



# Mount Pleasant School

## Behaviour Policy

### September 2020

Date of next review – September 2021

#### **Aims**

At Mount Pleasant School we aim to promote an environment where everyone feels happy, safe and secure. It is important that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring, inclusive school where children are at the center of every decision we make. We strive for the very best education possible for our pupils and endeavor to make our school a special place to learn and play.

Our school values are actively encouraged, not just within the curriculum but throughout the school day. Our children develop respect, responsible attitudes and a confident approach in all that they do. Our staff accept responsibility for maintaining good behaviour in the classroom and elsewhere within the school and provide good models of adult behaviour for children to emulate. High expectations for behaviour are consistently and fairly enforced by all. Our engaging and enriched curriculum promotes positive behaviour through a diversity of activities, matched to the needs of all pupils, that provide challenge and excitement

This policy adheres to DfE and DCYP policies regarding behaviour and may be subject to change due to policy alterations. This policy links to many other school policies including teaching and learning, anti-bullying, safeguarding, managing challenging behaviour and equal opportunities policies.

#### **Promoting Good Behaviour**

We ensure, through effective planning and appropriate challenge, that we meet the differing abilities of children and promote a positive “can do” school ethos. Through pupil voice, our children demonstrate a clear understanding of how this supports positive behaviour.

*“Our lessons are interesting and we want to behave in them and do well.” (Year 2 child)*

*“Our teachers give us clear next steps in our books so we know how to improve. This gives us confidence and helps us to behave well.” (Year 2 child)*

Our school values underpin all that we do. They are promoted within the curriculum and throughout the school day.



Through pupil voice, our children demonstrate a clear understanding of the importance of our values:

*“When new children arrive, they might not always behave the way we expect. When they learn about our values, and how we behave, we can change their behaviour and their heart.” (Year 4 child)*

*“We want to use our manners and behave well.” (Y6 child)*

*“In PSHE we learn about our values, talk about them and have a wider understanding of their importance.” (Y5 child)*

We value children's efforts and positive behaviour in a range of ways including:

- Positive, verbal reinforcement
- Values stickers
- Learner of the day
- Dojo points
- Handwriting King and Queen
- Achievement certificates
- Contact with parents to share positive learning and behaviour
- Celebration assemblies
- Accumulative class rewards

Through pupil voice, our children demonstrate a clear understanding of adult expectations and our positive approach to behaviour.

*“Our teachers explain to us why manners are important and how we can have a positive impact on ourselves and others.” (Year 6 child)*

*“Our teacher tells us, respectfully, if we are doing something wrong. Then she tells us how we should be behaving.” (Year 4 child)*

We have an agreed set of guidelines to support Playtime and Lunchtime, which run alongside our school rules, which are **Follow our school values** and **Treat others how you want to be treated**

These guidelines, for both staff and children, can be found at the end of this policy document and the children’s versions are on view around school.

## Consequences

Our school ethos will support positive behaviour management and all consequences will focus on pupils being empowered to take responsibility for making the right choices.

- Consequences should be applied consistently and be seen by all to be fair
- Consequences should be accompanied by an explanation of the reasons behind it and guidance given as to the alternative behaviour desired
- At all times teachers will display sensitivity towards children and be prepared to listen to try to find out the cause of the poor behaviour choices taken

We have a graduated approach to behaviour management.

- Where possible or appropriate, non-verbal communication is used e.g. hand gesture
- Verbal communication will explain why the behaviour is unacceptable and will warn about the consequence of continued misbehaviour
- Separation from the group/class but still able to access the learning (i.e. working individually, sitting away from the group on the carpet area etc.)
- Referral to a different class teacher - to go into a different class and sit and work for ten minutes  
The receiving teacher to explain that they are not happy to have their children's learning disrupted by poor behaviour choices etc
- Referral to Assistant Head Teacher or Head Teacher (discussion about the behaviour and agree positive changes)
- Parental consultation - We believe that this should come at an early stage. It has the advantage of being a sanction, often throwing light on the problems behind the misbehaviour and providing consistent action between the home and school, thus preventing the pupil from playing off one against the other
- Repeated incidents of disruptive behaviour may require the implementation of appropriate positive behaviour strategies, Individual Behaviour Plans (IBPs) and outside agencies involvement (Educational Psychologist, Educational Social Workers e.tc.)

