

## **BEHAVIOUR MANAGEMENT PROCEDURE & STATEMENT**

### **Policy statement on equality and diversity**

The School will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief, and sexual orientation.

Equality and diversity are integral to the School's priorities and objectives. We will support inter-faith and inter-cultural understanding and engage all students in playing a full and active role in wider engagement with society.

## **The Mosslands School Behaviour Management policy**

The Governing Body believes that the management of behaviour involves all members of the school community; that such management is an educative and evolving process.

Good behaviour provides a foundation for a secure and caring environment in which effective teaching and learning can take place.

Such an environment is brought about by:

- \* Pro-active promotion of good behaviour and discipline
- \* Promoting self-esteem, self-discipline, proper regard for Authority and positive relationships based on mutual respect
- \* Ensuring fairness of treatment for all
- \* Encouraging consistency of response to both positive and negative behaviour
- \* Promoting early intervention
- \* Providing a safe environment free from disruption, bullying and harassment
- \* Encouraging a positive relationship with parents and carers, developing a shared approach to involve them in the implementation of the school's policy and procedures.

### **Roles and responsibilities**

*The Governing Body* will establish, in consultation with the Head teacher, staff and parents and students, the policy for the promotion of good behaviour and keep it under review. It will ensure it is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.

*The Head teacher along with the Assistant Head teacher with responsibility for behaviour and attendance* will be responsible for the implementation and day-to-day management of the policy and procedures.

*Staff* including *teaching* and *non-teaching personnel*, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst *all* staff in the implementation of the policy is essential. *All Staff* have responsibility, with the support of the head teacher, for creating a high quality, learning environment.

**Actively teaching good behaviour and routinely implementing the agreed policy and procedures provide the cornerstone of Behaviour Management at Mosslands.**

*The Governing Body, head teacher and staff* will strive to ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. They will also ensure that, by routine and specific provision, the concerns of pupils are listened to and appropriately addressed.

*Parents and carers* are expected to take responsibility for the behaviour of their child both inside and outside the school. They will be expected to work in partnership with the school to assist in maintaining high standards of behaviour.

*Pupils* will be expected to take responsibility for their own behaviour both inside and outside the classroom and will be made fully aware of the school policy, procedures and expectations. *Pupils* also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## Procedures

### Role of Teachers

Teachers set the tone for appropriate Behaviour for Learning (BfL) by maintaining positive attitudes( a growth mindset) at all times and promoting high expectations for all. The BfL policy underpins these expectations.

1. Teachers should ensure that learning objectives are clear, lessons are well organised, interesting and appropriate and that work is sensitively differentiated.

2. In the classroom teachers should set clear expectations, be fair and engage students while applying the BfL policy.
3. BfL expectations should be displayed and used consistently with all students. Our school behaviour for learning is based around the principles of KASH and FACE with there being four stages. These are:-
  - Student has been resourceful and resilient in their learning
  - Student has been attentive and active in their learning
  - Student has been passive or unprepared
  - Student has been calculated in their idleness

An assumption will be made that all students will be at least attentive and active in their learning. In exceptional cases a member of staff may issue a 5 because a student has totally failed to engage in their learning and have been unacceptably disruptive. In this instance a student would be sent out of the classroom with work to a designated buddy room.

4. Teachers should show appropriate appreciation for effort and achievement by students, using encouraging words and appropriate rewards. These may include accolade awards, appropriate logs on SIMS, referral to the appropriate Head of House for special congratulations for excellent work and effort which in turn may lead to congratulation letters sent home to parents/carers in the form of star of the week or special congratulations from the Headteacher.

5. For all teachers and support staff it is their constant responsibility when on the school site, or when accompanying students on visits and residential trips, to apply expectations of good behaviour and to intervene when these are not met.

6. Teachers and support staff are expected to demonstrate to young people courteous, considerate, polite and appropriate behaviour at all times, and never use any form of abusive or humiliating remarks.

7. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour, help the student to maintain dignity and be able to make a fresh start.

8. Staff should only use restraint in lawful circumstances, for example to prevent a student from hurting themselves or others.

9. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities.

