



THE MOSLEY ACADEMY BEHAVIOUR PROCEDURES

Introduction

At The Mosley Academy we recognise that all pupils have the right to be educated in a safe, caring and supportive environment without distraction and disruption to their learning.

We believe that the responsibility for ensuring that our pupils develop self discipline and an awareness of responsibility to others is a joint one between parents, pupils and staff.

The purpose of this procedure is to make clear to everybody involved in the life of the school exactly what is expected of the pupils. It was written in consultation with all those expected to implement it, namely children, staff, parents and governors.

We hope that the guidelines suggested will help to ensure that The Mosley Academy continues to be a school where staff and pupils are calm, confident and successful.

Aims

- To value and appreciate one another, irrespective of age, gender, creed or race, and to acknowledge that everyone has a part to play within our school community;
- To provide a safe, caring and calm environment in which quality learning can take place;
- To promote fairness, consistency and clear expectations throughout the school community;
- To recognise caring and co-operative behaviour and to discourage anti-social attitudes;
- To help children develop their awareness of the school as a community and of the school as part of the wider community;
- To listen with respect to one another and be conscious to never damage another's self esteem;
- To gain understanding and commitment regarding the policy from all members of the school community.
- To ensure health and safety guidelines are followed at all times so that everyone stays safe and well

What we mean by good behaviour

We expect children to:

- Follow instructions as and when they are given;
- Follow school routines;
- Follow updated health and safety guidelines regarding Social Distancing in response to Covid19 pandemic
- Refrain from deliberate / threatening coughing / sneezing

- **Be mindful of and follow the one way and queuing systems to ensure safe movement around school**
- Show respect to both children and adults;
- Be polite and honest;
- Promote a positive image of the school in the community
- Not damage property or the school buildings;
- Walk within the school in a quiet and orderly manner.

Encouraging good behaviour

The Golden Rules

At The Mosley Academy we successfully adopted the "Golden Rules" behaviour guidelines.

The "Golden Rules" are:

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| • We are gentle | <i>We don't hurt others</i> |
| • We are kind and helpful | <i>We don't hurt anybody's feelings</i> |
| • We listen | <i>We don't interrupt</i> |
| • We are honest | <i>We don't cover up the truth</i> |
| • We work hard | <i>We don't waste our own or other's time</i> |
| • We look after property | <i>We don't waste or damage things</i> |

As a reward for keeping the "Golden Rules" the children will have "Golden Time" on Friday afternoons which provides a choice of different activities as a reward for keeping the "Golden Rules" during the week.

Children who break the rules lose part of their "Golden Time". They are given a yellow card as a warning of the potential loss of 5 minutes "Golden Time".

If the behaviour improves the yellow card is withdrawn.

If the behaviour continues a red card is given indicating that 5 minutes golden time is lost. During "Golden Time" the child sits with a sand timer watching the loss of their time whilst the other children are enjoying their reward.

Green cards are given as rewards for exemplary behaviour.

The introduction of "Golden Rules" and "Golden Time" has been a powerful force in promoting the exemplary behaviour of our children as judged to be "outstanding" by Ofsted in October 2008 and in May 2014.

The children thoroughly enjoy "Golden Time" on Friday afternoons and are never keen to lose any!!

Other strategies:

To support our behaviour procedure, we offer a differentiated curriculum, aimed at meeting individual needs. There is also a wide range of extra-curricular activities to help children become involved in school life in a positive way.

We:

- Explain and demonstrate the behaviour we wish to encourage;
- **Model adherence to updated health and safety guidelines during Covid19 pandemic, including social distancing**
- **Remind children of the rules we expect them to follow**
- Recognise and highlight good behaviour as it occurs;
- Praise children for behaving well;
- Encourage children to be responsible for their own behaviour;
- Reward individual children and groups of children for behaving well.

In addition to the Golden Rules we encourage the growth of positive behaviour by recognising and rewarding achievement in both academic and personal/social development as follows:

- Teachers' praise;
- Public praise - in rewards assemblies;
- Sending to Headteacher or other relevant member of staff for recognition;
- Awards of certificates/badges;
- Giving of special responsibilities;
- Choice of preferred activities during the week OR at specific times chosen by teacher;
- Team points;
- Inform parents of particular examples of good behaviour: e.g. kindness, caring
- through notes home / word of praise at end of school day.

Class Rules:

Each teacher will negotiate rules for within their class. These will fall within the framework of the whole school rules and will ensure appropriate attention to both rewards and sanctions.

Unacceptable behaviour

There is no place for violence, bullying, harassment (racial, sexual or other), vandalism, and rudeness to adults, bad language, **antagonistic aerosol projections** or dishonesty within our school community.

Occasionally children may have difficulty with finding the right behaviour. There is a staged process within the area of Special Educational needs through which a child will progress. This will often involve help from an outside agency.

Mobile phones, digital recording devices, portable gaming devices, digital cameras are not to be brought onto the premises without express permission.

Use of these devices without permission is unacceptable and any use of a recording device without permission will be in breach of this policy as well as data protection legislation and confidentiality rules and may lead to a permanent exclusion from the school.

Other sanctions

When dealing with unacceptable behaviour, we are conscious to always maintain a child's self esteem and communicate that it is the behaviour that is bad not the child.

Deprivation of any part of the school curriculum should only be considered as a last resort. Extra work such as maths or writing, should not be given as this promotes a negative image of academic work, quite the opposite to our aim.

The adult responsible should deal with minor infringements at the time. It weakens the authority of those such as class teachers and mid-day supervisors to make undue use of the hierarchy.

