

Behaviour and Relationships Policy

MOUNT PLEASANT PRIMARY SCHOOL

'Believe it, achieve it'.



Date created	Spring 2025
Next review	Spring 2027

At Mount Pleasant we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community. We use restorative practice approaches to enable children and adults to understand their emotions and actions and how to respond positively in order to build strong relationships. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

This policy is based upon our whole school values of:

- Resilience
- Honesty
- Positivity
- Relationships
- Happiness
- Compassion
- Aspirations
- Respect
- Pride

Aims of the policy

- To promote good behaviour discipline and respect
- To prevent bullying and enable children to develop a sense of self-worth and tolerance for others.
- To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.
- To promote a positive learning environment in which children feel safe, secure and respected.
- To foster a more caring and tolerant culture

Objectives

For children to demonstrate:

- An understanding of their rights and the responsibilities that go with them
- Self-confidence and the ability to voice their opinions in an appropriate manner
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their talents and achievements
- Empathy with others' feelings
- Respect for their environment and community

Teachers and all staff are expected to be skilled at managing and improving children's behaviour. It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils.

At Mount Pleasant we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, through discussion, role play and by adults and peers

demonstrating positive choices. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued

A whole school approach of positive reinforcement and restorative practice is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

School Rules

- Kind words
- Kind actions

Three P's

- Purposeful
- Peaceful
- Polite

General expectations in terms of behaviour

- Use kind words and quiet voices
- Use kind hands and feet
- Listen to and follow instructions given by adults in school
- Move around school following the pathways in a sensible way
- Stay at their table and not move around the classroom unnecessarily
- Raise their hand if they need to speak to a teacher
- Ask an adult if they need to use the toilet
- Leave personal possessions at home
- Look after classroom equipment

In terms of playground behaviour:

- We look after each other and use kind words and actions
- We ask children on their own to join in with our games
- We say sorry when we hurt or bump into anyone by accident
- We move quietly to our class lines when called by an adult
- We put litter into the bin and make sure we tidy up after ourselves
- We show respect for people, property and the environment

Dinner hall rules:

- Come into the hall quietly
- Find a seat quickly
- Talk quietly with the people around you
- Walk in the hall
- Leave your space clean and tidy
- Clean up after yourself and don't leave any litter

1. Implementation of the policy

Staff

- Treat all children equally, irrespective of gender, sexuality, race, religion or disability.
- Be alert to signs of all forms of bullying and racial harassment and deal firmly with it in line with school policy.
- Model the type of behaviour felt to be acceptable.
- Play an active part in building a sense of community.
- Deal sensitively with children in distress.
- Support each other in maintaining good classroom management and be sensitive to each other's needs.
- Apply the agreed standards of behaviour consistently.
- Remain calm, consistent and in control when dealing with incidents.

Children

- Should treat others as they would like to be treated, i.e. with tolerance and respect for other's views and rights.
- Should accept responsibility for their own choices and actions.
- Should dress appropriately in the agreed school uniform. Haircuts and the wearing of jewellery should also be in line with school policy.
- Respond appropriately and immediately to any reasonable request or instruction made to them by any adult in school.
- Complete all assigned work within an agreed timescale.

A variety of methods are used to encourage and support pupils to behave appropriately including:

- Promotion of British Values
- PSHE/Citizenship/Assemblies
- School Council
- Class Charter
- Rewards and sanctions
- Areas of Responsibility/good role models
- Anti-Bullying Policy
- Anti-Bullying Team
- Anti-Bullying Pledge

School Council.

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes, and to enable all pupils to feel that their views and opinions are important within the context of the whole school. The School Council is led by the Pupil Leadership Team.

Each year group, from Reception to Year 6, elects two representatives to the council. This representative is presented with a stripy tie to show that they are on the school council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions.

The School Council are responsible for driving decision making on certain aspects of school life which affect all pupils - e.g. Class Charter, outside learning environment, behaviour policy. Having contributed to the decision making process through their representative, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

Anti-Bullying Team

At the beginning of each year, children are selected to be 'anti-bullying' monitors. Their role is to be a contact for children who feel that they have no one to play with or feel that some-one is being unkind to them. They report their concerns to their class teacher or a member of the SLT. Each year group creates an 'Anti-bullying Pledge' at the start of the school year. These are signed by all members of the class; children and adults, and are displayed in classrooms and in the school hall. Mount Pleasant takes part in the national anti-bullying week in the autumn term. This is done through assemblies, poster competitions and discussions/debates in classrooms. Key messages from Anti-bullying Week are repeated constantly throughout the year.

