



# Mount Pleasant School

## Behaviour Policy

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 centre of every decision we make. We strive for the very best education possible for our pupils and endeavour 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 DCS 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 needs of all 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
- Awarding values stickers
- Star of the week EYFS, KS1 & KS2  
(Star of the week award card to be chosen by School Council)
- Dojo points- KS1 & 2 are awarded team points daily when appropriate
  - EYFS in teams for events such as sports day but not awarded Dojo team points in class
  - The winning team will have a termly celebration/tea party or treat such as a trip to the cinema with the Headteacher
- Handwriting King and Queen years 1 & 2, 3 & 4 awarded weekly
- Contact with parents to share positive learning and behaviour- at the door at end of day as appropriate
- Celebration assemblies once per half term where achievement certificates are handed out
- Accumulative class rewards- collect caterpillar parts x10
  - Extra play time
  - Watch a short children’s TV programme
  - Play board games in class
  - Sports activity of their choosing

Through pupil voice, our children demonstrate a clear understanding of our School 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, morning club 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 display around school.

## Consequences/Sanctions

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. **See appendix 1 for further detail**

- 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
  - **Two verbal /visual warnings** will be given using either a traffic light, cloud, rocket or card system. (Please note children must begin each day on green/sunshine/centre of rocket)
- 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.) **After third warning**
- Referral to a different class teacher - to go into a different class and sit and work for fifteen minutes. The child will be expected to continue with their learning unaided and not disturb the class.
  - If a child is sent out of class this should be recorded on Bromcom under the behaviour log
- **Referral to Assistant Headteacher or Headteacher** (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 support plans and outside agencies involvement (Educational Psychologist, Educational Social Workers e.tc.)

## The role of the Headteacher

It is the responsibility of the Headteacher, 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 Headteacher 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 Headteacher keeps records of all reported serious incidents of misbehaviour. Accident records are kept at playtimes and lunchtimes and are monitored by the Headteacher.

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 Headteacher 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 Headteacher 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 Headteacher. 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.

Date of next review – September 2022

## Appendix 1

## Consequences/Sanctions

If children make or continue to make the wrong choices, they need to understand that there are consequences for their actions.

We have a graduated response to support teachers in dealing with inappropriate behaviour, making roles and responsibilities clear.

### Low level/ Stage 1 behaviour (See behaviour ladder)

Verbal or non-verbal reminder

- a quiet word or whisper is sometimes better than drawing everyone's attention to unacceptable behaviour
- eye contact
- tactically ignore
- reminders
- praise other children in the group to emphasise good behaviour
- change seating

Visual reminder: Class behaviour chart, cards, rocket, clouds or traffic lights-displayed in each room.

Each class to record children who are doing well and those who are finding it difficult.



Time out in class: on third visual warning and on bottom part of class behaviour step.

Children to be given an egg timer (five minutes or three minutes) and sent to the 'reflection' or 'time out' area.

Reflection prompts need to be put up in this area (What did I do? What do I need to do better next time?) Child may need to complete a reflection sheet about their behaviour.

After five minutes, the child will be brought back into the lesson or activity.

All children need to be given the opportunity to get their name moved from the bottom of the class behaviour steps after "time out". They need to be moved to the next step up to try their best again.

Each day, all children start at the top of the behaviour chart for a fresh start.

### Stage 2 behaviour: (See behaviour ladder)

Time out in another classroom to be recorded on Bromcom.

Child sent to next door class and class teacher fills in Bromcom behaviour form.

Children are escorted to another year group, preferably by an LSA.

The receiving class teacher makes no comment, except to direct the child to the time out area in the class. Children should be sent back to their class after fifteen minutes.

It is good practise for the class teacher to inform the parent/carer at the end of the day if a child has been sent out of class.

### **Stage 3 Behaviour: (See behaviour ladder)**

Involvement of Assistant Headteacher or Headteacher. Bromcom to be completed by the Assistant Headteacher or Headteacher.

Children are spoken to by the Assistant Headteacher or Headteacher and will miss a specified number of playtimes. A child may stay with the Assistant Headteacher or Headteacher to complete their work if they have had time out of their own class.

If there is a repeat of the same sort of behaviour, parents will be contacted by the class teacher.

If there is a third instance of this unacceptable behaviour parents will be asked to come in for a formal meeting with all of the adults involved.

