

The Acorns School



The Acorns School Behaviour and Safety Policy

ETHOS

Summary.

The Staff of The Acorns School recognise that effective teaching and learning will only take place in an atmosphere where there is a clear understanding of what is, and what is not, acceptable behaviour.

This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. This policy is longstanding, subject to review and has developed on the understanding that **for the policy to be effective good relationships must be developed, maintained and seen as the cornerstone.**

AIMS

The aim of our behaviour policy is to promote positive relationships between the school staff and pupils and to help establish a calm and supportive ethos in which pupils can develop emotionally, socially and academically. We aim to develop:

- 1 Personal responsibility for actions.
- 2 Respect for others, their beliefs and their property.
- 3 Self-respect, self-esteem, self-discipline
- 4 Honesty.
- 5 Empathy.

POLICY IMPLEMENTATION

This policy has been introduced following consultations with staff, pupil's and parents.

The school code of conduct is reflected in our 5 Golden Rules for Success in every room in the school.

Quite simply **our code** is as follows:

- ▶ **We will value each other and our environment.**
- ▶ **We will show respect for everyone by listening attentively and speaking politely.**
- ▶ **We will work together to develop strategies to manage behaviours and emotions.**
- ▶ **We will behave in a way that is supportive and encourages positivity.**
- ▶ **We will be tolerant of others and their needs.**
- ▶ **We will aim to resolve conflict by accepting and acknowledging the feelings of all and seek ways to put things right.**
- ▶ **We will keep each other safe and comply with school policies regarding Health and Safety.**

Respect, Learn, Progress (RLP)

GOOD BEHAVIOUR IN CLASS

Good behaviour in class makes it easy for everyone to learn and for the teachers to teach.

For the pupils, this includes;

- ❖ Attending every lesson on time and beginning promptly
- ❖ Listening carefully
- ❖ Following instructions
- ❖ Working hard and asking for help when needed

IN GENERAL

Be polite to everyone;

This includes:

- ❖ Using a low voice – shouting is rude.
- ❖ Using language which is neither abusive or offensive
- ❖ Offering help to others
- ❖ Being polite to visitors.

Listen to others and expect to be listened to;

This can include:

- ❖ Trying to understand other people's point of view
- ❖ Not interrupting anybody or being interrupted by others
- ❖ Being silent when required
- ❖ Not answering back

Keep the school clean and tidy so that it is always a welcoming place which we can be proud of.

This includes:

- ❖ Taking care of our displays
- ❖ Keeping the walls and furniture clean and unmarked
- ❖ Putting all litter in litter bins
- ❖ Reporting damage to staff
- ❖ Using the toilets in an acceptable way

OUT OF CLASS

Move quietly and gently around school.

This includes:

- ❖ Walking from area to area
- ❖ Being ready to open doors
- ❖ Being ready to help carry things

Strategies to encourage positive behaviour

Statement: The fundamental strategy in place to establish and maintain good behaviour in the school is the **high priority given to the need to treat all members of our community and visitors with respect and tolerance.** Staff model mutual respect, towards each other, the pupils and all visitors to the school. Appropriate pupil behaviour and any specific examples of positive or caring behaviour observed is acknowledged and valued. The use of restorative justice approaches throughout the school reinforces the existing ethos and behaviour management strategies in place. This has increased the emphasis on the need for individuals to acknowledge any harm or hurt their words or actions have caused and the need to identify ways of repairing relationships.

- ❖ Commitment to restorative justice processes – 'making good.' Use of formal and informal approaches/meetings to resolve conflicts.

- ❖ Expectations of good behaviour and concept of 'Respect, Learn, Progress', is addressed through the admissions procedures.
- ❖ A pupil/parent/school agreement is signed.
- ❖ The school Code of Conduct is displayed in classrooms and communal areas.
- ❖ Positive feedback for pupils is given as part of the tutorial review system.
- ❖ Positive phone calls home by teaching staff and keyworkers and /or and positive postcards are sent home regularly.
- ❖ A whole school reward system is in place.
- ❖ Additional, flexible rewards are encouraged to match pupil needs.
- ❖ Behaviour for Learning monitoring system in lessons
- ❖ Individual and general behaviour issues discussed and addressed through daily staff briefings, weekly staff meetings and whole staff training.
- ❖ Emphasis is on avoidance of incidents/escalation through staff vigilance and team work.

Rewards and Incentives

In order to achieve our aims as stated in this policy we believe the emphasis must be placed on the positive and therefore all progress and achievement needs to be recognised and acknowledged. The reason for and the nature of the rewards should be clear to both pupils and staff and should be awarded as soon after the event as possible. It is central to the very individualistic nature of our approach that consideration should be given to what type of reward will be most appropriate for the pupil concerned whenever possible.