Areas of responsibility

Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences.

Class Charter

Each year group creates their own 'Class Charter' at the beginning of the academic year. This is on display in the classroom to remind all children of the expectations of behaviour within school.

2. Rewards

Rewards are used throughout the school. They range from awards for the whole class, to groups, to individuals and are given by all adults in the school.

Headteacher's Award

Each week, staff will nominate children who have embodied our whole school value of the month, to join the Headteacher for a celebration.

Class Rewards

Each year group uses a wide range of rewards. Teachers discuss with children what the rewards will be within the class and how children can achieve them. The rewards may alter and be adapted due to the needs and maturity of a particular cohort; e.g. stickers or certificates. Every Friday, each class has a short class-based, 10-minute praise assembly rewarding efforts and achievements during the week (maximum of five children). These children will receive a 'Star of the Week' sticker.

House Points (Class Dojo)

From Reception onwards, each pupil at Mount Pleasant becomes a member of a 'House'. In Year 6 children can become House Captain. These children lead their House in a variety of competitions and events during the year. They also get to wear a special tie in the colour of their house:

Brierley – Yellow Stevens – Blue Stuart – Red Webb – Green

Children are awarded 'House Points' for a variety of reasons such as following school rules, demonstrating school values, good work, kindness, listening carefully, tidying without having to be asked etc. The house points are recorded each month, totalled before each whole school assembly and the house with the most points is announced and congratulated. The colours of that house are then tied around the house trophy which is put on display in the school hall. House Captains have a display board in the school hall where they can celebrate their successes each month.

Outstanding Learners

Each term, in whole school assembly, children are nominated by class teachers to receive a certificate to show that they are Outstanding Learners. The criteria for this award is shared regularly with children during assemblies and during the school day.

Children must demonstrate they are fulfilling all the criteria for the Outstanding Learner, these are:

- I am always ready to learn
- I always try my best, showing resilience
- I show pride in my work and appearance
- I collaborate well and help others
- I demonstrate independence in my learning
- I have a positive attitude to learning
- I am a good role model and inspire others
- I aspire to be the best that I can be

Owlet and Owl Awards

Owlet Awards are based on the acquisition of basic skills and demonstrating a good attitude to school life. There are four awards: Blue, Red, Orange and Green. Children need to achieve 20 merits on their card in order to receive their Owlet badge. Copies of what is expected for each of these awards can be found on our school website. Once children have received all of their Owlet Awards, they work to achieve their Bronze, Silver, Gold and Platinum Owls. The criteria for awarding these owls is linked to behaviour and attitude to learning within school and at home. The criteria for each owl forms part of the children's merit cards. Copies of what is expected for each of these awards can be found on our school website. Owlet and Owl badges are awarded during the monthly Whole School Assembly.

Pupil of the Month Award

One child from each year group is chosen by their class teachers for particular mention in whole school assembly. This may relate to work, attitude, behaviour etc. and links closely with the Behaviour and Relationships Policy. Each of the winners is presented with a certificate including their photograph and a prize. Children are mentioned on the Headteacher's newsletter telling the child's parents or carers of their success. All certificates are displayed for all to see for one month and parents are encouraged to come and visit the display with their child.

Kindness Award

Each month children nominate one of their peers for the Kindness Award. This is given to children who show outstanding acts of kindness and generosity towards each other. The child is celebrated during the Whole School Assembly and they make a Kindness Leaf for our Kindness Tree.

Attendance

Those children with good attendance each term are celebrated in the Whole School Assembly and achieve a merit on their Owlet or Owl Award. At the end of the year children who have excellent attendance for the whole year receive a certificate and a merit on their Owlet or Owl Award.

3. Sanctions

Behaviour considered 'unacceptable' may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category. Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006). The power applies to all paid staff with responsibility for pupils, e.g. including Teaching Assistants.

- Staff can discipline pupils at any time that the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Staff can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. For example, bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.
- Staff can confiscate pupils' property.
- Staff can impose an agreed sanction
- Staff have the power to impose a detention; during the school day e.g. lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or preventing a child from taking part in an activity after-school e.g. representing the school, or whilst on a residential visit.

