



Positive Behaviour & Relationships Policy

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INTRODUCTION

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

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

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

This policy underpins every other school policy because it defines how we need to interact with each other to maintain learning. It has particular links with the national agenda of Every Child Matters, Excellence and Enjoyment (in particular Social and Emotional Aspects of Learning), Attendance, Racial and Equal Opportunities, PSCE (including Sex and Relationships), Anti-Bullying, Safeguarding and Spiritual, Moral, Cultural and Social Development.

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

PARTNERSHIPS WITH PARENTS / CARERS

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

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

Communications are to include positives as well as difficulties.

We aim to have an “open door” approach at Mount Pleasant Primary School. This means that children and parents/carers feel that all staff are **approachable**, and that they will be **valued** and **respected** in their own right. Sometimes, when a teacher is supervising a class, in or out of school, it is a difficult time to have any discussions. If this is the case, please see the receptionist in the Main Office and we will make sure we find a time that suits everyone.

PRINCIPLES

The following principles should be promoted within Mount Pleasant Primary School:

- The school community promotes values including honesty, fairness, and respect for truth and justice, within a caring and nurturing environment.
- All members of the school community have a right to feel safe.
- All members of the school community have a right to respect.
- All members of the school community have a right to be listened to.
- All members of the school community have a right to learn.

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

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

We have a zero tolerance policy at Mount Pleasant Primary School which means that poor behaviour is unacceptable and will always be challenged.

We are an inclusive school, and are firmly committed to working with children and their families to improve behaviour.

OBJECTIVES

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

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

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

SCHOOL SYSTEMS FOR PROMOTING POSITIVE BEHAVIOUR

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

The school expects pupils to work as hard as they can and not to disrupt the learning of others, to speak to others in appropriate ways, treat all adults and children in school with respect and care for members of the community. Pupils are expected to keep the school rules and contribute to the positive ethos of the school.

It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development

of positive self-esteem and well being. The school expects pupils to behave in this way both on and off the school premises.

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

The curriculum incorporates teaching related to SEAL (Social and Emotional Aspects of Learning) where pupils learn and practise the skills of self-awareness, management of feelings, motivation, empathy and positive social skills which reinforce the fundamental rights of all those in school.. Weekly assemblies teach, reinforce and celebrate these skills. Children are provided with consistent, positive encouragement and specific recognition when they demonstrate positive behaviour

Behaviour leadership and management approaches that are consistent with Social and Emotional Aspects of Learning (SEAL):

- aim to help pupils learn the skills they need in order to behave well, rather than simply correcting poor behaviour.
- encourage participation in setting rules and consequences that are based upon rights and responsibilities.
- encourage pupils to make a choice about their behaviour.
- recognise and support pupils in managing strong emotions.
- encourage reflection about the consequences of particular behaviour.

The same school rules and positive ethos is promoted and rewarded at lunchtimes. Teachers and other adults strive to adopt a calm, positive and empathetic manner when responding to children and to each other in order to foster positive relationships.

EXPECTED BEHAVIOUR

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

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

STAFF RESPONSIBILITIES ARE:

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

CHILDREN'S RESPONSIBILITIES ARE:

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

- to make children aware of appropriate behaviour in all situations;
- to encourage independence and self-discipline;
- to show an interest in all that their child does in school;
- to foster good relationships with the school;
- to be aware of the school rules and expectations;
- to offer a framework for social education;
- to support the school in the implementation of this policy.

SCHOOL RULES

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

☺ **Think safe, stay safe**

☺ **Be responsible for your own actions**

☺ **Always try your best**

☺ **Have respect for everyone**

ROUTINES

CHILDREN

- Children to walk with smart hands around school *e.g. by their sides*.
- They must be encouraged to look smart e.g. no jumpers around their waists, shirts tucked in etc.
- In class, children must have four chair legs on the floor.
- At the end of each lesson the children must leave the classroom tidy including putting chairs under tables.
- Children must not drink out of their water bottles whilst the teacher is talking.
- Ensure the children look at the member of staff who is talking to them.

STAFF

- No hot drinks to be taken out of the staffroom unless in flasks.
- If you are on duty ask a member of the support staff to bring you a drink in a flask.

- If you need a toilet break ask a member of the support staff to watch your class.

PARENTS/VISITORS

- To report to the Main Office when wanting to enter school.
- To wear identification badges around the neck at all times.
- All parents need to wait in the school yard when dropping off / picking up their child. The exception to this is in Foundation Early Years and KS1 where parents are encouraged to come into class at the beginning / end of the day.
- No parent is permitted to walk through school to drop off/collect other children.

