

The Acorn School

GOOD BEHAVIOUR POLICY

2018-2019

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Approved by Proprietors: September 2018

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Approved by Headteachers: September 2018

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Overall Policy

At The Acorn School we aim to create a safe, caring and stimulating environment where the children can develop into confident, responsible individuals.

We have high expectations of behaviour from all those in the school community. The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of cooperative team work. The school welcomes and encourages the involvement of parents and others in the community to help us achieve this.

The standards of behaviour that we expect are discussed with the children throughout the school in age appropriate ways and these standards are continually reinforced. Every child has the right to learn and no child has the right to disrupt the learning of others.

We ensure that the classroom environment is appropriate to the children's needs at each stage of their development. The small classes at The Acorn School means that we get to know our children well and manage the classroom in such a way as to aim to avoid disputes between children and keep focus on positive behaviour.

When sanctions are necessary they are always age appropriate, proportionate and focussed on a positive outcome.

Aims

Our aims for behaviour are that all children will:

- Be tolerant and understanding with consideration for the rights, views and property of others
- Develop a responsible and co-operative attitude towards work and towards their roles in society
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take a pride and responsible interest in caring for their environment

Expectations of all staff

Our aim is to be a model for good behaviour and to build confidence and self-esteem in our children.

Each member of staff plays a crucial role in helping to create a safe, caring and pleasant environment where children's physical and emotional needs are met and where children feel valued.

They do this by:

- Respecting the equal opportunities, rights, values and beliefs of all individuals in the school
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing and maintaining a well-ordered environment in which all are fully aware of behavioural expectations
- Setting out clear, age-appropriate expectations or rules in each year group
- Encouraging, praising and positively reinforcing good relationships, behaviours and work rejecting all conduct involving bullying, harassment or discrimination
- Helping to create and consistently applying strategies to eliminate undesirable behaviour
- Working with parents

Strategies staff members use to help children to achieve these aims:

- Working consistently with colleagues and parents to promote positive behaviour
- Ensuring children are supported and supervised appropriately during the day
- Supporting children to take increasing responsibility for their own learning and conduct
- Adapting strategies to the needs of individuals
- Taking quick action to prevent one child inhibiting another's progress.
- Ensure rapid and stringent response to incidents of bullying and racial or sexual harassment
- Being good role models – punctual and well prepared
- Providing opportunities for children to discuss appropriate behaviour individually or in Social Education sessions and in circle times.
- Monitoring and reviewing attainment, homework, attendance, punctuality and behaviour with colleagues and senior leaders.
- Regular communication with parents to address issues that are identified – informal meetings, formal meetings and reports
- Taking part in CPD sessions
- Recording and reporting incidents of serious misconduct

How parents can support children by:

- Supporting children to take increasing personal and social responsibility as they progress through the school
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning
- Keeping in regular contact with the class teacher
- Attending meetings to work collaboratively to support children's progress and develop strategies for support
- Ensuring that children attend regularly and ringing immediately when a child is absent
- Avoiding holidays during term time, and trying to ensure that medical and dental appointments are arranged outside school time, where possible.

Children can work to achieve these aims by:

- Working to the best of their abilities and allowing others to do the same
- Treating other children and adults in the school community with respect and kindness
- Listening to and following instructions given by the school staff
- Behaving responsibly
- Never bullying other children, physically or verbally
- Not making personal remarks or using racist or homophobic language
- Taking care of their own and the school's property and facilities
- Cooperating with other children and adults

Positive Reinforcement

Children who have demonstrated positive behaviour or have persevered when faced with challenges are acknowledged and praised. Students are encouraged to give each other positive feedback and encouragement.

Social Education sessions are used to explain potential areas of conflict and discuss resolutions. There may be practical demonstrations of the consequences of positive and negative actions and children are encouraged to take responsibility for their own actions.

Students are encouraged, in an age-appropriate manner, to be aware of their pattern of choices and develop from a pattern of negative choices to using a selection of positive ones.

