clear beginning and end. Classrooms have routines in place to start each lesson eg: Write the date, Learning Intention, underline, starter activity.
- **100% rule** - All pupils focus and partake in learning due to teaching staff not delivering input until 100% of pupils are demonstrating they are ready for learning. To reduce the amount of disruption to other children during learning time and prevent misbehaviour being rewarded with attention, staff will publicly narrate compliance and privately correct non-compliance.
- **Presence** - For lessons where pupils are working at the tables, the teaching staff will stand when delivering an input to the class. They will circulate once independent work is under way, providing live marking and feedback. This will ensure compliance, understanding and purposeful learning.
- **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 3. 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.
- **STAR position** - All children will be expected to follow the STAR position
  - Sit up straight
  - Track the speaker
  - Ask and answer questions



- Respect everyone
- **Silent Transition** - Silence is expected in the corridors during transition times. Staff address non-compliance for all children, not just their own class or year group; ensuring pupils are following instructions quickly, no time is wasted and other groups' learning is respected.
- **Targeted Praise** - When giving praise, we praise the effort, the process or the progress. It is specific to ensure a child recognises where they have been successful.
- **Dominant Presence** – Teachers need to demonstrate that they are in control of running their classrooms calmly and smoothly with learning at the core focus. Teachers direct the behaviour in the class and have clear boundaries that are understood by all the pupils.
- **Respect** – everyone is treated with respect, understanding and kindness.
- **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 lunchtimes. Adaptations to these expectations are made for younger children who may still be getting used to the school routines.
- **Corridor Rules** – Pupils are expected to walk in silence, one behind the other in the corridors. This is to ensure that pupils leave their classrooms in a safe manner, and allow other pupils to continue with their learning.
- **Code of Respect** – We expect everyone to be respectful towards each other, we have created our own set of codes so that everyone understands what this should look like. These are shared and discussed regularly with pupils. The whole school community is expected to implement the codes.

## 6. Responding to Behaviour

### 6.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

### 6.2 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

### 6.3 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 always be of a high standard, 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 choose items from the school shop too.
- **Celebration Assembly** - Celebration assemblies are held every Friday and are devoted towards publicly recognising achievement, with awards for effort, good behaviour, friendship, work and being helpful. 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 Celebration Assembly on Friday. These children have juice and biscuits with a member of SLT. Parents of children in the Golden Book receive a postcard informing them of their child's success.
- **Special Assembly** - These take place at the end of each half term where a child from each class is publicly recognised for their achievement, effort, attendance or behaviour. They are given a certificate and choose a book to take home.
- **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.
- **End of Year Awards** - Teachers will reward pupils with a special prize and assembly at the end of the year for exceptional contributions to a number of areas including Maths, Reading, Arts, Sports and Being Brilliant

## 6.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

## 6.5 Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

## 6.6 De-escalation strategies

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using Emotion Coaching strategies- I can see you are (insert emotion), let me help you.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- We all have the right to be safe/to learn/to play...when you chose to....you took away the right to be safe/learn/play – what choice could you have made?

## 6.7 Consequences

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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:

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning and reminder of the expectations of behaviour. 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"
- Giving the pupil time out in the class. THINKING CHAIR 5 minutes. Time Out to consider their behaviour.
- Repeated behaviours. Pupil to have time out in another class. PARKING CHAIR - The child is taken to another classroom to allow a short time out (5 mins) so that the child can reflect on their behaviour before returning to their own classroom to continue their learning. The pupil then misses playtime and completes the missed work. Parking Chair visits will be recorded on CPOMS, If a pupil has two Parking Cards in one-week, parents will be contacted by the class teacher.
- For continued misbehaviour, referring the pupil to a senior member of staff
- Agreeing a behaviour contract which is shared with parents and senior leader.

## 6.8 EYFS/KS1

- Staff in EYFS/KS1 will use the sunshine / rainbow visual behaviour management system to maintain constant positive focus upon correct choices and behaviours.
- Children to be seated away from peers – alongside a member of staff (as appropriate) – rather than on a specific chair as in KS2.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 6.9 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 6.10. Confiscation and searching

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 6.11 Search

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

The list below was created using the DfE's 'Searching, screening and confiscation' guidance.

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, vapes and cigarette papers.
- Fireworks.

- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

To search for any items not listed here, staff will require the consent of the pupil being searched.

