



The Mosley Academy **Behaviour Procedure**

It is a primary aim of The Mosley Academy that every member of the school community feels valued, and that each person is treated fairly and with respect.

We are a caring community, whose values are built on mutual trust and respect for all.

Our school's behaviour procedure is therefore designed to support the way in which all members of the school can work together in a supportive way.

It aims to promote an environment in which everyone feels happy, safe, and secure.

Our school motto is '**Be the Best That You Can Be**' and, in close consultation with our children, staff and parents, we have identified this to mean that we are all;

Respectful

Kind

Honest

Happy

Resilient and

Independent

members of our school community.

Our school promotes respect for others, honesty, trust, and fairness between all children including those with specific learning difficulties. We believe self-respect and self-discipline to be important attributes too.

Our school plays a vital role in promoting the spiritual, cultural, mental, and physical development of our pupils. We believe our school motto, the moral code it represents and consistently high expectations for all underpin this behaviour procedure.

Our school has several '**Golden Rules**' which children follow.

When these rules are followed and set behaviour expectations are showcased, children are rewarded with '**Green Cards**' which they collect to earn certificates in celebration assemblies. Whole classes are rewarded for adherence to the Golden Rules with 'Golden Time'; this is where the last 30 minutes of a Friday afternoon are free-flow / pupil-led play-based activities.

However, our behaviour procedure is not simply concerned with rule enforcement; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn effectively.

The school expects every member of the school community to behave in a considerate and respectful way towards others.

We treat all children fairly and apply this behaviour procedure in a consistent way.

All staff and adults working in school provide a positive model of behaviour and ensure high expectations of behaviour are made explicit to the children.

This procedure aims to help children grow in a safe and secure environment, and to become positive, respectful, and increasingly independent members of the school and wider community.

At The Mosley Academy, we recognise and promote good behaviour, as we believe that this will further develop our ethos of kindness and cooperation.

This approach is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Key roles and responsibilities

The governing body has overall responsibility for the implementation of this procedure and the procedures of The Mosley Academy.

The governing body has overall responsibility for ensuring that this procedure, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability, or sexual orientation.

The governing body has responsibility for handling complaints regarding this policy, as is outlined in the JTMAT's Compliments, Comments and Complaints Policy. This can be accessed here: [JTMAT-Compliments-Comments-Complaints-Policy.pdf.pdf](#)

The headteacher, Mrs Sarah Rowe, will be responsible for the day-to-day implementation and management of this procedure and the wider practises of the school.

Staff, including teachers, support staff and volunteers, will be responsible for following the procedure and for ensuring pupils do so too.

They will also be responsible for ensuring the procedure is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning strategies and implementing this procedure both in class, around school, at pastoral times and when offsite (for educational trips etc.)

Parents/carers are expected to take responsibility for the behaviour of their children inside and outside of school and will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Parents and Carers agree to a 'HOME – SCHOOL – CHILD WORKING IN PARTNERSHIP' contract when enrolling their child at the school which they are expected to adhere to for the duration of time they and their child are a member of our school community.

Our school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning, and to cooperate fully with the school.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

Definitions:

For the purpose of this document, our school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual based on disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or using threatening language
- Fighting or physical aggression
- Spitting and biting

For the purpose of this document, our school defines "low level unacceptable behaviour" as: behaviour which may disrupt the education of the child themselves and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Continued talking when others are speaking
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground (outside of structured ball games)
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies

- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules

“Low level unacceptable behaviour” may be escalated to “serious unacceptable behaviour” depending on the behaviour breach.

Our Expectations:

We expect our children to;

- Listen to and follow instructions as and when they are given
- Follow school routines
- Show respect to themselves, other children, and adults
- Be polite and honest
- Promote a positive image of the school in the community
- Not damage property or the school building
- Walk within the school in a quiet and orderly manner
- Show kindness to each other, including using kind words
- Work hard and take pride in their learning
- Take responsibility for their learning outside of the classroom
- Look after property
- Play with others safely and gently

We expect our parents to;

- Never physically punish your child
- Respect the ethos of our school
- Always treat staff members with kindness and respect
- Set a good example by behaving well and not using disrespectful or bad language
- Make sure the school’s viewpoint of any issues or incidents is ascertained so that perspective can be gained before taking grievances further
- Take responsibility for your child’s behaviour
- Ask the school for help if you don’t understand something or want to know more detail
- Not question decisions made by the school or criticise staff/the school in front of children, other parents, or on social media
- Never threaten to, or hit/push a member of the school staff, other parents, or carers
- Take care of school property
- Make sure all communications are polite and appropriate
- Never to go up to another child to ask them, or tell them off, about something that may have happened with your child. (This may be seen as an assault.)
- Not smoke or drink alcohol (including at school events) or take drugs of any kind whilst on school premises

Our Golden Rules

The Golden Rules are followed by everybody in school. These rules are put up in each classroom and around school and adherence to them is celebrated in award assemblies each week.

