



## Positive Behaviour Policy

**MPA Values:** *Practice, Responsibility, Integrity, Determination & Empowerment*

**Mossbourne Ethos:** *Excellence, Unity & No Excuses.*

### Introduction

Positive behaviour is a necessary part of the provisions we make at Mossbourne Parkside Academy (hereafter MPA) to create and maintain a calm and purposeful working environment in which all members of the academy feel safe and secure.

### Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the academy
- To foster positive attitudes towards everyone where achievements are valued and emphasised
- To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for their own behaviour
- To engender a sense of belonging and community
- To support pupils to vocalise their feelings and emotions and to regulate these
- To raise self-esteem and build resilient learners
- To support pupils to reach their full potential and access help when needed
- To promote positive mental health and wellbeing for our whole community (pupils, staff and parents)
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated
- To prepare learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society
- To develop understanding of fundamental British values
- To develop understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

### Teaching Positive Behaviours

At Mossbourne Parkside Academy, we believe that the promotion of positive behaviour in pupils helps them to develop the following skills:

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- Perseverance and resilience
- Positive self-image and self-esteem
- Reflection and self-regulation
- Independence and organisation
- Motivation and attention
- Honesty and empathy
- Fairness and thoughtfulness
- Co-operation and Communication

We believe that all staff at the academy have a responsibility to actively help pupils develop these core skills and abilities. They can be taught during PSHE, within the classroom, and throughout the academy day by:

- Staff teaching and modelling the skills and abilities directly
- Setting appropriate boundaries for pupils' behaviour
- Showing empathy and understanding of pupils
- Listening to pupils
- Showing attention to every detail in the academy day
- Adhering to the set routine for each part of the academy day
- Showing respect and understanding to everyone in the academy community
- Providing feedback in an informative way to pupils
- 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 assemblies and class sessions

### **Our Thinkers, Leaders and Creators Expected Behaviours**

At MPA, in line with Mossbourne's mission to change children's lives for the better, we have established our vision for the academy. Our vision is to prepare pupils to be the next generation of thinkers, leaders and creators. We use this vision to set our expected behaviours for our pupils:

#### **Thinkers...are determined to ask questions and solve challenges.**

- We ask questions by placing our thumbs on our chests.
- We build on each other's ideas.
- We challenge concepts.



#### **Leaders...model integrity.**

- We sit up, straight in our seats.
- We walk around the school silent with our hands by our
- We listen and track the speaker.
- We speak in full sentences.



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**Creators...practise skills to become experts.**

- We underline our date and title.
- We use one digit per square in maths.
- We write in our best handwriting.



**Our Values**

At MPA, in line with our ethos of excellence, unity and no excuses, we have our core values, that we use to help us structure our learning behaviours. These values are called our MPA PRIDE values and they are used within our Thinkers, Leaders and Creators expected behaviours and to frame our conversations and expectations for pupil behaviour around the academy.

All class teachers spend time throughout the year with their revisiting the behaviours and values that we would like to see. They will discuss the kind of behaviours that will bring about rewards and those that could end with sanctions.



**Positive Consequences (Rewards)**

At Mossbourne Parkside Academy, we believe that pupils should be encouraged to behave well and work hard. We feel it is vital that teachers build a strong relationship with each child to foster a sense of pride in their individual achievements. We use several positive consequences to do so. Whilst our aim is that pupils 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:

- House teams and house point system
- Non-verbal rewards
- Praise
- Cheers
- Showing work to other staff
- Stickers, star charts, certificates
- Whole class reward systems
- Star of the week

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- Communication with parents/carers
- Displaying work
- Positive and constructive comments regarding work
- Celebration assemblies

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

### **Negative Consequences (Sanctions)**

In order to discourage pupils from displaying undesirable behaviours, we believe it is important to teach them desirable learning behaviours. If a pupil shows an undesirable behaviour staff should ask the pupil to stop the behaviour and should discuss the incident with all those involved, if appropriate. Staff should encourage pupils to try to resolve disputes themselves and to take responsibility for their own actions. We do this via a system of logical consequences designed to teach pupils that there is a consequence to undesirable behaviour. Such consequences are linked to the behaviour and should be set within the context of the academy community.

If a pupil chooses not to show positive behaviours and does not follow the rules the following is put in to place:

1. Where appropriate a non-verbal signal to the child to rectify their behaviour
2. Where appropriate a verbal warning to the child to rectify their behaviour
3. Reminder of rule and pupil's name moved to amber.
4. Pupil's name moved to red if behaviour persists. Time out/ and or playtime detention and record of incident on Progress Teaching.
5. In the next session, the pupil returns to green.
6. If behaviour persists, or another timeout happens that day:
  - a. Sent to parallel class for time out
  - b. Sent to Assistant Vice Principal/Phase Leader
  - c. Sent to SENCO (if pupil has SEND)
  - d. Sent to Vice Principal
  - e. Sent to Principal
  - f. Parents/Carers informed

All incidents are logged by staff on Progress Teaching.

