

Acorn Trust

Positive Behaviour

Policy



Written by:	Pastoral Team and SLT
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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 the intrinsic desire to display positive attitudes and behaviours both in and outside of school, including online.
- Promoting self-esteem, self-discipline, proper regard for others, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Empowering children to know that attitude and behaviour are a choice.
- Challenging behaviour that is not in line with our policy and applying a restorative approach.
- Providing an environment for all children to feel safe and cared for.
- Encouraging positive relationships with parents/carers.
- Demonstrating strong morals, self-regulation, and uphold each schools' values and 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.

This policy should be read in conjunction with:

- Care and Control Policy
- Inclusion /SEND Policy
- Early Years Policy
- Anti-bullying Policy
- Attendance Policy
- Educational Visits Policy
- Equality Policy
- Online Safety Policy
- Safeguarding Policy
- Complaints Policy
- Whistleblowing Policy

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 controlling/managing their 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 any behaviour which is not in line with the school's behaviour policy, vision and values.
- 1.11. All staff have a duty to report all high-level behaviours (Step 4 and above) on CPOMS logging system.

2. Training of staff

- 2.1. At the Acorn Trust we recognise that early intervention can prevent inappropriate behaviour. As such, staff will receive training in de-escalation techniques and restorative practice.

- 2.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 2.3. Teachers and support staff will receive regular and ongoing training as part of their development.
- 2.4. Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- 2.5. The school will provide training for staff around the specific needs of pupils with continual behaviour problems.

3. Pupil expectations

- 3.1. Pupils and parent/carers will be expected to follow the Acorn Trust's Code of Conduct which requires pupils to:
 - Follow the school's Golden Rules
 - Conduct themselves around the premises in a safe, sensible and respectful manner.
 - Arrive at school on time.
 - Follow instructions given by all staff both in the classroom and on the playground.
 - Behave in a respectful and polite manner towards all staff, pupils and visitors.
 - Follow classroom rules and procedures.
 - Show respect for the opinions and beliefs of others.
 - Show a positive attitude to learning.
 - Demonstrate self-regulation both within and outside the school environment (i.e. residential and school trips, sporting events).
 - Report behaviour not in line with the Trust Behaviour Policy and school's vision and values.
 - Show respect for the school environment.

The Acorn Trust and its schools 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.

Golden Rules

The schools' Golden Rules clearly define the high standard of behaviour that the Trust expects in schools from Nursery to Year 6. They are referred to frequently and should encourage the children to be positive in all they do and should help create a happy environment for pupils to work in. The Golden Rules may vary slightly in their wording for schools within the Trust but all share the same principles.

Classroom Management

Classroom management and teaching methods influence children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption and be well labelled to promote independence. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work and the completion of assigned work.

Positive praise

Positive behaviour is consistently reinforced within schools. This is also taught through the PSHE curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Through the PSHE curriculum, restorative practice, circle time, Nurture and Worship children have the opportunity to discuss issues and voice concerns. All staff should provide children with consistent positive encouragement and recognition when they demonstrate positive behaviour.

4. Definitions

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

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:

- 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
- Being dishonest
- Not following classroom rules
- Graffiti / defacing books

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

5. Rewarding good behaviour

The Acorn Trust and all its schools recognise that pupils should be praised and rewarded for; good behaviour; good work, helpfulness and kindness towards peers and adults.

We will use the following rewards in recognition of good behaviour:

- Class Dojo which is the main classroom reward system*
- Acorn Trust award (5 dojo points)
- Shining Star award (10 dojo points)

- Values Detective award
- Star of the week
- Acorn Trust Resilience Award
- Verbal praise
- Prizes linked to the Dojo system
- Stickers
- Termly class reward
- Other award systems bespoke to the school.

The name of children who receive a weekly school award are shared on the School Newsletter and displayed in school.

**Each week during Celebration Praise, the pupils with the most Dojo from each class are allowed a prize from the Dojo cabinet. Children can also choose to save their Dojo's for bigger prizes.*

6. Unacceptable behaviour

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Staff use the language of choice to encourage children to make the right choice.
- It should be the behaviour rather than the person that is reprovved.

If children make the wrong choice they are given the opportunity to turn it around by using the Choices Script (see Appendix 3) and the steps system which is in line with our Code of Conduct.

Step System

The Step System is displayed in every classroom alongside the Golden Rules. These are used as visual prompts to remind children of the school's expectation of behaviour. At the start of each session (e.g. after break and after lunch) all children are removed off the step system and given a fresh start.

All teachers will record on CPOMs all incidents that have reached step 4 or above.

When to implement the steps system – (see appendix 2).

- Negative attitude to learning
- Disrupting learning of self and others
- Not on task

- Violence, aggression/verbal abuse towards others
- Refusing to follow instructions
- Being disrespectful to other pupils and staff
- Causing damage to property
- Being in an inappropriate place without permission

We are proactive in providing a range of additional support to children with wider behavioural needs. This support may include: Personalised rewards charts, home/school diaries, Individual Behaviour Plans, Personalised Support Plans, Positive Handling Plans, Pastoral support, access to Nurture and Early Helps. This list is not exhaustive.