Management of Negative Behaviour and Sanctions

Problems with behaviour are dealt with initially by the member of staff working with the child. Action taken varies according to a child's age or development stage and to the severity of the situation. The following framework of responses is used as appropriate in all year groups and is regularly reviewed:

1. Non-verbal warning e.g. changes in facial expression or to tone of voice.
2. Talking with the child and reminding them of the expected behaviour.
3. Removing the child from the conflict or if necessary moving other children away from the situation.
4. Talking again with the child, reflecting on their behaviour at an appropriate time, with the class teacher.
5. Where several children are affected, the teacher may instigate a group discussion listening to all points of view before deciding on the next course of action.
6. In some instances it may be necessary for the child to visit the headmasters to discuss their behaviour.
7. A sincere apology will be prompted, written if appropriate.
8. When necessary parents will be informed.
9. When a child has been hurt, either emotionally or physically, the adult who has been informed will investigate the incident and make clear and concise records, following the school's procedure for logging behaviour concerns. The adult will speak to both children, independently and together. If injury has occurred, this will be recorded with an accident report and handed to the office.
10. In cases of serious incidents or repeated lack of good behaviour, the child's parents/carers will be informed and invited to work with the school to discuss and set targets for the child to support him/her to improve. This may also include any action to remedy the unacceptable behaviour, as agreed with the parents and the school and conveyed to the child.
11. In more serious cases, for example when a child has threatened or attacked another child or adult, the child may be sent home at the discretion of the headmasters. This will only happen after the headmasters have discussed the incident with parents.
12. Where possible, all behaviour will be dealt with without students feeling humiliated.

The school's behaviour management focuses on understanding why children are misbehaving and wherever possible, helping them overcome this behaviour without singling out, segregating, or belittling them.

A simple overview of the school's sanctions framework can be found in appendix 1. Please note, appendix 1 is not an exhaustive or definitive list of sanctions that may be used by teaching staff.

Exclusions

Only the headmasters have the power to exclude a pupil from school and may not delegate that power to someone else. This should always be done in accordance with the school's exclusion policy. Exclusion is a serious step and only would be used in response to serious breaches of the school's Behaviour Policy and only after a range of alternative strategies has been tried and not proved successful.

Exclusion is only used where allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil or other pupils and staff.

Positive Handling

The Acorn School acknowledges that positive handling should only be used as a last resort and in conjunction with this behaviour policy and justified by the member of staff. Members of staff must take into consideration the characteristics of the child, including gender, age, physical and developmental needs.

Positive handling uses the minimum of force necessary, for the shortest period of time [and always in-line with Guidance for Safer Working Practice] to prevent a child from:

- harming him/herself
- harming others
- harming property
- being harmed by external hazards

It is also used to:

- support a vulnerable child
- enable a pupil to feel safe

All incidents of positive handling must be recorded and reported to the parents.

Recording of Behaviour

All incidents of behaviour (positive and negative) and disciplinary information will be recorded using the school's Child Protection Online Management System (CPOMS) and will be handled in accordance with the school's Privacy Notice. Instructions for recording behaviour can be found in **Appendix 2**.

Appendix 1: Behaviour Sanctions Guidelines Framework 2018

Problems with behaviour should be dealt with initially by the member of staff working with the child and should involve the headmaster where it is a case of persistent poor behaviour or an incident of serious poor behaviour. Action taken should vary according to a child’s age or development stage and the severity of the situation. Please refer to the school’s Good Behaviour and Reporting Policy for further information.

In line with our Behaviour and Bullying Policies, all sanctions given should be used in addition to reflective and corrective activities and discussions with the student / group in question. Any person who has been the victim of poor behaviour or bullying should be supported by staff.

| | | Staff Action | | |
|---|--|---|--|---|
| Sanction Level | Negative behaviour | [This is not an exhausted list of possible actions] | Follow up / record keeping | |
| T e a c h e r S a n c t i o n s | 1 Non-verbal warning | Early signs of low-level poor behaviour and disruption. | Use a non-verbal warning, such as change in facial expression or tone of voice as a preventative measure in an attempt to prevent poor behaviour arising. | Monitor and report on CPOMS if non-verbal warnings have to be used regularly with a class / child. |
| | 2 Verbal reprimand | Not ready to learn Not doing their best Disturbing learning for others <u>Low-level behaviour</u> | Teacher to give verbal reminder of the expected behaviour. | Record incident and sanction given on CPOMS, including time, lesson and any other relevant details. |
| | 3 Verbal reprimand and in-classroom relocation followed by discussion after class. | Repeated [3 or more] incidences of low-level behaviour, after verbal reprimand has been given <i>in a single lesson.</i> Repeated incidents of low-level behaviour following multiple isolated reports of verbal reprimands being given in different lessons. <u>Incident of moderate-level behaviour</u> No homework or poor / scruffy work. | Teacher to give a verbal reprimand and relocate the disruptive student within the classroom. Teacher to talk to the student away from other students, immediately after the lesson. Inform student that continued disruption will result in them being excluded from the next lesson. Student may have to repeat work. | Class teacher / sponsor to be informed following the lesson. Record incident and sanction given on CPOMS, including time, lesson and any other relevant details. |

