

Behaviour Policy and Guidelines

At Mount Pleasant Junior School we seek to create an environment in the school which encourages and reinforces good behaviour. We promote self-discipline and reward good behaviour and effort. We believe in prompt intervention so it is clear that poor behaviour will not be tolerated. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

- To create an environment which identifies, encourages and rewards good behaviour.
- To define acceptable standards of behaviour and identify and discourage bad behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self discipline and positive relationships.
- To act as a public statement of our commitment to good behaviour at Mount Pleasant and how we wish to encourage it.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of **honesty, respect, consideration** and **responsibility**. It follows that **acceptable standards of behaviour** are those which reflect these principles and **unacceptable behaviour** is any behaviour that contradicts these principles.

Roles and Responsibilities

All adults are to encourage the children to behave well both in and out of school.

All Staff

1. Should ensure that all children clearly understand the rules for good behaviour in school;
2. Should ensure the reason for the rule is clearly understood by all, as any rule for which no rational explanation can be provided is suspect;
3. Consistently reward and praise good behaviour;
4. Consistently punish bad behaviour;
5. Inform parents of both good and bad behaviour;
6. After discussion with the Head or Deputy may request that parents follow-up certain incidents at home;
7. Should conduct themselves in accordance with the rules, e.g. children are not allowed to talk in assembly, neither should staff;
8. Act as a role model to the children.

Parents

1. Encourage their children to behave well at school;
2. Follow-up communications from school in the spirit of home/school partnership;
3. Encourage and reward good school behaviour at home;
4. When invited, visit the school to discuss the behaviour of their children;
5. Keep staff informed of developments that could affect the behaviour of their children;
6. Communicate with staff if they have a concern about their child's behaviour in school or how an incident was dealt with;
7. Ensure that their children come to school appropriately dressed according to the school dress code.

Children

1. Follow school rules;
2. Carry out staff requests;
3. Progressively take more responsibility for their own behaviour;
4. Ensure that they come to school appropriately dressed according to the school dress code;

Governors

1. Ensure the Behaviour Policy is in place and is reviewed annually;
2. Become acquainted with the school rules;
3. Encourage good behaviour by all when in school;
4. Ensure standards of behaviour are monitored.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative.

Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules

Rules are kept to a minimum. The following 'Good Conduct Guide' is for the safety and welfare of all.

We expect all children and adults at Mount Pleasant to follow them.

Good Conduct Guide

- **Be thoughtful and show good manners**
- **Solve problems without hurting others**
- **Use the right voice at the right time**
- **Follow instructions**
- **Always be honest**
- **Take responsibility for what you do and what you say**
- **Look after property**
- **Stay safe - keep others safe**
- **Move around Sensibly**

The 'Good Conduct Guide' is on display in every classroom and around the school. The class teacher will remind children about these rules regularly and when necessary.

Reward System

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups.

Each class collects points weekly, these lead to a Pizza Party for the highest scoring class, an extra games session for the class who have the highest score, over the term, for bringing their PE kit, Sam the dog and an extra playtime for the class with the best attendance and the courtesy cup and an extra playtime for the class who score the highest for settling down after break and lunch time.

Each teacher awards two certificates each week; one for effort and one for good behaviour, these are given out at the celebration assembly. Each class also nominates someone for a junior Citizen award each week and this is also presented during the celebration assembly.

Lunchtime supervisors select up to four children each week for the lunchtime celebration table, as well as giving yellow slips for good behaviour, three of which lead to a certificate. House points are given to acknowledge good behaviour, effort etc.

Credit Card Stickers are awarded for effort. The credit card rewards are levelled as follows:

One complete credit card is exchanged for a Bronze certificate.

Two complete credit cards are exchanged for a Silver certificate.

Three complete credit cards are exchanged for a Gold certificate.

These certificates are given out in the celebration or Headteacher's assembly.

For a full list of possible rewards see appendix A

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal from class, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the SENCO, ELSA, Educational Psychologist or Child Guidance Service may be necessary.

Notes on Guidance

- Punishment must **never** involve humiliation, sarcasm or public ridicule;
- In a serious incident staff will try to de-escalate the situation rather than use open confrontation;
- Show that your concern is with the behaviour and not personally with the child;
- Use common sense when applying punishments;
- Always give plenty of **sincere** praise;
- Praise much more than you condemn;
- Follow the policy;
- Keep informal records of incidents of bad behaviour and punishments;
- Children sent to the Headteacher **must** have a severe clause form.