Dealing with unacceptable behaviour

Unacceptable or inappropriate behaviour will not be tolerated. At all times staff must consider whether a child's behaviour gives cause to suspect that the child may be suffering or is likely to suffer significant harm. Where this may be the case, staff follow the school's safeguarding procedure. We also consider whether continuing disruptive behaviour might be as the result of unmet educational or other needs, and whether a referral would be more suitable than sanctions.

Level 1

Behaviour displayed under Level 1 will be dealt with by the person/s that the incident has been reported to.

- Disobedience or failing to follow a reasonable instruction.
- Inappropriate dress [e.g. trainers] extreme hair styles [e.g. Mohican, tram lines, 'extreme' will be determined by the Headteacher] body piercing [e.g. navel, more than one piercing to the ear, facial piercing]

- Using unkind words or actions.
- Answering back, rudeness or aggression to adults or others.
- Moving around school in a way that falls below the expected standards of general behaviour, e.g. running, shouting, pushing.

Staff will follow these procedures when dealing with **Level 1** incidents. **These sanctions must be followed consistently and fairly by all members of staff.**

Learning Time

Disruptive or inappropriate behaviour will not be tolerated. Staff will follow this procedure:

1. Non-verbal correction
2. Verbal reminder of appropriate behaviour
3. Timeout within the classroom, remove from group or situation
4. Timeout, removal from the cohort
5. Member of SLT informed (not the Head) and a detention imposed by them as appropriate

Repeated incidents will be recorded in the Behaviour Log (CPOMS). The Headteacher and parents will be informed.

If appropriate, a Behaviour Plan may be implemented after consultation with the child and parents.

Playtimes and Lunchtimes

1. Verbal reminder of appropriate behaviour
2. Timeout on a bench – a short appropriate amount of time to ‘think about’ their behaviour
3. Walk with member of staff on duty for a short appropriate amount of time
4. Member of SLT informed (not the Head) and a detention imposed by them as appropriate in at a suitable place decided by SLT

Repeated incidents to be recorded in the Behaviour Log (CPOMS). The Headteacher and parents will be informed.

If appropriate, a Behaviour Plan may be implemented after consultation with the child and parents.

Level 2

Repeated incidents at Level 1 will be logged and escalated to Level 2. Behaviour displayed under Level 2 will be recorded onto the school’s Behaviour Log (CPOMS) and will be dealt with by the person/s that the incident has been reported to. Repeated incidents will be monitored and investigated by a delegated member of the Leadership Team Any investigation will also be recorded, the extent and details of which will vary with the appropriateness of the investigation. These incidents will be reported to parents by a member of staff either through a face-to-face conversation or via telephone.

- Biting, spitting, hitting and/or kicking.
- Inappropriate language and swearing.
- Damaging property, including defacing property e.g. graffiti
- Stealing, including hiding another person’s property.

- Racist, homophobic or derogatory comments e.g. use of the word 'gay' or behaviour that causes offence e.g. all forms of bullying (see Anti-Bullying Policy)
- Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, culture, disability or religion.
- Creating or spreading malicious 'gossip' about adults who work or volunteer in school, about other children and families, and including the use of social media.

Level 3

Repeated incidents of behaviour at Level 2 and behaviour displayed under Level 3 will be recorded onto the school's Behaviour Log (CPOMS) and will be dealt with by the Senior Leadership Team. Any investigation will also be recorded, the extent and details of which will vary with the appropriateness of the investigation.

- Fighting or encouraging others to fight.
- Forming gangs for the purpose of intimidating others.
- Carrying any prohibited item into school. Prohibited items include knives, drugs, vapes, cigarettes, alcohol, or any offensive weapon into school

Reported incidents of bullying behaviour will be dealt with in line with our Anti-bullying Policy.

Investigations

During any investigation, restorative practice approaches will be applied. The aim will always be to ensure relationships remain positive.

the delegated person may:

- Speak to a child or group of children without the parents' consent
- Speak to the child or group of children without parents being present

The outcome of the investigation is to determine what is likely to have happened. The delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The delegated person will then determine the sanction to be used.

To be lawful, the sanction must satisfy the following conditions:

- The decision to discipline a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher
- The decision to discipline the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of a member of staff
- The sanction used must be reasonable and must not breach any other legislation

If the above does not lead to an immediate modification of behaviour, the following actions are likely to be considered.

- Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities e.g. after-school clubs and may also be used on residential visits.
- Exclusion from the right to represent the school.
- A requirement for a written apology.
- A letter/telephone call to a parent from the Headteacher or Deputy.
- A meeting with parents.
- Other sanctions following discussion between parents, class teacher and head teacher.