| | | | | |
|------------------------------|--|---|--|---|
| | <p style="text-align: center;">4</p> <p style="text-align: center;">Exclusion from class</p> | <p>Continued incidences of low-level behaviour despite steps above being taken.</p> <p>Repeated incidences of moderate-level behaviour, after steps above have been taken.</p> <p><u>Incident of severe-level behaviour</u></p> | <p>Teacher to <u>exclude student</u> from class either temporarily, to 'get some air', or for the rest of the lesson.</p> <p>The teacher must escort the student to the office with their work (class 7/8+) or request that another student summons office staff to collect the student (class 1-6).</p> | <p>Class teacher / sponsor to be informed immediately, if possible by the office staff.</p> <p>Letter to be sent to parents outlining the incidents and offering for them to come and discuss with teacher(s).</p> <p>Record incident and sanction given on CPOMS, including time, lesson and any other relevant details.</p> |
| <p>Headmasters Sanctions</p> | <p style="text-align: center;">5</p> <p style="text-align: center;">Student report</p> | <p>Repeated incidence of poor behaviour after being excluded from a lesson.</p> <p>Repeated incident(s) of severe level behaviour, after steps above have been taken.</p> <p>No homework across many lessons.</p> | <p>Student to be put on report. Each teacher should be asked to comment on the report after each lesson.</p> | <p>Parents to be informed that the student is being put on report, and why.</p> <p>Student report to be completed on CPOMS, under the guidance of the Headmasters.</p> <p>Headmaster to be informed by class teacher / sponsor.</p> |
| <p>Headmasters Sanctions</p> | <p style="text-align: center;">6</p> <p style="text-align: center;">Exclusion from school</p> | <p>Poor report or re-occurrence of poor behaviour during or following a period of being on report.</p> | <p>Headmaster to use his discretion to exclude the student from school, usually for 1-5 days.</p> <p>In severe cases, the headmaster may exclude the student from the school permanently.</p> <p><i>All exclusions must follow the school's exclusion policy.</i></p> | <p>Headmaster to complete a report on the incident(s) from the beginning, detailing all steps taken, sanctions given, and behaviours reported.</p> <p>Meeting with parents.</p> <p>Opportunity to appeal decision.</p> |

This system is **not** a points-based system. Teachers should use the sanctions guidelines to inform their practice of when to escalate their concerns but should not use it as a behaviour management tool in the classroom.

Examples of Different Levels of Behaviour

Low-level behaviour

- Talking
- Swinging on chairs
- Stopping the flow of the lesson with unrelated questions.
- Excessive calling out unless requested to.
- Not listening to instructions properly
- Distracting others
- Passing notes
- Throwing possessions across the classroom
- Disrespecting your surroundings or the belongings of others

Moderate-level behaviour

- Use of bad language
- Use of derogatory language or behaviour
- Belittling others
- Rude behaviour towards others

Severe-level behaviour

- Any physical acts of violence
- Racist, sexist or homophobic behaviour

**TEACHERS' GUIDE TO LOGGING POSITIVE / NEGATIVE BEHAVIOUR AND
SANCTIONS**

INCIDENT / OBSERVATION



LOG INCIDENT ON CPOMS

<https://acornsch.cpoms.net>

Login using your email and password

- Search for student's name
- Describe the incident of positive / negative behaviour
- Include:
 - Lesson / time
 - Sanction given
 - Any further actions required
- Select behaviour category [positive or negative]
- Alert Class teacher and Nikki (Upper School) or Sarah (Lower School). Headmaster should be alerted, in person, for serious incidents.
- Upload any relevant documents such as scans of hand written notes [these should then be handed to the office for filing].
- Click Add Incident



Class Teacher / Head of US/LS or Headmasters will review all incidents and contact you if further details are required. They will inform you of any further actions that have been taken.