## **6.12 Confiscation**

Any prohibited items (found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

## **6.13 Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

## **6.14 Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

## **6.15 Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **6.16. Mobile phones**

Mobile phones are not allowed in school, unless agreed with the headteacher. In any exceptional circumstances where a pupil is allowed to bring a mobile phone, this must be handed in at the school office every morning and collected again at the end of the school day.

### **6.17 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school

- Wearing school uniform

- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **6.18 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **6.19. Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate

- Considered

- Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **6.20 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils

## **7. Serious Sanctions**

### **7.1 Detention**

Pupils can be issued with detentions during break, after school. The school will inform the pupil's parents/carers. For any after school detentions, parents will be given 24-hour notice and they will be responsible for collecting the pupil from school.

### **7.2 Internal Exclusion**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive

- Maintain the safety of all pupils

- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Use of teaching assistants

- Short-term behaviour report cards

- Long-term behaviour plans

- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **7.3 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

## **8. Responding to misbehaviour from pupils with SEND**

### **8.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))



Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupils with sensory issues or who ash severe eczema
- Training for staff in understanding conditions such as autism
- Use of group rooms, sensory rooms where pupils can regulate their emotions during a period of sensory overload

## **8.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Was the pupil unable to understand the rule or instruction?

Was the pupil unable to act differently at the time as a result of their SEND?

Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **8.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## 9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Daily contact with the phase leader
- A personalised behaviour chart

## 10. Pupil transition

### 10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 11. Training

Our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

## 12. Partnership with parents

We seek to work in partnership with parents in a supportive and positive manner. We recognise that there may be circumstances outside school which contribute to children's behaviour choices in school.

The 1988 Education Act requires that children learn the subjects of the National Curriculum and that all parents are informed of their child's progress. It is helpful to discuss reports and parents evening comments with children to offer praise and reinforce aspects for improvement. Both the Act and the Parents Charter give parents new responsibilities to ensure that their children come to school in a fit state to learn.

- The children should have adequate sleep, appropriate school clothing and be fed properly beforehand.
- It is also the parent's responsibility to ensure that children attend school regularly and punctually. Truancy is not an issue in this school but parents should be aware that absence without authorisation does not promote good behaviour and discipline and may adversely affect the child's progress in learning and confidence.

- Parents have a vital role to play in fostering good behaviour and we actively seek your support.

The school will support parents through the basic rules and through shared interest, support and encouragement.

Sometimes a class teacher will mention an incident to a parent at the end of the day. Normally parents will not be told about minor incidents but will be consulted where serious or repeated incidents occur.

If a more serious incident has occurred then the parent will be informed by the Headteacher/SLT, either face to face or by telephone. The staff and Governors expect that parents will support the school in its efforts to ensure good behaviour prevails. They would remind parents that issues out of the school hours should be dealt with by parents.

Please note that parents commit an offence in school if they:

- use threatening, abusive or insulting words or behaviour,
- behave in a manner within the hearing or sight of a person so that person is likely to feel harassed, alarmed or distressed. The police may be involved in these situations.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusions and suspensions

Use of pupil support units, off-site directions and managed moves

Incidents of searching and confiscation

Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the headteacher

The data will be analysed from a variety of perspectives including:

At school level

By age group

At the level of individual members of staff

By time of day/week/term

By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies.

- Exclusions and Suspension policy

- Child protection and safeguarding policy

- Anti-bullying policy

## **Appendix 1: written statement of behaviour principles**

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Pupils are helped to take responsibility for their actions

Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually

## Appendix 2 – Rewards Chart



Appendix 3 – STAR (behaviour for learning expecttaions)

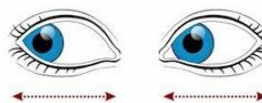
S

Sit up



T

Track the speaker



A

Ask and answer questions



R

Respect those around you



## Appendix 4 – Code of Respect

### Mount Pleasant Code of Respect

1. Always use please and thank you and display gratitude.
2. Hold the doors for adults.
3. Offer and return salutations.
4. Apologise for your mistakes.
5. Wait your turn to talk.
6. Respect the environment and equipment (pick things up, put things back)
7. Respect everyone's right to learn.
8. Accept differences between people.
9. Respect others' personal space.

## Appendix 5 – Corridor Rules

**Silence indoors**

**Hands by your side**

**Single file**

**Pass the door**

**Give way to others**