WORKING DAY PROCEDURES

ARRIVAL

Children can enter school from 8.45am. No ball games are permitted before school.

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

Registration finishes at 9.00am ready to start the first session. Any latecomers should enter school by the Main Office to receive their attendance mark.

ASSEMBLY

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

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.

SIGNAL FOR ATTENTION

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

CARD SYSTEM

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

Children are given the following cards as appropriate:

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

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

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

REWARDS

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

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

MERITS

Any children displaying good behaviour or producing quality work are given a merit slip which they sign and add to the class collection pot. A tally is kept to show how many merits each child has received and certificates / awards are given to children reaching different benchmarks.

GOLDEN ASSEMBLY

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

GOLDEN BOOK

Children who deserve a special mention for their efforts during the week are recorded in the Golden Book. This is shared with staff and children during Golden Assembly on Friday.

Parents of children in the Golden Book receive a postcard informing them of their child's success.

BEADS IN THE JAR

This is a whole class reward system. 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, behaving well for a supply teacher, returning lunchtime equipment. A target is set for the number of beads the class need to achieve and a whole

class reward is chosen – e.g class DVD and popcorn. The reward stages and progress are displayed in each classroom.

ATTENDANCE

Children attending school for a full week are awarded a Golden Ticket. each Friday. At the end of the term a name will be drawn out of the Golden Box and that child will receive an award. The class achieving the best attendance during the week will be given the attendance trophy to keep for the week and a certificate to display in the classroom.

CONSEQUENCES

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

KS2

1) **SAY WHAT YOU SEE** "*You are out of your seat*", followed by what the child needs to be doing in order to return to a state in which s/he and others can learn. "*You need to go back to your chair and get on with your work. Thank you*"

2) **CHOICE REMINDER** "*Make a good choice and go back to your seat or you are choosing to sit on the Thinking Chair*"

3) **THINKING CHAIR** 5 minutes Time Out to consider their behaviour and the 'Let's Think' questions. If they are sent to the Thinking Chair at any time, they are moved onto Amber on the class traffic lights, and lose 5 minutes of break time. They can earn this time back through good behaviour that day. No more than 5 minutes can be lost in one day. Amber incidents will be recorded on the tally chart kept on the wall alongside the Traffic Light symbols.

4) **PARKING CHAIR** The adult in class identifies when a child has reached a "trigger" point. The child's name is placed on the Red Traffic Light symbol and a Parking Card is given to the child to take to their buddy class. When the recipient staff member receives the Parking Card it alerts that staff member to the need to allow the child to have a short time out (5 mins) so that the child can get back on her/his learning track and return to their own classroom. The pupil then misses playtime and completes work.

Parking Cards / Red Traffic Light use will be recorded on the Incident Report sheet and on the individual class record. If a pupil has two Parking Cards in one week parents will be contacted by the class teacher.

5) For more serious incidents or for continued breaches the teacher will immediately send for assistance from a Senior Leader. The Headteacher / Assistant Heads will be called upon for immediate action in the case of extreme behaviour. Parents/carers will be informed and a meeting arranged on the same day between parents and the Headteacher / Assistant Heads.

This is, of course, an inconvenience for the parents, but ensures that everyone is involved in sorting out any behavioural issues as quickly as possible.

EYFS / KS1

As above –

- but using 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.

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

BULLYING

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

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

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

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

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

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

SEAL within lessons and assemblies is used to communicate the message that bullying is unacceptable and will not be tolerated.

EXCLUSION

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

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

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

- The consequence system must be followed by all members of staff, with meetings held with parents to rectify any behavioural issues. This process will hopefully reduce the possibility of an exclusion occurring.

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

RECORDING OF DISCIPLINARY MEASURES (PARKING CHAIR)

An Incident Report form should be filled in following the imposition of disciplinary measures involving 'Time Out' using the 'Parking Chair' (Red Traffic Light) in a buddy classroom. This includes:

- the name of the child concerned;
- the disciplinary measures taken;
- the reason why they were used;
- the name of the person who used them;
- full details of any physical contact – if this occurred – or intervention with the child, and outcome.

A tally chart should be displayed alongside the Traffic Light symbols, to give a visual record to all class members of Amber (Thinking Chair) and Red (Parking Chair) incidents during each week over a Half-Term.

