



MOUNT CHARLES SCHOOL BEHAVIOUR POLICY AND GUIDELINES

Revised June 2017

Pupils' behaviour was judged to be 'Good' by Ofsted Inspectors (November 2011).

1. BEHAVIOUR STATEMENT

At Mount Charles School high standards of behaviour are the recognised norm. We believe that outstanding behaviour can be modelled and taught like any other skill.

In order to maintain high standards we expect that all staff, pupils and their parents make a positive contribution and take collective responsibility for maintaining these high standards. All staff consistently use the Read, Write, Inc behaviour signs in class (team stop and 1,2,3 for transitions). All staff have received 'Emotion Coaching' training and use this method to de-escalate and investigate situations.

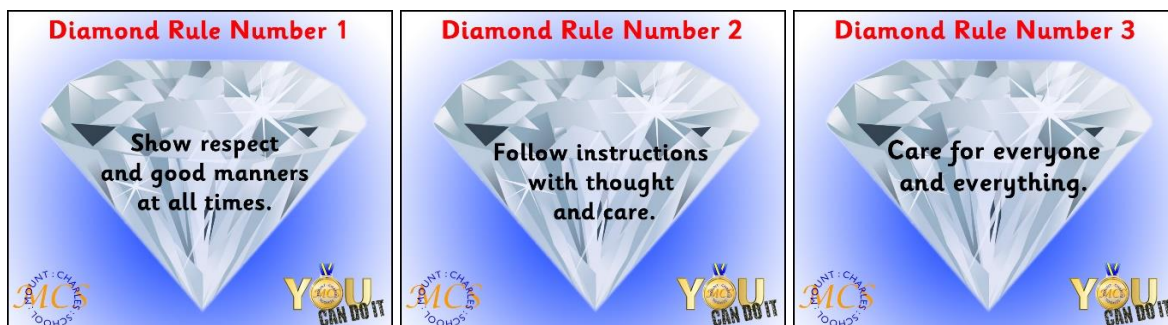
All adults are expected to have high standards of personal behaviour and be excellent role models for pupils. Unacceptable behaviour by adults will be challenged and appropriate and reasonable action taken.

All staff must expect high standards of behaviour from pupils and must take appropriate and reasonable action if these high standards are not met. All pupils are expected to speak politely to adults and to each other; to treat others in a way in which they would like to be treated; to move sensibly and appropriately around the school and to look after and respect their own property, the property of the school, and the property of others. Staff are expected to model this behaviour. It is an expectation that all members of staff, when dealing with incidents of poor behaviour, give all pupils involved the opportunity to explain what happened. **No assumptions should be made and adequate time must be given to resolve the problem. Only then can the correct action be decided upon.**

2. POLICY AIMS

This policy aims to provide staff, pupils and their parents with a clear understanding of the school rules with regard to pupil behaviour. It has been reviewed in line with updated guidance published by the [Department for Education on Behaviour and Discipline in Schools \(2016\)](#). Although rarely used it identifies the legal powers of staff members to discipline pupils whose behaviour is unacceptable. It has been fully endorsed by the school's Local Governing Body.

At Mount Charles our 'Diamond Rules' are:



3. BEHAVIOUR GUIDELINES

a. In Class

The emphasis should be on rewarding good behaviour and discouraging poor behaviour. It is the class teacher who takes the lead, with the support of their class teaching assistant. The class teacher uses their professional judgement to decide the strategies that will work best for their class and individual pupils. Behaviour expectations should be re-visited regularly and at least at the start of every term.

Possible options to reward good behaviour include:

- Verbal praise / a smile
- Speaking to parents about success
- Encouraging positive responses from peers to be reported
- Stickers
- House points (building towards a reward for the winning house across the school)
- Marble in the jar, raffle tickets, treasure box and other class-designed reward systems linked to behaviour, effort and attainment
- Ladders to success
- Gold book citations and Celebrating Success certificates
- Being sent to members of staff to show good work or receive special praise
- Golden Time
- A suitable personalised reward for an individual child

Teachers' sanctions against poor behaviour include:

EYFS/Year 1

All staff have adopted 'Emotion Coaching' as their primary behaviour strategy. Children are verbally praised for following the diamond rules and for the characteristics of effective learning. Children are supported put into practise 'Emotion Coaching' and try to self-regulate using these strategies. Adults carry out conflict resolution listening to both sides, problem solve using restorative justice and actively promote positive behaviour choices. Parents will be contacted, behaviour will be monitored closely and outside agencies involved if there are concerns.

