

Behaviour Policy

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Behaviour Policy

- Ethos**
 The ethos of the Academy is expressed through the Academy's Mission and Vision Statement (worded for students) which underpins all policies and practices within the Academy.
- Mission and Vision Statement**

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At Mossbourne Parkside Academy we believe anything is possible with the right attitude. We believe in the freedom to learn creatively in a calm, safe environment – and we believe every child can succeed.

We have 3 values that express our shared understanding of what we believe, how we aim to behave and what we aspire to be.

- **EXCELLENCE:** Doing everything as well as we can, always.
- **NO EXCUSES:** Believing that anything is possible, we never give up.
- **UNITY:** Working together towards our goals, with integrity.

We believe that all staff at the academy 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

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

3. Aims, Objectives, Responsibilities

3.1 The Behaviour Policy aims to:

- Reflect the values expressed in the Mission and Vision Statement;
- Make clear the positive and constructive rules of conduct;
- Set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards;
- Ensure that equality of opportunity is available to all;

3.2 The Objectives of the Academy Behaviour Policy are to:

- Ensure that the Academy is a safe and supportive environment for all staff and students;

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- Endeavour to ensure that all members of the Academy community feel safe and are not subject to physical or verbal abuse, aggression or harassment both on, and outside of the Academy site, when incidents involve members of the Academy community;
- Encourage a positive approach to behaviour by good example and praise and reward for good behaviour;
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

4. Taking Account of Individual Student Needs (Rigidity with Flexibility)

4.1 Students may at some point require the adults in school to take account of their individual needs, protected characteristics, and/or circumstances when applying the Behaviour Policy. Staff have received training in, and are aware of, their obligations in relation to the Equality Act 2010. Students whose individual needs, protected characteristics and/or circumstances may need to be considered include but are not limited to:

- Students with disabilities;
- LGBT students;
- Students from ethnic minority backgrounds;
- Students in religious groups;
- Students who are travellers, asylum-seekers and/or refugees;
- Students who need support to learn English as an additional language (EAL);
- Students with Special Educational Needs (SEN);
- Students looked after by the local authority (LAC);
- Students formerly looked after by the local authority (PLAC);
- Students with medical conditions;
- Young carers;
- Students from families under stress;
- Pregnant schoolgirls and teenage mothers;
- Students who qualify for the Pupil Premium Grant;

5. The Role of Rewards in Recognising and Promoting Good Behaviour

5.1 At Mossbourne Parkside Academy, we believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students.

5.2 At Mossbourne Parkside Academy, the rewards system centres on the awarding of positive behaviour and exemplar work. House points are awarded by every member of teaching staff on a weekly basis. Students will be recognised individually for a persistent high level of effort demonstrated, individual high-quality work or demonstrating positive behaviours around the academy. Marks they receive will also contribute towards the on-going House Point Competition.

6. Rewards System

6.1 Students are rewarded for their hard work, their diligence and positive attitude towards school in a variety of ways.

6.2 *House Points:* These are awarded for:

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- Excellent assessment results;
- Positive attitude towards learning;
- Impeccable conduct and positive social behaviours;
- Excellent class work;
- Excellent homework;
- Excellent oratory skills;
- Participation in wider academy life;
- Outstanding progress.

When house points are awarded, the student receives a token of the stated amount i.e. 1, 5 or 10 house points. The house points will be totalled at the end of each week and displayed in the Phase assemblies to promote positive behaviours. The house with the most points will receive an additional play period at the end of each term.

- 6.3 *Writer of the Week:* Students producing high quality written work for their ability are rewarded at the end of each week in the phase assembly and receive an announcement and certificate.
- 6.4 *VIP table:* Names are announced by class teachers in the end of each week to students displaying positive attitudes towards their learning. A special area is set up during Friday lunch and their names are publicly shown.
- 6.5 *Times Table Rockstars:* Names are announced in phase assemblies at the end of each week to students displaying progress on the online subscription programme of Times Table Rockstars
- 6.6 *Citizenship Medal:* One student from each phase is awarded the medal for demonstrating positive behaviours that contribute to the school as an community.
- 6.7 *Student of the Week:* Names and badges are announced by class teachers in the end of each week to students displaying positive attitudes towards their learning, progress in a subject area, overall effort or kindness to others
- 6.8 In addition to this formal rewards system, effort and achievement are also acknowledged in various other ways including but not limited to:
- ✓ verbal praise
 - ✓ comments in exercise books and student planners
 - ✓ phone calls home
 - ✓ TV Screens and Notice Boards
 - ✓ Academy Newsletter which is sent home
 - ✓ displays of work

7. Unsatisfactory Behaviour

- 7.1 Whilst actively encouraging and rewarding good behaviour, Mossbourne Parkside's Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when a student does not adhere to the expected level of conduct.

