

Montage Theatre Arts

The Albany Theatre, Douglas Way, London, SE8 4AG



Policy: Behaviour Policy (Students)		
Date Adopted:	Date of last review:	To be reviewed next before/on:
30/10/2017	24/8/2018	24/8/2020
Purpose and Statement: <p>Children's learning in all areas, academic, social and personal is best supported in an environment where children feel happy, safe, valued and motivated to achieve. At Montage Theatre Arts (MTA) we create a positive learning environment that ensures our approach to behaviour management and discipline is consistent and understood by all staff, pupils and parents.</p> <p>We firmly believe that the best way to ensure high standards of discipline is to recognise achievement and celebrate success. To support this, we believe that MTA needs a system of rewards for good and improving behaviour and sanctions where standards fall below our expectations. These rewards and sanctions must be applied consistently and fairly.</p>		
Main Aims for the policy: <ul style="list-style-type: none">• To outline the MTA's expectations of behaviour and the systems used• To ensure we promote and develop good behaviour• To promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well• To help children to become positive, responsible and increasingly independent members of MTA and wider community		
Distribution: <ul style="list-style-type: none">• To be distributed to Board at AGM and Induction sessions for Board Members• To all staff and volunteers• This policy will be made available to members of the public on request• Confirmation of receipt of information - Signed statement from recipient to be held on file		
Review and monitoring of policy: <ul style="list-style-type: none">• Reviewed annually or in instances of legislative change• Monitoring is part of Management and Supervision		

The following policy is based on the below principles:

- All members of the MTA community have a right to expect that they learn and learn in a safe place.
- MTA expects every member of its community to behave in a considerate way towards others.
- There will be a zero tolerance of violence, threatening behaviour and disorderly conduct, including abuse in all forms, against MTA staff or other members of the MTA community.
- Where such behaviour does occur, action will be taken to deal with the person or persons concerned.

What do we mean by Abusive or Threatening Behaviour?

The Public Order Act 1986 defines “disorderly conduct” as: verbal abuse, threatening abusive or insulting words or behaviour or any disorderly behaviour whereby a person is caused alarm, harassment or distress.

“Threatening behaviour” is when a person fears that violence or threat of violence is likely to be provoked. In a MTA context, this could mean a child shouting at a member of staff, either in person or on the phone; acting aggressively towards staff or other students, including using intimidating body language, as well as actual violence. It also covers comments posted on social networking sites or situations where members of staff are approached off premises.

Expectations:

We believe that good behaviour is essential to enable all our pupils to achieve their full potential. Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour.

No pupil will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe it is important for children to be aware of their behaviour and its impact on others. Pupils need to take responsibility for their behaviour and be actively involved in finding solutions.

The school has a set of golden rules of behaviour which are aimed at promoting respect, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically and to be happy.

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest

Do not hurt anyone

Do not hurt people's feelings

Do not waste your and other people's time

Do not waste or damage things

Do not interrupt

Do not cover up the truth

The school expects every member of the school community to behave in a considerate way towards others. Central to this is choice: we refer to good choices and bad choices. By using the language of choice, we:

- promote self-management of behaviour and enable some reflection on what behavioural choices exist;
- avoid labelling children – instead we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, we aim to ‘catch’ good behaviour.

Children are encouraged to make good choices at all times. They will be supported to:

- follow the golden rules
- understand what good behaviour means
- be aware of their behaviour and its’ impact on others
- take responsibility for their actions
- learn to care for themselves and each other

Staff Will:

- Ensure all children are clear about our expectations of behaviour at the beginning of the term and remind them during classes
- Treat each child fairly, with respect and understanding
- Regularly discuss the golden rules and remind children of MTA’s expectations
- Plan quality learning tasks which engage and motivate learners
- Praise good choices, behaviour and achievements
- Ensure they are fully familiar with the children’s needs and make every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons
- Follow the guidance in the disciplinary policy in a fair and honest way
- Use MTA guidance to ensure they are consistent when deciding on consequences
- Keep a record and relevant notes on any misbehaviour
- Keep parents/carers informed about their child’s behaviour and relationships
- Ensure the health, safety and welfare of all children

We expect parents and carers to:

- Be aware of MTA’s expectations of behaviour
- Celebrate their child’s achievements and show an interest in their MTA classes
- Ensure that children arrive at MTA on time
- Work with MTA to model high expectations of behaviour
- Work with MTA to support us in improving children’s behaviour
- Act promptly at the request of MTA in the instance of a discipline problem
- support the school’s decision when applying consequences

Bullying/Violence:

Montage Theatre Arts has a zero-tolerance bullying and violence policy.

Students who bully other members of the MTA community and/or use physical violence will have their membership revoked and they will be asked to leave.

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding property, threatening gestures)
- Physical - pushing, kicking, biting, hitting, punching or any use of violence
- Racial - racial taunts, graffiti, gestures etc.
- Homophobic - because of, or focussing on the issue of sexuality
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing etc.
- Cyber - All areas of internet, such as email and internet chat Twitter, Facebook misuse etc. Mobile threats by text messaging and calls, Misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles etc.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, to and from MTA, on trips and cyberspace. It can take place in group activities and between families in the local community.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

The ethos and working philosophy of MTA means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Peer on Peer Abuse:

Bullying and violence is not the only form of peer on peer abuse MTA students may experience, both at MTA or in the wider community. Any form of peer-on-peer abuse will result in the perpetrator being asked to leave MTA and may result in legal, criminal or social investigation.

Examples of peer on peer abuse may include, but are not limited to:

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)

- Cyber bullying
- Sexting
- Initiation/Hazing
- Prejudiced Behaviour
- Teenage relationship abuse

MTA will deal with any situation of peer abuse immediately and sensitively.

For full information, we have the following policies in place that should be read in conjunction with this section:

- Child Protection and Safeguarding

Special Needs:

Whilst every effort is made to ensure our procedures support children to make good choices, we know that some children have additional needs. When this happens, we will work closely with parents/carers to provide additional interventions which may include:

- Establishing an individual behaviour plan
- Support from the parents
- Targeted interventions e.g. The Emotional Toolbox, 5-point scale
- Working with external agencies.