Year 2 - 6

See next page



Good/poor behaviour around the school is the responsibility of all staff members. Pupils must be praised and rewarded for good behaviour and stopped and reprimanded for poor behaviour. Staff must make the time to establish excellent relationships with pupils and parents. This makes dealing with incidents of poor behaviour easier.

In order to clarify the expectations and ensure a consistent approach, the 'Indoor Rules' seen here are displayed throughout the school

Escalation of sanctions (Year 2-6)

A look

This will often be enough to let a child know they are not behaving appropriately.

If the behaviour continues in the lesson

Give a clear warning

"This is your first warning..."
Explain why the behaviour is unacceptable.

If the behaviour continues during the day

Child's name is written on the board

If the child's name remains on the board they will be kept in for a part or all of play or lunch break supervised by their teacher depending on the severity of the behaviour.

If this happens on a number of occasions

Teacher and child meet with Assistant Head, Deputy Head or Headteacher

If the behaviour continues

Behaviour monitored through a Behaviour Plan

Personal behaviour targets are set, including regular meetings with parents. This is usually recorded on a timetable, session by session.

If the behaviour continues

Internal Exclusion

Away from the class.

If the behaviour continues

External Exclusion

Throughout this process, early meetings with parents should be held to discuss behaviour concerns. The Pastoral Care Manager must know these meetings are taking place and may choose to escalate concerns to a member of the Senior Leadership Team. Often the Pastoral Care Manager will be present in the meeting.

All incidences of poor behaviour from this point onwards are recorded on the Class Behaviour Log Sheet and shared regularly with parents, Pastoral Care Manager and senior staff.

Class behaviour record sheet

Date	Behaviour	Actions	Signed

Depending on the behaviour, a Serious Incident Behaviour Form may be completed on some occasions.

Mount Charles School
Serious Incident Behaviour Form

Name:		Teacher:			Year/Class:			
Date, Time, Place, Lesson/ Activity	All pupil(s) involved	Name of staff present	Describe what happened just before the incident	What happened? (Describe behaviour displayed and any injuries sustained)	Sanction	Who was notified of the incident?	Follow up (What will the class teacher/TA/Lunch supervisor put in place to prevent/modify this behaviour?)	Incident recorded by

Advice/support may also be requested from the Behaviour Support Service.

Sanction escalation will be accelerated depending on the severity of the behaviour.

Behaviour in the ARB

All pupils are expected to adhere to the school behaviour expectations around the building.

The ARB supports positive behaviour strategies by the use of rewards such as stars and positive feedback. Children who do not display positive behaviour will be monitored using a behaviour plan. (This behaviour plan will outline short, achievable support strategies that will encourage positive behaviour and these are discussed with parents.)

Visual warning cards are shown to pupils with limited language and understanding. If a child finds themselves in an over anxious state and needs time away from the class, then "time-out" can be used. Children can access a time-out card when they can feel themselves getting anxious or overstimulated resulting in negative behaviours. Teachers and TA's are also able to show the child the time-out card when it is needed, this should happen if a child's behaviour is escalating or displaying warning signs that a child is about to become distressed. Time-out is not a punishment but a positive strategy used to de-escalate or pre-empt a child becoming over anxious or experiencing sensory overload.

In the result of serious disruptive and aggressive behaviours restrictive physical interventions (RPI) may be used. restrictive physical interventions (RPI) strategies will be used by trained adults. This would be the last resort and would have been outlined in the child's behaviour plan. Any incidences must be logged in the Team Teach log and reported to parents and the authorities immediately.

c. In the Playground

The member of staff on duty is directly responsible for pupils' behaviour. Positive strategies should be discussed regularly and successful ideas shared. Pupils should be taught to deal with their own problems successfully.

Playground sanctions can include:

- A discussion with all pupils involved
- Insisting on apologies for offending behaviour
- Being removed from play for a short period to stand by an adult or at the edge of the playground this will then be recorded and added to the class log.
- If after investigation a child has been found to be seriously mis-behaving then they will be spoken to by the duty teacher and the incident will be added to the class log.