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7.2 Investigating unsatisfactory behaviour

In line with the Mission and Vision Statement it is essential that the academy is kept calm and safe at all times. For this reason, students may be withdrawn from lessons while incidents of concern are investigated by staff. Our culture of communication and disclosure means students may also be spoken to by staff, and/or asked to write statements, about things they have seen or heard. This applies to all students regardless of whether they have been involved in the unsatisfactory behaviour themselves.

7.3 Unsatisfactory behaviour when travelling to and from the Academy

Students who (have pre-approval of arriving or returning home without adult supervision pick-up) contravene the expected level of conduct at these times may be instructed to return to site and failure to follow this instruction would be dealt with seriously. Parents/Carers may be asked to drop off and collect students whose behaviour at these times mean they cannot be trusted or who have previously failed to adhere to the at these times or who pose a risk to other students or themselves.

8. Anti-Bullying Policy

The Academy places high importance on creating and maintaining a calm and safe learning environment for all students. A zero-tolerance approach is taken on all types of bullying. Incidents of bullying through social networking sites or any kind of cyber bullying will be dealt with in the same manner as other forms of bullying. There will be serious sanctions for students who are perpetrators of bullying. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that Mossbourne Parkside Academy has a culture of communication and disclosure. There is an expectation that parents inform Academy staff should they suspect, or know, their child is being bullied.

9. Harassment

9.1 Definition: Harassment may be defined as any hostile or offensive act or expression by a person against another person who interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

9.2 Implicit in our ethos as an Academy is the fact that we believe we are all equal regardless of race, colour, culture, gender, sexual orientation, disability or religion. The ethos of the Academy therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

9.3 Harassment may present itself in the following ways:

- Physical assault because of race, colour, culture, gender, sexual orientation, disability or religion;
- Derogatory name-calling, insults and jokes;
- Offensive graffiti;
- Provocative behaviour such as the wearing of racist badges or insignia;
- Bringing offensive materials such as leaflets, comics, magazines into the Academy;
- Verbal abuse and threats;
- Incitement of others to behave in an offensive way;
- Attempts to recruit other students to certain organisations and groups;
- Ridicule of an individual for cultural differences, e.g. food, music, dress, etc. and
- Refusal to co-operate with other student because of race, colour, culture, gender, sexual orientation, disability or religion.

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9.4 Procedures for Dealing with Harassment

Harassment, in any form, is totally unacceptable and will be dealt with in the following ways:

- Reported to Phase leader
- Recorded in the MossPAM Behaviour Log as Harassment;
- Full reports to both the victim's and the perpetrators' parents/carers;
- In accordance with the DfE guidelines;

Exclusion and/or time removed from lessons are the likely outcomes for any student found to be a perpetrator of harassment in any form.

Victim Support:

The Academy will take steps to comfort and support any student who experiences harassment. The actions taken to deal with the offender will be explained and the attitude of the Academy towards such behaviour clearly stated. The victim will be given the opportunity to express her/his own concerns and feelings, and counselling will be provided where necessary. In serious cases, the Academy will arrange a meeting with the parents of the victim to explain the action taken and to discuss the matter with them. Restorative justice may also be used and managed by Learning Mentors upon the request of the Phase leader. For restorative justice to be successful all parties must be fully willing to participate.

9.5 In order to further promote an environment which celebrates diversity and mutual respect the Academy will:

- Ensure displays reflect its diversity;
- Challenge any intolerance within the classroom;
- Challenge intolerance in books, materials and comments in written or spoken form;
- Encourage students to share and celebrate their cultural experiences through the curriculum

10. Violent Behaviour

10.1 It is made clear to all students that aggressive physical contact of any nature will not be tolerated. Incidents of aggressive physical contact will be dealt with immediately, logged on MossPAM and parents informed, if the student's Phase Leader decides it is necessary. Mossbourne Parkside Academy will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour.

10.2 It is highly likely that any student involved in an incident of physical aggression, whether provoked or otherwise, will be excluded for a period of time, as deemed appropriate by the Principal.

10.3 Procedure for dealing with fights

The member of staff who first attends to the incident should:

- ensure that the students are checked to confirm that they do not need medical attention;
- remove them to a quiet area and keep them isolated from each other;
- inform the Senior lead (if incident occurred in the Playground) and Phase Leader, if neither are available then a Vice Principal

11. The Use of Sanctions

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11.1 Where a student's attendance, behaviour or work is unsatisfactory, there should be a response appropriate to the offence.

