

Mount Pleasant Junior School

Policy Document



Policy for:	Behaviour
Overarching Area:	Safeguarding
Other policy links:	Staff Code of Conduct Use of Reasonable Force Anti-Bullying
Date of review:	22 March 2024
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Revisions and Amendments:	
Comments:	

This is part of Mount Pleasant Junior School's Safeguarding Policy. It is a document which:

- **Defines how children's welfare is at the centre of everything we do**
- **Details the ways in which we work proactively and reactively to educate and protect**
- **Clarifies everyone's roles and responsibilities**
- **Contains policies that link to safeguarding as constituent parts**

Statement

In everything we do, the welfare of the child is paramount and central¹.

As you read this policy this statement should be clear. Working at or visiting our school, you should see this brought to life in:

- **The atmosphere**
- **The conduct and behaviour of staff**
- **The teaching and learning**
- **The fabric of the building (displays & signs)**

Aim:

At Mount Pleasant Junior School we set high expectations for our pupils and are aspirational for them in relation to all aspects of their learning and conduct.

School Charter:

Be Responsible

Be Respectful

Be a Positive Learner

In order to realise our aim and ensure that the school charter is evident in the daily life of the school, we follow a number of principles that we have agreed:

Underpinning Principles

Our approach embraces restorative practice

Therefore we:

- Give everyone a voice and include all parties
- Empower all parties through effective communication
- Restore relationships in a just and fair way
- Encourage the expression of emotion and feelings
- Work proactively, more than reactively

Our expectations for behaviour are very high.

Therefore we:

- Teach children that they may not interrupt their own or others' learning
- Plan and deliver lessons which meet children's individual learning needs to maximise their interaction and engagement with the lesson.
- Recognise that meeting children's learning needs through high quality differentiation is more important than 'entertaining' them.

Our expectations for behaviour are consistent.

¹ Working together to safeguard children March 2015 page 8

Therefore we:

- Teach children about our expectations and model these to them
- Support children pro-actively who may be vulnerable at less structured times of the day
- Use the same rewards and sanctions consistently throughout the entire school day by using the ladder of success and the school values.

The responsibility for setting high expectations for good behaviour rests with everyone.

'Behaviour is Everybody's business'

Therefore we:

- Expect and train all staff to deal proactively with behaviour by celebrating the positives and making clear when behaviour is not in line with the school rules.
- Model consistently the behaviours we expect to see shown by the children
 - Using greeting and smiles
 - Using marvellous manners
 - Using polite actions

Behaviour management is positive

- Recognise that the vast majority of pupils behave well
- Maintain a positive learning atmosphere
- Focus on behaviours for learning

Therefore we:

- Have a policy that has rewards as well as sanctions
- Draws attention to the appropriate behaviour of pupils before highlighting any negatives
- Celebrates appropriate learning behaviours
 - 'excellent concentration for your writing'*
 - 'really resilient attitude to problem solving'*
- Label the behaviour, not the person
 - 'your behaviour was unkind'*
- Use comments that are specific to learning behaviours
 - 'I like the determination you are showing to research that idea'*

Our high expectations for behaviour are fair and firm

Therefore we:

- Strike a balance between having high expectations and a zero tolerance of interruptions to learning without being unreasonable or lacking empathy by:
 - Supporting vulnerable children proactively
 - Recognising reasons for children's behaviour without using them as excuses

Strategies & Management Plan

The Behaviour Tower

Every learning area displays a 'Behaviour Tower', which is a ladder showing the consequences of the actions and choices we make.

Every day is a fresh start for every pupil and the ladder enables pupils to see how effectively they are working towards the standards of behaviour.

Each child has a personalised peg that they use to indicate where they are on the board.

For negative moves (down the ladder) the child needs to take each individual step at that time as this provides the opportunity to turn the behaviour around and de-escalate poor behaviour choices

For positive steps (up the ladder) the child needs to wait until the end of the afternoon (after 14:30) so that they maximise the opportunity to get as high on the ladder as possible and that we are not devaluing praise.

Each step on the ladder has its own reward or sanction depending on whether it is a positive step up or a negative step down.