If the behaviour is more serious, including threatening behaviour, hurting others or refusing to do as an adult asks, this may be referred straight to the Senior Leadership Team, and could lead to removal from the classroom and a lunchtime detention.

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### **Recording Incidents**

All incidents of behaviour are recorded on Progress Teaching to track and analyse the cause of behaviour. This must be done the same day. The data will be used by staff to support pupils, report to parents and professionals, and plan provisions. Parents are updated regularly. If a behaviour is more serious, parents may be informed sooner.

### **Behaviour Support Plans**

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

#### **Stage 1 Meeting (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 pupil's behaviour does not improve, the pupil moves to Stage 2.

#### **Stage 2 (10 incidents in a term)**

This begins with a meeting between the parents, Phase Leader & Class Teacher to set up a SMART target for review after 2-4 weeks after setting if necessary. If the behaviour does not improve, the pupil moves to Stage 3.

#### **BSP – Stage 3 (15 incidents in a term)**

This consists of a meeting between the behaviour lead/Class teacher and parents.

Referrals to outside agencies for advice/support re behaviour management strategies and/or support for the family where necessary and a Behaviour Support Plan with SMART targets for review is set up. If the behaviour does not improve, pupils continue to a Pastoral Support Plan (PSP).

Where appropriate, the pupil must be included in the BSP process. The SENDCO may also be involved in the process if the pupil has SEND.

### **Pastoral Support Plan**

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

### **Further Support**

A pupil may be placed under adult supervision in response to a single serious incident, three or more 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 Behaviour Support Plan. Appropriate work will be provided by the teacher. Only the Principal or Vice Principal or Assistant Vice Principal may authorise the placing of a pupil under adult supervision outside of class.

### **Exclusions**

These are at the discretion of the Principal. Each serious misdemeanour will be considered and exclusion will depend on the severity and frequency. Please see the Academy's exclusion policy for further details.

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### **Playtimes**

We believe it is essential that all pupils engage in collaborative play appropriate for their age and have positive interactions with their peers. There will be a range of equipment available to pupils at all playtimes. Pupils on duty will be actively involved in running organised group games. Staff will monitor the playground and be proactive in redirecting pupils who are at risk of negative behaviour.

A pupil will be given a warning and name written on a clipboard. If behaviour continues, the pupil will receive a time out. A member of staff must inform the class teacher this has occurred, and that member of staff records on Progress Teaching. For immediate sanctions at lunchtime, pupils will spend time 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 academy**

Under the Education and Inspections Act 2006, academies have the statutory power to discipline pupils for misbehaving outside the academy premises.

The academy will respond to any incidents of pupils misbehaving outside the academy in the same manner and with the same procedures that occur with unacceptable behaviour within the academy.

Examples of unacceptable behaviour outside the academy may include when a pupil is:

- taking part in any academy-organised or academy related activity
- travelling to and from the academy
- wearing the academy's uniform
- close to the academy site
- or in some other way identifiable as a pupil at the academy

Or misbehaviour that:

- could have repercussions for the orderly running of the academy
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the academy.

### **Searching Pupils**

Staff can search pupils with their consent for any item which is banned by academy rules.

Staff 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**

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 when necessary as part of staff's duty of care. If a member of staff uses reasonable force, then a positive handling form is completed, submitted to the Principal to the PA and discussed by the safeguarding team.

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### **Pupils with SEND**

This behaviour policy acknowledges the academy's 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 academy's Child Protection and Safeguarding Policy.

### **Responsibilities**

#### **Staff Responsibilities**

There is an expectation that staff working are able:

- To treat all pupils fairly and with respect
- To help all pupils 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 pupils
- To recognise and value the strengths of all pupils
- To offer a framework for teaching the personal, social, and emotional skills and abilities that underpin the academy's behaviour policy and ethos

#### **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 academy's Positive Behaviour Policy and do the following:

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

#### **Childrens' Responsibilities**

Children are expected to do the following:

- To follow the school values and expected behaviours
- To do their best
- To strive for independence and self-discipline
- To contribute to their own learning

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- To treat others, their belongings, and the environment with respect
- To show consideration for others
- To consider the effects of their actions
- To adhere to the Home/Academy contract

### **In-Service Training Needs**

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

### **Monitoring**

This policy is reviewed annually.

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