Aims:

To recognise achievement in relation to work, behaviour and attendance.

To increase motivation and self-esteem.

To increase and sustain good attendance.

- ❖ Achievement points system
- ❖ Attendance – certificates and reward vouchers
- ❖ Displays of students work
- ❖ Certificates of achievement
- ❖ Records of achievement
- ❖ Praise postcards and phone calls home
- ❖ Enrichment activities and vouchers
- ❖ Public and/or private praise
- ❖ Instant small rewards at discretion of staff to reflect achievement/improvement
- ❖ Praise phone call or note to mainstream school (Intervention pupils)
- ❖ Specific rewards agreed with pupil as part of individual behaviour targets set.

Behaviour around school will be managed by:

- ❖ Break times are supervised by all staff in classrooms.
- ❖ Lunch supervised in common room and outside.
- ❖ Staff will escort pupils to the common room at the beginning of lunch and back to teaching areas at the end of lunch.
- ❖ Pupils are escorted to their taxis.

Sanctions

Although the ethos of our approach to behaviour management emphasises positive reinforcement of good behaviour we believe it is necessary to have in place appropriate responses to unacceptable behaviour that can affect good order and has a detrimental effect on pupils and staff. Consultation with pupils confirms that there is a general view that disruptive behaviour should be challenged and consequences in place. The reason for, and the nature of sanctions should be clear to both pupils and staff and should be implemented as soon after the incident as possible. Responses should be appropriate and graded. There is a need for consistency. However, in line with the individualistic nature of our approach consideration should be given to what type/level of sanction would be most appropriate for the pupil concerned.

Aims:

To provide a measured and fair response to inappropriate behaviour

To act as a support for the school Behaviour Code and a deterrent to disruptive/ inappropriate behaviour.

To promote an ethos of fairness

To contribute to the provision of a safe environment for pupils and staff.

Poor behaviour in the classroom will be managed through:

- ❖ A range of strategies in proportion to the level of behaviours and in relation to individual need:
- ❖ Behaviour for learning monitoring/ logging in lessons to identify problem areas / issues arising.
- ❖ Low key interventions/reminders; increased individual support, withdrawal of attention, distraction, negotiation, use of humour, change of activity/seat, positive reward of other pupil, peer support.

If behaviour significantly disrupts the learning of other pupils, the pupil will be taken to another room to discuss the problem or to work quietly, supervised whenever possible by the sessions support staff. The aim will be to return to the classroom as soon as possible if appropriate.

If additional support is required the pupil should be supported by staff on duty and if necessary SLT on duty. The form tutor and pupil's key worker will be informed as soon as possible and the issues addressed through regular or additional discussions. Parents/carers will be informed by telephone, by the key worker if disruptive behaviour is repeated during a day.

If a pattern of disruptive behaviour continues the keyworker will contact parents by telephone and/or letter and a review meeting will be arranged. A behaviour contract may be initiated.

Pupils who cause disruption during break times or fail to follow the Code of Conduct will be unable to access activities such as games/outside activities for a specific period.

Please refer to Behaviour Protocol for full details.

Exclusions

In accordance to current guidelines a Head Teacher of a PRU has the power to exclude a pupil. The key features of this guidance are:

The exclusion can be for a fixed period or permanent. A pupil may not be excluded for a fixed period which would make a total of such exclusions exceed 45 days in a school year. The LA's duty to provide suitable education applies to a pupil excluded from a PRU as to any other pupil out of school. In practice, fixed term exclusions will be under 6 days except for exceptional circumstances. Work will be provided, supervised by a parent/carer. If exclusion longer than 6 days is necessary, alternative arrangements for provision will be agreed with another SSS or alternative plan put in place. An excluded Looked After Child would have provision from day 1. Our policy is to use this sanction in only exceptional circumstances, for example, where a pupil poses a threat to his/her own safety or wellbeing, or that of other pupils or staff and as far as possible to use fixed period exclusions.

DfE guidance 2017 update:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

SERIOUS INCIDENTS

Statement: It is up to the professional judgement of the Head Teacher and the staff involved to determine whether or not an incident is logged as 'serious'. Factors such as context, severity, frequency and intent are taken into account. Less 'serious' incidents are recorded to provide a chronology of events in relation to a pupil, inform present or future strategies and programmes and to assist tracking of individual or group behaviours.

Aims:

A safe environment for all pupils and staff.

Increase staff knowledge and understanding to defuse and handle a range of potential future serious behaviours.

To provide information to assist in the provision of appropriate programmes of support for individual pupils.

Have an accurate record of incidents.
To provide support for staff.