### **Stage 3 Behaviour Contracts**

These act as an important reminder to a child of what behaviour is acceptable at Mount Pleasant School. They are put in place after negotiation with the Headteacher/Assistant Headteacher /class teacher/pupil and parent or carer.

Targets are set in negotiation with the Headteacher/Assistant Headteacher, with a clear set time limit as well as a reward for keeping the targets. Children will need to see by the Assistant Headteacher or Headteacher at the end of each day to get their chart signed.

#### **Targets reviewed**

These targets are recorded on the contract. Teachers and the pupil rate themselves on how well they think each session has gone as far as keeping the behaviour contract targets. A copy of the completed contract will be sent home each week for the parent/carer to see.

Contracts act as part of the behaviour support plan for a child, as well as evidence if the school feels that behaviour is so unacceptable that outside agency involvement is necessary.

#### **Pupil with identified behavioural difficulties**

Children with identified behavioural needs benefit from consistency in approach and structured strategies. In some cases, additional or complementary behaviour programmes will be set up. These will be agreed by the Headteacher, Assistant Headteacher, SENCO, class teacher, parent/carer and pupil.

### **Stage 4 Behaviour:**

Some behaviour is so extreme that it needs to be immediately dealt with by the Headteacher or Assistant Headteacher.

Parents will be immediately contacted and asked to come in to meet with the Headteacher or Assistant Headteacher.

This behaviour may result in a fixed term or a permanent exclusion.

### **Playground, Lunch Hall & Morning Club Behaviour**

Pupil's behaviour in the playground, lunch hall and morning club is monitored on a daily basis. There is an equivalent behaviour ladder for the playground, lunch hall and morning club. (See attached)

At break times, all adults on duty are expected to model and run daily play activities for pupils. There will be focus activities each day.

Appendix 1

Behaviour Ladder- Playground, Lunch times & Morning Club-

	Behaviour	Behaviour Strategies	Comments
Stage 4 - SLT	<p><b>Extremely Serious</b></p> <p>Repeated stage 3 behaviour on more than 3 occasions in a half a term</p> <p>Verbal/physical attack</p> <p>Bullying</p> <p>Racist incidents</p> <p>Homophobic incidents</p>	<p>Internal exclusion</p> <p>Immediate fixed term exclusion or after significant repeated events permanent exclusion.</p>	<p>Immediate Headteacher involvement</p> <p>Bromcom and copies of parental contact to be filed</p>
Stage 3 - SLT	<p><b>Very Serious</b></p> <p>Repeated Stage 2 Behaviour on more than 3 occasions in half a term</p> <p>Fighting</p> <p>Vandalism/Graffiti</p> <p>Stealing</p> <p>Verbal abuse/swearing/inappropriate language directly at/ to any adult and or child on more than 3 occasions in half a term</p>	<p>Requires immediate involvement of Assistant Headteacher/ Headteacher</p> <ul style="list-style-type: none"> <li>• School 'community service'</li> <li>• Parents/carers contacted</li> <li>• Possible recompense for damaged property from parent</li> <li>• Behaviour contract established and monitored by AHT &amp; HT</li> <li>• Missing lunch play</li> </ul>	<p>Bromcom filled in</p> <p>Pupils with identified behavioural difficulties</p> <p>In some cases, additional or complementary behaviour programmes will be set up</p> <p>Involvement of outside agencies.</p>
Stage 2 – LSA/ support TIME – OUT	<p><b>More Serious</b></p> <p>Repeated Stage 1 Behaviour on more than 3 occasions in a session</p> <p>Damage to school/pupil property</p> <p>Offensive name calling</p> <p>Directed swearing or inappropriate language at/to another child or adult on one occasion.</p>	<ul style="list-style-type: none"> <li>• Time out- area in the playground, lunch hall or morning club for the children to miss up to 5 minutes play.</li> <li>• Persistent/repeated behaviour requires a Playground form to be completed</li> </ul>	<p>A playground, lunch hall or morning club form may be required</p> <p>Playground form to be filled in</p>

Stage 1 – LSA/Playground support VERBAL REMINDERS	<b>Aggravations</b> Ignoring instructions Refusal to cooperate Deliberate disruption Minor, non-directed swearing <ul style="list-style-type: none"> <li>• Swearing under their breath</li> <li>• Swearing when physically hurt or emotionally hurt but not directed at an individual</li> </ul> Repeatedly annoying other children Careless/rough play	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Tactically ignore</li> <li>• Reminders</li> <li>• Redirect to an adult supported activity</li> <li>• LSA's to provide mediating support in playgrounds</li> </ul>	Not recorded
--	--	---	--------------