11.2 **Sanctions and Interventions**

A range of sanctions and interventions exists, and care is taken to apply the sanction and/or intervention most appropriate to the student concerned and the nature of the misdemeanour. These include but are not limited to:

- Verbal warnings;
- Verbal reprimands;
- Moving a student's position in class;
- Timed session of support, with TA/teacher (EYFS and Year 1 only)
- In class reflection
- Moving the student on the behaviour chart
- Withdrawing other privileges e.g. playing basketball at lunch time, representing the academy at an event;
- Break and/or lunch Reflection (in class)
- Extended time-out periods during break and lunch (only set by members of the Senior Leadership team)
- Time-outs
- Informing parents by letter, phone call or inviting to a meeting;
- Referral to the Phase Leader;
- Being placed on Report:
- Removing a student from a specific subject lesson for an agreed period of time (only Phase Leader or member of the Senior Leadership Team)
- Removal from After School activities and clubs
- Lesson Removal
- Behaviour Support Plans and Pastoral Support Plans
- Alternative Provision Centre (see Use of the Alternative Provision Centre Policy available upon request from the academy);
- Exclusion (see
- available upon request from the academy).

11.3 Although legally the Academy does not have to give notice, where time-outs after school are given, the Academy will notify parents/carers via the letter, PAM Parent, or a telephone call home. For all other time-outs it is the student's responsibility to ensure that their parent is informed.

11.4 Class Teacher Time-outs:

- Teachers will have their own arrangements for holding time-outs during break periods for unsatisfactory work, behaviour, homework, or any other matter that requires the student to reflect upon their actions
- These may take place at break and lunch
- When time-outs are set, the teacher setting the time-out must log it on the MossPAM behaviour Log. This ensures that the Phase Leaders, Curriculum Leads and other members of the Senior Leadership Team can monitor the behaviour.

11.5 Academy Time-outs:

- the student required to reflect upon their actions further than the break period with their class teacher, and/or the incident requires an escalation; the member of staff can refer to a member of the Senior Management Team.

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- These may take place at break, lunch and in some occasions after the end of the academy day (when parents will be notified)
- When extended time-outs are set, the member of staff setting the time-out must log it on the MossPAM behaviour Log, and register them into the time-out period. This ensures that the Phase Leaders, Curriculum Leads and other members of the Senior Leadership Team can monitor the behaviour.

12. Removal from Lessons

12.6 What:

Removal from lessons is both a sanction and intervention. It is housed on site but away from the main student body. When a student is removed from lessons, they will be supervised at all times by academy staff. Students complete work and/or reflection tasks, as directed by their Phase leaders, based on the reason, and the length of time, they required to work outside their regular teaching class.

12.7 Purpose:

- To act as a deterrent and prevent students making negative behaviour choices to begin with;
- To protect the learning of other students;
- To protect the welfare of other students;
- To signal to students the seriousness of their behavioural choices;
- To support students in making more positive behaviour choices in future.

12.8 Use:

A student may be removed from lessons if they have persistently breached expected levels of conduct or where behaviour they demonstrate is so serious that it requires them to be removed from mainstream lessons, or the student body as a whole. These serious behaviours include but are not limited to:

- Persistent disruptive behaviour
- Insolence / rudeness to staff
- Persistent disruptive behaviour
- Defiance towards staff
- Bullying / threatening behaviour
- Physical aggression
- Theft from the academy
- Racial/religious/homophobic/gender/sexual/disability harassment
- Vandalism to academy property
- Inappropriate use of social media or electronic forms of communication which significantly disrupt the smooth running of the academy

12.9 Students may also be removed from lessons to enable an investigation to take place to support staff in uncovering incidents and to ensure students are given a place to report incidents freely without fear from peers in their vicinity.

13. Supporting Students Whose Behaviour Needs To Improve

The Pastoral Support Programme (BSPs and PSPs)

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- 13.1 The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the student to achieve. It will be agreed with parents/carers as a result of a meeting with them. External agencies may be invited.
- 13.2 This meeting will consider the causes for concern and suggest steps to improve the situation. Agencies such as Education Welfare, the Educational Psychological Service, Social Services, Police, Counselling, and other voluntary organisations, will be involved as appropriate.
- 13.3 In drawing up the plan the Academy will, in discussion with others:
- consider what additional specialist support may be appropriate;
 - review any learning difficulties and put in place a remedial programme where necessary;
 - consider changes of sets or class;
- 13.4 The Plan will have clear targets, a time limit, be monitored regularly and should be formally reviewed every six weeks eight weeks (shorter periods of review maybe decided upon if the behaviour is further negatively increasing even whilst on the Plan).
- 13.5 At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:
- be reduced or removed;
 - may be continued for a further period with or without amendments;
 - (if a BSP) escalated to a PSP;
 - or where there has been no improvement and the student is on a PSP the Principal may decide to permanently exclude.