Expectations for playground behaviour also follow the Golden Rules and are very clear to all staff and children. The children are regularly reminded of the expectations.

The Golden Rules are as follows:

1. We are honest
2. We are kind
3. We are gentle
4. We listen
5. We work hard
6. We look after property

Promoting Positive Behaviour

There are many ways of trying to promote good behaviour. We work hard to develop good staff-pupil relationships which goes a long way to supporting good behaviour, along with an engaging curriculum which is appropriate for everyone. It is important there is a consistency among staff in implementing procedures and when dealing with individual students.

Rewards

As a school we are committed to promoting, celebrating, and rewarding achievement. We recognise that our students possess a range of talents and abilities and are therefore committed to recognising and rewarding effort and achievement at all levels.

We praise and reward children for good behaviour in a variety of ways:

- Teachers encourage and praise children for their achievements and behaviour
- Staff members reward children with stickers and celebratory stamps
- Green Cards are given to reward showcasing of the Golden Rules
- Teachers award team points in recognition of children setting a good example by following the school or individual classroom rules
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a reward
- Each week children are nominated from each class to receive certificates in the Weekly Celebration Assembly, to promote good behaviour, showcase work towards our core values, recognise manners and celebrate achievement.
- Positive behaviour at lunchtimes is rewarded by the giving of Spotter Tickets which children collect to put into a weekly raffle which, if selected, earns them the privilege to keep the school mascots for a week. This is presented in an awards assembly once a week.
- The Headteacher and Deputy Headteacher actively encourage staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement where they are rewarded with stickers and headteacher certificates.

Age-Appropriate Sanctions

The Mosley Academy expects the Golden Rules and behavioural expectations to be followed to ensure a safe, positive learning environment and a happy school.

We expect children to showcase their Being the Best That They Can Be by behaving in an honest, kind, and respectful manner.

We review each incident of poor behaviour on an individual basis.

Teachers ensure all staff, including teaching assistants and lunch time supervisors know that a child is under sanction or (where appropriate) has behaviour targets.

If low level unacceptable behaviour occurs, then:

1. A verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
2. If the behaviour continues, then the child is provided with a **Yellow Card** – this is a visual aid to communicate a warning.
3. If the observed misbehaviour stops, the Yellow Card is removed, and the child is praised for taking responsibility in bringing their behaviour back up to expected standards
4. However, if the poor behaviour continues then the child is provided with a **Red Card**. Each 'Red Card' equates to 5 minutes loss from their weekly Golden Time.
5. If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek support from a senior colleague, Deputy Headteacher or Headteacher
6. Staff members may decide that the child is required to miss part of / all their break time
7. Where required, we will contact the child's parents/carers to discuss the situation and the plan for moving forward
8. If the child has displayed similar behaviours previously or the behaviour continues, then they will be sent to the Headteacher who will apply further sanction

Any instance of serious unacceptable behaviour will result in the following:

1. A child being sent to the Deputy Headteacher / Headteacher
2. Parents / carers will be contacted and invited into school to partake in the development of a home/school behaviour support plan
3. Behaviour will be logged on our school safeguarding system and closely monitored by the Deputy Headteacher / Headteacher

The safety of the children is paramount in all situations.

If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session or remove the rest of the class from the situation.

The teacher will at this point seek support from the Deputy Headteacher or Headteacher.

Playtime / Lunchtime Sanctions

1. A verbal warning is given to the child and the lunch time supervisor should explain to the child what he/she is doing that is not acceptable
2. If the behaviour continues, then the child is provided with a 'Yellow Card' – this is a visual aid to communicate a warning

3. If the observed misbehaviour stops, the Yellow Card is removed, and the child is praised for taking responsibility in bringing their behaviour back up to expected standards
4. However, if the poor behaviour continues then the child is provided with a 'Red Card'. Each 'Red Card' equates to 5 minutes loss from their weekly Golden Time
5. Lunch time supervisors may also ask for children to stand by them or have 'timeout' of play situations for a set amount of time
6. Any incidents of serious unacceptable behaviour, as defined earlier in this procedure, will be dealt with by the Headteacher or the Deputy Headteacher
7. Staff will be made aware if any individual child is having difficulties with their behaviour or are following an individual behaviour plan
8. Lunchtime supervisors pass on any concerns to the class teacher or the Headteacher at the end of each lunchtime.