The following incidents will be logged as serious:

- Allegations or threats towards staff
- Care and control situations
- Deliberate, significant damage*
- Racial/ sexual or 'other' harassment
- Physical assaults on staff or other pupils

Absconding from school is considered serious. However a specific protocol is followed please see 'Supervision and duty of care during the school day' policy.

**N.B Damage to school property: wherever possible it is the school's intention not to involve police as the school prefers to seek a restorative solution involving reparations either financial (paying for the damage or contributing to the cost if appropriate) or 'in kind' e.g., be willing to fix the damage or make good elsewhere if appropriate. The school takes this approach for three reasons: (i) in order to avoid criminalisation (ii) to set a positive example regarding taking responsibility for actions (iii) wilful damage is not insured and costs have to be covered. If parents/ carers do not support this approach and refuse to support the school the school will seek redress through the 'small claims court'*

- Following an incident, a discussion is held between staff involved and the Head Teacher to determine if the incident is to be assessed as serious.
- If affirmative, the incident is recorded in Sims and on an Incident proforma.
- Staff involved complete Information Sheet to record details of incident.
- CC1 form completed if pupil care and control team teach procedures are required (See below also). Pupil is checked for any injuries sustained during holding.
- If any injuries are sustained by staff this is recorded on LCC Oracle system.
- Head Teacher considers all information, decides upon, or endorses action.

**THE USE OF REASONABLE FORCE DURING A
SERIOUS INCIDENT**

Statement: There is no legal definition of reasonable force and so it is therefore not possible to set out when it is reasonable to use force, or the degree of force that may be reasonably used. Although this will always depend on the circumstances of the case, it is our policy for reasonable force to be used as a last resort and to use the minimum needed to achieve the desired result.

The priority is to ensure the safety of pupils and staff. Any incidents to be logged in Sims Incident proforma and recorded on CC1 form.

LIAISON WITH PARENTS

Statement

Communication between parents/carers and the school is an important element in meeting the needs of our pupils effectively. During the admissions process information is shared with, and between, parents and key staff involved with the young person. This sharing of information aims to lay the foundations for a partnership approach to meeting the needs of the pupil.

Implementation

- Behavioural expectations are made clear to parents and form part of the Parent/school agreement.
- Positive feedback is made regularly to parents/carers by telephone/home visits/reports/reviews
- Parents are encouraged to contact the school /key worker to share information that may impact on behaviour
- Parents views are sought through regular Questionnaires
- Issues related to behaviour are brought to the attention of parents/carers and they asked to be involved in agreeing strategies
- Parents/carers are informed of any serious incidents or use of reasonable force.
- Complaints procedures are included in school Information Pack.

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY

The Head teacher and the SLT have the responsibility for monitoring and evaluating the implementation of the policy and code of practice using a range of strategies. The Committee will review the policy in line with arrangements for policy review and evaluation.

These include;

- Feedback from stakeholders both formal and informal through questionnaires, audit and interviews.
- Lesson observations.

- Observations during unstructured times.
- Monitoring pupil profiles
- Monitoring and tracking recorded incidents.
- Professional dialogue

Please also refer to:

Statement on managing behaviour

Anti-bullying policy

Behaviour Protocols and Sanctions

5 golden rules for success charts in class

Threatening Behaviour/ Abuse protocols for Alternative Providers

'Ensuring good behaviour in schools' A summary for head teachers, governing bodies, teachers, parents and pupils – DfE 2012

Reviewed:

July 2012

July 2014

July 2016

September 2018

This policy will be reviewed September 2020.

Please see attached five golden rules

FIVE GOLDEN RULES FOR SUCCESS: Respect - Learn - Progress

Rule	Definition
<p>1. We will speak to other individuals politely and respectfully.</p> <p>Polite: 1 Point</p>	<p>Each and every student is valued and respected no matter the reason they are at Acorns. Every person is entitled to equal respect at all times.</p>
<p>2. We will use appropriate language and be kind to people.</p> <p>Respect people: 1 point</p>	<p>Swearing is not acceptable. Anyway, people who swear at others and use unacceptable language do not command respect!</p>
<p>3. We will treat objects and things such as school property (books, pens, the rooms we use etc.) with respect and not misuse them.</p> <p>Respect environment: 1 point</p>	<p>If we have respect for the property or belongings of others, then people will share or allow you to use things when you ask.</p>
<p>4. We will try to do the best that we can in our lessons and activities. If we find something hard to do or don't understand, then ask a member of staff.</p> <p>Effort: 1 point</p>	<p>We will help you as much as we can but you will be encouraged to do as much as you can and independently. This will help you in later life.</p> <p>In order to get anything out of life you've got to have a go.</p>
<p>5. The fifth golden rule is to stick to the four rules in this chart!</p> <p>1 point: Excellent Effort</p>	<p>Well done – simple.</p>