- Nurture/pastoral support
- Exclusion from school [LA guidelines to be followed for either temporary or fixed term, or permanent exclusions]

We will not use detentions imposed outside the normal school hours as a sanction.

5. Exclusions

The Headteacher, will decide whether to exclude a pupil, for a fixed term or permanently (the latter to be approved by the Governing Body within 15 days of the exclusion being announced), taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Pupils may be permanently excluded from school for behaviour that is either a one-off serious breach of this policy, or for a series of breaches that persist despite school implementing all possible strategies and interventions.

The Headteacher may consider the following questions:

- Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?
- Has the school previously supported the child (what/when/what level of impact did this have?)
- Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. Statement, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to **all** children. If the risk to others cannot be controlled, then exclusion may be considered.
- Is the child's behaviour a symptom of hidden/unmet need? See SEND Policy and Code of Practice.
Has there been a graduated response with evidence of impact of interventions? Have **all** appropriate areas of need been assessed? Has the SENCO supported, advised and helped to problem solve to support assessments? Has any relevant staff training had time for strategies to have an impact upon behaviours? Where impact has been less than expected, is there evidence of further analysis of pupil need?
- Would allowing the child to remain in school seriously harm the education or welfare of other children or adults? Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion may be applied. In this case, the school will follow Local Authority guidelines.

5. Physical restraint of a pupil:

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;

- be causing harm to themselves or another person
- involve damaging property

The law allows staff to physically restrain a pupil using 'reasonable' force. Mrs Donnelly (TA) and Miss Noreen (TA) have all undergone Safer Handling training and are therefore most likely to be called upon to physically restrain a pupil should this ever be necessary. However, this does not

remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary. Should a child ever be physically restrained, then the parent of the child would be notified immediately and this would be logged onto CPOMS. Any parent who requires further information regarding physical restraint can request further details from the school office.

6. Searching and confiscation:

Searching

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted.

Only the headteacher or a member of staff authorised by the headteacher can carry out a search. Searches may only take place on school premises or when the member of staff has lawful control of the pupil.

The staff member carrying out the search must be the same sex as the pupil being searched unless this is not reasonably practical. Any searches must be done with at least two members of staff present.

Prohibited items are:

- Knives and weapons
- Stolen items
- Cigarettes, lighters, matches (including lighter fuel and propellants)
- Vapes
- Illegal drugs
- Alcohol
- Fireworks
- Pornographic material
- Any device that has internet connectivity
- Mobile phones or other recording devices
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules

If a pupil refuses to co-operate with the search, the member of staff may impose further sanctions. If the member of staff believes that the pupil is in possession of prohibited items that may cause harm to others, reasonable force may be used to search the pupil (See Use of Reasonable Force in Schools).

After a search

If appropriate, items may be handed to the police. Being in possession of certain prohibited items, especially knives, weapons, illegal drugs or stolen items may indicate that a pupil is involved in, or at risk of being involved in anti-social or criminal behaviour.

The Headteacher will decide whether it is appropriate to involve other outside agencies e.g. Social Services. All searching incidents must be logged on CPOMS and include this information:

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Informing parents

Parents must be informed of any search that has taken place and what the outcome was as soon as possible.

Confiscation

The general power to discipline, enables a member of staff to confiscate, retain or dispose of any item which is in violation of school rules or is on the prohibited list above, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

If a member of staff confiscates any item which may cause harm, these should be dealt with in accordance to Searching, Screening and Confiscation p17. Other items must be dealt with taking into account:

- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

Please see the below document for more information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Mobile phones

Only children who walk to school alone may bring a phone to school but this must be handed to a member of staff as soon as the day begins and must not be used before school on school premises. Parents must confirm in writing, that their child will be walking home from school and may be in possession of a mobile phone. The phones are kept in a box in the class stock cupboard. Efforts are made to keep these safe and secure however staff are not responsible for any damage or loss of these.

7. Dealing with inappropriate behaviour of parents, visitors and other adults in school:

Legal Duty (DMBC Law and Governance Department):

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents. Schools sit on land that belongs to the Local Authority, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

How the school can respond:

- Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
- Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
- Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.
- The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
- Legal proceedings –
 - a. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.
 - b. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.
 - c. Criminal proceedings via the Crown Prosecution Service

Please see the 'Parent Code of Conduct' for further information.