

Acorn Trust Behaviour Policy



Written by:	Pastoral Team
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Chairs Signature	

Mission Statement

The Acorn Trust is a Multi-Academy Trust established with the aim of providing outstanding learning and opportunities for the children within its care.

Children are our nation's most precious resource. Their school life and learning experience will shape them for the whole of their lives

Safeguarding Statement

At the Acorn Trust we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

Behaviour Policy

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Statement of intent

The Acorn Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining behaviour that is not in line with our policy.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the Acorn Trust's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Key roles and responsibilities

- 1.1. The trustees have overall responsibility for the implementation of this policy and the procedures of The Acorn Trust.
- 1.2. The trustees have overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The trustees have responsibility for handling complaints regarding this policy, as outlined in the Acorn Trust's Complaints Policy.
- 1.4. The headteacher of each school within the Trust will be responsible for the day-to-day implementation and management of this policy and the procedures of The Acorn Trust.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home and in the school playground.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to a member of staff.

2. Definitions

- 2.1. For the purpose of this policy, The Acorn Trust defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of The Acorn Trust within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of 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 so as 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 legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

2.2. For the purpose of this policy, The Acorn Trust defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others and not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework

- Not following classroom rules
- Use of mobile phones
- Graffiti

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

3. Training of staff

- 3.1. At The Acorn Trust we recognise that early intervention can prevent inappropriate behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

4. Pupil expectations

- 4.1. Pupils and parents/carers will be expected to follow The Acorn Trust’s Code of Conduct which requires pupils to:
 - Conduct themselves around the premises in a safe, sensible and respectful manner.
 - Arrive at school on time and fully prepared.
 - Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
 - Behave in a reasonable and polite manner towards all staff and pupils.
 - Follow classroom rules and procedures.
 - Show respect for the opinions and beliefs of others.
 - Complete classwork as requested.
 - Hand in homework at the time requested.
 - Report unacceptable behaviour.
 - Show respect for the school environment.
- 4.2. The Acorn Trust will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:
 - Line up in groups when entering or leaving the classroom or school premises.

- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

5. Rewarding good behaviour

- 5.1. The Acorn Trust recognises that pupils should be rewarded for their display of good behaviour.

The Acorn Trust will use the following rewards for displaying good behaviour:

- Class Dojo which is the main classroom reward system
- Staff award (5 dojo points)
- Headteacher Shining Star award (10 dojo points)
- Certificates
- Verbal praise
- Prizes linked to the Dojo system
- Stickers
- End of term Oscar Awards
- Termly class reward

6. Unacceptable behaviour

- 6.1. Unacceptable behaviour will not be tolerated at The Acorn Trust.
- 6.2. Depending on the nature and severity of the undesired behaviour, this may include an immediate fixed term exclusion or a permanent exclusion. The Acorn Trust may introduce, where necessary, a reduced timetable.
- 6.3. Breaking any of the rules laid out in our Code of Conduct will lead to consequences and disciplinary action.
- 6.4. When to implement 'The Step System' (see Appendix 1):
- ☹ Poor work and attitude to learning
 - ☹ Disruption to learning - continuous chatter not related to learning, shouting out, knowingly irritating others
 - ☹ Engaging conflict, not on task
 - ☹ Violence, aggression/verbal abuse towards others

- ☹ Refusing to do as requested
- ☹ Rudeness and disrespect
- ☹ Taking self out of class
- ☹ Causing damage to property
- ☹ Being in an inappropriate place without permission
- ☹ Rude to adults
- ☹ Refusal to carry out instructions by staff

7. Safeguarding

A risk assessment will be carried out prior to any school trips/visits which will include looking at every child's behaviour in school. On rare occasions it may be necessary for the School to decide that a child is not able to attend the visit due to their behaviour which could lead to health and safety problems. In the event of this happening and as part of the risk assessment the teacher, SLT, Pastoral Staff, Headteacher will discuss in detail the potential risks and speak directly with parents/carers of their decision.

8. Consequences

- 8.1. Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, The Acorn Trust will not hesitate to take appropriate action.
- 8.2. Within The Acorn Trust, staff will follow 'The Step System'. See Appendix 1 – children should be familiar with this procedure and will be displayed within the classroom.
- 8.3. Within The Acorn Trust, we recognise that pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.
- 8.4. At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- 8.5. The Acorn Trust will use a number of different consequences, which will be used depending on the behaviour displayed by the pupil, including the following:
 - Providing a verbal warning
 - Losing playtime/lunchtime
 - Using time-outs
 - Using the Buddy Class strategy

- Reporting the behaviour to the school's Management Information System
- Speaking to parents/carers at the end of the school day
- Phoning home to parents/carers
- Contacting external agencies such as social services
- Excluding the pupil

8.6. The Acorn Trust does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

9. Outside school and the wider community

- 9.1. Pupils at The Acorn Trust are encouraged to represent their school in a positive manner.
- 9.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 9.3. Complaints from members of the public about inappropriate behaviour by pupils at The Acorn Trust, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

10. Monitoring and review

- 10.1. This policy will be reviewed by the headteacher and trustees on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Appendix 1

Step System

Step 1	Verbal Warning	Initial low level disruption/behaviour (a reminder to turn behaviour around).
Step 2	Final Warning	If the same persistent low level disruption continues within a 10 minute period.
Step 3	Time Out Chair	If this behaviour continues then the pupil should have time out (no longer than 5 minutes for EY/KS1 and 10 minutes for KS2). They will have the opportunity to turn their behaviour around. If they persist then got to Step 4.
Step 4	Buddy Class	Children should be sent to another class to complete their work. Children can be sent to any class the teacher feels is most appropriate for that child. An appropriate time should be agreed with both teachers. Work should be supplied by the child's own class teacher. If the child continues with the behaviours then Step 5 should be followed.
Step 5	Pastoral intervention	If the child continues to make the wrong choices then another child can ask for the Pastoral Team to speak with the child. If the child is to work in the Pastoral staff's room, the class teacher should supply enough work for the pupil to complete. This should be recorded on the school's Management Information System.
Step 6	Headteacher/SLT	The Headteacher/SLT will be contacted in the Pastoral Team's absence, or if deemed necessary.
Additional Information	Record keeping	If the pupil has reached Step 4, staff to record this on the school's Management Information System.