Incidents of poor behaviour in the playground will be communicated to the pupil's class teacher via the class behaviour log. More serious incidents, including any concerns regarding racial or bullying incidents, must also be referred to a more senior member of staff generally the Pastoral Care Manager. The Pastoral Care Manager will make the decision to refer the matter to the appropriate member of the management team depending on the seriousness of the incident. Serious matters are instantly fast tracked to the Assistant Headteacher, Deputy Headteacher or Headteacher.

d. Poor Behaviour – Escalate to Pastoral Care Manager or Senior Leadership Team

Poor behaviour, including racist behaviour, bullying and cyber bullying, is not tolerated. If a pupil's behaviour continues to cause problems, either in the classroom or at break times, then their parents are immediately informed, generally by the Class Teacher and/or the Pastoral Care Manager. There is an opportunity to discuss any underlying reasons for poor behaviour. Behaviour begins to be monitored in more detail by using a behaviour plan. Records are made of any incidents that occur and the strategies used. Pupils and parents are made aware of the consequences for poor behaviour. There are regular meetings with parents. When parents and school staff work together the problems are generally resolved. If there is inadequate progress over a period of a half-term, then the pupil will be referred to an outside agency. Please see the special educational needs policy for further information.

It is an expectation that all members of staff escalate behaviour concerns to the Pastoral Care Manager or Senior Leadership Team. This may be one off examples of poor behaviour or it may be regular low level disruption. Individual members of staff must not deal with these situations alone.

4. EXCEPTIONAL CIRCUMSTANCES

This section has been reviewed in line with updated guidance published by the [Department for Education on Behaviour and Discipline in Schools \(2016\)](#). Although rarely used it identifies the legal powers of staff members to discipline pupils whose behaviour is unacceptable; it upholds the rights of pupils to learn in a well-managed and purposeful environment.

a. Restrictive Physical Intervention (RPI)

The school views physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation. However, there are circumstances where restrictive physical intervention may be necessary, for example to separate pupils found fighting or where there is a risk to the safety of pupils, staff or visitors. Further information and guidelines can be found in the school's Restrictive Physical Intervention Policy.

b. Searches

Legislation states that the Headteacher, or a staff member authorised by the Headteacher, have the power to search pupils or their possessions without their consent where they suspect the pupil has a 'prohibited item.'

c. Discipline Beyond the School Gates

This policy applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips, residential trips and representing the school outside of normal school hours, for example in a sporting event.

Bullying, including cyber bullying, of and by any of our pupils will not be tolerated. Any form of bullying outside of normal school hours will be subject to the same sanctions as if the bullying had occurred on the school premises, during the school day. Please refer to the school's Anti-Bullying Policy for further information.

When a pupil is wearing the school's uniform he / she is indirectly representing the school. Parents and carers are asked to support the school by reinforcing the school's Behaviour Policy when travelling to and from school and when on the school premises at the start and end of the school day. This request is reflected in the Home School Agreement.

d. Allegations of Abuse Against Staff

Allegations of abuse against staff will be taken seriously, and dealt with by the Headteacher and/or the Local Governing Body.

e. Exclusions

It is for the Headteacher to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Examples of when temporary, fixed term, exclusions may be used are:

- Specific one off incidents of poor behaviour, for example, an unprovoked attack on another child, fighting and stealing.
- Repeated incidents of low level, disruptive behaviour; when a pupil has failed to respond to previous sanctions and his / her behaviour is having a negative impact on other pupils' learning, for example, persistent defiance.

Permanent exclusion will be used for extreme poor behaviour, extreme violence towards others resulting in significant injury and possession of prohibited items such as drugs, alcohol or weapons.

Permanent exclusion, as detailed above, will also be used if a pupil is found to have made malicious allegations against a staff member.

5. STAFF RESPONSIBILITY

All staff must familiarise themselves with this policy and guidelines. It is part of staff induction.

6. COMMUNICATION TO PARENTS

The policy must be published on the school web-site.

The policy and guidelines will be reviewed annually by the Local Governing Body, following opportunities for input from school staff.

Written: June 2017

Agreed: June 2017