14. Restraint (Positive Handling): Summary Guidance on its use with a student

- 14.1 The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:
- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
 - causing personal injury to any person (including the student themselves);
 - causing damage to the property of any person (including the student themselves);
 - prejudicing the maintenance of good order and discipline at the school, and among any student receiving education at the school, whether during a teaching session or otherwise;
- 14.2 This may be on the Academy premises or "elsewhere at a time when as a member of staff has lawful control or charge of a student concerned".
- 14.3 All incidents of restraint must be reported as soon as possible to the Principal or in their absence a Vice Principal.
- 14.4 A Restraint Record is kept in confidentially and the following points should be recorded:
- Date, time and location of incident;
 - Circumstances and significant factors which led to the incident;
 - The duration and nature of any physical restraint used;
 - The names of the student(s) and staff involved;
 - A description of any injury sustained by the student(s) or staff member(s);
 - A description of any action taken after the event;

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- The full name and job title of the person making the report and
- The signatures of: the person who applied the restraint, the person making the report, the Principal

14.5 Examples of cases at the academy which restraint might be used include:

- When the safety of (an)other student(s) is threatened;
- When self-injury is being, or is likely to be caused;
- When a child or vulnerable young person is exposing him/herself to potential danger by seeking to leave the premises or a vehicle;
- When the safety of a member of staff or a visitor is threatened and
- When there is risk of serious damage to property

14.6 Acceptable Forms of Restraint (reasonable force):

- A safe holding tactic by which a student is restrained as far as possible without injury to any parties or until he/she calms down;
- Physical contact with a student designed to limit his/her movements, which are posing a danger or involving serious disruption;
- The physical removal of a child from one place to another;
- The use of any physical force necessary to remove a weapon/dangerous object from a student's grasp, when he/she is in the act of assaulting another person or looks likely and able to do so.

14.7 Unacceptable Forms of Action:

- Any act, or the threat of an act, examples of which are hitting, kicking, slapping, punching, poking, prodding, biting, throwing an object, unnecessarily rough handling or shaking which causes or threatens harm or the expectation of harm, even in the heat of the moment. Such acts would constitute an application of force as punishment and would fall under the definition of unlawful corporal punishment, which is illegal under Section 548 of the Education Act 1996, unless they have been undertaken within the context of self-defence and/or the defence of others.

14.8 Procedures:

Before taking action, which may involve restraint a member of staff should endeavour to follow these procedures:

- Assess that the restraint can be undertaken successfully;
- Give clear instructions to the student/person as to what is required of him/her;
- Warn the student, wherever possible, of the possible consequences of failure to comply (e.g. "If you continue to do that, I will have to stop you"). Whatever warning is used must **not** contain any threat of physical assault;
- If at all possible, summon a second colleague. This reduces the risk of the first member of staff suffering physical violence or becoming emotionally involved and additionally provides a witness in case a complaint is subsequently received;
- During the exercise of physical restraint staff must:
 - Use only minimum force;
 - Use only such force for the minimum period necessary;

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- Keep talking to the student to try to calm the situation;
- Keep his/her own temper under control;
- Seek to avoid any injury to the student;
- Cease the use of restraint as soon as safety is re-established.

15. Educating a student offsite

The Academy takes the safeguarding of its students and teachers very seriously. There may be occasions where the Academy needs to exercise discretion in terms of where a student receives his or her education. To this end, the Academy may elect to find alternative locations for the provision of a student's education, if it is deemed that in so doing, the safety and wellbeing of either students or teachers is enhanced.

Appendix 1:

Searching Students

Academy staff can search a pupil for any item if the student agrees.

Principals and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

A member of staff carrying out a search:

- May **not** require a student to remove any clothing other than outer clothing, i.e.: any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear;
- Should be of the same sex as the student;
- Should carry out the search only in the presence of another member of staff who should also be of the same sex as the student;
- May seize and retain any item found which is strictly prohibited and has been identified in the rules as an item which may be searched for.

Screening

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students;

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- Schools' statutory power to make rules on student behaviour, and their duty as an employer to manage the safety of staff, students and visitors, enables them to impose a requirement that students undergo screening and
- Any member of school staff can screen students

If a student refuses to be screened, the Academy may refuse to have the students on the premises. Health and safety legislation requires the Academy to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, the Academy will not permit the student to attend. This will not be considered exclusion but the absence will be treated as unauthorised.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

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