When challenging behaviour that is an infringement of Covid19 safety measures, staff should take timely and effective action to safeguard the health and safety of the other children and adults within their 'bubble'.

Punishments should, whenever possible, be immediate and of an appropriate duration.

Strategies for minor infringements might normally include:

- Non verbal sign - look, head shake, etc;
- Clear warning;
- **Reference to the child friendly Health and Safety guidelines displayed around school**
- Time out, at teacher's discretion (this must be supervised);
- Appropriate handling of attention seeking behaviour;
- Private verbal rebuke or reminder;
- Repetition of tasks if necessary;
- Removal from the scene of disruption;
- Isolation within the classroom;
- Withdrawal of privilege - loss of break time;

- Informing and discussing with parents;
- Home / School diaries.

For more serious offences or continued transgressions:

- Logging of incidents;
- Separating from class and referring to Headteacher / Deputy Headteacher;
- Establishing a behaviour contract with child and parents;
- Begin the staged model of the Special Educational Needs Code of Practice.

In case of persistent or serious misbehaviour, pupils may be excluded from school:

- For a definite period.
- Permanently.

See also Policy Statement for exclusion and National Guidelines

Physical restraint or guidance

There may be rare occasions when, for a child's own safety, or for the safety of others, a child may need to be physically restrained by staff.

This will always be carried out in accordance with guidelines in the Staff Handbook, which are based on County recommendations. Staff will use the minimum necessary force to achieve this.

See also policy for physical restraint

Parents

Home is the most dominant influence in a child's affecting their attitudes and behaviour. We believe that parents want their children to be able to take full advantage of all the activities offered in school. Co-operation between parents and staff is essential.

School will do all it can to help each pupil and we would be grateful if parents could help by: -

- Talking to your child about the school's expectations on behaviour, thus supporting the school's behaviour procedures.
- Responding to all communications about your child's behaviour.

- Ensuring that when you are on the school's premises, you show, by example that you are mindful of the school's rules **including those relating to social distancing**
- Following the Parent Code of Conduct.

At our induction afternoons for children new to the school the "Golden Rules" are explained and in addition parents are reminded of the "Golden Rules" at the start of each school year.

Mid-day Supervisors

Mid-day supervisors have been made aware of this behaviour procedure and have agreed to implement the rules where they apply to them and their time with the children.

In the playground and the dining room, they try to be positive with the children and take notice of good behaviour, kind acts, etc.

- Time out will be given for incidents and children will stand by the playground walls for these.
- In the event of more serious problems, children will be brought inside to the Deputy Headteacher in the first instance and then referred on to the Headteacher
- Reward stickers for positive lunchtime behaviour are available.
- The Midday Supervisors will choose up to 8 children per week to sit on the 'Golden Table' as an incentive and reward for outstanding behaviour in the hall at lunchtime ***(this is currently suspended for Autumn term 2020 due to Covid19 restrictions)***

Children are provided with activities through "Huff Puff" run by our Y6 children as well as skipping ropes / hoops / speed stacks / playground zones to keep them purposefully occupied during the lunch break. ***(Each 'bubble' is currently only able to use their own play equipment throughout Autumn term 2020 due to Covid19 restrictions)***

Updated 2019

Updated (with Covid19 guidance) September 2020

Appendix 1 - Golden Rules

- If you follow the Golden Rules consistently, or show an act of kindness or helpfulness, you will get a **Green Card**.
- For every **25 green cards** you will be awarded a certificate in rewards assembly on Thursday.
- Your reward for good behaviour is Golden Time on Friday afternoon.
- Also, for receiving green cards you will earn money to spend in the Golden Time Shop. Your teacher will tell you when you can go to the shop. You will need to decide if you want to spend or save your money!
- For every 10 green cards you will receive a Golden Pound. The Golden Time Pounds can be spent in the Golden Time Shop when it is the turn for your class - usually on Friday afternoon.
- Children who consistently follow the Golden Rules at lunchtime may invited to the 'Golden Table'. Here you will get extra treats and have your dinner served by Mr Baxter or Mrs Carter. *(This is suspended throughout Autumn 2020 due to Covid19 restrictions)*
- If you do some really good or special work, your teacher may send you to show it to Mr Baxter or Mrs Carter *during your 'bubble's' weekly assembly slot.*
- If you break one of the Golden Rules, you will be given a **yellow card as a warning**. If you break the rule again, you will be given a **red card**. You will lose 5 minutes of Golden Time on Friday for receiving a **red card**.
- If you get lots of **red cards** and lose all of your Golden Time, you have to earn it back. Your teacher will tell you what they want you to do to earn it back.
- If you lose lots or all of your Golden Time we will talk to your parents about your behaviour. If you miss Golden Time every week we will talk to your parents.
- If you walk away / run off / argue if you are given a yellow or red card, your teacher will be told and you may be sent to Mrs Carter.
- If you seriously misbehave at break or lunchtime you will be sent to Mrs Carter
- If you have done something even more serious, or if Mrs Carter thinks he should be told, you will be sent to Mr Baxter.
- Your parents/carers will be told what you have done and you may lose a privilege (e.g. break time / lunchtime / treat / monitor job / sports match) for a period of time. If you misbehave a lot, you may also be given a behaviour diary (your teacher will write down about what you do in school and send it home for your parents to see).
- If you don't follow the Golden Rules at lunchtime, you may be excluded at lunchtimes (you will not be able to eat your lunch and play with your friends).
- If you don't follow the Golden Rules, misbehave consistently and none of the above punishments stop you, you may be excluded from school (sent home).