Appendix 1

Behaviour Ladder - Classroom

	Behaviour	Behaviour Sanctions	Comments
Stage 4 - SLT	<b>Extremely Serious</b> repeated stage 3 behaviour on more than 3 occasions Verbal/physical attack Bullying Racist incidents Homophobic incidents	Internal exclusion Immediate fixed term exclusion or after significant repeated events permanent exclusion.	Immediate Headteacher involvement Bromcom completed and copies of parental contact to be filed
Stage 3 - SLT	<b>Very Serious</b> Repeated Stage 2 Behaviour on more than 3 occasions in half a term Fighting Verbal abuse/swearing/inappropriate language directly at/ to any adult and or child on more than 3 occasions in half a term Vandalism/Graffiti	Requires immediate involvement of Assistant Headteacher/ Headteacher <ul style="list-style-type: none"> <li>• School 'community service'.</li> <li>• Parents/carers contacted.</li> <li>• Possible recompense for damaged property from parent</li> <li>• Behaviour contract-monitored by SLT</li> <li>• Missing lunch playtime</li> </ul>	Bromcom filled in and kept on file. Pupils with identified behavioural difficulties In some cases, additional or complementary behaviour programmes will be set up by Inclusion team Involvement of outside agencies to support pupils with specific behavioural needs.



	Stealing		
Stage 2 - CT  TIME OUT OF CLASS	<p><b>More Serious</b></p> <p>Repeated Stage 1 Behaviour more than 3 times in a session</p> <p>Or</p> <p>Damage to school/pupil property</p> <p>Leaving class without permission</p> <p>Verbal aggression</p> <p>Directed swearing or inappropriate language at/to another child or adult on one occasion.</p>	<p>Bromcom form to be completed by class teacher.</p> <p>Reflection sheet or finish class work</p> <p>Child sent back after 15 minutes</p> <p>Missing playtime</p>	<p>Class teacher to inform parent/carer at end of the day that pupil has missed part of their learning.</p>
Stage 1 - CT	<p><b>Aggravations</b></p> <p>Calling out</p> <p>Wandering about classroom</p> <p>Interrupting other pupils</p> <p>Ignoring instructions</p> <p>Refusal to work</p> <p>Deliberate disruption</p> <p>Minor, non-directed swearing</p> <ul style="list-style-type: none"> <li>• Swearing under their breath</li> <li>• Swearing when physically hurt or emotionally hurt</li> </ul> <p>Repeatedly annoying other children</p>	<p>Eye contact</p> <p>Tactically ignore</p> <p>Reminders</p> <p>Change of seating</p> <p>Name written on board</p> <p>Quiet word</p> <p>Praise other pupils</p> <p>Change seat</p> <hr/> <p>Name moved to bottom stage of classroom behaviour system.</p> <p>Time out in class-use time out chair/cushion and timers-5 minutes</p> <p>Reflection time</p>	<p>Not recorded.</p>

Appendix 2

Playground, Lunch Hall or Morning Club Incident Report Form:

To be completed when a child is involved in a STAGE 2, 3 and 4 incidents in the playground/lunch hall/morning club. Assistant Headteacher or Headteacher to add incident to Bromcom.

Name:

Class:

Date:

Type of incident:

Swearing at a child or adult	Verbal aggression	Vandalism	Bullying	Stealing	Physical aggression	Fighting	Other (details below)
------------------------------	-------------------	-----------	----------	----------	---------------------	----------	-----------------------

Where and when the incident occurred?

\_\_\_\_\_

Who else was involved? (Add any details considered relevant below)

LSA/CT	Group of children	Other (Details below)
--------	-------------------	-----------------------

How was it dealt with by a member of staff?

Child spoken to by adult dealing with incident	Letter of apology	AHT/HT for serious incident	
Spoken apology	Parents spoken to by teacher	Parents contacted by phone	Other (Details below)

Signature of LSA \_\_\_\_\_

Signature of Class Teacher: \_\_\_\_\_

Assistant Headteacher or Headteacher \_\_\_\_\_

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

## **Our school rules**

Follow our school values

Treat others how you want to be treated