PLAYTIME

No children are to be in school during playtime or dinner time unless they are being supervised by an adult, or they have a pass.

PLAYTIME CONSEQUENCES

Any children kept in at morning playtime must be supervised by their class teacher and/or complete work as appropriate.

WET PLAYTIME

In the event of wet playtime, children should stay in their own classrooms and be supervised by their class teacher. Only suitable indoor games are allowed to be played, with no physical games for health and safety reasons.

Teaching assistants will cover for teachers if they need a comfort break.

ENTERING SCHOOL AFTER PLAYTIME

At the end of playtime the whistle will be blown to inform the children to stop what they are doing. The hands up signal will be displayed. Children should walk quietly to their lines when requested, to be collected by their class teacher.

Teachers not on duty will be outside and ready to meet the children just before the end of playtime.

LUNCHTIME

Lunchtime rules are the same as our school rules with a “this is what it needs to look like” added

- **Think safe, stay safe** - by looking after ourselves and being considerate to others.
- **Be responsible for your own actions** – by walking when entering / leaving / inside the buildings.
- **Always try your best** - by looking after the play equipment and school grounds.
- **Have respect for everyone** - make the right choices, have a safe and happy lunchtime, sorting out problems in a fair way.

LUNCHTIME ARRANGEMENTS

At 11.30am, Foundation Stage Reception children enter the hall where they will be supervised for hot or packed lunch by the Lunchtime Supervisors. KS1 children enter the hall after 11.45. KS2 go out to play and are called in at staggered intervals from 12.00 pm onwards. The Senior Lunchtime Supervisor is responsible for deploying Lunchtime Supervisors and ensuring that the arrangements run smoothly.

Children are not expected to stand in long queues, but they are expected to wait quietly and sensibly. Good manners are expected at lunchtime, with each child responsible for returning their trays cutlery and crockery and not leaving dropped items on the floor or table.

WET LUNCHTIMES

In the event of a wet lunchtime, children should stay in their own classrooms and be supervised by their lunchtime supervisor. Only suitable indoor games are allowed to be played, with no physical games for health and safety reasons. All games must be cleared away as directed by lunchtime supervisors.

ENTERING SCHOOL AFTER LUNCHTIME

At the end of lunchtime the whistle will be blown to inform the children to stop what they are doing. The hands up signal will be displayed. Children should walk quietly to their lines when requested, Teachers will be at the designated lining up point to meet children, just before the end of lunchtime.

REWARDS AND CONSEQUENCES AT LUNCHTIME

Lunchtime Supervisors are responsible for the children at this time. The Lunchtime Supervisors will enforce the school rules, emphasizing the positives.

LUNCHTIME CONSEQUENCES

BEHAVIOUR	CONSEQUENCE	RESPONSIBLE
Unacceptable behaviour	Warning – reminder of rule broken. No further action	Lunchtime Assistant
Continuing unacceptable behaviour or child doesn't take warning seriously	'Time Out' 5 minutes against the wall.	Lunchtime Assistant
Continuing unacceptable behaviour or child doesn't respond to Time Out	Incident form completed Name recorded in lunchtime book Discussion about behaviour with Senior Lunchtime Assistant	Senior Lunchtime Assistant
If child's name is recorded in lunchtime book more than twice in one week	Incident forms completed. Assistant Head notified and explores issues with child. Lunchtime detention alongside Assistant Head (number of days at their discretion).	Senior Lunchtime Assistant Assistant Heads

<p>Serious Misbehaviour</p> <p>Physical violence towards others</p> <p>Verbal aggression involving extreme swearing</p> <p>Racial comments</p> <p>Sexual comments</p> <p>Leaving the site</p> <p>Deliberate damage to property</p> <p>Continued disobedience (name in book 3 times in one week)</p>	<p>Incident form completed</p> <p>Assistant Head notified</p> <p>Parents informed</p> <p>Headteacher informed</p> <p>Where it is considered necessary, parents may be requested to take child home for lunch (number of days at HT discretion)</p>	<p>Senior Lunchtime Assistant</p> <p>Assistant Heads</p> <p>Headteacher</p> <p>Parent</p>
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Lunchtime Supervisors will complete Incident Forms, where appropriate, and pass to the class teacher who will pass them on to the Special Needs Co-ordinator / Safeguarding Lead.

The main objective is that each child should return to class in a settled and positive frame of mind, so that teaching and learning are not affected.