Exclusion:

We hope that through our document of positive discipline, an agreed Home, School, Child Working in Partnership Agreement, and close consultation with parents over any learning and behaviour problems that no child at The Mosley Academy would reach the level of needing to be excluded.

We see exclusion as a final sanction, which will only be used, after careful consideration, when all other possible sanctions have been tried and have been unsuccessful.

Permanent exclusion will only be used as a last resort, in response to serious or persistent breaches of the JTMAT's Behaviour Policy.

The handling of exclusions of pupils from school is governed by Education Acts and guidelines.

Grounds for Exclusion

The principles which underline a decision to exclude a pupil from The Mosley Academy are as follows:

- A need to avoid risk and danger to pupils and/or staff
- The bringing into school of anything deemed to be an offensive weapon will result in the police being informed and three days exclusion
- Incidents which breach the law
- Persistent and severe bullying
- A single serious, major incident. In the case of a serious assault on another person occasioning injury. (The Headteacher will first establish whether there are elements of self-defence or retaliation against an assault before determining the appropriate disciplinary action.)
- Constant disruption to learning
- Verbal and physical abuse towards children or adults

Permanent exclusion will only be used when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

The decision to exclude rests entirely with the Headteacher. It can only be delegated to or assumed by the Deputy Headteacher in the Headteacher's absence.

The Governors role is to uphold or dismiss a Headteacher's recommendation.

The decision to exclude a pupil must be lawful, reasonable, and fair.

Schools have a statutory duty not to discriminate against pupils based on protected characteristics, such as disability or race.

School will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Our school staff are aware that disruptive behaviour can be an indication of unmet needs.

Whilst a single, major incident may justify exclusion, continued failure to respond to other sanctions may also result in exclusion.

In such cases, incidents causing concern and actions taken must be fully and accurately recorded by the Headteacher and staff concerned.

If school has a concern about pupil behaviour, we will try and identify if there are any casual factors and intervene early to reduce the need for a subsequent exclusion.

This may lead to a multi-agency assessment that goes beyond pupil's educational needs.

Every effort will be made to discuss behaviour problems with parents and to seek cooperation in resolving problems before exclusion is considered for any child.

Fixed-Term and Permanent Exclusions:

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school.

The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently.

It is possible for the Headteacher to convert fixed term exclusion into a permanent exclusion if the circumstances warrant this.

If the Headteacher excludes a pupil they must inform the parents immediately, giving reasons for the exclusion.

At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Body.

The school must inform the parents how to make an appeal.

The Headteacher must inform the JTMAT on all exclusions using the appropriate form.

The Headteacher must inform the JTMAT and the Local Governing Body of any permanent exclusions and about any fixed term exclusions beyond five days in any one term.

The Local Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

When the governing body meet to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the JTMAT and consider whether the pupil should be reinstated.

If the governing body decides that a pupil should be reinstated the Headteacher must comply with this ruling.

On reintegrating pupils back into school, they will meet with the Head / Deputy at 9am on the first day back at school, with parents/carers, where discussions will take place for management of future behaviour.

School should set and mark work for pupils during days 1 – 5 of exclusion and alternative provision must be arranged from the 6th day.

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each class has a wall based, visual log of red/yellow/green cards, so children and staff can assess children's conduct throughout each day
- A record of parental contact is included on MyConcern.
- Children who are involved in more serious / physical incidents will have the event recorded on MyConcern, detailing the incident, the child's response and action taken by the staff member
- Class teachers will contact parents/carers if they want to discuss a child's behaviour. This must be recorded on MyConcern
- Individual behaviour plans / reward charts may be launched, in liaison with parents/carers, for children who require targeted support
- Home/School diaries may be set up to ensure all adults around a child are aware of behavioural incidents

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

The anti-bullying procedure can be accessed here: [THE MOSLEY COUNTY PRIMARY SCHOOL \(themosleyacademy.co.uk\)](https://www.themosleyacademy.co.uk)

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