### Behaviour Expected from Students

Students are expected to be polite and show consideration towards each other and towards all school staff and visitors to the school. Students are

invited to make a contribution to determining school behaviour management policy through representation to the school council. The following principles underpin this behaviour management policy and are consistent with the school's expectations:

1. Students are required to read, co-sign and adhere to the home school agreement.
2. Students are required to observe the following basic rules in the classroom:
  - arrive on time with all the equipment needed for the lesson
  - listen in silence when the teacher is giving instructions
  - follow instructions promptly and accurately
  - raise a hand to gain attention and wait to be asked
  - stay in the allocated seat or workspace unless given permission to move
  - treat others with respect and consideration at all times.
  - engage in their learning positively.
3. Students are required to dress neatly in the specified school uniform or other clothing as specified for practical work and other physical activities.
4. Students must obey all health and safety regulations in classrooms and around the school including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.
5. Students should never make racist, sexist or other abusive or humiliating remarks.
6. Students must never resort to physical violence.
7. Students must demonstrate appropriate behaviour when travelling to and from school. Normal school rules apply in relation to issues such as smoking etc. The Headteacher will discipline students who fail to uphold the general standards expected of Mosslands students.

### Partnership with Parents/Carers

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

1. Parents/carers are required to use their best endeavours to guarantee that their children's behaviour does not prevent others from learning effectively.

2. Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate particularly the application of sanctions and the treatment of anti-social behaviour.

3. Detentions in after school hours can be set. For detentions of over 30 minutes, parents/carers will be informed either in writing, by telephone or by text message. Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that students can return home safely at a later time. A full explanation flow chart showing the detention system can be found separately on the school website under "Behaviour Sanctions".

4. Parents are encouraged to track their son's behaviour for learning via the SLG and contact the appropriate House office with any concerns.

## Guidance on Rewards and Sanctions

### Rewards

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.
2. Good or outstanding pieces of work.
3. Effort in class or for homework.
4. Outstanding effort or achievement in extra-curricular activities.
5. Service to the school or local community.

Accolade Reward vouchers will be entered and recorded on the SIMS behaviour management system. Reward points are also gained for positive BfL in all lessons. The Accolades is a whole school reward system for boys in years 7 - 11. Its purpose is to reward the top 25% of students who are known as 'The Accolades'. Points are awarded for good behaviour in learning and around the school and points removed for poor. The totals are collated every two weeks and awardees are invited to attend the Accolades Reward Assembly. Parents are informed that their son has been in the top 25% of students in the last fortnight. In July a Rewards Day is open to the top 25% of students measured by the number of occasions that they have been on The Accolades list that academic year.

## Sanctions

It is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

1. Negative BfL (3,4 and 5's) are entered onto the SIMS behaviour management system.
2. Sanctions are followed as stipulated in the BfL Guidelines(see separate Behaviour sanctions).
3. Students may be placed on Monitoring whereby they are required to carry a report card that has to be signed after every lesson.
4. Any member of staff may phone a parent or carer to discuss any student's behaviour or the quality of their work if they have first discussed their concerns with the Head of House.
5. For persistent unacceptable behaviour there are a series of referrals that can be considered by the Student Services Team. These are:
  - Referral to the school's ESW for investigation and supporting visits to parents
  - Referral to Child and Family Service (CAMHs)
  - Referral to the school nurse
  - Referral to the educational psychologist for guidance and possible preparation of additional support plan
  - Referral to other external support where appropriate.
6. Fixed term exclusion /time in the exclusion unit will be used for the following offences:
  - Harm with intent, for example, violence or threatening behaviour towards staff or other students
  - Racism
  - Persistent disruption, defiance or any other behaviour that compromises their own or others' safety and welfare
  - Verbal abuse directed at staff
  - Refusal to follow or accept sanctions
  - Possession of drugs
  - Misuse of the Internet
  - Smoking on the school site
  - Actions that the Headteacher deems to be inconsistent with the general standards & behaviour required of students at Mosslands School
7. Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will

also be used as a response to extreme acts of violence, supplying drugs, and for persistent incidences of defying criminal law. The governors' discipline committee must hear all cases of permanent or fixed term exclusion that exceed 15 days.





