



BEHAVIOUR POLICY MOSSBOURNE PARKSIDE ACADEMY

Introduction

Positive Behaviour is a necessary part of the provisions we make in Mossbourne Parkside Academy to create and maintain an orderly working environment in which all members of the school community feel safe and secure.

Aims of the Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements are value
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have consistent approach to behaviour throughout the school with parental co-operation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose

Teaching Positive Behaviour

At Mossbourne Parkside Academy, we believe that the promotion of positive behaviour in children stems from:

Independence and organisation	Fairness
Self-image and self-esteem	Co-operation with adults
Motivation	Collaboration with other children
Reflection and self-control	Sociability
Attention	Empathy
Perseverance	Honesty

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities.

They can be taught within the classroom, but also throughout the school day by:

- Staff teaching and modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Reinforcing the skills and abilities through assembly and circle time

Rules

The whole school 'Golden Rules' are:

1. We are calm
2. We are polite and respectful
3. We are honest
4. We work hard
5. We listen

At the beginning of the school year, all class teachers will spend time with their children going through behaviours that we would like to see in our school. They will discuss the kind of behaviours that will bring about rewards and those that could end with sanctions.

It is at this time that clear boundaries are laid down and the teacher has the opportunity, in association with the children, to establish the Golden Rules.

We use 'zero noise signals' as part of behaviour management to ensure calm and safe transitions during teaching at all times.

Rewards and Sanctions

Positive Consequences (Rewards)

At Mossbourne Parkside Academy we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so.

Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate.

We use the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the Principal/Vice Principal
- Stickers
- Star Charts
- Certificates
- Pupil of the week – linked to the golden tickets
- Positive letter or telephone call home
- Displaying work

- Positive and constructive comments written on the child's work
- House Point System
- Good work assemblies

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed.

Negative Consequences (Sanctions)

In order to discourage children from behaving badly we believe it is important to teach them positive behaviours. If a child misbehaves, staff should ask the child to stop the behaviour and should discuss the incident with all those involved, if appropriate. Staff should encourage the children to try to resolve disputes themselves and to take responsibility for their own actions.

At Mossbourne Parkside Academy, we do this via a system of logical consequences designed to teach children that there is a consequence to inappropriate behaviour. Such consequences should be linked to the inappropriate behaviour and should be set within the context of the school community.

If a child chooses not to behave and does not follow the school rules, the following is put into place:

1. Reminder of rules and **child's** name on a board (or moved down a traffic light system in EYFS and KS1)
2. Record of Incident:
 - Sent to parallel class in the year for time out
 - If this is not possible then another class within the phase
 - No standing outside the classroom
 - Adult/s involved to complete an incident sheet
 - Parents/Carers informed after school

After break time and lunchtime, we start with a clean sheet.

If the behaviour is more serious, that includes threatening behaviour, hurting others or refusing to do as an adult asks, this will be referred straight to the Associate Principal(s), then Vice Principal, and lastly the Principal.

Incident Forms

All negative behaviour needs to be on an incident sheet so that once dealt with they can be recorded on to Sims Behavioural Manager so that we may track and analyse the cause of behaviour.

Behaviour Support Plan

These will be set up to improve and monitor the behaviour of children considered to be cause for concern.

BSP – Stage 1 (5 incidents in a half term)

Parents will be informed that their child's behaviour is causing concern by the class teacher. They will discuss what the concerns are and how to move forward. If the child's behaviour does not improve then the child moves to Stage 2.

BSP – Stage 2 (10 incidents in a term)

Meeting between the SENDCO/ Phase Leader, Class Teacher, parents and child to set up a Behaviour Support Plan, with SMART targets for review after 2-4 weeks after setting. If the behaviour does not improve, they move to Stage 3.

BSP – Stage 3

Meeting between the SENDCO/Associate Principal/Principal, Class teacher, parents and child. Referrals to outside agencies for advice/support re behaviour management strategies and/or support for the family. Set up a Behaviour Support Plan with SMART targets for review after 6 weeks after setting. If the behaviour does not improve they continue on to a Pastoral Support Plan (PSP).

Pastoral Support Plan

Pupils in danger of exclusion will be referred for behaviour support from external agencies and put on to a Pastoral Support Plan in accordance with advice.

Learning Support Unit

A child may be placed in the Learning Support Unit under adult supervision in response to a single serious incident, three or more blue incident forms within a week, five or more incident forms over the course of a half term, or as part of the reintegration process following a fixed term exclusion or as part of an agreed Individual Behaviour Management Plan. Appropriate work will be provided by the teacher. Only the Principal or Vice Principal may authorise the placing of a child in the Learning Support Unit.

Exclusions

These are at the discretion of the Principal. Each serious misdemeanour will be considered, and exclusion will depend on the severity and frequency.

Lunchtimes

A child will be given a warning and name written on a shared board, if behaviour continues it will be written up on to an incident sheet. The parents will be informed if this happens. For immediate sanctions at lunchtime children will spend up to 15 minutes with a member of the senior staff as a cooling off period and to reflect on what they should have done – or would do differently next time.

Pupils' conduct outside the school

Under the Education and Inspections Act 2006 schools have the statutory power to discipline pupils for misbehaving outside the school premises.

The school will respond to any incidents of pupils misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

Examples of unacceptable behaviour outside the school may include when a child is:

- Taking part in any school-organised or school related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or misbehaviour that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Searching Pupils

School staff can search pupils with their consent for any item that is banned by school rules. The Principal, Vice Principal and Associate Principals have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs or stolen items.

Use of Reasonable Force

School staff have the power to use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others, or damaging property. Most situations can be resolved without the need for physical intervention and reasonable force would only be used as a last resort.

Pupils with SEND

This behaviour policy acknowledges the school legal responsibilities under the Equality Act 2010 in respect to pupils with SEND.

Allegations of Abuse Against Staff

Any allegations of abuse that are made against staff will be taken seriously and dealt with quickly and fairly in accordance with the schools Child Protection and Safeguarding Policy. Following any false allegations the pupil will be sanctioned and this may include a fixed term or permanent exclusion.

Responsibilities

Staff Responsibilities

There is an expectation that all adults working within the school are able:

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role model
- To form positive relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy
- To adhere to the home/school contract

Parents' Responsibilities

Parents and carers have an active part to play in shaping the behaviour of their children and are, therefore, expected to support the school's Positive Behaviour Policy.

- To make children aware of appropriate behaviour
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules
- To adhere to the home/school contract

Children's Responsibilities

- To follow the 'Golden Rules' and classroom rules
- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others

- To consider the effects of their actions on others
- To adhere to the home/school contract

In-Service Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training.