If a child is behaving inappropriately and school or class rules are broken, the sanctions system is levelled as follows:

- 1. Verbal Warning**
- 2. Name on Board**
- 3. Name Plus /**
- 4. Name Plus // isolated in class for 5 minutes**
- 5. Name Plus /// taken by an adult to a partner class (a.m) or an ELSA (p.m) for 10 minutes, a behaviour slip must be sent with them (6L/6H & 4G, 6T & 4R, 5R & 3CB, 5T & 3B)**
- 6. Name Plus //// send a slip to the Year Leader and the child goes to them for the rest of the lesson (If the child is in a year leader's class they will need to be sent to the Headteacher or Deputy for the remainder of the lesson, indicate on slip that child has already been out for 10 minutes during the current lesson).**

It is essential to complete the slips because these are used to monitor the behaviour of an individual as well as a class. If a child has more than three slips in a week the Headteacher will discuss the matter with the child, the class teacher and an ELSA and (in the first instance) targets may be set and a letter sent to parents.

There may be an occasion when a child does something which is totally unacceptable. This must be recorded on a severe clause form. The child is sent directly to the Headteacher or Deputy for the following:

- Unacceptable physical aggression towards staff or children
- Leaving the school premises without permission
- Bringing dangerous items to school
- Causing deliberate physical damage
- Bullying (Appendix C and Anti-Bullying Policy)
- Racism (Appendix D and Equal Opportunities Policy)

The Headteacher or Deputy will collect the evidence before deciding what action is appropriate.

Possible actions for a severe clause or persistent challenging behaviour

- Letter to Parents/Carers
- Parents/Carers invited in to discuss behaviour
- Parents asked to come into school to sit with their child for a specified period
- Playground ban for specified period
- Lunchtime ban for specified period
- Internal exclusion (usually half a day)
- Half day or more exclusion

For a range of behaviour difficulties including severe difficulties a behaviour programme will be agreed and supported by the school's ELSA. Targets will be set and discussed with the child and their parents.

For more information see Appendix B.

Supporting Good Behaviour Strategies

The following strategies are used throughout the school to promote good behaviour.

- All adults in school assist in the promotion of positive self-esteem via constructive comments, encouragement and listening and talking through the children's problems.
- We recognise that, at times, poor behaviour is linked to poor learning skills. We are, therefore, promoting high standards of Literacy and Numeracy at appropriate levels for the children through a range of intervention programmes.
- The Library is open at break times and lunchtimes and the computer club is open most lunchtimes. This gives children an opportunity for quiet time.
- Teachers ensure that their class enter and leave assembly in silence and in an orderly fashion. Whilst in assembly teachers check the behaviour of all children and not just those in their own class.
- During wet break or lunchtime children adhere to their agreed class rules and are encouraged to play quiet games.
- The Child Protection Liaison Officer is the Headteacher.
- The school nurse is regularly available for advice and will talk to both parents and children when required.
- Exit cards are given to specific children who are receiving support from the school's ELSA. This allows them to leave the classroom and visit the ELSA if they are trying to avoid a difficult situation.
- After school clubs are run at various points throughout the year which give children the opportunity to succeed in a non-academic setting, thus raising their self-esteem.
- 'Jobs' are often given to certain children at certain times which help them to gain self-respect and avoid troublesome situations.
- A broad and balanced curriculum is offered to each child which promotes achievement.
- Golden time is a reward for good behaviour. It will, generally, be for the last 30 minutes on a Friday and will be a structured activity.

Appendix A
List of rewards to be used at Mount Pleasant
Classroom

- Praise- This should be constant
- Stickers
- Worker/Star of the week
- Star of the day
- Table points
- House points
- Name on happy side of board
- Playing games with LSA if behaviour targets are reached
- Raffle tickets
- Additional time for exceptional class behaviour
- Marbles in a jar
- Name on a chart
- Special letters to parents

Whole School

- Certificate/Recognition for good behaviour from Headteacher
- Lunchtime Good behaviour slips (Yellow Slips)/ Celebration table

Assemblies

- Junior Citizen certificate- 1 person from each class nominated by pupils, Awarded during celebration assembly;
- Good effort certificate- 1 person from each class chosen by class teacher;
- Good behaviour certificate- 1 person from each class chosen by class teacher;
- Attendance certificates – half termly.
- Weekly PE awards from Saints in the Community Coach,
- Healthy Lunch award from the 'Healthy Schools' lunchtime assistant
- House Points (winning team moves up a grid when at the top that house earns 30 minutes extra playtime.
- Celebration book, managed by the celebration team and celebrating children's achievements outside of school.

Responsibilities

- Monitors
- School Councillors
- Lunch time monitors
- House Captains
- Celebration team
- All children are expected to participate in class jobs

Sanctions at Mount Pleasant: Procedures and Guidance

Why?

Sanctions are designed to signal our degree of disapproval and to discourage unacceptable behaviour in all children at school.

Who?

All staff are responsible for encouraging good behaviour in all children at school.

Degree of Seriousness

When staff discover an incident of bad behaviour they need to decide the degree of seriousness so that appropriate action can be taken (***physical Restraint see appendix E and physical restraint policy available on the server or from the school office***). This policy also covers incidents of bad behaviour on the journey to and from school (***Behaviour to and from School appendix F***).