We will work alongside parents/carers and other relevant external agencies to ensure the needs of the child are met.

However, some behaviours will not be tolerated at The Acorn Trust and its schools and this will be deemed as highly unacceptable behaviour.

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 agreed with outside agencies, a reduced timetable.

Fixed Term Exclusion

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Acorn Trust complies with current DFE Exclusion Guidance (September 2017)

- If an incident is deemed serious enough to involve fixed term exclusion, the Headteacher will endeavour to contact the parent /carer on the day of the incident.
- A letter will be sent home outlining the reasons for the exclusion and the measures parent/carers can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents should meet with a member of SLT on the day that the child returns to school to ensure such events do not reoccur.
- We ensure a restorative conversation regarding the exclusion is had with the child on their return to school with either a member of the SLT or Pastoral Team.

The Chair of the Local Advisory Board and CEO are notified when an exclusion has been made. The Headteacher informs the Local Advisory Board about any fixed term exclusions beyond 5 days in any one term. Exclusion information is included in Headteacher's termly report to the Local Advisory Board.

Permanent Exclusion

The decision to exclude a child permanently is a serious one and can only be made by the Acorn Trust's CEO. The Local Advisory Board should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have

been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion would only be used as a very last resort, in response to a serious breach, or persistent breaches, of the Acorn Trust's Behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. The CEO informs the Trust Board and Local Advisory Board about any permanent exclusions. The Local Advisory Board has a duty to consider parents' representations about an exclusion. The requirements of the Local Advisory Board to consider an exclusion depends upon a number of factors – see DFE Exclusion Guidance, September 2017.

7. Safeguarding

A risk assessment will be carried out prior to any school trips or extended school activities that 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 issues. 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

- Within The Acorn Trust, staff will follow 'The Step System'. See Appendix 2 – children should be familiar with this procedure - which is displayed within classrooms.
- Within The Acorn Trust, we recognise that pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.
- 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 and restorative practice may be applied.
- We 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
 - Providing a final warning
 - Use of time out chair
 - Using the Buddy Class strategy
 - Pastoral Intervention (including personalised provision)
 - Headteacher/SLT intervention (including personalised provision)
 - Reporting the behaviour on CPOMS
 - Phoning home to parents/carers during the school day
 - Speaking to parents/carers at the end of the school day

- Contacting external agencies were deemed appropriate
- Excluding the pupil
- Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, The Acorn Trust will not hesitate to take appropriate action.

9. Outside school and the wider community

- Pupils are encouraged to represent their school in a positive manner.
- 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.
- Complaints from members of the public about inappropriate behaviour by pupils at schools within The Acorn Trust, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

10. Monitoring and review

- This policy will be reviewed by Headteachers of schools within the Trust and Trustees on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Appendix 1 Restorative Practice Questions

Restorative Practice

At the Acorn Trust we adopt the principles of The Restorative Approach. Everyone involved in an incident is taken through restorative questions to support discussion through a no blame approach that places emphasis on repairing the harm done and restoring positive relationships.

Restorative questions.

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen to put it right?

Note: Questions should where possible be asked to the harmer/ perpetrator first.

Appendix 2

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 C-POMs.

Appendix 3

Choices Script to support the step system

1. (Name) You are (insert behaviour displayed). I need you to (insert desired behaviour).
Make the right choice. Thank you.
Allow thinking time.
2. (Name) you are continuing to (insert behaviour displayed). If you choose to continue, you are choosing a verbal warning. If you choose to (insert desired behaviour) you're choosing not to get a verbal warning. Make the right choice. Thank you.
Allow thinking time.
Give verbal warning if necessary. Move child to Step 1
3. (Name) you are continuing to (insert behaviour displayed). If you choose to continue, you are choosing a final warning. If you choose to (insert desired behaviour) you're choosing not to get a final warning. Make the right choice. Thank you.
Allow thinking time.
Give final warning if necessary. Move child to Step 2
4. (Name) you are continuing to (insert behaviour displayed). If you choose to continue, you are choosing to sit on the time out chair. If you choose to (insert desired behaviour) you're choosing not to sit on the time out chair. Make the right choice.
Thank you.
Allow thinking time.
Ask child to go to the time out chair. Move child to Step 3
5. (Name) you are continuing to (insert behaviour displayed). If you choose to continue, you are choosing to go to another class. If you choose to (insert desired behaviour) you're choosing to stay. Make the right choice. Thank you.
Allow thinking time.

Take child to another class. Move child to Step 4

6. (Name) you are continuing to (insert behaviour displayed). If you choose to continue, you are choosing to go to (pastoral staff member). If you choose to (insert desired behaviour) you're choosing to stay. Make the right choice. Thank you.
Allow thinking time.

Take child to pastoral team. Move child to Step 5

7. (Name) you are continuing to (insert behaviour displayed). If you choose to continue, you are choosing to go to (SLT staff member). If you choose to (insert desired behaviour) you're choosing to stay. Make the right choice. Thank you.
Allow thinking time

Take child to SLT team. Move child to Step 6

At the start of the next session the child moves back to Step 1 to ensure a fresh start.

If a child reaches step 4 this should be recorded on CPOMs.