## The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the SGC on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour. Accident records are kept at playtimes and lunchtimes and are monitored by the Head Teacher.

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after consultation with appropriate agencies, children and parents. Mount Pleasant School follows the MOD exclusion policy and procedure.

## **The role of parents**

We aim to work collaboratively with parents, to ensure that children receive consistent messages about how to behave at home and at school. We explain the school behaviour policy in the School Brochure and through discussions at school e.g. during PSHE lessons and within assemblies. We would ask parents to take the time to read these rules and to give them full support. We appreciate the support that parents give to our school and value building a supportive dialogue between home –and school to discuss children’s learning, their welfare and behaviour. We will always inform parents if we have concerns about any aspects of a child’s behaviour, usually via the class teacher initially. Parents are always welcome to discuss any queries or concerns with the class teacher, Assistant Head or Head Teacher. if we are unable to talk to you immediately, we will make an appointment to meet as soon as possible.

## **Monitoring and Review**

The Behaviour Policy is reviewed on an annual basis, by all members of staff, and is shared with new staff as part of the induction procedures.



## Lunch hall Guidelines for staff

We want our children to enjoy lunch time, to eat something and to be ready to learn.

At lunchtime our children...

- Enjoy eating together
- Build friendships
- Develop independence
- Relax and play

EYFS children

- Sit together on the same table
- Are served at their seats
- Older children sit with them and model positive eating behaviours

Y1 to Y6 children

- Line up at the hatch to collect their food
- Choose who to sit and eat with
- Clear their own plates and return their cutlery / plates to the hatch

All children

- Are encouraged to choose at least 1 salad/vegetable portion
- Are encouraged to try new food and to eat something from available options
- Have access to seconds, when available, within reasonable portion size

We have the benefit of knowing our children well, and we deal with small numbers at lunch time. With this in mind, we can respond positively to the individual needs of our children to ensure that all children enjoy their lunch time and eat something. For example, we can respond appropriately to those children who are reluctant to try new food, those who have big/small appetites and those who sit well together.

### Our school rules

Follow our school values

Treat others how you want to be treated



## Playtime Guidelines for staff

We want our children to enjoy playtime, to have fun together and to be ready to learn.

At playtime our children...

- Enjoy playing together
- Build friendships
- Develop independence and creativity
- Relax and play safely

Children are able to...

- Choose which playground to play on
- Choose from a range of playground equipment
- Take part in playtime games

Children are encouraged to...

- Play collaboratively together
- Share the equipment fairly
- Tidy up when asked to do so

We have the benefit of knowing our children well, and we deal with small numbers at playtime. With this in mind, we can respond positively to the individual needs of our children to ensure that all children enjoy their playtime and stay safe.

### **Our school rules**

Follow our school values

Treat others how you want to be treated



## Our lunch hall guidelines

We want you to enjoy lunch time, to eat something and to be ready to learn when you return to class.

If you are in Plovers and Albatross, you will:

- sit together on the same table
- get your lunch at your seat
- sit with some of the older children who will help you

If you are in Caracaras, Falcons and Meadowlarks, you will:

- choose who to sit and eat with
- line up at the hatch to collect your food
- clear your own plates and return your cutlery / plates to the hatch

We would like you to:

- choose at least 1 salad/vegetable portion
- try new food

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## Our playtime guidelines

We want you to enjoy playtime, to have fun together and to be ready to learn when you return to class.

At playtime you can:

- Enjoy playing together
- Choose which playground to play on
- Choose from a range of playground equipment
- Take part in playtime games

We would like you to:

- play collaboratively together
- share the equipment fairly
- tidy up when asked to do so

### Our school rules

Follow our school values

Treat others how you want to be treated