All staff must discuss pupil issues with their Year Leader in the first instance. The Year Leader may decide to involve one of the school ELSAs which may lead on to contacting parents (parents will not be contacted without consulting one of the ELSAs). The ELSA may need to talk with the SENCO and set-up a programme for the pupil. If the behaviour continues the SENCO may need to involve outside agencies.

Sanctions

1. Name on board
2. Time out, in class,
3. Work at break time (only if adult in room),
4. Sending child to another class/ELSA,
5. Behaviour targets set with clear success criteria,
6. Teacher/Year Leader contact parents/Carers (after discussion with ELSA),
7. Teacher/ Year leader send letter home (after discussion with ELSA)
8. Head or Deputy Head send a letter to parents/Carers,
9. Head or Deputy Telephone parents/Carers
10. Parents invited in,
11. Parents invited in to lessons,
12. Write a letter of apology (not copy a letter or write lines)
13. Internal exclusion,
14. Exclusion.

Appendix C

Anti-Bullying (see 'Anti-Bullying Policy')

Bullying is distinguished from other forms of aggression in that it involves dominance of one pupil by another or a group. It is pre-meditated and often forms a pattern of behaviour rather than an isolated incident.

Many types of aggression can constitute bullying, physical, psychological, social or verbal. The victim is often powerless to resist the attack.

The perpetrator's intention is to cause intense anxiety or distress; this can lead to illness and/or truancy in the victim and can hinder academic progress.

Staff Responsibilities

- 1. All** Mount Pleasant staff have a duty to teach and encourage the positive values, attitudes and skills which foster mutual respect and caring in our children,
- 2. All** staff should be aware of and alert to signs of bullying and take appropriate action,
- 3. All** staff should regularly remind children of the types of behaviours that are considered to be bullying and therefore unacceptable and of the sanctions.

School Council Responsibility 2009-2010

- As a result of whole school discussion during the spring and summer terms, feed-back from Parental questionnaires and discussions with the Parents Forum, an anti-bullying leaflet will be prepared as guidance for families by the School Council during autumn 2009.

Appendix D

Racial Harassment (see: Equal Opportunities Policy)

Racial Harassment may be defined as any word or action towards an individual or group, whether present or not, which makes a person feel frightened, humiliated or ridiculed and/or undermined in self-confidence because of their colour, ethnic group or nationality.

Racial Harassment can take many forms, some examples are:

- Physical assault;
- Use of derogatory names, insults and jokes;
- Racist graffiti;
- Verbal abuse and threats;
- Ridicule of an individual because of cultural differences, e.g. diet, music, dress, religion etc;
- Refusal to co-operate with another person because of colour, ethnic origin or nationality.

Staff must respond immediately, clearly and firmly to any racist incident.

Allegations should be treated seriously and not ignored.

It is important to acknowledge the victim's perception.

Staff must clearly show the victim that the school is sympathetic, racism is not tolerated and that the incident will be investigated.

Staff must report incidents as soon as possible, preferably in person, to a member of the Leadership Team. A member of the leadership Team will investigate further, take appropriate action and if necessary complete a racial incident form and pass it on to the Headteacher.

Appendix E

Physical Restraint and Intervening in Fights etc.

(See also "Physical Restraint policy' given to all staff Sept 2009 and available in the policies file on the server or from the school office)

- Physical restraint should **only** be used to prevent injury,
- The minimum force for the shortest period of time should be used,
- Where possible **always** send for help,
- Physical restraint should **not** be used solely to protect property from damage or to control a pupil,
- Whenever physical restraint is used the Headteacher **must** be informed and a 'Physical Restraint' form completed.

Physical restraint forms can be obtained from the Headteacher, Year Leaders or ELSAs, they should be completed as soon as possible after the incident. The Headteacher must be informed as soon as possible. A letter outlining the incident will be sent from the Headteacher to the parents and a copy of the restraint form will be sent to the LA. Follow-up meetings may prevail.

Appendix F

Behaviour to and from School

Pupils are expected to behave well as they travel to and from school.

Pupils who are found to behave badly will be suitably punished consistent with the schools behaviour policy.

Staff will regularly remind pupils that the code of conduct covers behaviour in and around the school, school trips, after school activities and their journey to and from school.

Complaints

By Pupils

Pupils who have a complaint about a member of staff should be directed to the Headteacher who will deal with the complaint.

By Parents

(See 'Parental Complaints Procedure' available in policies file on the server or from the school office)

Normally, complaints should be made to the member of staff concerned.

If a parent is not satisfied they should contact the Headteacher.

If the parent is still not satisfied they should contact the Chair of Governors (**Rashid Brora**).

By Staff

Complaints about other staff or parents should be made to the Headteacher.

Complaints about the Headteacher should be made to the Chair of Governors (**Rashid Brora**).