



## BEHAVIOUR POLICY

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### Record of Alterations

Version 1.0	Original
Version 1.1	Alterations
Version 1.2	None
Version 1.3	Alterations
Version 1.4	Alterations
Version 1.5	Alterations

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## General Statement

The Mount School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct. At The Mount School we believe that behaviour should be identified and dealt with using PIP (Praise in Public) and RIP (Reprimand in Private) techniques. The school completely rejects the idea of corporal punishment.

## Aims

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

## Purpose

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

## All staff

- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions
- Recognition and rewards for effort
- Follow up every time, retain ownership and engage in reflective dialogue with learners



- Never ignore or walk past learners who are behaving badly

### **What Ready, Respectful and Safe means:**

- Ready: We listen to each other and we are ready to learn
- Respectful: We treat each other with respect
- Safe: We choose appropriate behaviour at all times.

### **Celebrating Positive Behaviour**

At The Mount, we recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. This is key to developing positive relationships, including with those learners who are hardest to reach.

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed, although there are occasions when it is necessary to take the next step. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. At The Mount, we praise the behaviour we want to see and not pander to attention seekers.

The school has a system of rewards and sanctions which seeks to reward good work or behaviour and challenge negative behaviours.

For good work or behaviour the following rewards are given:

- Verbal praise or thanks from staff
- A Form Teacher's reward sticker or stamp
- Sent to other staff
- Public praise in whole school gatherings
- House point awarded
- Whole class rewards
- Merit badge awarded in assembly
- Teacher seeks out parents to share success
- Praise written in home-school books
- Head Teacher gives praise / award / certificate
- Position of responsibility in Form, House or School
- Annual prize giving
- Hot Chocolate



## The Steps to Manage Negative Behaviour

The sanctions in our agreed steps to managing negative behaviour are boxed in red.

Steps	Actions
<b>Redirection</b>	Gentle encouragement, a 'nudge' in the right direction. Perhaps you could use a small act of kindness.
<b>Reminder</b>	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. <u>Refer to 'The Wheel of Choice'</u> .
<b>Caution</b>	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. <u>Refer to 'The Wheel of Choice'</u> .
<b>Timeout</b>	Give the child a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Offer no more than two 'perceived' choices. <b>All timeouts must be recorded on the behaviour log.</b>
<b>Internal Referral</b>	At this point the child will be referred internally to another room for 5 minutes (or longer if needed). If the incident occurs at morning break or at lunchtime, the child will be taken to see a member of SLT. <b>All internal referrals must be recorded on the behaviour log.</b>
<b>Reparation</b>	A restorative meeting should take place as soon as possible. If the reconciliation is unsuccessful, the adult should call on support from their line manager who will support the reparation process.
<b>Formal meeting</b>	A meeting with the child, teacher and Head Teacher and will be recorded with agreed targets (on daily report card) that will be monitored over the course of two weeks.

The school may also choose to inform parents of any negative behaviours and incidents. Parents will be informed by a face to face conversation, a telephone call or an email.

In some circumstances the following sanctions may be imposed:

- Extra work set / offending items confiscated / task set e.g. tidying, clearing equipment
- Restricted Play
- Detention at lunchtime or break time

Serious circumstances may result in:

- Removal of privileges
- Fine or payment for loss or damaged property
- Fixed Term Exclusion
- Permanent Exclusion