The same people are involved for both positive and negative reasons.

Level on the Tower	Consequences
Celebrate with the Headteacher	Time with the Headteacher 'Marvellous Me' Headteacher Badge Headteacher Sticker 25 housepoints Name in the 'Special Mentions' Book
Celebrate with the Assistant Headteachers	Time with Assistant Headteacher 'Marvellous Me' Assistant Headteacher Badge Assistant Headteacher Sticker 15 housepoints
Celebrate with the Year Leader	Time with Year Leader 'Marvellous Me' Year Leader Badge Year Leader Sticker 10 Housepoints
Celebrate with the Teacher	Time with the teacher 'Marvellous Me' celebration badge Teacher sticker 5 Housepoints
Superstar!	'Marvellous Me' celebration badge 2 housepoints
You're Great!	1 housepoint
Stop and Think!	Verbal Warning relating the school rules
Time Out	10 minutes in another classroom to reflect on your choices Parent contacted by teacher
Explain your choices to the Year Leader	Year leader decides how long you work away from your class Year leader decides if free time is used for the discussion Year leader contacts parents
Explain your choices to the assistant headteacher	Assistant headteacher decides how long you work away from your class Assistant headteacher decides if free time is used for the discussion Assistant headteacher contacts parents
Explain your choices to the headteacher	Headteacher decides how long you work away from your class Headteacher decides if free time is used for the discussion Headteacher contacts parents

Green Ticket

Children bring a completed 'green ticket' with them when celebrating their work. The ticket provides specific details about the celebration.

Housepoint

Pupils belong to Houses: Diamond, Emerald, Ruby and Sapphire. They can earn housepoints as a personal and team reward. Each week the house cup is awarded in Celebration Assembly to the house with the most housepoints.

Events are organised for inter-house competitions so that children learn how to behave appropriately in competitive situations and cope with winning and losing.

Housepoints are awarded to individuals for effort, progress and attainment in their work. Points are recorded individually as well as contributing to the team's total. The totals are collated and the winning house for the week is announced every week in Celebration Assembly.

House Captains lead their teams and are elected by their houses.

Siblings are allocated to the same house and each house represents the diversity within our school community.

'Marvellous Me' Badge

Marvellous Me is an App, which provides messages and notifications to parents. Children are awarded badges for great work and behaviour.

Roll of Honour

Children's achievements, special roles and responsibilities are celebrated on the Roll of Honour.

Pupil of the Week

Teachers make a weekly award to one member of the class. The award is shared with a citation at the Celebration Assembly, to which, parents are invited.

Governors' Award Ceremony

Annually, the Governors' Award pupils for outstanding progress and attainment, including behaviour and attitude to learning. Staff nominate and select winners for this prestigious set of awards. These are the most prestigious awards that pupils can earn at Mount Pleasant. The awards ceremony includes the parents of the winners being invited and governors and other distinguished guests presenting the awards. The overall group winners are awarded trophies as well as certificates.

Red Ticket

Pupils are expected to move themselves independently if a consequence of their behaviour requires a sanction. Red tickets track the timings of any time spent away from the classroom so that the loss of learning is kept to a minimum.

Restorative Practice

Children will be asked to put right what they have done wrong. This might include them repairing something they have broken or cleaning up a mess they have made. The decision to do this will be based upon whether it is appropriate for them to do so.

Choices Sheet

This sheet enables pupils to reflect upon the effects and consequences of their actions and choices. It supports our use of Restorative Practice as it enables pupils to identify the effect of their actions and choices on others and incites empathy and reflection.

Reflection Time

A possible consequence of not following the school charter, might be to use free time as reflection time. This will ensure that learning time is preserved for learning and that children develop a clear understanding of their rights and their responsibilities.

Exclusion

Excluding a child from school is a very serious decision that is made by the Headteacher in line with Government guidelines. These may be 'internal', when a child is isolated from other children for their learning at school. If the exclusion is 'external' then this means that the child is not welcome to attend for a 'fixed' period. Exclusion includes the parents meeting with the Headteacher to discuss the seriousness and the implications of this sanction.